



The English-Speaking Union  
English in Action

Marian Siegel Tutor Toolkit

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## TOOLKIT CONTENTS GUIDE

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American Idioms Book (2)

Ruler

Handheld Mirror

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World Map

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- *Tips on Tutoring English Manual*
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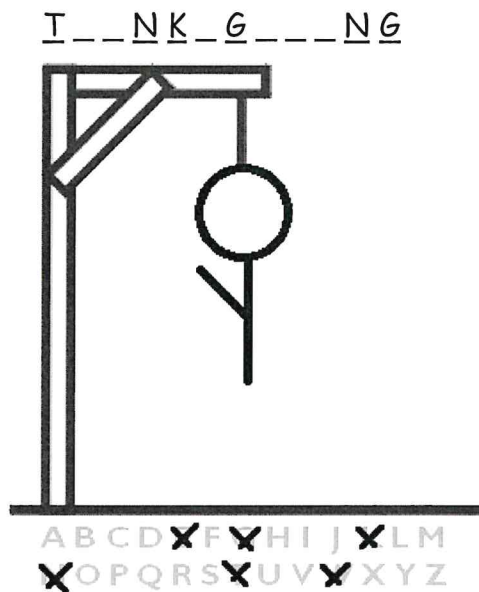


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## HANGMAN

1. Think of a word but don't tell your partner what it is! Give your partner a hint on its subject.
2. Draw a hangman's noose.
3. Draw dashed lines. Each line represents one letter of your word.
4. Have your partner start guessing letters.
5. Every time a correct letter is guessed, write it on the correct line.
6. Every time a wrong letter is guessed, draw a body part on the hangman's noose.
7. Your partner has to guess the word correctly before the drawing is complete.
8. To make it easier, write out the alphabet underneath and cross off each letter that your partner guesses.



Subject: Holiday

answer: Thanksgiving



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## 20 QUESTIONS

1. Think of a word (a person, place, or thing is the easiest). Tell your partner the category.
2. Have your partner ask yes/no questions to try to figure out what your word is.
3. Keep track of how many questions your partner asks. They are only allowed 20!

## VARIATION OF 20 QUESTIONS

1. Have your partner think of a famous person for you to be, such as someone in the news, without telling you who it is.
2. Have a conversation on a topic that this famous person might talk about. Your partner will choose the topic.
3. Your partner MUST address you as if you were that person. For example, if you are the Queen of England, your partner would say "Your Majesty" at the end of every sentence. If you are Ben Franklin, your partner can compliment you on your discoveries about electricity.
4. Throughout the conversation, you may ask yes/no questions about your character.
5. You have 20 questions to figure out what person you are.
6. If you don't know who the person is, your partner can give you a mini history lesson. Take good notes, and then report back on what you have learned!



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# GHOST

1. This game is best played with 3 or more people.
2. Choose someone to go first. This person says one letter out loud.
3. The next person adds a letter and other players follow in order to try and spell a word. Players can't add any letters at random.
4. You can "challenge" another player if you don't think they are spelling a real word in English. If the challenge is upheld, that player loses. If a word can be proven as real, the challenger loses.
5. The trick is to spell a real word, but not be the one who completes the word. The person who adds the final letter to a word, completing it, loses.
6. The first time any player loses, that player receives a letter G. Any player that loses a second time then receives the letter H, and so on until the word GHOST is spelled out and that person is eliminated.
7. Example games:

<ul style="list-style-type: none"><li>• <i>First person says "T".</i></li><li>• <i>Second person says "H".</i></li><li>• <i>Third person says "I".</i></li><li>• <i>Fourth person says "S".</i></li><li>• <i>The fourth person spelled out "this" and gets a G!</i></li><li>• <i>Play again!</i></li></ul>	<ul style="list-style-type: none"><li>• <i>First person says "T".</i></li><li>• <i>Second person says "H".</i></li><li>• <i>Third person says "X".</i></li><li>• <i>The fourth person challenges the third person. The third person loses and gets a G!</i></li><li>• <i>Play again!</i></li></ul>
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## STORY GAME

1. Choose someone to be the recorder. This person writes everything down.
2. Each person can only say one sentence (for a harder game, each player only says one word).
3. You start a story with one sentence; your partner says the next sentence.
4. Keep alternating, each person adding one sentence. Remember to write everything down!
5. When you're finished, read your story out loud.
6. See how well you worked together and listened to each other to write an awesome story!

## VARIATION OF STORY GAME

1. For groups of four or more, each person is a recorder. Everyone writes a sentence down on their own piece of paper.
2. After one minute, send each paper to the next person, rotating in a clockwise direction.
3. The next person must now add a new sentence on the paper received from the previous person.
4. Papers continue to rotate after every minute. Each sentence a person adds must build upon the sentences or story already laid out.
5. After the papers have completely rotated around the group once or twice, the game is over and each person reads their story out loud.
6. See how well you worked together to write an awesome and even funny story!



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## VOCABULARY CHARADES

1. Pick a topic and make a list of many words on that topic. For example:

### SPORTS

- |            |               |
|------------|---------------|
| • soccer   | • running     |
| • tennis   | • winning     |
| • defense  | • basketball  |
| • football | • team        |
| • jumping  | • competition |
| • referee  | • baseball    |

2. Give every player a copy of the word list. Write each word on a strip of paper and place the word strips in a pile.
3. Divide into two teams. Each team picks someone to keep score and keep time.
4. Team A chooses a team member who picks out the first word strip and has 1 minute for his or her turn. The player acts out the word, without speaking. When Team A guesses the word correctly, the same player picks out another word strip, and then another word strip, and keeps going until the minute runs out.

Then Team B takes a turn.

Let each player on each team have a chance to go.

5. Teams earn 1 point for every correct guess, and lose 1 point every time their player talks.
6. The game is over when all the word strips have been used up, and the team with the most points wins.





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## USING THE RUBBER BANDS

Spoken English has its own stress and rhythm patterns. Your student's first language may have different or no such speech patterns. Use a rubber band to help your student recognize and learn the stress and rhythm patterns of spoken English.

### Long and Short Vowels:

To help your student differentiate between long and short vowels, hold the rubber band between your hands and stretch it tight to indicate long vowels. Press your hands together (or clap) to indicate short vowels. Then, have your student repeat the exercise.

For example: *rise* (long vowel) and *rice* (short vowel); *bed* (long vowel) and *bet* (short vowel)

### Syllable Stress:

The rubber band may also be stretched tight to indicate the stress of syllables in a word that naturally occurs in spoken language. Listen to a word of three or more syllables spoken out loud, such as *telephone*. The first syllable has the most stress: *TE-le-phone*

Stretch the rubber band tight as you say the first syllable, then bring your hands together (or clap) for each of the unstressed syllables. Then, have your student repeat the exercise.

### Stressed Words in a Sentence:

The stress on words in a sentence or phrase can be indicated with rubber bands, too. This emphasis on certain words is common in English and enhances meaning. Try stretching a rubber band tight to indicate the stressed word for this example sentence. How does stress on a different word affect the meaning?

*Are YOU picking up the kids from school today?*

*ARE you picking up the kids from school today?*

Reference video: [http://www.youtube.com/watch?v=Teo12hm\\_QwM](http://www.youtube.com/watch?v=Teo12hm_QwM)

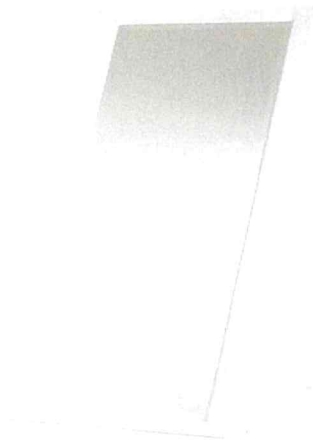


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## USING THE MIRRORS



Use the mirror as an aid to improve pronunciation of sounds in English. Different languages use different sounds, and learning a language means learning its specific sounds as well.

- Have your student observe the way you enunciate words. Open up the mirror and stand it upright facing your student. Ask your student to slowly repeat the sound that is difficult to pronounce, listening carefully to the sound produced and looking closely at the way that your mouth moves in making the sound. Students can repeat these sounds using the mirror as a visual aid, noting the movement of the lips, teeth, and tongue in forming the vowel or consonant.





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Get  
around in

ENGLISH

Lesson Seventy-two  
How to Pronounce the **th** sound

1.  
  
PLACE TIP OF TONGUE  
BEHIND TOP TEETH

2.  
  
BREATHE OUT

3.  
  
RETRACT TONGUE

4.  
  
VIBRATE AIR BEHIND  
TONGUE AND SAY:

5.  
  
*"The Smiths wear thin clothes  
throughout the winter months"*

6.  
  
CONSULT DENTIST

Can you pronounce these words? Ask your tutor to help you pronounce them.

the them they thus this that these those  
thanks think thought width length  
through throughout thrust warmth strength  
throw threw thrown  
three  
thirty three  
three hundred and thirty three  
3,333,333  
13 30  
Three thoroughly thoughtful thinkers thank you.

From "Go Englishing" (James Willimetz)

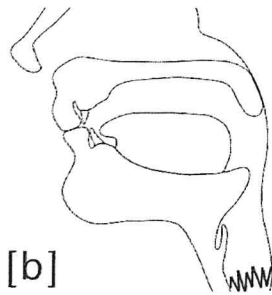


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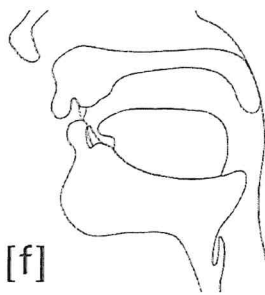
## PRONUNCIATION TIPS

This guide shows how to pronounce some difficult consonants in English. Each diagram shows the position of the tongue, lips and teeth. Note: The jagged line indicates if the voice box must be used to make this sound.



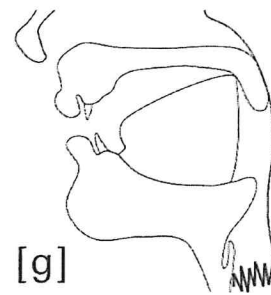
[b]

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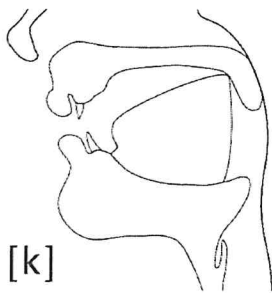
[f]

fine fun phone fish for fit fight laugh tough



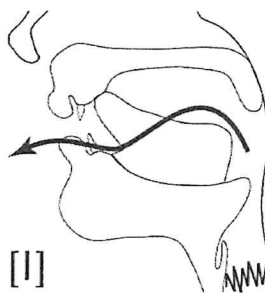
[g]

get got give ugly bug girl go golf govern



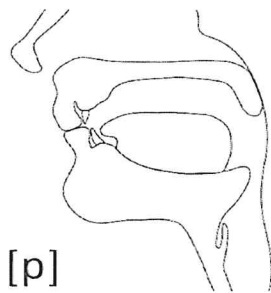
[k]

Kath kitten cough cut camera hack hiccup



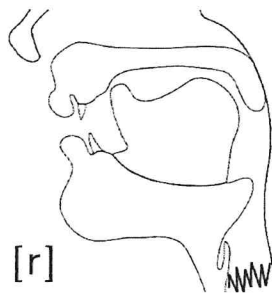
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love lady lap London lip lunch land lip lift



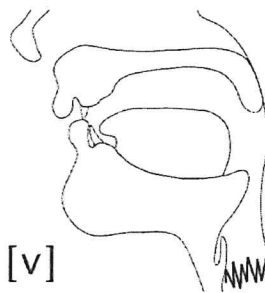
[p]

paper pet Peter puppy party help panda



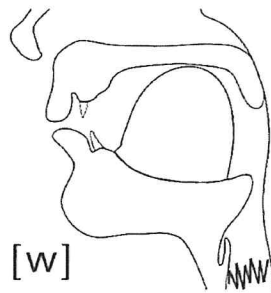
[r]

rip radio ranch rake roof rot run ride rent



[v]

vine love visit vote heaven heavy drive hive



[w]

water wet walk wish woe why when what

Source: [vancouverenglishteacher.com](http://vancouverenglishteacher.com)



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## SOME TIPS FOR WORKING WITH LOW LEVEL SPEAKERS

1. **Use pictures and objects to have a focus for conversation.** Expecting a low level speaker to be able to keep up a conversation without a focus is frustrating for both parties, and you will end up doing most of the talking.
2. **Task-oriented lessons are the best, so come in prepared with something to do other than just chatting.** For example, you can bring in pictures from magazines and discuss the vocabulary of a bedroom or dining room. Menus from restaurants are great for working on vocabulary and for role-playing situations.
3. **Learners need to practice language functions for specific situations.** For example, using the telephone, greeting people and responding, giving directions, thanking people and responding to thanks. The range of responses for a question such as “How are you doing” is enough for an entire lesson! There are so many everyday expressions that are completely foreign to the non-native speaker. You could design situational role-plays around these functions, since you know all the appropriate expressions and rejoinders for these common situations.
4. **You may need to speak slower to a lower level, but you also need to simplify your words and expressions.** We, as native speakers, are often unaware when we are using an idiomatic expression which is completely incomprehensible to a non-native speaker., For example, if a learner over-reacts to an error she made, and you advise her “not to make a mountain out of a molehill” she is going to be doubly confused.
5. **Working on pronunciation is important for low level speakers.** It gives them confidence when they feel they are able to be understood by others. I would suggest that the learner bring in words that they find hard to pronounce, and spend part of your conversation time working on these words or phrases.
6. **Games are great for lifting the spirits and for learning vocabulary.** I also have a set of conversation cards that I use to begin sessions with learners, adapted from books like “The Book of Questions”. These kinds of games keep the conversation going.
7. **Cartoons, photographs from home, catalogues with advertisements are all great conversation starters.** One could learn a lot from an L.L Bean catalogue.
8. **Low levels can benefit from listening to a native speaker,** especially if you have them focus on how you signal contrast, your pitch jumps on the important words, etc. Remember, you can be an excellent model for them if you let them know that it is okay to try and imitate your intonation and pronunciation.
9. **One way to help improve listening skills with a low level speaker is to bring in a picture that has a lot of things happening in it.** You can then describe the various elements, while the learner follows your descriptions and points to the elements you describe. Then you can switch roles, and the learner describes another picture while you listen and identify.
10. **Finally, be patient and tolerant of silences.** Too often we attempt to keep the conversation going by “filling in” the ideas for a low level speaker. You can prompt without feeding them the lines. If you organize the time with these things in mind, bring in visuals and games, and speak at a clear but natural pace, you and your language partner will benefit greatly from your sessions.

*Source: December 2010 English in Action Tutor Workshop with Joyce Mandell*





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## FIVE NASTY TRUTHS ABOUT AMERICAN ENGLISH PRONUNCIATION

English is pretty easy when it comes to grammar. Many of the world languages have much more difficult and complicated grammar, but when it comes to pronunciation, English is the real killer. Why do people have so many problems trying to speak English?

1. **America may be a democracy, but the language is absolutely NOT DEMOCRATIC!!!** It is a complete dictatorship, ruled by the stressed syllable. The stressed syllable is king, and the unstressed syllables are merely lowly slaves. In English, we signal stress by making the syllable higher, a bit louder or clearer, and longer. Conversely, we must also “unstress” the other syllables to keep the rhythmic balance.

2. **Just as there is stress in words, there is also stress in sentences.** We must stress the **content words** (the words that give most of the meaning) while unstressing the **function words** (which are the little words important to grammar and speech rhythm).

3. **Reductions are necessary in everyday speech.** Native speakers do not pronounce every syllable equally – they shorten and link words together into a chunk that sounds like one long word. So, the question “Is he busy?” is going to sound like “IzzyBizzy.” and “The cat is hungry” will sound like “TheCATizHUNgry.

4. **There are 5 vowels in English, but about 15 vowel sounds.** If you change just one vowel sound, you might get a different word in English. Look at how one small change in vowel sound changes the word and meaning:

beat bit bet bait bat but Bart Bert boot bought bite bout boat

5. **Just knowing how to read English doesn’t help you with pronunciation.** The pronunciation of the vowels changes in different words. You can’t tell from reading which syllables or words to stress, where to change pitch, or how to link words into groups. Many students have learned to read and write English with excellent grammar, and yet they still have trouble speaking and being understood because no one taught them the rules of English pronunciation that contribute to clear speech and good communication.

**Some of the factors that affect the acquisition of pronunciation are as follows:**

- |                         |  |
|-------------------------|--|
| a) Age                  | d) Attitude and motivation             |
| b) Exposure to language | e) The first language                  |
| c) Natural aptitude     | f) Attention and consciousness-raising |

As a language partner, you can act as an excellent model for your learners.

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# SOME TIPS & TECHNIQUES FOR HELPING LEARNERS IN PRONUNCIATION

1. **Voicing** – Sounds in English are either voiced or voiceless. The difference between voiced and voiceless is extremely important in English, as the vowel length is determined by whether the final consonant is voiced or voiceless. The vowel is held much longer in front of a voiced consonant.

bet      bed      To hear whether it is voiced or voiceless, ask the learner to put their fingers in their ears.

seat      seed      Voiced sounds should be heard, while voiceless sounds are silent.

white      wide      p/b t/d k/g f/v s/z ch/j shh/zhhh th/the

lap      lab

price      prize

2. **Backward Buildup** – This technique allows the learner to get the correct stress pattern of a word along with the accompanying pitch changes. Start from the last syllable and then move to the front of the word. Remember – **the stressed syllable has a higher pitch, is louder and clearer, and longer than unstressed ones**. You can use a kazoo, or hum the stress pattern, being careful to raise the pitch on the stressed syllable.

Example – sys-te-MA-tic      Start by having the learner say “tic”, then “MA-tic” (making sure that there is strong stress on that MA-syllable) and then “squeezing in” the first two syllables to make “systeMAtic”.

Here are some words to practice with a partner:

e-XA-mined      re-in-FORCED      con-SIS-tent      MO-ti-va-ted      COM-pli-ca-ted  
ob-li-GA-tion      sin-CERE      re-com-men-DA-tion      clas-si-fi-CA-tion      CAL-cu-la-tor

3. **Lip-reading** – It’s often not enough to just listen to the pronunciation; it helps if we concentrate on the mouth, lip and jaw positions. For example, the difference between HAT and HOT is very clear if you observe the shape of the mouth. Also, if you are working with learners who have problems with L and R (most Chinese, Koreans and Japanese) the mouth shape is very different for LIGHT and RIGHT, PRAY or PLAY.

4. **Enunciation of vowels and consonants** is worth working on with learners. Many non-native speakers do not open their mouths enough to produce a clear vowel sound, nor do they move their teeth, lips and jaw enough to hear the consonant sounds clearly. Warm-up exercises for enunciation are great for learners (eeeeee.....ahhhhhhhh.....ohhhhh.....iiiiiii, etc)

5. **The number of syllables makes a difference**. Test your partner with various words, having them count or tap out the number of syllables. Use rubber bands to let the learner feel the length of the stressed syllable.

Example:    prayed    parade      aMAzing    PHOtograph  
                 closed    closet

## 6. Two areas vital for clear communication are Sentence Stress and Thought Groups.

Just as individual words have strong or weak stress, when we speak in sentences we stress some words more than others. This stress/unstress gives the characteristic rhythm to English.

Thought groups are meaningful “chunks” of words that are grouped together when we speak. In written language, thought groups are separated with commas or other forms of punctuation. When we speak, we need to divide up our thoughts into “digestible packages of connected words” that can help the listener understand. You can practice these features by writing sentences and dictating them to your learner, and have them identify where the stresses are and where the thought groups end.

Ex - 1. Where should we wait?

2. I’m living in Paris with my sister.

3. Who is the man I should see?

4. When you first begin to practice your pronunciation, everything seems slow and difficult.

5. If you work on one thing at a time, you won’t be so discouraged.

Remember- Getting the body involved in stress practice is VITAL! Have the learner move his/her body along with the stress, as this is what the native speaker does.

7. **Have learners use the TV as teaching tools.** Record newscasters and have them imitate mouth movements, stress and intonation using a technique we call Tracking. The learner tries to imitate word-for-word what the speaker is saying, following about one or two words behind the speaker. Try it with your learner, having him/her track you in short phrases.

8. **Emphasis is an important feature of English**, as certain words will get extra stress. Very often, non-native speakers do not go big enough on stressed words that show transition or contrast. Example:

A. I want a medium iced coffee and a large tea.

B. Did you say a small iced coffee and a hot tea?

C. No, I said a medium iced coffee and a large tea.

We often use a form of conducting to highlight the stressed element in the sentence. This technique gets the learner’s body involved so it is easier to produce the higher, louder, longer elements that signal stress. Using these kinesthetic techniques have been proven to help learners whose languages are fairly monotone and even in stress.

Example: He makes me SO angry. I HATE it when he yells at me like that.

Language groups like Korean, Japanese and many Spanish and Portuguese speakers will have very narrow intonation patterns. They will have a hard time believing that Americans really change stress this much! Tell them to listen to TV for these patterns.

*Source: December 2010 English in Action Tutor Workshop with Joyce Mandell*



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## GAME INSTRUCTIONS

<b>Aims</b>	<i>Skills</i> – speaking <i>Language</i> – describing something, asking questions <i>Other</i> – fun, getting to know each other better
<b>Level</b>	Intermediate
<b>Organization</b>	Groups of three to five students
<b>Preparation</b>	A handout with the board game, a die and counters for each group
<b>Time</b>	30 minutes
<b>Procedure</b>	The rules of the game are simple. Each player throws the die and moves his counter forward accordingly. If his counter lands on a white square he tells the others in the group something about the topic on the square. If he lands on a ‘free question’ square one of the other students may ask him a question. The player concerned is allowed to refuse to answer the question, but he should say why he won’t answer it.

*Game and instructions adapted from Friederike Klippel’s ‘Keep Talking’*