



Roaring Rapids School TEFL Tutor Note and Suggestions on Using the Student Writing Workbook

The Student Writing Workbook is designed for active language production. Students should write, speak, and build confidence, not just read. Each **Student Writing Workbook** page is different and is designed to specifically apply to each new lesson. Feel free to adapt the pace depending on the student's level. **The Student Writing Workbook** may be printed out by the student before the lesson begins. Or, you may choose to have them print it out after your lesson for a homework assignment. They will need to complete **The Student Writing Workbook** by using the **Student Self-Study Lesson** for the *Comprehension Questions* and the *Writing Task*. To practice writing English and not just copy and paste an answer from other sources, we suggest you ask them to write their answers by hand. If they use **The Student Writing Workbook** as a homework assignment, you might want to take some time to discuss their homework at the start of each new class (for one-to-one students or a classroom).

You may or may not want to use our **Tutor Page** for each lesson or you may only want to use parts of it. In general, you might find the guide below useful for giving you guidance in using the resources in our **Tutor Page** and **Student Self-Study Page**, which we believe are acceptable TEFL practices. We have designed these lessons to help you guide your student gently, not lecture.

Recommended Live Lesson Flow (30–60 Minutes)

1. Warm-Up (2–5 minutes)

- What happened at the ranch last week (or during our last lesson)?
- Who was the most important character in the story?

- Was there one new word you remember because you liked it or want to use it?
- Keep it relaxed and conversational.

2. Vocabulary Section (5–10 minutes)

Student writes definitions first.

Tutor steps:

- Ask the student to define each word in their own words
- Encourage short, simple meanings
- Ask for one example sentence aloud

Tip: Do not over-correct spelling here. Focus on meaning.

Student Choice Words (#6–7): Ask: “Why did you choose those words?”

This builds ownership.

3. Ranch Talk Feature (2–4 minutes)

Read the Ranch Talk box together.

Tutor prompts:

- Do people use this in formal English?
- Would you say this in a job interview?
- Have you heard it in movies or songs?

Keep it short, memorable, and cultural.

4. Comprehension Questions (10–15 minutes)

Student writes answers to all five.

Tutor method:

- Student reads each answer aloud
- Tutor asks one follow-up question

Correction rule: Correct only one or two key errors, not every mistake.

Goal: Fluency + confidence.

5. Writing Task (10–15 minutes)

Student chooses ONE writing prompt from the self-study page.

Tutor steps:

1. Student plans ideas briefly
2. Student writes 5–10 sentences
3. Student reads aloud slowly
4. Tutor praises first, then improves one area (verb tense, vocabulary, or clarity).
5. Read-Aloud = Speaking Practice (5–10 minutes)

Reading aloud supports pronunciation, rhythm, confidence, and tutor feedback.

Encourage natural pacing, not speed.

Homework Suggestions (Optional)

Assign one simple task or have them complete their **Student Writing Workbook** page:

- Add 2 more vocabulary words from the story
- Rewrite the writing task with improvements
- Record themselves reading their answer aloud (if possible)
- Practice Ranch Talk expression in context

Tutor Best Practice Reminder

- ✓ Student writes more than tutor talks
- ✓ Praise before correction
- ✓ Focus on communication first
- ✓ Keep lessons enjoyable and repeatable