# Getting Started

# Tips & Tricks
# for
# Elementary & Middle School Tutors

2020

# Table of Contents

lolak@esra.org.il     ©

# All about this booklet

Welcome to ESRA's English Tutoring Program. (ETP) and thank you for sharing your gift of English to help pupils in schools to improve their English.

We know most tutors have no experience or qualification yet the contribution you will make is all about helping pupils improve their self-image and self- confidence. Give them the belief that "Yes! I can!" and the sky's the limit.

The schools in which you will be volunteering know that you are not a qualified teacher and that you need guidance about what to do with the pupils they send to you for assistance.

This material IS NOT intended as an alternative to a teacher's guidelines.
It IS intended to provide you with tips to make your tutoring contribution more effective.
You will find here information about the 'WHYs' and 'HOWs' of the tutoring process, a toolbox of 'Tips and Tricks' to use if a teacher hasn't given you guidance, or as **supplementary activities** to that guidance.

The material is arranged in four parts. In all three parts you will find **Notes** and **Tips**.
The former refers to stuff you might want to **know** and the latter to stuff you might want to **do**.

**Part A:**
**General Activity Worksheets** to be used with pupils at any level, either for a whole session or as an additional 'fun' activity in the last 15 minutes of a session.

**Part B:**
**Supplementary Activity Worksheets** to be used as supplementary material when helping pupils learn topic vocabulary related to what's being done in the classroom.
e.g.: Days of the week, Numbers, Parts of the body, The weather.

**Part C:**
**Background information** on additional aspects about the learning process with specific reference to what teachers are likely to ask you to help pupils with: viz: learn letters of the alphabet, learn vocabulary or help them with reading. Part C offers suggestions of how to do this.
If you require additional material for these activities, please ask your Branch Coordinator to contact a member of the Training Team for assistance.

**Part D:**
**Appendixes** which include material from the booklet: **Tips for Tutors.**

The **Activity Worksheets** in Parts A & B all have accompanying **Background Information for Tutors** (BIFT) and **Suggested Session Activities**.

 **Activity Worksheets** marked with indicate that they are available as printouts on request from ESRA National Office.

Best wishes for an enjoyable and rewarding year tutoring with ESRA's ETP.

*Lola Katz*
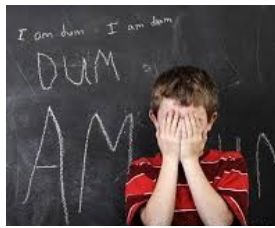**ETP Pedagogical Consultant**
**lolak@esra.org.il**
052 265 3847

# Getting Started

## Who are your pupils?

The pictures reflect who your pupils are likely to be. The last picture graphically explains that the pupils you meet will not be like those you once knew. Make allowances for cultural differences!
Although ETP tutors are in schools as teachers' support, we recommend that teachers send the same pupils for assistance over a period of several weeks/months. Your tutoring experience is intended to be a mutually rewarding one. If you are not happy with any aspect of a tutoring session, contact your Branch Coordinator IMMEDIATELY.

## What's your main objective?

Your main contribution as a tutor is to make your pupils 'like' English.
Many of those you will meet have a low self- image. They think they do not have the capacity to 'learn' English.
This 'fear' of a 2$^{nd}$ language is what academics call an 'affective filter". When the affective filter is high, learners feel anxious and stressed. This emotional state creates a barrier which prevents them from participating in whatever is happening in the 2nd language classroom.
As a result, they fall behind and naturally become bored and even disruptive in a classroom.
It's your job to lower that 'affective filter"!

## How do we get there?
1.  **Offer TLC in a non-threatening, non-judgmental environment.**
    - It's possible to communicate effectively even when making grammar mistakes!

2.  **Make your sessions fun.**
    - Offer different ways of presenting material**.** Use: pictures / realia / miming / flash cards / bingo etc.
    - All pupils learn differently.  Watch: Gardner: Multiple Intelligences:
      https://www.edutopia.org/video/howard-gardner-multiple-intelligences).

3.  **Do an activity that gets your pupils up and moving around.**
    This helps when they are falling asleep and helps pupils whose attention span is limited.
    e.g.: Write on the whiteboard / Play the game, Simon Says./ Play charades

4.  **Make them active participants in the learning process.**
    - Switch roles. Let them play teacher.
    - Let them prepare tests of vocabulary items you've learned together.
    - Encourage them to bring material to your session they want to work with. etc.

5.  **Challenge them to think out of the box by using 'fun' activities**:
    - Make an obviously wrong statement which they need to correct.
    - Scramble number/ letter sequences  / Give them riddles    / Play memory games

## What to bring with you?

1. **Your gift of English and a positive disposition.**
   - Always smile
   - Speak naturally to attune your pupils' ear to the sound of English.
   - Use 'Language Chunks' and idiomatic language when you speak:

   *How're you doing?  Carry on!  Keep up the good work!    We've run out of time   It's Ok to make mistakes*

2. **Your ESRA bag of goodies with the following items:**
   - **General Activity Worksheets** and your ESRA bracelet
   (see **Appendix page 44 #c** for ideas about how to use your bracelet in a first session.)
   - gold stars which you should use liberally. colored plastic cards (see: **Suggested Activities p.23 #2; p.25 #4**)
   - a white board    erasable pens   colored pens `    pencils    an eraser   a copybook

   **Some of these may be available on request from the ESRA office.**

   **Note:** Don't expect your pupil to come with any of the last 3 items. If possible, buy a copybook from a stationery store which has lines and upper case / lower case letters on each page. It's called **מכוונת**

   - a file for **your** notes    your smartphone            realia

   **Note:** Keep a file of what you do in each session with each pupil.
   Make notes of activities that worked / didn't work to share in networking sessions with other tutors.

   Read about what to do with a smartphone **A resource to promote speaking skills. page 35**

   Collect **realia** wherever you go. (Any item with text in English**:** paper napkins / paper cups / menus etc.

3. **Stick Faces (SF)**
   SFs is an ETP concept. We believe that by using Stick Faces, you will enable pupils to speak and even read with confidence. When pupils who may lack the confidence or ability to speak in English, hold a SF and then talk as if it is the SF talking, puppet style, it's likely to reduce stress. Using SFs is also a useful way to model what you 'expect' them to answer.

## Model of a tutoring session

1. **Introduction**
   a. Greet your pupil/s. Use their names. Vary your greetings: *"How are you today"? "How're you doing?"*
   b. Encourage them to answer and then ask*: "And you?"    "What about you?"    "How are you?"*
   c. Offer varied options for their answers*: "Great"   "Wonderful"   "Cool"     "So so"      "Tired"* "*Zonked"*

   **Note:** See **Stick Faces (SF)** (p. 5) and **Appendix** pages 44; 46 – 49 for ideas: **What to do in a first session**.

2. **Share with them the 'purpose' of your session**
   *"Today we're going to ……. learn some new words/         sing a song/       play a game"*
    *"Today let's……………. talk about XYZ/   go shopping/     make breakfast"* etc.

3. **Vary activities in a session**
   Play games / sing songs / use pictures / introduce role-play etc. to help pupils learn the alphabet / new vocabulary
   Present every new item that is being learned so that your pupils first **hear** it, then **say** it.
   Only when you and they have repeated it several times, ask them to **read** it and then possibly **write** it.

4. **End a session with your pupil 'playing teacher'.** (See "suggestions **Pupil plays teacher** pp. 5,7,9,11,13.15).
   '
   **Tip: Develop in your learners the awareness that direction** of a text in English is from left to right. (was or saw?)
      Make sure they use their copy books writing from left to right.     Always sit next to them on their left.

   **Ask**: *"Why am I sitting on your left?"*          **(Ans**: *"That's the direction of English")*
       *"So always think of English as coming from me to you".*
          Direction = [ki-vun] כיוון   from left to right  = [me-smol le-yamin] משמאל לימין

# Stick Faces (SFs)

1. Cut out each face and glue it onto a piece of Bristol Paper.

2. Mount each face onto a lolly stick (or a wooden stick used for stirring sugar into hot drinks available at coffee shops)

3. Note that the first 2 featureless faces are meant to represent a girl and boy pupil.
   Pupil Stick Face (PSF)
   The other 2 featureless faces are meant to represent a male and female tutor.
   Tutor Stick Face (TSF)
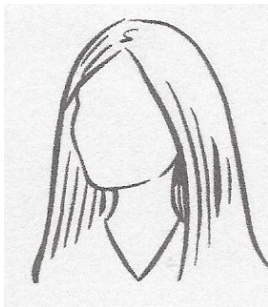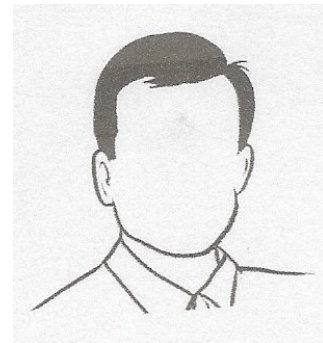
PFS          PSF          TSF
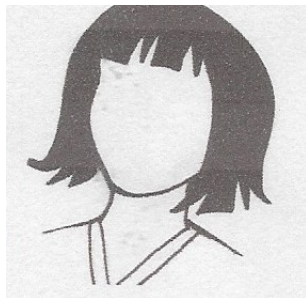
TFS          Pat          Ted
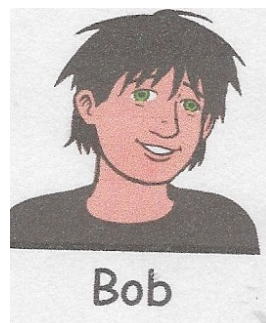
Liz          Bob          Gus

# BIFT: Stick Faces

1. The SF names were intentionally chosen to represent the basic vowel sounds **a e i o u** taught in the first grades of English learning. Hence: **Pat / Ted / Liz / Bob / Gus**

2.  The names resemble three letter words which are called **CvC words. (**Consonant-vowel-Consonant.)

**Note**: The names used for SFs are intentionally NOT Hebrew cognates like Dan because of differences in pronunciation.  (In Hebrew Dan is pronounced [Dun].)

3. By using these SFs, tutors can help pupils **hear / say / write** these words, which will help their reading ability enormously. Unfortunately, even in high schools, there are pupils who cannot read these words!

## Suggested session activities

1.  **Use SFs to model the interaction you want**

If pupils have minimal English, and don't respond to your greeting in a first lesson, model the interaction you want by holding **both** a featureless SF of a tutor (TSF) and a SF of a pupil (PSF) and saying:

> (TSF) *"Hi I'm XYZ"*   (PSF) *"Hi I'm ABC"*
> (TSF) *"Nice to meet you"*  (PSF) *"Nice to meet you too"*

Then give your pupil the PSF and repeat the interaction using your own names.

2. **Use stick faces to help pupils read** (Also **s**ee page 31)

a.  Ask a pupil to find the SF **Pat** and **say**: *"Hi, I'm Pat."* (Repeat with all the short vowel names.)
By doing this they are in effect, reading words with short vowel sounds.

b.  Choose a name.eg. **Pat / Bob**.    **Ask**: "Who is this?"  **Ans**: "She is Pat."

      **Ask**: "Is he Gus?"  **Ans**: "No, He's Bob."

**Note:**
- This activity will give pupils the opportunity to use the very confusing pronouns '**she**' and **'he'** in a natural way and also to practise making negative sentences.

- If your pupil's level of English is very low, model both the question and answer.
   Then ask the question and have him / her answer.

c.  Write **CaC** words that rhyme with **Pat** on a whiteboard and ask pupils to read them.

    **cap / bag / mat / hat / dad / fan**
Ask your pupil to write any **CvC** word on a whiteboard and then read it.

**Note:**
They don't need to know what the words mean. They are learning to read words with short vowel sounds.

d.  Repeat step **#c** using **CeC   CiC   CoC   CuC** words.

**Note:**
**CuC** words are particularly difficult for pupils to read.
They pronounce **CaC** words as if they were **CuC** words.eg:    **Bag** is pronounced [**bug**].
Offer them many **CuC** words to read and write:   (**bun / hut / sun fun / nut / bug / mug / yum yum**)

**Note:**
This is an item from a 4th grade English test. It's called sound discrimination in **minimal pair sets**.

**Listen and circle the word you** hear   .הקשיבו והקיפו את המילה ששומעים   :.

| | | |
|---|---|---|
| 1. | pet | pat |
| 2. | sit | sat |

**Tip:** Make up your own lists. Write 5 words of one **CvC** type in one column and 5 words from another **CvC** type in the second column. Use the instructions from the 4th grade test example above**.)**

## Pupil plays 'teacher'   Repeat tasks 2a and 2b, with pupil asking the questions.

# Yes! I can!

1. What words can you 'read' in English? (Not necessarily in order.)
2. Find other words in English at home/in the street/mall/clothes.
3. Copy/write/photograph the words and bring them next time.

‎1. תקרא/י את המילים באנגלית. (לא לפי סדר)
‎2. לחפש עוד מילים הכתובות באנגלית - בבית / ברחוב / בקניון / בבגדים
‎3. לאסוף / להעתיק / לצלם את המילים ולהביא אותם בפעם הבא.

| 1 | GOLF & CO | 2 | yes. חוויה קולנועית גדולה מהחיים | 3 | FOX MEN KIDS BABY |

| 4 | HOT V.O.D | 5 | Like | 6 | MANGO |

| 7 | GOLF | 8 | ACE Hardware | 9 | NINE WEST |

| 10 | diet Sprite | 11 | FUZE tea | 12 | the Voice |

| 13 | Cinema City | 14 | FORD |

| 15 | Windows | 16 | iPhone |

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# BIFT: "Yes! I can!"

1. The main idea behind this worksheet is to lower your pupils' '**affective filter**". When the affective filter is high, learners feel anxious and stressed. This emotional state creates a barrier which prevents them from participating in whatever is happening in the 2nd language classroom. As a result, they fall behind and naturally become bored and even disruptive in a classroom. Very often these are the pupils tutors meet.

2. By using this worksheet, with pupils whose level of English is weak at any level, you will be offering them an opportunity to succeed when confronted with an English text.
   This is a first step in lowering their affective filter and building self-confidence.
   It proves to them that they already know a lot more than they think. It makes them believe that "Yes. I can!".

## Suggested session activities
Ask any of the following questions:

a. *"What can you 'read' on the page?"* (Let them 'scan' the page. Don't 'read' the items in sequence.)

b. *"What can you buy in stores #1, 6, 7, 8, 9?"*

c. *"What's #5?* (This is a good strategy since very often pupils can't use numbers out of sequence! )

d. **"***Where can you see a car on the page?" "What's the name of the car?"*
   *"What other names of cars do you know?" "Does someone in your family drive a car?" "Who?" "What kind of car is it?" 'What color is it?"*

e. *"What drinks can you see on the page?" "What other drinks do you know?" "Do you drink these?" "Which is you favorite/best drink?"*

f. *"Do you go to malls?" "Which ones?" "Why?" "How often?" "What do you do there?"*

g. *"Read #12 aloud. What do you know about this?" "Do you watch this program?"*
   *"Who are your favorite singers?" "What is your favorite song?" "What do you think of reality shows?"*

**Note:** This is a good opportunity to let pupils pronounce the word **'the'** correctly. It is NOT pronounced [ '**dah**']or [**zah**] !!

**Tip:** To pronounce the ['**th'**] sound correctly, the tongue is placed BETWEEN the teeth and not at the BACK of the teeth or on the upper palate.
Practice correct pronunciation by holding up a mirror so pupils can see their tongue protruding between |their teeth. They find this a lot of fun!

## Pupil plays 'teacher'
a. After asking some / all of the above questions, ask pupils to make up questions of their own related to the worksheet.

b. Encourage them to look for items / products / signs etc. written in English at home and in the malls. Ask them to take pictures of these with their phones and bring them to class for discussion.

c. You could then switch 'roles' and have them ask you questions about the pictures they bring to your session.

d. Tutors can also ask pupils: *"Who's this? / Who's that?"* when looking at pictures pupils bring.
   This is a relevant, authentic contextualized use of this question.

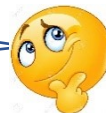# Question Words

What?

Where?

When?

Who?

How?

Why?

How much?

How often?

How many?

# BIFT: Let's ask questions: Question Words

1. Although this page is headed 'Question Words', the words that appear on this Activity Worksheet are known as **WH Question Words** because most begin with the letters WH: **Why / When / What / Where / Who** and **How**!!
They are used to introduce questions which begin with these words.

2. **WH Words** are fundamental for pupils to be able to understand the basic questions in a reading or literature test.
And of course, they are basic to the ability to ask questions when communicating in English.
Introduce and use these words at every opportunity. The earlier pupils learn to use these words the better.

3. This page can be used as the basis for any roleplay (e.g.: going to a restaurant).
Capitalize on the specific interest of your pupils: (e.g.: roleplay questions to ask about a soccer game music etc)

## Suggested session activities:

1. Focus on one WH word at a time with pupils who don't know these words.
a. **What's** your name/address/phone number/ favorite food- singer – song-actor-movie; **What's** the time?
**What's** the plan? **What's** the weather like? **What's** your new teacher/phone/coach like? **What's** this/that?
**What's** the matter? **What's** up?
**What do** you eat for breakfast / lunch / supper? **What does** he know about it? **What do** you like about winter?
**Note:** Be aware that there are 2 types of WH Question being used here:
The first are WH Questions with the verb 'to be' and the second set are WH Questions with 'regular' verbs.

b. **Where's** the supermarket/book/teacher / pencil? **Where's** the party?
**Where do** you live? **Where does** the time go? **Where do** they go to school?

c. **Who's** this/that? / **Who's** there? **Who's** first /last /next?
**Who do** you sit next to in class?  (Avoid asking: **Who** sits next to you in class?)
**Note**: There are some WH Questions starting with **Who** which do not have an auxiliary verb (question word) **'do'.**
If this issue comes up in a session, tell your pupil to ask his/her teacher to explain.
**Tip:** You can ask **"Who's** this / that?" in an authentic communicative way if you ask your pupil to show you pictures of family / friends on a smartphone.

d. **When's** you birthday?
**When does** the bus leave?

e. **Why are** you sad?    **Why is** the holiday so short?
**Why do** you say that?

f. **How're** you feeling? **How's** the weather? How're things? **How much** is that coat? **How often** is he sick?
**How does** he do that? **How do** they know that?
**Note:**  Sometimes we add another word to the WH Word 'HOW'.  (How much / How many/ How often)
This is very confusing for pupils.
Just use it as a language chunk and tell them the word '**how**' sometimes needs a bit of help.

## 2. Pupil plays 'teacher'
If your pupils have a better level of English, ask them to make up a set of questions related to a topic. e.g.:

*"Ask WH Questions in the following situations"*:

a. You meet someone for the first time

b. You go to a restaurant

c. You are a tourist abroad

d. You go shopping

e. You want instructions about how to do something (cook something / play a game / use a new smartphone etc.):

f. You are a detective trying to solve a crime

# Weather



**Today**
Sunny

**Tuesday**
Sunny

**Wednesday**
Unchanged

Kiryat Shmona 35/22
Haifa 29/22
Tiberias 38/22
Netanya 29/23
Ariel 29/19
Tel Aviv 29/19
Jerusalem 31/19
Ashkelon 31/22
Dead Sea 38/27
Beersheba 35/19
Mitzpe Ramon 32/18
Eilat 39/27
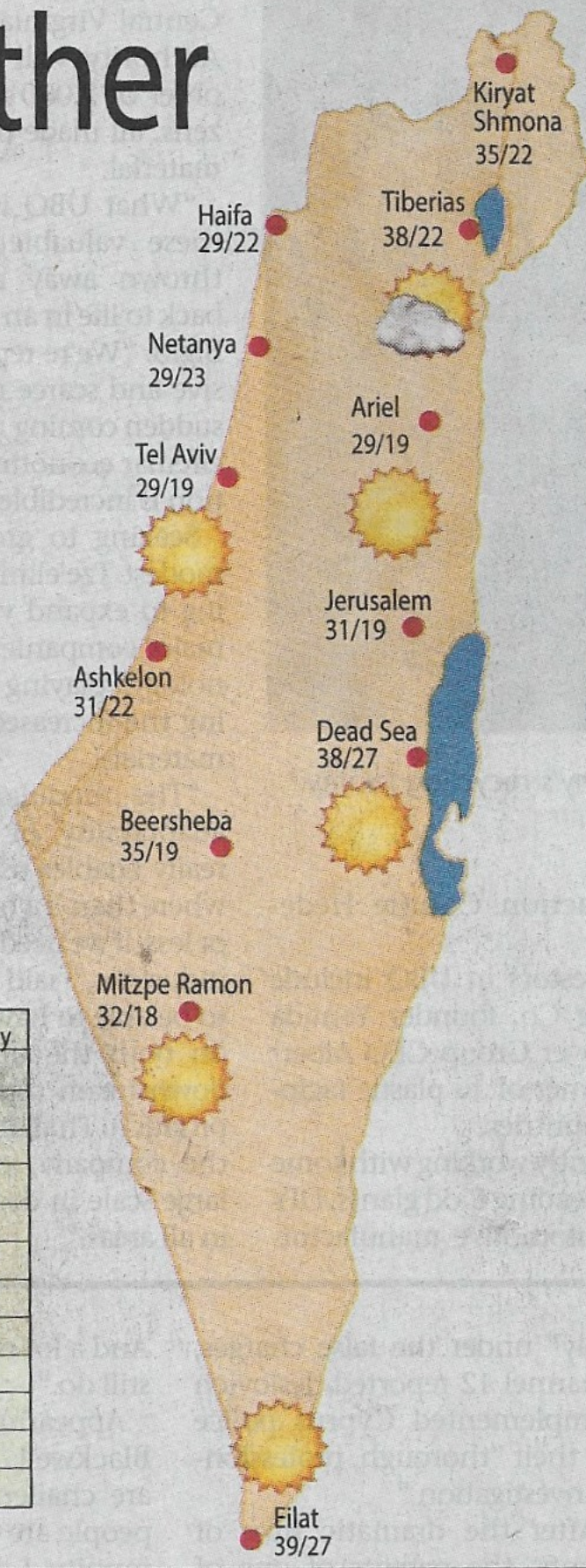
|  | Tuesday |
|---|---|
| Kiryat Shmona | 37/22 |
| Tiberias | 40/23 |
| Haifa | 29/23 |
| Netanya | 30/24 |
| Ariel | 31/19 |
| Tel Aviv | 31/19 |
| Jerusalem | 33/19 |
| Ashkelon | 32/23 |
| Dead Sea | 39/27 |
| Beersheba | 37/21 |
| Mitzpe Ramon | 34/18 |
| Eilat | 42/28 |

# BIFT: What's the weather like?

1. The Weather Map, taken from the Jerusalem Post, can be used for many purposes.

   a. It can generate a lot of talking with all levels of pupils using information they already know about in their L1.

   b. It can encourage pupils to scan a text for details which is an important reading strategy.

   c. It will introduce, in a very natural way, grammatical structures pupils need to be able to use:

      i.   Comparison: Using adjectives; hot - hotter -hottest; / X is cooler than Y; etc.)

      ii.  WH Questions: Which is the hottest city? What city is cooler than X/ etc.

2. The question "What's the weather like?" introduces pupils to a very idiomatic sort of question.

Ask the question in other contexts to promote familiarity with this pattern. e.g.

*"What's your dog like?"*      *"What was the party like?"*      *"What was your weekend like?" etc.*

## Suggested session activities:

Ask any of the questions below related to the weather map.

Tutors may want to print out the questions and give it to more advanced pupils to read.

1. Do you like summer or winter? Why?

2. This weather map was printed in a newspaper. On what day did it appear?

3. How do you know this weather map is for summer?

4. Which is the hottest city in the day?

5. Which is the coolest city at night?

6. Is Beersheva as hot as Tiberius in the day?

7. Which other city is as hot as Tiberius in the day?

8. Why is Jerusalem cooler than Ashkelon at night?

9. Which cities on the map have you visited? When did you visit? Why? How did you get there? How long did you stay? Who went with you? Would you like to visit again?

10. Which is your favorite city? Why?

## Pupil plays 'teacher'

Encourage pupils to make up their own questions about the Weather Map.

Depending on their level, you might need to prompt them to ask the sort of questions suggested above.

# BIFT: Using realia: A computer keyboard

1. When you choose an item of realia that is relevant to the real-world needs and world knowledge of your pupils, your session with them will be both productive and memorable.
2. This item can be used with pupils from any grade depending on their level.
   It can help them learn and use the letters of the alphabet in an authentic way; give them practical vocabulary or give them the important reading strategy of scanning for information.

**Tip:** If possible, use a REAL portable keyboard. The more authentic your realia are, the better it is!

## Suggested session activities:

1. **Use the keyboard to introduce useful vocabulary related to computers**

   a. **Ask**: *"What's this?"*        (**Ans**: *"A keyboard"* מקלדת [makledet])
      Other vocabulary:  a mouse / a screen / a key / a cord / a switch / a spacebar / a thumb drive (memory stick)

2. **Use the keyboard to practice talking about letters of the alphabet with pupils whose level of English is low.**

   a. *"What letter does your first name / surname (family name) begin with?" "Find those letters."*

**Tip:** Repeat the question in #a. asking for the letters of the first names of best friends / teachers. etc.
This makes the activity relevant to the pupil.

**Note:** Although we don't ask questions about the family you might ask:
*"Do you have a brother / sister? What letter does his/her name begin with?"*

   b. *"Find the letter B / T"* Do you know a name that begins with the letter B / T?  etc.
      *"Where's the letter G?"   "Write this letter on the white board" "Write a name that starts with G* etc.
      *"Write the small letter for B/ G/ T"* etc.

**Note:** The activities suggested in #2 relate to names of people because the letters on a keyboard are only upper case. The letters included are the names from the Stick Faces which pupils will be familiar with. (Pat/ Ted/ Liz/ Bob/ Gus)
This activity also re-enforces the concept of using a capital letter for names.

   c. **Pupil plays 'teacher':** Reverse roles. Ask them to play 'teacher' and ask you questions similar to #2 above.

3. **Use the keyboard to encourage pupils whose level of English is good to talk about different functions.**

   a. *"Find ESC. What does it mean? When do you use this key?"*

   b. *"Find PgUp / PgDn. What do these letters stand for? When do you use these keys?"*

   c. *"Find Delete and Insert. What do these keys do?"  "Find Ins / Del." "What do these letters mean?" "Are they connected to any other keys on the keyboard?"*

   d. Repeat the above for other keys **Home / Backspace / Enter etc.**

   e. **Ask:** *"How do you change a language on the keyboard?" / "How do you copy/paste text?"* etc**.**

   f. **Ask:** *"What short-cut keyboard tips can you give me?"*

   g. **Pupil plays 'teacher'**: Reverse roles**.** Ask them to ask you: *"Do you know what the key xx does?"*

4. **Modify activity #3 and talk about smartphones.**

**Note:** When pupils can show you what they know (and maybe you don't know) especially if they can do this in English, you are giving them the opportunity to build self-esteem and confidence.

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# Using realia: T-Shirt Slogans

1. **NOPE**

2. **not today**

3 **I AM NOT A MORNING PERSON**

4. **I'M HAVING A BAD DAY I DON'T WANT TO TALK**

5. **I REALLY NEED A DAY BETWEEN SATURDAY & SUNDAY**

6. **GIRLS CAN DO ANYTHING ♀**

7. **THERE IS NO "PLANET B" ( TAKE CARE OF THIS ONE )**

8. **MY MOM HAS THE BEST DAUGHTER EVER**

# BIFT: Using Realia: T-Shirt Slogans

1. Using realia in a classroom setting encourages pupils to see English as something that is part of their everyday lives and not a 'subject to be studied in school' which they may see as difficult and beyond their ability to access.
2. The questions you choose or make up for yourself, can stimulate discussion with pupils with different levels of ability in English.

## Suggested session activities:

Use any of the suggestions listed below or make up your own.

1. **Ask**: *"What t-shirt slogan do you want to talk about?"*
a. Develop a conversation depending on their choice
.
2. Ask leading questions about other t-shirt slogans:

a. *"Which would you wear?"*

b. *"Which wouldn't you wear?" "Why?"*

c. *"When would you wear them?"*

d. *"Why would you wear them?"*

e. *"Would you wear them everywhere?"*

3. T-shirt slogans #1 – 4 focus on different ways of using the negative. Ask:

a. "*What are the slogans actually saying and why?"*

b. *"Who says 'Nope?' When could you use this word?"*

c. *"What does the slogan in #3 mean?" "Are you a morning person?" "Why?"*

4. T-shirt slogans #6 and #7 could lead to a discussion on feminism and environmentalism.

**Ask**:

a. **"***What does the slogan in #6 imply?" "Do you agree?"*

b. *"The slogan in #7 refers to a well-known expression. What is it?"* (Ans: *"There is no plan B"*)
*"What does this slogan imply?" "Do you agree?"*

c. *"What is being done to implement Plan A?" "Is it enough?"*

5. Ask them to discuss this statement:
*"The slogans on the T-shirts aren't just words – they have a message".* -

**NOTE**: This sort of discussion is an excellent way to develop thinking skills of inferring so that learners become aware that messages have both surface meanings (LOTS) and implied meanings (HOTS)

6. Ask them about slogans they have on their t-shirts at home or those they've seen others wear and talk about them

7. **Pupil plays 'teacher':** Ask them to make-up their own slogan for a T-shirt.

# Part B


## Activity Worksheets
## &
## Background Information for Tutors
## (B I F T)


## as

## Supplementary Material

# Tips for working with Activity Worksheets in Part B

1. Use these pages as full Activity Worksheets or use parts of them depending on the needs of your pupils and the requests from your teachers.

2. For ideas to use **whatever** you are tutoring, check out **'Suggested activities'** on the following pages:
   **page 19**, #3 – 6;   **page 21**, #3;   **page** 27, #7;**page 29**, #4 **page 32**, #4.

3. Songs are a useful way to introduce topic vocabulary like Days of the week, Numbers, Parts of the body, The weather. You may find pupils in junior high school who don't know this basic vocabulary.
   You will notice that each of these has a barcode which you can 'read' on your smartphone by downloading a QR reader. It's easier to access YouTube sites using a barcode reader than using a URL site
   Download the QR reader before you start tutoring. Thanks to **Ellen Danino**, our ETP trainer from Beersheva
   for this great tip!  Here's an example of one to download for free
   Go to APP Store and type in QR reader.

4. Note that the 'lyrics' are included for most of the songs that appear in the Activity Worksheets.
   Once you have sung the song together a few times, you can suggest that pupils 'read' the words of the song aloud.
   This strategy brings with it 'guaranteed success' as they will have already memorized the words from singing the song repeatedly
   This can help reduce the 'fear' of reading a text in English and help boost confidence in their ability to read.

5. We have used **Comic Sans Font** for all texts intended for use by pupils since it most closely approximates the shape of the letters they need to write, especially the lower case letter a and the upper case letter I.
   **Comic Sans MS:**    I am ill        **Ariel:**    I am ill
   We recommend that you use the same font in any material you prepare for your pupils.

# A. Let's Sing: Hello! How are you?

*"Hello, hello, hello!  How are you? (x2)*

*I'm good, I'm great, I'm wonderful (x2)*

*"Hello, hello, hello!  How are you? (x2)*

*I'm tired, I'm hungry, I'm not so good (x2)*

# B. Let's practice: "How are you today?"

*"I'm ………."*

1. *Match the words to the faces.*  התאם את המילים לפנים

2. *Say how you are today.*  אמור מה שלומך היום

3. *Ask me: "How are you today?"*  שאל אותי: מה שלומך היום

4. *Write the numbers 1 – 8 in your copybook. Write the words that match the numbers.*  כתוב את המספרים 1 - 8 בפנקס העותקים. כתוב את המילים התואמות למספרים

| 1. | 2. | 3. | 4. |
|---|---|---|---|
| 5. | 6. | 7. | 8. |
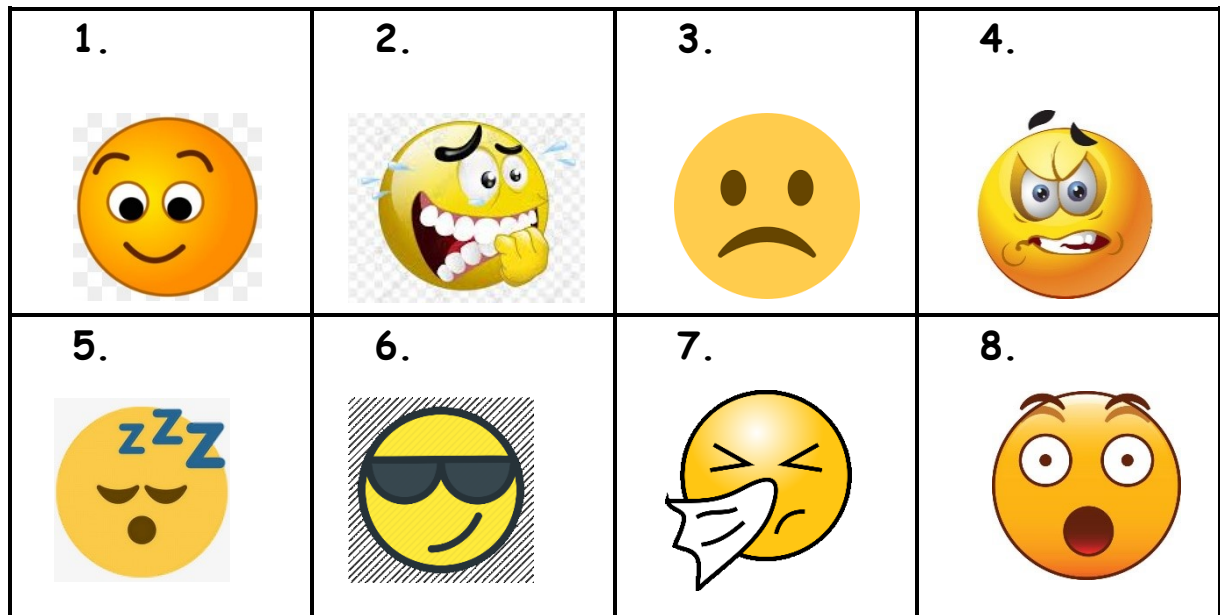
## Word Bank

| a. angry | b. surprised | c. happy | d. sick |
|---|---|---|---|
| e. cool | f. scared | g. sad | h. tired |

# BIFT: "Hello! How are you?"

1. This is a good song to use when you first meet your pupil. It introduces the 'problematic' grammatical structure **"I'm + adjective."** It's problematical since there is no Hebrew equivalent. Your pupil is likely to say: **"I tired".** By singing the song, your pupils will be using the correct structure without 'learning' it and hopefully they will internalize the pattern.

2. The follow-up activities are suggested ways of helping pupils internalize the words of the song using visual clues. With more confident pupils, hide the Hebrew translations.

## Suggested session activities

1. **Play the song** (Scan Barcode with QR reader) and sing along.
   Mime the adjectives (good / great / wonderful etc.)
   Let the pupils copy your miming while they sing.

2. Ask your pupil to read the lyrics of the song.

3. Tell them **"Let's practice".** Use as many of the activities on the worksheet as suits your pupils.
**Note:**
   a. Activity 2 on the worksheet offers them the opportunity to say something about themselves. Depending on the level of your pupil, you can expand on this by asking **"why"** etc.

   b. Activity 3 helps them practice Y/N questions

   c. Activity 4 gives them the opportunity to transfer what they have spoken about to a written form. This is not an easy activity since they will need to internalize the written word for the numbered facial expression

4. Offer your pupils useful learning strategies and tips by talking about how they do the tasks on the worksheet. e.g.:
   a. It's not necessary to match the words in order.

   b. They may know how to identify the feelings expressed in the emojis but may not know how to read the words. Tell them to look at the **first letter of the words** in the Word Bank to give them a clue.

   c. 'Teach' them to cross off words from the word bank they **are** sure about and skip those they don't know. So, let's say they have a problem with '**surprised'** and **'scared',** and these are the only 2 words left at the end, then they should guess whether **# 2** is **f** or **b**.

   d. It's OK to leave some faces 'unmatched'. In other words, it's ok to skip some items in a task.

5. **Expand the activities beyond the vocabulary of the Activity** Worksheet; e.g.
   a. Play an "Oh No" game:

      Tutor says: *"You are in Kitah Yod. You are in the 10th grade"*
      Pupil says: *"Oh no I'm not. I'm in Kitah Vav (6th grade)"*
      Tutor says: "*Your friends are in the 10th grade/ in Kitah yod"*.
      Pupil says: *"Oh no, they aren't. They are in the 5th grade / Kitah hey"*.
**Note:** This game can be used in many different contexts: e.g.: learning topic vocabulary (colors /clothes etc.)

6. **Challenge them to think out of the box.**
   a. **Say**: "*Here's a riddle for you. In the song we sang we said: "I'm not so good"*
   *Which word from the Word Bank says "I'm not so good"?*
 **Note: I**t's important to encourage an awareness that there are always different ways to say the same thing**.**

   b. **Ask**: *"Which word from the song doesn't appear in the squares?"* (**Answer**: *"I'm hungry")*

## Idiomatic Language
In addition to the adjectives offered, tutors may want to offer some/ all of these or offer their own:
*"I'm……………. hunky dory    over the moon    doing great    couldn't be better*
      *zonked    bushed"*
**Note:** Pupils enjoy learning expressions and words that sound "sophisticated".

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# A. What do you like to do?

1. I like to……………………………………..

2. I don't like to………………………………………………………

| 1. | 2. | 3. | 4. |
|---|---|---|---|
| 5. | 6. | 7. | 8. |
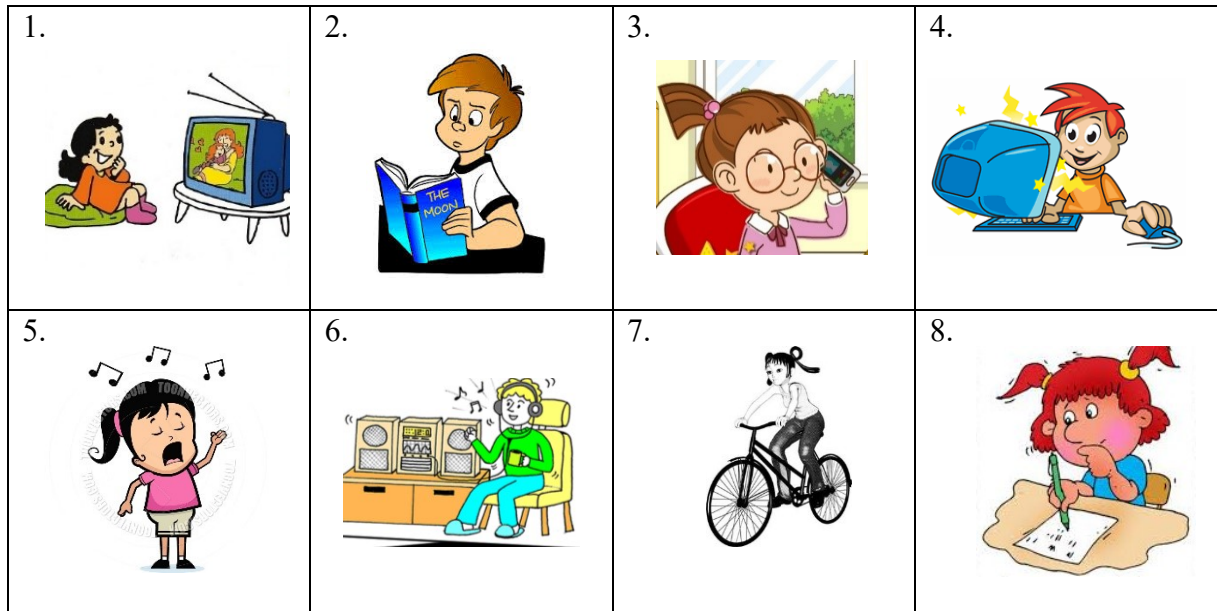
# B. Let's talk

1. What about Pat? What does she like to do?

   a. Pat likes to ………………………………………………

   b. She doesn't like to …………………………………………….

2. What about Gus and Liz? What do they like to do?

   a. Gus and Liz like to ………………………………………………

   b. They don't like to …………………………………………….

3. What about you and Bob? What do you like to do?

   a. Bob and I like to ………………………………………………

   b. We don't like to …………………………………………….

## Word Bank

| a. talk on the phone | b. sing songs | c. watch TV | d. listen to music |
|---|---|---|---|
| e. play computer games | f. do homework | g. read a book | h. ride a bike |

# BIFT: What do you like to do?

1. **"What do you like to do?"** is a question you should ask your pupils, irrespective of helping them to practice a basic grammatical structure. **(**Also see pages 46 – 49 for similar activities.)
   Always find out from your pupils what their interests are and build on that during your sessions together.
   They may have talents not related to language,(e.g. drawing/ singing ) which you can focus on to make them feel positive about themselves. If they like to play computer games, ask them to explain them to you.
   If they like football, 'teach' colors by using images of clubs' shirts. etc.

2. By asking pupils the question: **"What do you like to do?"** ["Whadda you like to X?"]  you will be using a very useful 'language chunk' which can be transferred to many other contexts**.**

**Additional background grammar explanation**.

- You will also be exposing them to the different 'functions' of the word **'do'** which occur in this question in an authentic context,
  **Note:** The question: "**What do you like to eat?"** is a question pupils may be able to ask without modelling
  However, **"What do you like to do?"** is more difficult because the first '**do**' is a 'question word' and the second  do is a verb. They often get stuck on this and tend to say: **"What you like to do?"**
  **Tip: If** you have to explain, use colors to show the different functions of 'do'.

- This worksheet is designed to practice the use of a basic grammatical structure, the Present Simple Tense
  The previous worksheet **'How are you?',** also practices the Present Simple Tense.
  However, each structure has a different pattern. One includes a regular verb and one uses the verb '**to be'**.
  In ETP notes we refer to them as **Ta** and **Tb**. (See page of Basic Grammatical Structures at the end of the file.)
  **Note**: Pupils find it very confusing that they need to add an **'s'** when they use a Present Simple verb with the pronouns, **he / she / it.**
  They probably know that in English they need to add an **'s'** to most nouns to make them plural.
  Herein lies the confusion! The pronouns he /she /it are singular!

- Pupils need to negate and ask Y/N and WH questions for both patterns which they find very confusing.
  By offering them practice in these 2 patterns, without any grammatical explanation, tutors can help their pupils use the structures in an accurate and meaningful way.
  **Note:** In Hebrew**,** a single word is used to negate sentences: **לא**. [lo]
  As a result, pupils tend to look for an equivalent **single** word to negate sentences in English.
  This is why you will hear sentences like:

He **not** know/ I **not** happy/ I **not** a good student / He **no** know/ I **no** happy/ He **no** a good boy
He **isn't** know/ I **isn't** happy/ I **isn't** a good student/ He **don't** know/ I **don't** happy/ I **don't** a good student

- **Part B: Let's Talk**, offers practice in **the use of pronouns** without need for grammatical explanation.
  Pupils need to be able to use pronouns **שמות גוף** [shemot- guf]  in English in order to communicate accurately .
  **Note:**  The pronoun **he** in English is **הוא** in Hebrew and the pronoun **she** is **היא** in Hebrew.
  Your pupil may not know what pronouns in Hebrew are. Just tell them **הוא** and **היא**  are **שמות גוף**
  Also there are 4 different Hebrew words for the single pronoun **You.**        **את/אתה/אתם/אתן** in Hebrew.
  You may need to focus on this incidentally while using this worksheet.

- Make sure you don't introduce another structure by asking: **"What is the girl doing in square # 5."**

## Suggested session activities

1. Let them talk and tell you *"I like to ……….."  / "I don't like to …………..",* completing the sentences with items from the Word Bank. Also use words not in the Word Bank.

2. Use Stick Faces to practice activities B: 'Let's Talk'.

3. Ask questions to help them internalize correct use of grammatical structures: e.g.:
   a. *"Why do we add an 's' when we say Pat likes………………?*
   b. *"What happened to the 's' in the word 'likes' when we say Pat doesn't like…….?*
   c. *"Why do we change the words Bob and I to 'We'?*  etc.

4. Vary the questions: *"What do you like to eat for breakfast? What do you like to do in your free time?"* etc.

# A.  Let's sing: Days of the week

www.youtube.com/watch?v=LIQsyHoLudQ

# B.   Let's practice

Say what the missing word is in the sentences below.  אמור מה המילה החסרה במשפטים שלמטה

Today is Tuesday.

Tomorrow will be ..................................

Yesterday was ...................................

Today is Monday.

Tomorrow will be ................................

Yesterday was …….............................

Today is Thursday.

Tomorrow will be ................................

Yesterday was ...................................

# C.   Let's talk

a.  Say what **you** do on each day of the week.          אמור מה אתה עושה בכל יום בשבוע

b.  Say what **you don't** on each day of the week.          אמור מה לא תעשה בכל יום בשבוע

c.  Say what **your friend** does on each day of the week.   אמור מה החבר שלך עושה בכל יום בשבוע

d.  Say what **your friend doesn't** do on each day of the week   אמור מה החבר שלך לא עושה בכל יום בשבוע

On Sunday .........................

On Monday...........................

On Tuesday...........................

On Wednesday..........................

On Thursday.........................

On Friday.........................

On Saturday............................

# BIFT: "Days of the week"

1. Pupils can sometimes string off the days of the week having learned a song in nursery school. However, this **does not mean** that they can tell you that "Today is Wednesday' without singing the song to themselves and counting off till they come to the 4th word in the song!'
Activities to help them learn days of the week must take this into account.

2. As a competent speaker of English, you will know we ALWAYS use the word (preposition) **on** Sunday.
Many adult speakers of English aren't sure whether to use **at /in /on** Sunday (because in Hebrew there is only a single way to translate these 3 prepositions: ב ).
By repeatedly exposing young pupils to the 'language chunk' **on** Sunday, they will be able to use it correctly without having to learn it as a grammar issue.

3. Hebrew speakers often confuse Tuesday and Thursday.
Help your pupils to remember by using a Hebrew expression which loosely translated says:
On Tuesdays it's twice as good.   יום שלישי. פעמים טוב [yom shlishi, pah-maim tov**].**
Then tell them: פעמיים [pah-maim] is two and two sounds like Tuesday!

4. Where possible make learning of the days of the week related to authentic communicative needs like talking about what you do every day and making plans,

5. Learning to write days of the week is a good way to introduce the concept of using capital (big) letters.
**Note:** There are no upper-case letters in Hebrew.
**Ask***: "Why do we use a 'big letter' when we write days of the week?"*  **Ans: "***Because it's the name of something."*

## Suggested session activities

1. **Play the song**   (Scan Barcode with QR reader) and sing along.
**Note:** The 'lyrics' for this song don't appear in the Activity Worksheet since 'reading' these words as a follow-up activity would have limited value. We suggest that tutors not focus on irrelevant words like 'quiet / loud / proud / clap / stomp etc.
**IF** a pupil asks what they mean, explain you don't always need to understand / translate every word in a text to understand the main message.
If they can internalize such a strategy, it will help them when listening or reading texts in English.

2. **Use plastic cards and write the days of the week on them.**
 a.   Arrange them in order and ask pupils to read the names on the cards.
 b.   Scramble the order. Ask them to arrange them in order.
 c.   Use them as flash cards. Ask your pupil to read the card you flash. Flash first in order and then out of sequence.
 d.   Ask them to copy names of the days of the week either on a white board or in their notebook.

**Tip**: Ensure that only the first letter is written with a capital letter.

3. **Ask WH questions:**
    a.  *What do you do every Tuesday/ Sunday / Friday afternoon*?

4. **Role play a conversation to make a plan to meet a friend at the mall**
    **A***:   "Let's go to the mall. What about on Monday?"*
    **B:**    *"No I'm sorry. Monday isn't good for me. What about on Tuesday?"*
    **A²:**    *"OK. See you on Tuesday".*

## Idiomatic Language

**Ask**: "*What happens on Black Friday?'  "Why do people talk about Blue Monday?"*

# A. Let's sing: Numbers song

*"1 little, 2 little, 3 little numbers*
*4 little, 5 little, 6 little numbers*
*7 little, 8 little, 9 little numbers*
*10 little numbers.*
*10 little, 9 little, 8 little numbers,*
*7 little, 6 little, 5 little numbers,*
*4 little, 3 little 2 little numbers,*
*1 little number*
*One,     two     three     little numbers*
*four,    five     six     little numbers*
*seven     eight     nine     little numbers*
*ten     ten     ten     little numbers"*

# B. Let's practice: What's your phone number?

https://www.youtube.com/watch?v=HEym20_e84M

*"What's your phone number?*
*Ring a ling a ling? (X2)*

*5554321 -554321  --54321---4321 ----321 -----21  ------1"*

# C. Let's talk

1.  Gus:   "Hi Liz! I lost your phone number. What's your phone number?"
    Liz:  "Sure thing Gus. It's 050 452 5320"
    Gus:   "Just a minute. I want to write that down: It's…………………………….."

2.  Pat: "Hi Ted! I lost your phone number. What's your phone number?"
    Ted: "Sure thing Pat. It's 077 978 5320"
    Pat:"Just a minute. I want to write that down: It's…………………………….."

3.  Give Bob your phone number.

1. The title of the second song includes an apostrophe before the letter **'s**'
- An apostrophe **'s**' is used in 2 different ways.
  One use of an apostrophe **'s**' shows possession e.g.: The boy**'s** hat. The use of an apostrophe **'s'** as in the title of the 2nd song, indicates that a letter has been dropped. (In this case the letter 'i' from the word **is**.)
- Letters are dropped in what is called a 'contracted' or short form' e.g.
  **What's** from **What is**;  **How's** from **How is**;  **Where's from Where is**  etc.
  **Isn't** from **is not**;  **Doesn't** from **does not**  etc.
- The short form is common in everyday spoken language. By exposing pupils to such natural sounding speech, they should develop an 'ear' for the language and hopefully use it correctly without any need for grammatical explanation.

.**2**. Your pupils may be able to count to 10, but this doesn't mean that they will be able to identify a number by name if they see it out of sequence. Focus on activities to help them learn numbers out of sequence.

## Suggested session activities

1. **Play the song**  (Scan Barcode with QR reader) and sing along.
**Tip**: The song has a very catchy tune. However, it is very repetitive. Stop playing the song if you see signs that pupils are finding it tedious.

2. **Play a guessing game. (**Check with your pupil if it's OK to do this.)
   a. 'Draw' a number on the back of your pupil. Ask him/her to say what number you 'drew'.
   b. Repeat with the pupil drawing on your back.

3. **Make numbers from plasticine or play dough**
   a. Let pupils shape numbers 1 – 5 out of plasticine or play dough (less messy).
   b. Ask them to place the numbers in sequence.
   c. Repeat for numbers 6 – 10

4. **Play a memory game**
   a. Prepare 20 plastic cards, 10 in one color and 10 in another.
      Paste numerals **1 – 10** on one set and words **one – ten** on the other set.
 **Tip:** Choose a font with clear numerals and make it big enough to be clear. e.g.: **Dubai Medium 72**
   b. Scramble the set with numerals and ask pupils to sequence them correctly.
   c. Ask them to match the word card to the numeral card (more difficult)
**Tip:** If necessary, start with just 5 numbers
   d. Play a memory game with cards turned face down. They need to match the name to the numeral.

5. **Role play real communication**
 **Note**: The song does not include reference to the number 'zero'.
 They will of course need this to use this when they give their own phone number to you.
   a. Ask what number is missing from the song. If they can't tell you, say:
      *"There's a drink that is black which has in its name this missing number"* (Coke Zero)
**Note:** When helping pupils to learn new vocabulary, it's a good idea to give them the strategy of making a conscious association with the new word. e.g.: Does it sound like a word in Hebrew? Did I hear it in another context?

   b. Ask them to give you their phone number.

   c. Give them **your** phone number and ask them to write it down.

   d. Use an item of realia like a flyer from a pizza bar.
      Ask them to find the phone number, write it down and then read the number to a friend who asked for it.

## Idiomatic Language
a. Introduce idiomatic expressions that have numbers e.g.:
High Five  Go 50-50  Three cheers  Put two and two together  Nine times out of ten

**Note:** a. Always contextualize the idiomatic expressions you use. e.g.:
*"I went to a pizza bar with my friend and we paid the bill 50 – 50."* *"He gets the answers right, 9 times out of 10."*
Choose expressions which are suitable for the age of the pupils you are tutoring.

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# A. Let's sing: Head, shoulders, knees and toes

- http://youtu.be/bhcvy2uu8qM

*"Head, shoulders, knees and toes, knees and toes,*

*Head, shoulders, knees and toes, knees and toes,*

*And eyes, and ears and mouth and nose,*

*"Head, shoulders, knees and toes, knees and toes."*

## B.   Let's talk

Match the word from the Word Bank to the number on the picture

### Word Bank

| a.  a mouth | b.  a shoulder | c.  an ear | d.  a nose |
|---|---|---|---|
| e.  a knee | f.  an eye | g.  toes | h.  a head |

## C.   Let's write

Write the word from the Word Bank next to the number

1. ……………………………………………

2. ……………………………………………

3. ……………………………………………

4. ……………………………………………

5. ……………………………………………

6. ……………………………………………

7. …………………………………………….
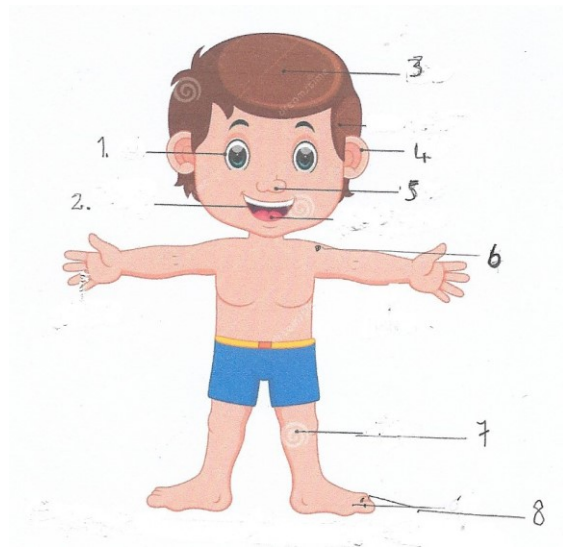
# BIFT: "Head, shoulders knees and toes"

1. This is a good song to sing with pupils. It gets them up and moving which is important for children who have short attention spans.
2. It can be used as a supplementary activity if the teacher wants you to help them learn 'Parts of the body'.

3. The follow-up session activities are important to enable pupils to internalize the application of the words they sing.

**Note**: In Hebrew, the word for fingers and toes is the same and often, in informal spoken Hebrew, the translation for **foot** is **leg**. So, you may even hear adult Hebrew Speakers of English refer to the "**fingers** on my **leg**".

4. Always try to model how you want the pupils to answer a question. As tutors we want to expose our pupils to as much authentic contextualized language as possible. So, if pupils give only a one-word answer for the suggested session activity #3 below, this is not productive language learning.

**Tip:** Use Stick Faces to model expected answer.

5. By using language in context, pupils should be able to recognize and then use different grammatical structures without any grammatical explanation (language acquisition) e.g.
*"Where's your head?"* (use contracted form of 'where is') *"Where are your eyes?"*
*"It's my X"*       *"No it's your Y"*

## Suggested session activities

1. **Play the song** (Scan Barcode with QR reader) and sing along and have pupils copy the movements of the singers.

2. Ask your pupil to read the lyrics of the song.

3. Ask: **"Where's your head / mouth / nose?"** Ask: "**Where are your eyes / ears / shoulders / knees / toes?"**
Pupil points to the word you mention.

4. Point to X and ask: *"What's this?"*       Use a stick face to answer *"It's my X"*
Thereafter ask pupils to answer. Repeat for all words mentioned in the song.
5. Point to your **ear** and ask: **"Is this *my head?" etc.** Use a stick face to answer *"No. It's your ear""*
Thereafter ask pupils to answer. Repeat for all words mentioned in the song.

6. Play the game 'Simon says.
Mime the instructions you give. (If you don't say SS before a command, the pupil is 'out')
e.g.: Say: *"Simon says put your hand on your head, /open your mouth / close your eyes / bend your knees/   wiggle your toes/ "etc.*

7. Say: *"Here's a riddle.*
*Look at the Word Bank. Why do we add an 's' to toes?*
*Why do we say, 'a mouth' and 'a nose' but we say an ear and an eye?*

8. Introduce other parts of the body depending on the level of the pupil: hand / leg /face / fingers / cheek /
They may want to add these to the picture of the boy on the Activity Worksheet.

9. Role play: **At the doctor**

'Doctor'[1]:       *"What's the matter?"*
'Patient'     *"My knees / eyes / ears are sore."*       *"I've got an earache."*
          *"My head is sore."/*          *"I've got a headache."*
'Doctor'[2]:     *"Ok. I can help you."*

## Idiomatic Language
Introduce idiomatic expressions that include names of parts of the body. e.g.:
Hold thumbs       Toe the line       Read my lips   Two heads are better than one       Get a head start
On the one hand X. On the other hand, Y.      It goes in one ear and out the other Hands up!
**Remember**! Always contextualize the idiomatic expressions you use.

# A.  Let's sing: How's the weather?

*"How's the weather? (x2)*

*How's the weather today?*

*Is it sunny?   Is it rainy?   Is it cloudy? Is it snowy?*

*How's the weather today?*

*Let's look outside. How's the weather today?*

*Is it sunny?   Is it rainy?   Is it cloudy? Is it snowy?*

# B. Let's talk: What's the weather like?

Choose a word from the Word Bank to complete the sentences below:

1. In summer the days are ………………
2. In winter the days are ……………….
3. In Israel it isn't often ……………………
4. When it rains the sky is ……………………
5. When there's a chamsin, it's …………………………
6. I need an umbrella     when it's …………………
7. I need a hat     when it's …………………………
8. I need a coat and scarf     when it's ……………………

בחר מילה מהמילה בנק להשלמת המשפטים שלהלן

## Word Bank

| a. | rainy | b. | hot | c. | windy | d. | cold |
|----|-------|----|-----|----|-------|----|------|
| e. | snowy | f. | cloudy | g. | sunny | h. | humid |

# BIFT: "How's the weather?"

**1.** The title of the song uses one of the most difficult WH words pupils need to learn **How**?

It's difficult because it's called a **WH Word,** but it starts with the letter **H**. Pupils often mix up **How** and **Who**. Using it in context without any explanation will help them become familiar with this WH Word.

**2.** As a competent speaker of English, you will know we ALWAYS use the word (preposition) **in** summer/winter. Many adult Hebrew speakers of English aren't sure whether to use **at /in /on** summer /winter (because in Hebrew there is only a single way to translate these 3 prepositions: בּ ).

By repeatedly exposing young pupils to the 'language chunk' **in summer / winter**, they will be able to use it correctly without having to learn it as a grammar rule.

**3.** There's often a lot of reference to the weather in everyday small talk in English.

Some Hebrew speakers think this rather idiotic, but it is a communicative strategy we can offer pupils as a reflection of one aspect of the culture of spoken English.

Of course, expressions like *"Lovely day today, isn't it*? *"or "Awful weather today, isn't it?"* would not be appropriate for their age group.

Yet the ability to say something basic about the weather is a useful communicative skill to develop.

## Suggested session activities

**1. Play the song** (Scan Barcode with QR reader) and sing along.

**2.** Ask your pupil to read the lyrics of the song.

**3. Expand the questions to refer to other 'weather words'**

The 'lyrics' of the song use Y/N Questions in a contextualized authentic way.
Ask pupils to ask similar questions about the weather using hot / cold/ wet/ humid

**4. Change the statements in B: Let's Talk: What's the weather like?**

   a. Make the sentences negative

   b. Turn the sentences into Y/N Questions

   c. Turn the sentences into WH Questions

**5.** Talk about clothing and weather

## Idiomatic Language

Introduce weather idioms:
It's raining cats and dogs     I'm on cloud nine     Every cloud has a silver lining

**Remember**!
- Always contextualize the idiomatic expressions you use.
- Choose expressions which are suitable for the age of the pupils you are tutoring.

# Part C

# Background Information for Tutors (BIFT)
# on
# Aspects of the Learning Process

# BIFT: All about the alphabet

**We have not included any worksheets about how to help pupils learn the alphabet since they are too numerous to include. If you need such worksheets, please contact your Branch Coordinator who will refer your request to an appropriate trainer.**

## Suggested session activities

**It's important for tutors to remember that there is a difference between the NAME of a letter and its SOUND.**

In the suggested activities that follow, use your Stick Faces. It 'lifts' the learning to the level of a 'game'.

**a.** There are no upper-case letters in Hebrew. Knowing when they are used can help learners when reading texts.

- *Ask: "When do we use 'big letters?"* **Ans:** "*At the beginning of a sentence and for names of people / places".*
- Encourage learners to write their names in English correctly. Focus on starting with an upper-case letter.

**Note**: It's important for pupils to learn how to write 'big' letters because points get deducted from their written texts if they don't begin a sentence with a capital letter!

- Emphasize that **whenever** they write the pronoun **I**, it is **always** upper-case, even in the middle of a sentence.

**Tip:** Always have a small white board and erasable pens with you. Pupils LOVE to write in English on them!!

**a.** **Ask**: *"What's the name of the first letter in the name Bob?" (etc)* **Say:** *"Write the letter Bee on the whiteboard"*

**Ask**: *"Why did you write a big letter B?"* **"Can you find a small 'b' in the names?"** *"Write a big B and a small b"*

**b.** Pupils have difficulties with the **shape** of some letters which look the same to them e.g.:

d & b;     f & t;     a & d     g & q     E & F     M & W

- Ask them to find the letter 'b' and 'd' in the SF names. Ask them to write them on the white board**.**
- Ask them to circle the word that starts with a different letter: ('Odd Man Out") bed / **dad** / bad / but / boy

**Note:** The letter '**a**' looks different depending on the font. Compare c**a**t and c**a**t.

Their text probably uses c**a**t**,** but they write c**a**t. Ask*:* **"What's the difference between c**a**t and c**a**t?"**
Ans**:** *"None"*

Some letters change their shape depending on when they are upper case or lower case.
These upper and lower-case letters are the same: c/s/k/w/y/u/o/p/z/x
The rest are different and difficult, especially *G/*H/J (g/h/j)

**Tip:** Use the names from the SFs to practise writing these.

**Tip:** Buy a special copy book from a stationery store which has lines and upper case/lower case letters on each page.

It's called **מכוונת**  [image] It's an excellent way for pupils to practise writing letters above and below the lines.

**c.** The way in which words are pronounced in Hebrew is determined by **נקודות** [ne-ku-dot].
As a result, the concept of using a letter (a vowel) to make a sound is sometimes difficult for pupils.
Some tend to write words without any vowels in them.
Tell them it's impossible to have a word in English without a vowel.
**Tip**: Color the vowels in the names on your SFs in red.

**Ask**: **"**Why is that letter in red?" **Ans**: *"Because it's a vowel"* (**אות ניקוד** [ot ni-kud])

**Note**: The letter 'y' sometimes 'behaves' as a vowel. It's called a semi-vowel. e.g.: 'cry';'my'.
It 'says' the name of the letter '**i**'.
However, in a 2-syllable word, it 'says' the name of the letter '**e**': Daddy/ Penny / Hilly / Dotty / Fluffy.
In a 2-syllable word, which looks like a CvCe word, it makes the vowel 'say' its name: babe/ baby.

# BIFT: How tutors can help pupils develop vocabulary skills

1. An important focus of the English curriculum is on building vocabulary. Research shows young pupils of a L2 need to repeat a new word ten to twenty times before being able to remember and use it. So, building vocabulary will be an important contribution of your tutoring sessions.
2. At whatever level you are helping pupils with vocabulary ask yourself: "When and where in the real world will this vocabulary come in useful?" e.g.: numbers can be linked to giving a telephone number, clothes linked to shopping; food linked to recipes etc. In this way you will contextualize what they need to learn and help them remember.
3. In upper grades, use transliteration to help your pupils learn new vocabulary or pronounce difficult words correctly. e.g.: 'government' [ גה-וה-מינט]
4. Mention that there are English words used in Hebrew which have meanings different from their meanings in English.  Examples of some of these are: canyon / tramp.

## Suggested session activities

1. A teacher may give you a random list of words and ask you to help your pupil learn these. They are usually key words that have appeared in a course book and often pupils will be asked to translate these from Hebrew into correctly spelled English in a test. Try to make them more 'accessible' to your pupil with some/all of the following:
a. Read through the words and eliminate the words the pupil already knows. (This reduces the stress of a long list)

b. Group the remaining words in sets of 5 or 6 according to some logical order (all nouns together etc.)
**Tip:** Usually there are about 5 words which don't lend themselves to any grouping or which are particularly difficult. Leave them to the end or leave them out!

c. Ask your pupil to make up and say aloud a sentence or short story using this set of words.
**Tip:** If your pupil is too weak to do this, make them up yourself. Where possible, make the sentence 'explain the meaning of the word/s.

d. Make a **Crossword Puzzle** using the words. See: [https://crosswordlabs.com](https://crosswordlabs.com). It's a super easy site to use.
**Tip:** Save your crossword to a Word document.

 e. Make a **Word Search Puzzle**. See: [https://tools.atozteacherstuff.com/word-search-maker/wordsearch.php](https://tools.atozteacherstuff.com/word-search-maker/wordsearch.php)
**Tip:** Click on options: Lower case letters only. Comic Sans font. Direction forward only. No diagonal words

2. A teacher may ask you to help your pupil learn words around a given topic: days of the week; numbers; colors etc.
**Tip:** Use songs from YouTube to introduce these.

3. Use **realia** for vocabulary building activities.
 a. For vocabulary related to fruit and vegetables, bring examples of these with you to class.
 b. For vocabulary related to learning days of the week, bring the English TV guide from a newspaper where they could find the names of the programs they watch to make your lesson meaningful and memorable.
**Tip:** Ask pupils to choose / bring their own items of realia. Expand all of the above to include #4 mentioned below.

4. Introduce the use of negatives and questions at every opportunity with whatever vocabulary you are working with..
 e.g. Make 'funny' statements which pupils need to contradict by using both types of negative sentences e.g.:
• **T: This is a cup. P:** No, it isn't. It's **a plate.      T:** Today is **Wednesday. P:** No, it isn't. Today is **Thursday**.
• **T**: The book is **on the floor. P**: No, it isn't. The book is **on the desk**.
• **T:** This is a **green** pen.        **P**: No, it isn't. It's a **red** pen.
• **T:** Jon likes **spaghetti.      P**: No, he doesn't like spaghetti. He likes **pizza**.
**Tip: Pupil plays 'teacher'** Reverse roles so they 'play' teacher. A very good activity to use with more than one pupil.

5. Help pupils build word awareness. Ask: *"Does the word sound like a word you know?"*
 • Ask for word opposites/ synonyms. (If pupils are weak give them these.)
 • Ask them to find the word that doesn't fit in a group of 4-5 words. (Odd Man Out)
**Tip:** Check for out-of-the-box choices e.g.: *"What's the Odd Man Out : shoe    boot   sock sandal?"*
You probably intended **sock** to be OMO.
But if a pupil chooses **sandal,** because all the other words have 4 letters, that should be an acceptable answer!   .

6. Play word games e.g.: Memory games or Bingo / I spy with my little eye / Happy Families/ Word Maps etc.

# How to help pupils learn words from a random vocabulary list

There will be times you will be asked to help pupils learn vocabulary. Often these are randomized lists as a summary of the words 'learned' in a unit in a course book. Often there will be Hebrew translations.
You can help pupils learn these lists by using the activities suggested below.
This list was copied from a course book used in Junior High School.

## Vocabulary I Now Know

- above
- action
- better
- catch
- cause
- center
- chief
- choose

- close
- culture
- disappear
- early
- effect
- evil
- garlic
- hole

- honest
- hurt
- idea
- keep
- kind
- luck
- lucky
- mountain

- object
- place
- protection
- reason
- result
- ribbon
- so
- spider

- start
- suddenly
- through
- tradition
- web

**Note:**
a.    There is no 'rationale behind the list of words. They are listed alphabetically with no obvious connection between them.
b.    The list is problematic since the words are not contextualized. e.g.: is **cause** a verb or a noun?

## Suggested activities to learn these words

**1.**    Tell pupils to delete the words they know from the list.

**2.**    Divide the list into manageable blocks of 5 – 6 words which have some connection and write them in a table as suggested below.

**Note**: Those selected in the example are all verbs. Choose other categories to make it easier to learn these words.

**Tip:** Share with your pupils the following strategy to help them learn lists of vocabulary.

a.    Fold a sheet of paper into 4 columns with headings.
b.    Write the English words in Column 2.
c.    Write Hebrew words in Column 3.
d.    Tuck Col. 3 under Col. 2 and write in Col. 4, the Hebrew words for the English words in Col 2.
e.     Open the page to compare the words written in Col.4 with those in Col 3. Mark the ones that were wrong.
f.    Tuck Column 2 under Column 3 and write the English words for the Hebrew translation in column 1.
g.    Repeat step e. ( This time you compare words written in Col.1 with those in Col.2.)  .
h.    Repeat steps a. – g. till you know all the words!!

| Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|---|---|
|  | **English word** | **Hebrew Translation** |  |
|  | catch | לתפוס |  |
|  | cause | לגרום |  |
|  | choose | לבחור |  |
|  | close | לסגור |  |
|  | disappear | להיעלם |  |

**Note**:
Step **d**. comes before step **f**. because when learning a 2nd language we most usually 'know' more words than we can produce. (So, if you were learning Hebrew, you would use this system by first tucking Col.2 under Col. 3 and then Col 3 under Col. 2!)

**3**.    Write sentences / stories with groups of 5 words**.**

# BIFT: How tutors can help pupils develop speaking skills

1. The main objective of ESRA's ETP is to expose pupils to spoken English, to give them an opportunity to improve their ability in class and gain skills for real-world communication. As a competent speaker of English, you are ideally equipped to assist in this.

2. Almost every pupil you meet at whatever level will have a coursebook s/he is using in class. Most coursebooks have sections specifically intended to develop speaking skills which are self-explanatory. Use these in your sessions. They will be especially useful since very often the tasks or topics for discussion will include vocabulary used in class.

**Tip:** Ask the teacher for a copy of the book or at least for some relevant pages.

## Suggested session activities

1. **Use a picture to stimulate discussion.**

**Tip:** There is a site [https://www.flickr.com/photos/eltpics/](https://www.flickr.com/photos/eltpics/) from which you can download pictures to use as a stimulus for discussion on any topic. e.g.: Use a scene of a restaurant to introduce vocabulary /to role play having a meal/ to talk about pupils having jobs as waiter etc.

If you choose a scene with people, stimulate discussion by asking questions such as:

 *"Where are they? What are they doing / wearing / thinking / feeling?*
*What's the relationship between them?" What would you do in their place?  What's the dilemma?* etc.

**Tip:** Make pupils aware of the questions you ask as an example of questions they will need to answer when they see a video clip as part of their 12th grade Oral Bagrut Exam. (COBE)

**Note**: Make sure you choose pictures which are relevant to the lives of Israeli pupils.

2. **Plan and enact role play for everyday situations**.

Choose situations and language relevant to the age, level of ability and relevance of interest to your pupil.
 When planning a role play dialog remember the following:

   a. Always use authentic language. e.g. When we speak, we don't answer in full sentences and we use the abbreviated form of the negative: *What's your name?" "Jane"  "I don't know" / "He doesn't know"*

**Note:** The uncontracted form is used in formal written communication and in spoken communication when a speaker intends to add emphasis.
 Unnecessary use of the uncontracted form could cause misunderstandings in real world communication.

   b. Build the role play dialog with your pupil, introducing relevant language functions that are a natural part of such a situation. e.g.: in a restaurant you would need to know what to say to realize the language functions of: **saying hello** / **asking for a table** / **asking for a menu** / **ordering food** / **expressing an opinion** (positive/-negative about the food) / **asking for the bill / saying goodbye**.

3. **Introduce Language Functions and use them in role play situations**

**Language Functions** is a term used in 2nd language learning to refer to **chunks** of language that are commonly used to achieve communicative goals. They should be incorporated into speaking sessions whenever possible.  e.g.:

**Greetings**: *What's new / How're you doing?  Hi / Hey / How're you doing / What's up? / Long time no see*
**Apologizing:** *Sorry I'm late / I'm sorry about that*
**Agreeing:** *Absolutely/ For sure*.      (Avoid: *Of course!*)
**Disagreeing:** *Are you sure? I'm not sure about that*. (**Not** *You're wrong*)

**Tip:** Give them 'homework' to listen to a popular TV program (Friends etc.) and to make a note of at least ONE English expression / language function the characters in the program use.
It can be the way in which they hello or goodbye, say they like / don't like something; agree / disagree about something / apologize for something / ask for help/ etc.

4. **Offer idioms**.
 Choose idioms relevant to their communicative needs. Choose 'positive' idioms e.g.
*I'm over the moon; I'm on cloud 9; It's a piece of cake; It's easy peasy.*

**Note:** Pupils feel they are getting a grip on a language when they can use an appropriate idiom
Check for parallel idioms in Hebrew. e.g.: **It's on the tip of my tongue.** However, mention some expressions have no equivalents in English. They cannot have a conversation **'with 4 eyes'** nor can they refer to people with **'small heads.'**

# Smartphones: A resource to promote speaking skills

Smartphones are an integral part of our lives and pupils use them as a resource for information and entertainment. We suggest that if you can't beat them, join them. Using a smartphone for authentic tasks in English will give your pupils the opportunity to hear, speak, read and write in English while doing meaningful and enjoyable tasks. Listed below are some activities to activate English through using their smartphones.

## Suggested session activities

Ask your pupils to:

- show you pictures. Ask questions about them. Show them pictures from your phone. Let them ask questions. e.g.
  *"Who's that? / Who are those people?  Who's s/he? / 'Where were you? / What are you doing? etc.:*

- take pictures of signs written in English in malls / on billboards. Bring them to a session and discuss them.

- show you what games they play and explain the rules to you.

- give you tips (in English) on how to improve what you do on your smartphone

- tell you about cool apps they have and what they do.

- listen to songs from sites you give them or play their own

- find the Hebrew translation for an English word using Google Translate. (Typing a word in English is good practice)

- ask Siri a question in English. (If they don't speak clearly, Siri will ask them to repeat. They repeat what Siri says.)

- role play: there's a new English-speaking pupil in the class.
   (Tutor / another pupil in the session is 'the new pupil'). Ask for pupil's phone number
   to write it in their phone / send WuP message inviting new pupil to a party etc.

- give you their phone number so you can send WuP message from you "Are we meeting tomorrow?"
    (It's essential to check with school if this is OK)

- reply to your WuP message

- have WUP calls with you on days you don't meet with them   (It's essential to check with school if this is OK)
  (It's also possible to use this option to role play 'new English speaking pupil in class' with tutor taking the role of the new pupil.)

- play an episode from their favorite TV show. (Friends etc.) Discuss a small scene; Extract functional language

- use Google Translate audio option to listen to the pronunciation of a new vocabulary item

# BIFT: How tutors can help pupils develop reading skills

Generally, the focus of ETP of tutoring sessions will not be on reading.
However, no pupil can advance in English without basic reading skills.
Tutors who acquire and implement an awareness of what is necessary to develop reading skills can offer pupils invaluable reading tools.

### What are the basic reading skills tutors can develop for their pupils?

**1**. In the first grades of English language learning, pupils are taught to read 3 letter words that incorporate the 5 pure vowels of English: **a  e  i  o  u. : mat / pet / fin / hop / cut**

These are words with short vowel sounds, also called **CvC words**. (Consonant-vowel-Consonant)

See pages 4 & 5 for how to use **Stick Faces (SFs)** to help pupils acquire basic reading skills.

You can make your own **BINGO CvC** cards at https://sightwords.com/sight-words/games/bingo/card-creator/

**2.** Pupils also need to be able to read 4 letter words in which the **short vowel sounds** become **long vowel sounds**

(also called **CvCe** words: Consonant – vowel – Consonant + e)

a. **CvCe** words are also known as words with the **magic 'e' sound.**

This is because when the letter **'e'** is added to a CvC word, the vowel in the word says its name:

*(mat – mate     pet – Pete     win – wine     hop – hope     cut – cute)*.

b. Where possible, let your pupils 'discover' this rule.

List the 5 words with the short vowel sound in a column. **mat  pet   win  hop  cut**

(They should be able to read these words after doing activities from #2 above).

List the corresponding 5 words with the long vowel sound in an adjacent column: **mate Pete wine hope cute**.

**Ask:** *"What's the difference between the 2 lists of words?" "What makes the difference?".*

**Answer**: *"The letter 'e' added to the 3-letter word makes the vowel say its name."*

c. Introduce SFs with names which have **long vowel sounds: Dave / Pete / Mike / Hope / Luke**

**3. Offer pupils practice in discriminating between short vowel sounds**

a. Give them a list of 5 words arranged in pairs in 2 columns:

**pen / pan; bet /bat; set /sat; bed /bad; met /mat          OR**

**rag / rug; hat /hut; cat /cut; ban /bun; pan / pun          OR**

**pin / pen; big / beg; till / tell; sit / set; bid / bed**

b. Tell them you are going to read aloud **one** of the words in the set. They need to circle which word they hear.

### Note
- These pairs of words are called MINIMAL PAIRS and you can find reference to them on EFL sites in Google.
- When giving them a list of words only offer **one set** at a time, either **pen / pan** OR **rag / rug** OR **pin / pen** sets.

### 4. Working with Sight Words
**Sight Words** is a term which refers to words that occur with high frequency on almost any page of text. e.g.:
 "**who, the, many, were, one, their, how, could**"
By helping pupils to recognize these words automatically by sight, **within three seconds** without having to 'read' them, tutors can help them acquire basic reading skills.
The Ministry recommends the list of **FRY Sight Words**. The **Fry Word List** is usually divided into groups of 100.
So, the first 100 Fry words are the 100 most frequently occurring words in the English language.
On the site recommended by the ministry, the first hundred words are grouped in four sets. (See p 38 )
You can make BINGO Cards for Sight Words at https://sightwords.com/sight-words/games/bingo/card-creator/
or use the Activity Sheet  '**Zap the Bug"** to help pupils recognise these words.
A full set of cards with the first 100 Sight Words is available from ESRA National Office on request.  .
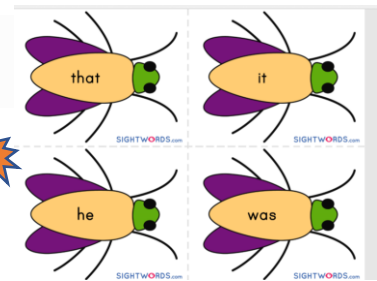
## Zap the Bug

Play the game: **"Zap the Bug"** to help pupils 'read' Sight Words.
 (Adapted from: 'Sight Words Fly Swat')

**Tutor*:***

- *"We're going to play a game.*
- *I'll say a word and then you zap the bug which has that word on its belly. [ tummy / tum- tum]*
- *Like this:      "was"*

**נשחק משחק**   [*nis-acheck mischak*]   **]**

·*אני אגיד מילה, ואז את/ה נותן /ת מכה לחרק שיש את המילה הזו על בטנו.   ·ככה: 'was'*

[*Ani agid milah, ve-az at/atah noten/et makah le charak sh yesh et ha-milah al bet-no. Kachah: 'was'*]

(Tutor says the word *"was"* aloud. Then s/he takes a rolled-up newspaper and zaps the bug with the word *"was"*, repeating the word *"was"* while zapping the bug.)

- *"Ok. Ready? Let's play.*
 *I'll say the word "was". You find the word on the card and zap it in 3 seconds.*
 *When you zap the bug, say aloud the word on its belly."*

· *בסדר. מוכנים? בוא נשחק. אני אגיד את המילה "was". ותוך 3 שניות, את/ה מוצא/ת את המילה בכרטיס  ונותן /ת מכה לחרק*
*שיש את המילה הזו על בטנו.*

 [*Be-seder. Moo-chanim? Bo lesachek.  Ani agid et ha- milah 'was'.ve tog 3 shni-ot, at/ah mozteh/t et ha milah be-kartis ve noten/et makah le charak sh yesh et ha-milah ha-zeh al bet-no*]

*"*

**Note:**
a. If you are working with beginners, start with just 6 cards placed face up on the desk
   For pupils who are at a more advanced level, you can use more than 6 cards.

b. Make sure the pupils repeat the word you have said as they zap the bug.

c. After a pupil successfully zaps a word, use it in a short meaningful sentence which the pupil repeats. e.g.:
   '**was**': *"That was a good game." / "The movie was great." / "The book was on the desk."*

d. Older pupils may not want to zap the bugs, so let them just repeat the word and turn the relevant bug over.

e. As you progress through the list, eliminate those that they recognize very quickly and re-introduce those that they don't recognize again and again.

**Correcting mistakes**
a. If pupils 'zap' the wrong word, or don't zap it quickly enough, point to the correct word, move your finger across it from left to right while reading it aloud. Then ask your pupil to do the same.
   Then you start again by saying that same word and the pupil then zaps the word saying it aloud.
   NEVER introduce any element of criticism if a pupil 'zaps' the wrong word.

 **Variations**
a. When you have completed a set of words, ask your pupil to both say and zap words or if you have a group, one pupil plays teacher.

b. Change the pattern of the game by just pointing to a word without saying it aloud.
   Ask your pupil/s to 'read aloud the word you point to.
**Note**:
You should only do this when you are sure they know how to 'read' the words themselves since in this variation, you don't first **say** the word aloud for them to repeat.

c. Read two or even three words together which challenges pupils to remember and zap.
   This is a way to speed up word recognition.

You can custom choose the words you want your pupils to recognize by clicking CUSTOM WORDS on this site:
    https://sightwords.com/sight-words/games/fly-zap/card-creator/
    **Contact your Branch Coordinator if you would like to have a pack of the 1st 100 Bug Sight Words.**

# Fry Words – The First Hundred

| List 1 | List 2 | List 3 | List 4 |
|--------|--------|--------|--------|
| the | or | will | number |
| of | one | up | no |
| and | had | other | way |
| a | by | about | could |
| to | words | out | people |
| in | but | many | my |
| is | not | then | than |
| you | what | them | first |
| that | all | these | water |
| it | were | so | been |
| he | we | some | called |
| was | when | her | who |
| for | your | would | am |
| on | can | make | its |
| are | said | like | now |
| as | there | him | find |
| with | use | into | long |
| his | an | time | down |
| they | each | has | day |
| I | which | look | did |
| at | she | two | get |
| be | do | more | come |
| this | how | write | made |
| have | their | go | may |
| from | if | see | part |

## Alphabetical List: 1st 100 Fry Sight Words:)

a, about, all, an, and, are, as, at, be, been, but, by, called, can, come, could, day, did, do, down, each, find, first, for, from, get, go, had, has, have, he, her, him, his, how, I, if, in, into, is, it, like, long, look, made, make, many, may, more, my, no, not, now, number, of, oil, on, one, or, other, out, part, people, said, see, she, sit, so, some, than, that, the, their, them, then, there, these, they, this, time, to, two, up, use, was, water, way, we, were, what, when, which, who, will, with, words, would, write, you, your

# Part D


# Appendix


# Includes data from


# 'Tips for Tutors' Booklet
# 2018-2019

# Guidelines for tutors

## A. Esra Administration

- Establish contact with your ETP Branch Coordinator before the school year begins and complete the **Tutor Registration and Preferences Form.**

- The law requires that all men who do volunteer work with children need to obtain a **Certificate of Absence of Sexual Offences** – in Hebrew, *אישור העדר עבירות מין* – from the police. This, of course, in no way reflects on the volunteer as an individual but in today's climate of sexual harassment and child abuse, schools need to ensure that men who volunteer with pupils are not registered in any police record as offenders. This procedure is simple, and your Branch Coordinator will help you take care of this.

- Your ETP Branch Coordinator is there to support you. If you encounter any difficulty, report IMMEDIATELY. Schools have been asked NOT to send pupils with severe learning difficulties or behavioral problems to tutors. **Should this occur, contact your ETP Branch Coordinator.**

- Complete and return ESRA's feedback form when it is sent to you at the end of the year.

- Bituach Leumi Insurance – online Volunteer Information Forms (VIF) will be sent to you in December, which must be filled in and returned to the ESRA National Office.

## B. Logistic guidelines in schools

- Before you start tutoring, establish ongoing communication procedures with the teacher you will be working with and exchange necessary contact numbers, including that of the janitor.

- Teachers and schools have a lot on their plates so you should **ALWAYS** send a text message before leaving home to the teacher and/or the pupil to ascertain there will be a tutoring session.

- Please inform the teacher if you plan to be away on vacation or are unable to come to school on your designated day.

- We have asked the schools to provide a location conducive to learning for the tutoring session and as close as possible to the classroom where the pupil learns Space is often very limited in the schools. If you are asked to sit in the corridor, this does not demean your volunteering contribution in any way.

- **It is TOTALLY PROHIBITED for any ESRA tutor to meet with any pupil from the school outside school premises for any reason whatsoever! It is also TOTALLY PROHIBITED to photograph any pupil you tutor without written permission from the parents**.

- **ABOVE ALL** – be tolerant and be prepared for unexpected surprises - locked gate, pupil didn't come to school, change in timetable.

## C. Pedagogical guidelines

- ESRA's ETP is recognized by the Ministry of Education as a supplier of tutoring support to teachers during school hours. We are obligated to offer training workshops and material to ensure that we are following ministry guidelines. When you volunteer as a tutor in ESRA's ETP, you represent the organization and need to follow the guidelines you receive.

- Before you begin tutoring, you will be offered a training session to introduce ideas of what to do in a tutoring session. You will also receive the booklet **"Tips for Tutors"**, which provides general guidelines about tutoring. In addition to the information in this booklet, a large bank of supplementary material is available, including worksheets for every level, from teaching the letters of the alphabet to helping pupils prepare for Oral Bagrut. Where necessary, pedagogical support is offered. Check with your ETP Branch Coordinator.

- The worksheets provided by ESRA's ETP are intended for use as supplementary material only when necessary. They are NOT a replacement for what the teacher asks you to do.

- Tutors work alongside class teachers as a teacher's support. Please remember - teachers know best what their pupils need. Don't criticize or suggest alternative methods of instruction.

- Teachers will provide you with guidelines about what to do with each pupil and with worksheets and coursebooks. If you don't receive these – ask for them! If you still don't receive them – talk to your ETP Branch Coordinator.

- Tutors generally work with pupils for 45 minutes, parallel to the English lesson, in different formats – 1:1, or in small groups of 2 or more pupils. You will usually work with the same pupils for as long as needed. If you are given a tutoring format that doesn't suit you (several pupils rather than just one), discuss this with the teacher and if necessary, with your ETP Branch Coordinator.

- Tutors helping pupils to prepare for their Oral Bagrut examination will generally meet with different pupils in each session for periods of 15 – 20 minutes.

- Always encourage pupils to be the most active participant in whatever you are doing with them.  Make allowances for cultural and generational differences.

- Before you start to tutor, some schools may allow you to sit in on a couple of lessons so that you can get an idea of the atmosphere in the class and the teacher's method of instruction. Check with the teacher.

- **ABOVE ALL** - remember that your contribution as an ETP tutor is to afford pupils the opportunity to encounter English in a nurturing, enjoyable and non-judgmental environment, thereby giving them a belief in their own ability to access the language successfully.

# FAQ

## What sort of pupils will I get?

Every pupil you meet will be different from what you were as a pupil. Be open and welcoming of generational and cultural differences. When pupils are hungry, they cannot focus. Accept that they eat a sandwich during their session with you. Some pupils will come to you because they have fallen behind in class. By meeting with you they will be getting individual attention which is a rare treat in their school environment.

Your MAIN task is to build their self- confidence, to make them like English.

When you help them believe that English is not beyond their reach, anything else you do is a bonus!

## I have no tutoring experience. What help will I get from the school and from ESRA?

All schools receive guidelines from ESRA's ETP. In the points listed, we explain that most of our tutors are not teachers and need clear instructions about what to do in a tutoring session. If you don't receive this, contact your Branch Coordinator IMMEDIATELY. Remember too that school timetables often change, and you need to be flexible about this. In addition to assistance from teachers, ESRA's ETP offers training sessions, training booklets and on-going options to consult with a team of professional trainers.

## Can I be a tutor if I don't speak Hebrew?

There are many successful tutors volunteering in our ETP who speak little Hebrew. They use it to their advantage by asking pupils to help them to learn words in Hebrew. Even though pupils at first may say they don't understand, you can mime what you want. Keep your instructions simple and repetitive and encourage them to guess what you're saying / asking.

Use Cognates (same words in English and Hebrew) and pictures to elicit basic communication.

 (See: **What to do in a first session** pages 44, 46-48; **How tutors can promote speaking skills** (pages 34 &35)

## I don't like to hear Hebrew speakers make mistakes in English.
## Can I correct pupils mistakes?

Be selective and sparing when correcting grammar mistakes. Too much correction reduces confidence and deters fluency. You could make a note of one or two mistakes and towards the end of a session ask if the pupil can correct what s/he said. Generally, it's recommended that tutors ask the teacher to deal with issues of grammar.

At the end of the day, you are there to help pupils communicate and it's possible to do this even with
 grammar mistakes.

## What should I do if I don't manage to finish everything a teacher asks me to do in a tutoring session.?

Your main role as a tutor is to help your pupils believe they can succeed in English so it's ok if you don't manage to complete every task. Give them strategies to help them understand what they hear and read.

- Rather than explain immediately when they say:" I don't understand", ask: "What could this word possibly mean?
-  Encourage them to use words they already know as a strategy to improve fluency.

## I understand schools put a lot of emphasis on good grades.
## How can I help pupils improve grades?

Some teachers may ask you to help pupils with homework or make-up tests. (A chance to do a test again.) Your role as a tutor is to assist the pupils do their own work and not to do the work for them.

A way to help the improve grades could be:
- Ask their teacher for the material ahead of a test.
- Never hand in a blank test paper. (If a question has ten True / False options, by marking ALL ten options either True or False, your pupil is likely to score 50%!)
- If questions are multiple choice: use common sense Often distractors are such nonsense that there's an obvious right answer. Give them the confidence to delete nonsense as an option.
- Do the stuff you know. Don't spend all the time on Q 1 of you KNOW the answers top 3 and 7!!
- Give them the confidence to ignore the stuff they don't know and come back to it if they have time
- Talk about allocating time for a test. If there are 4 questions and one hour spend only 15 minutes on one question and then move to the next

## How can I make my own ability in English a true gift for my pupils?

Exposing your pupils to authentic spoken language is an invaluable contribution in developing their ability to communicate fluently.

- Use a cyclic approach: Model – Repeat – Correct – Apply.  e.g.:
  You ask a question. They repeat it. You correct their repetition (if necessary). They apply it in different contexts

- Give directions in simple, idiomatic, authentic English. e.g.:

  **Saying hello**: *Hi /: How are you today? / How're you doing? / Take a seat*
  **Getting started:**  *Let's get started / Ok. Off we go!*
  **Encouragement.** *Don't give up / Hang in there / So far so good / Give it a go*
  **Activities during the lesson:** *Carry on / Can you figure it out? / Here you are / There you go / Well done*
  **Ending a session:** *Time's up / We've run out of time / Thanks for coming*

- If you have an accent: speak slowly.

- There are different pronunciations for different dialects. If a pupil says a teacher doesn't pronounce a word the way you do, explain that words are pronounced differently and that's the way you pronounce it.
NEVER tell a pupil that a teacher's' pronunciation is incorrect.
If there's an issue, discuss it with the English Coordinator.

# What to do in a first session

1. When you meet a pupil for the first time, introduce yourself and hopefully your pupils will do likewise.

2. Depending on the level of English of your pupils there are several options to follow

   a. If they understand English, ask them about themselves and also tell them something about yourself or encourage them to ask you questions.
   b. If your pupils have zero English, do **Suggested session activity # 2**

## Suggested session activities

### 1. Getting to know your pupils

**Ask**: *"Tell me about yourself."*     *"What do you like to do after school?"*

**Note:** The ministry has dropped all questions related to family from the interview section of the Oral Bagrut. We recommend that our tutors avoid asking questions about family.

**Tip:**

- If they don't respond to the second question, you can prompt them and ask:

   *Play sport? Listen to music? Watch TV? Go to the mall? Play computer games?*

- Use this information to bring realia / introduce topics and vocabulary relevant to his/her interests/needs/wants.

- Encourage them to bring their own items of realia connected to their interests to your next session

### 2. Some pupils have minimal English

If your pupils are not able to say anything in English, model an interaction using **Stick Faces** (see p 5) or use the suggested activities in **Using flashcards to get started** (See pages 46 – 49)

### 3. Talk about your ESRA bracelet

**Ask**: *"Did you see my bracelet?" "Do you like the color?"  "Why?" / "Why not?"*

  *"Can you read what's written on it?" Do you think that's a good slogan?"*

  *"Do you have a bracelet?" "Which one?" "What is its message?"*

   *"What do you think about wearing bracelets with slogans?"*

  *"Do you volunteer?" "Where?" "When?" "How often?"*

 **Tip**

- They may not know the word 'slogan' so ask them to guess what it means.

- The font may to be difficult for them to read but encourage pupils to try to identify even some of the letters. Doing this successfully (with your positive feedback) can reduce the 'pressure' they tend to feel in a real-world situation when the font in a text is different to what they have learned in class.

- Depending on the level of the pupil, talk about ESRA and volunteering. All pupils are required to complete volunteering obligations in order to get their Bagrut certificate, so they know about volunteering,

### 4. Close off and start your tutoring session.

 **Say: "***I'm going to help you with English* or **ask**: *"What's hard for you in English?"*

  (It's possible, they have no idea what they don't know.)

 Then you will begin to do whatever the teacher has asked you to do.

# Terminology used in learning English as a 2<sup>nd</sup> language.

You may come across some terminology used in coursebooks which teachers ask you to use.
Listed in alphabetical order are some of the terms you may want to know about.

**Cognates**: These are words which are the same in English and Hebrew. They are useful to use when helping pupils learn letters of the alphabet or to give pupils confidence that they already know many words in English. e.g.: avocado / bank / cactus / disc / falafel / gorilla / helicopter / igloo / jeans /kangaroo / lemon / mango / orange / pizza / radio / salad / trampoline / villa / yoyo / zebra

**Collocations**:
These are pairs of words that usually go together in a language. e.g.: to **make** money. (Not DO money.)
A bubble **bursts / A** balloon **pops /** A bomb **explodes**. (In Hebrew, every verb is the same. **להתפוצ** )

**EFL**:  English as a Foreign Language (French in the UK)

**ESL**: English as a 2<sup>nd</sup> Language (French in Canada)

**HOTS**: (Higher Order Thinking Skills)
Pupils are required to 'read between the lines of a text instead of just relating to surface facts. e.g.:
to infer /sequence / contrast facts

**Language Functions**:
This term refers to how language is used to achieve communicative goals.  e.g.:
Saying hello and goodbye and responding / Agreeing and Disagreeing / Saying    thank you and responding etc.

**LOTS**:  (Lower Order Thinking Skills) Relates to surface facts in a text.

**L1**:  1<sup>st</sup> Language (English is a tutor's 1<sup>st</sup> language) **L2**: 2<sup>nd</sup> Language (Hebrew is a tutor's 2<sup>nd</sup> language)

**Meitzav**: Standards exam given in 6<sup>th</sup> & 9<sup>th</sup> grade for English, Math and Hebrew.

**Yes / No Questions**:
These are questions to which the answer could be just Yes or No: *"Do you speak English? / Is he at home?*

**WH Questions**:
These are questions which start with WH words: **When / What / Where / Why / Who** / **Which** and…. **How!**

**Unseens**: (AKA 'Unseenim')
Short reading texts followed by comprehension questions in booklets called 'modules' starting in 10<sup>th</sup> grade. However even pupils in 6<sup>th</sup> grade have reading comprehension texts in their coursebooks.

**Realia**:
These are authentic items which tutors can bring from the real-world to a tutoring session.
When helping pupils learn vocabulary, bring associated items to your session to make learning meaningful and memorable e.g.: toy cups saucers; fruit/vegetables etc.
Any printed item with English: maps / / menus / disposable cups with English messages / stuff from newspapers etc.

**Phrasal Verbs**:
These are multi-word verbs with meanings different from their separate parts.
 **e**.g. **Look** out the window. (**Look** = regular verb). **Run** over to the shop and buy me some milk. (**Run** = regular verb).
**Look out** when crossing the street. (**Look out** = Phrasal Verb) Our dog got **run over** last week. (**Run Over** = P. V.)

**Sight Words**: These are non-phonetic words which need to be recognized on sight when reading.
They don't follow 'rules' of how words sound according to their spelling.

**English is taught in Israeli schools in the following classes:**
Generally English language instruction in Israel begins in 3<sup>rd</sup> grade.

| Elementary School (Yesoodi) | Junior High School (Chativah) | High School (Tichon) |
|---|---|---|
| Gimmel: 3<sup>rd</sup> grade (8+-year-olds)<br>Daled: 4<sup>th</sup> grade (9+- year-olds)<br>Hay:  5<sup>th</sup> grade (10+-year-olds)<br>Vav:  6<sup>th</sup> grade (11+-year-olds) | Zain: 7<sup>th</sup> grade (12+-year-olds)<br>Chet:  8<sup>th</sup> grade (13+-year-olds)<br>Tet:  9<sup>th</sup> grade (14+-year-olds) | Yod:  10<sup>th</sup> grade (15+-year-olds)<br>Yod Aleph: 11<sup>th</sup> grade (16+-year-olds)<br>Yod Bet: 12<sup>th</sup> grade (17+-year-olds) |

In the 10<sup>th</sup> grade, pupils are streamed into one of 3 levels: **5 point**: Advanced          **4 point**: Intermediate
 **3 point**: A regular Bagrut level. In 10<sup>th</sup> grade **5 point students** are offered an extension elective track:
**Translation Skills** or **Conflict Management and Resolution** studied over a period of 3 years. .

# Using flash cards to get started

1. Sometimes pupils you meet won't know any English. If you can demonstrate how much they 'know', it will create confidence and enjoyment.

2. By using a set of flashcards with words you want them to learn written on the back, they can practise **hearing and saying** short sentences both with familiar words (**Cognates**) and new words. (**Sight Words**)

**Cognates:** Words which are the same in English and Hebrew. e.g., avocado / jeans / television / guitar

**Sight Words:** Non-phonetic words which must be recognised on sight and not worked out according to their sounds.

**Note:** The ✸ on pp. 47-49 indicates that this material is available as a printout on request from ESRA National Office.

3. After your pupil has HEARD and SAID the words several time by playing with the flashcards, you can also practise reading, using the **Activity Worksheet** on page 45, which re-introduces all the words from the flashcards.

4. These activities can be the basis of future 'conversations' with pupils about their personal activities after school.

## Suggested session activities

**a.** Introduce yourself and then hold up a flashcard and say:     I like to ……………./. I don't like to ……….

**Note:** Red indicates grammar structures I like to…; I don't like to …, and   Do you like to …?  but there is no need for any grammar explanation. By using the familiar **like** icon, the pupil just gets used to the pattern of the sentence.

**b.** Spread the flash cards on the desk picture facing upwards. **Ask**: *"What do you like to do after school?"*

**c.** Your pupil chooses an image from a flashcard. Model the sentence I like to…; filling in the word that appears on the back of the card. Your pupil repeats the sentence you modelled.

**Note:** It is important that the pupil HEARS and REPEATS the sentence with the new word several times before seeing it written,

**d.** Repeat #b above but this time ask: Do you like to …?
Repeat as often as necessary using many / few flashcards according to the level of English of your pupil.

**Note:** If an answer is *no* to any question encourage them to say: *No*, *I don't like to …...*
(No grammar instruction necessary).

## Pupil plays teacher
Having heard the question several times, ask the pupil to point to the flashcards and ask you the same questions:

 Do you like to …...?              (Your pupil will choose the flashcards which are most familiar)

**e.** To end the session, ask your pupil to READ the sentences and questions which appear on the summary page: *"What do you like to do?"*  Prompting may be necessary**.**

**Note: I**n this activity there are **new** vocabulary items which are not **Cognates**: They are called **Sight Words**:
 **name / school / books / computer / friends / newspaper / basketball / games / piano / films / quiz shows**
**do / read / play/ draw / paint / swim / watch / after**
Do not expect pupils to remember them all.
Focus on those that are relevant to them and review them in different ways in your next session.

**This activity prepared by: Dr. Helen Osimo, Coordinator, ETP, Haifa Branch**

# What do you like to do?

Hello.  My **name** is ……………………………..            What is your **name**?

I **like to**….. 👍 .read books.

 I **don't like to**  👎,,, read the newspaper.

Now you tell me about yourself.  What **do you like to do after school**?

**Do you like to play** football?

**Do you like to play** basketball?

**Do you like to play computer games**?

**Do you like to play** with your **friends** in the park?

**Do you like to play** the guitar                    or the **piano**?

**Do you like to swim**?

**Do you like to read books**?

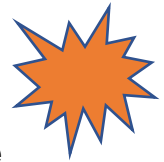**Do you like to draw**              or **paint**?

**Do you like to watch** television?

What **shows do you like to watch** on television, reality, **films**, **quiz** shows?

# Using flash cards to get started

**Images to paste on flashcards with words for the reverse side**

read books

read newspapers

play football
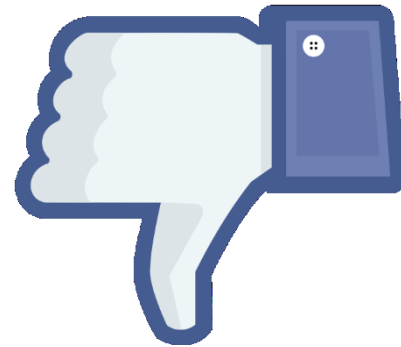
play basketball

play computer games

play the guitar

play the piano

play in the park with friends

I **like to**            I **don't like to** ……

swim                 draw

paint             watch television

# Grammar terminology: A glossary

Although tutors are NOT expected to be dealing with grammar issues, some tutors may want to have a basic understanding of what some of the terminology means.  Following is an outline for those who are interested.
.
Generally, we can assume that by **the end of the 6ᵗʰ grade**, pupils will have studied all of the topics listed below.
**Note: S**ome of your pupils will not know parts of speech in Hebrew grammar. If you need to refer to these, you may need to ask if they know what a verb, noun, adjective etc. is in Hebrew.

- a. **Verb:** פועל[poh-al]:        Gives the action in the sentence. **read / write / listen**
- b. **Noun:**  שם עצם[shem etzem]:        Gives names to things. (Proper Nouns need upper case letters)
- c. **Adjective:**        שם תואר[shem toar]:Gives qualities to nouns. **slow / quick / hot / cold**
- d. **Pronoun:** שם גוף[shem guf]:        Takes the place of a noun.  **I /you /he /she /it /we /you/they**

## Tenses

- **the Present Simple Tense + negation + Y/N questions* + WH questions**
  Habitual, repeated action.                        **I always eat lunch at 13.00.**
- **the Present Progressive / Continuous Tense + negation + Y/N questions + WH questions**
  Current, in process action                .    **He's watching TV at the moment.**
  and ALSO, for planned future action            **I'm meeting him after school.**
- *the Past Simple Tense + negation + Y/N questions + WH questions*
  Action completed in past.        **Last year I flew to England.**
- **the Future Simple Tense + Going to + negation + Y/N questions + WH questions**
  Promised, intended, determined action for future.        **I will do better in English this year.**

- **Verbs:** פועל   [Poh-al]: **Irregular Past Verbs:**        **go-went; see-saw; eat-ate-**
- **Stative Verbs:** Verbs that do not take the Progressive Tense    **I am understanding this now.**
- **the verb 'has'** =  לי יש [yesh li] and  לי אין[ein-li]        **I have a dog. / I don't have a dog.**
- **Definitions Y/N questions + WH questions**

**Y/N questions:** So-called because the answer can be either 'Yes' or 'No': **Do you live in Tel Aviv?  /Are you happy?**

**W/H questions:** So-called because they begin with a 'WH' word: **Where / When / What / Why / Who** and …**How**!

## Nouns: שם עצם[Shem Etzem]:  Gives names to things. (Proper nouns need upper case letters)

- **Singular & plural + spelling:**        **baby / babies; day / days**
- **Irregular plurals:**                **man /woman/tooth /foot/ mouse/child + fish / sheep /  deer**
- **Count & Non-Count Nouns:**        **honey / bread / jam / cheese/ rice / milk/ sand / rain / water**
- **Possessive:**                **boy's bag & boys' bag**

## Pronouns:  Personal        **I/ You/ She/ He/ It/ We/ They**
          Possessive:        **my /your/ his/ her/ its/ our/ their**

## Determiners: General: a / and Specific:        **the/ this/ that / these / those**.

## Adjectives: Order and placement:        **He is a big man. / The man is big.**

- **Comparison of adjectives:**        **small- smaller-smallest; / beautiful- more b.-most b. /good- better -best**

## Modals: Can and Could (can = יכול[ya-chol] could = יכולתי[ya-cholti]) + negation + Y/N questions + WH questions

## Prepositions: Prepositions of time and place   **in / on / at;   under/ near / opposite**

# A summary table of the Present Simple Tense

## Examples of Positive Statements

|  | Present Simple | Past Simple | Future Simple |
|---|---|---|---|
| **T1b** | I **am** happy<br>She/He/It **is** happy<br>You/We/They **are happy** | I/ She /He /It **was** happy<br>You/We/They **were happy** | I/ She /He /It **will be** happy<br>You/ We/ They **will be** happy |
| **T1a** | I/You/We/They **like** popcorn<br>He/She/It **likes** popcorn | I/You/We/They **liked** popcorn<br>He/She/It **liked** popcorn | I/You/We/They **will like** popcorn<br>He/She/It **will like** popcorn |

## Examples of Negative Statements

|  | Present Simple | Past simple | Future Simple |
|---|---|---|---|
| **T1b** | I'm not happy /<br>He / She / It **isn't** happy | I / She /He /It **wasn't** happy<br>You / We/ They **weren't** happy | I / She /He /It **won't' be** happy<br>You / We / They **/won't be** happy |
| **T1a** | I/ you/ we / they **don't like** popcorn<br>He / She / It **doesn't like** popcorn | I/ you/ we / they **didn't like** popcorn<br>He / She / It **didn't like** popcorn | I/ you/ we / they **won't like** popcorn<br>He / She / It **won't like** popcorn |

## Examples of Yes/No Questions

|  | Present Simple | Past simple | Future Simple |
|---|---|---|---|
| **T1b** | **Am** I happy?<br>**Is** he / she / it happy?<br>**Are** you/ we / they happy? | **Was** I happy?<br>**Was** he / she / it happy?<br>**Were** you/ we / they happy? | **Will** I **be** happy?<br>**Will** you / we/ they **be** happy?<br>**Will** he / she / it **be** happy? |
| **T1a** | **Do** I/ you/ we / they **like** popcorn?<br>**Does** he / she / it **like** popcorn? | **Did** I/ you /we/ they **like** popcorn?<br>**Did** he / she / it **like** popcorn? | **Will** I / you / we/ they **like** popcorn?<br>**Will** he / she / it **like** popcorn? |

## Examples of WH Questions
**WH=** When / Why/ Where/ How

|  | Present Simple | Past simple | Future Simple |
|---|---|---|---|
| **T1b** | **WH am** I happy?<br>**WH is** he / she / it happy?<br>**WH are** you/ we / they happy? | **WH was** I happy?<br>**WH was** he / she / it happy?<br>**WH were** you/ we / they happy? | **WH will** I/you/we/they **be** happy?<br>**WH will** he / she / it **be** happy? |
| **T1a** | **WH do** I/you/we/they **like** popcorn?<br>**WH does** he / she / it **like** popcorn? | **WH did** I/you/we/they **like** popcorn?<br>**WH did** he / she / it **like** popcorn? | **WH will** I/you/we/they/ **like** popcorn?<br>**WH will** he / she / it **like** popcorn |