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SPOKEN ENGLISH FOR PRIMARY CHILDREN MISSION 2025

***Make it easy, Make it short, Use the power of
habit, Make it fun, Be good to yourself***

1. Make it easy

Make your goal easy to achieve..

2. Make it short

Don't set a goal to study for 5 hours every Saturday. That will only lead to burnout. Set a goal to practice for 15 minutes each time.

3. Use the power of habit

Do everything you can to make your English practice a habit during your day. This means making it a routine at the same time of day. You can practice while you have coffee in the morning, while you are commuting to work, during your lunch break, or right before your favorite show in the evening.

4. Make it fun

Make your practice fun. Learn words that make you laugh. Practice expressions that will surprise people. Like a game, practice over and over the phrases that are difficult to pronounce. Practice explaining funny stories and interesting ideas in English. Practice with a friend, even if that person is a non-native speaker.

5. Be good to yourself

Don't be hard on yourself if you struggle. You should plan on taking periodic breaks from study to refresh. Give yourself a reward when you finish your weekly goal.

Why Learn English

Approximately 400 million people around the world speak English as their first language. Moreover, English is listed as one of the official languages in more than a quarter of the countries of the world. Imagine how many opportunities you can have by improving skills in another language!

English is the official language of 67 countries and the official language for the world's major institutions such as the United Nations, European Union, and NATO. More importantly, English is the world's "second language". Everybody out there speaks English or at least knows the basics. In fact, one in five people speaks or understands at least a little bit.

Learning English helps you improve personally and professionally. Being able to speak English opens you up to global education and career opportunities and also enables you to meet people from around the world. Let us help you improve your quality of life!

- English is a global language
- Studying English can help you get a job
- English is the language of the media industry
- It is the language of the Internet
- It will help you to understand other languages
- Travelling is a lot easier with a good knowledge of English

If you want to learn English fast, regular practice has to become a habit. But it's no good just promising you'll spend extra time working on your language skills. You have to find some way of guaranteeing you'll practice *even when life gets in the way*.

If you have great willpower, making yourself accountable could be as simple as setting an alarm on your phone to remind you to do some learning at a certain time every day, such as when you come home from work. But for most of us, staying motivated to do anything new is far easier when someone else is depending on us.

How to speak English better in 10 easy steps

1. Imitate away. ...
2. Avoid learning word by word. ...
3. Use what you've learned immediately. ...
4. Be an actor. ...

5. Listen to others as much as you speak. ...
6. Listen to yourself and get feedback from native speakers. ...
7. Become visual. ...
8. Narrate your life.

Activity 1

Developing vocabulary skills among students by practicing the students daily.

Use flash cards, chart, realia, board work and Ennum ezhuthum corners of class 1-3.

For Nouns and adjectives, naming the students using these vocabulary to all students in circle. Call a student to the centre of the circle to tell his name with nick name and two more friends name. Likewise call others one by one to say their name and other's name. Repeat this for all the students till they get memorized all the words in this activity.

Pronoun:

Singular		plural		
	Subjective	objective	Subjective	Objective
first person	I	ME	WE	US
second person	YOU	YOU	YOU	YOU
third person	HE/SHE/IT	HIM/HER/IT	THEY	THEM

Activity 2

1. Let the students to stand in three rows with flash cards having pronouns .
2. You can prepare caps containing the words pronoun to all the students in the activity and let them wear them on their head.

First person 1st row

Second person 2nd row

Third person 3rd row

Teacher has to show her/his hand and say pronouns keeping their hand on his chest and say – I. Then put your hand around shoulder of others and say WE . Showing their hands

towards second person and say you. And then showing hands towards third persons and saying HE,SHE,IT and THE

Let the student from first row to say all pronouns one by one.

Replace another student and give a chance to drill and get familiarized all the pronouns. Repeat it to all other students. This will repeat till they get practiced.

Activity.3

Verbs: *Verbs* are words that show an action.(Action words)

You , as teacher do the action and say the verbs in front of the children to get motivated.

Let the students to do the action and say the action words as many as possible.

Let the students to do each and every activity in circle to show other students.

To help the students, prepare TLM cards with verbs and distribute to all students to know spelling and meaning.



Sentence making

Practicing following tenses will be enough at the beginning.

Present simple.

Future simple.

Past simple.

Present continuous.

Past continuous

Present simple

- What do you eat?
- நீ என்ன சாப்பிடுகிறாய்?
- I eat mango.
- நான் மாம்பழம் சாப்பிடுகிறேன்.
- What do you drink?
- நீ என்ன குடிக்கிறாய்.
- I drink mango juice.
- நான் மாம்பழம் ஜூஸ் குடிக்கிறேன்

- What do you write?
- நீ என்ன எழுதுகிறாய்?
- I write English
- நான் ஆங்கிலம் எழுதுகிறேன்.
- What do you read
- நீ என்ன படிக்கிறாய்
- I read Tamil.
- நான் தமிழ் படிக்கிறேன்.

Likewise,

Present continuous;

What are you writing?

I am writing homework.

Past simple;

What did you write?

I wrote homework.

Past continuous:

What were you doing?

I was writing homework.

Future simple:

What will you write?

I shall write homework

Let the students of IV&V separate note book and write five questions and answers as home work with Tamil meaning daily.

Change the tenses after completing the task practicing questions and answers in the particular tense.

Describing things

You can describe things based on:

Material Color

Shape Size

Opinion

Shapes in English

Triangular Rectangular

Square Circular

Example:

- The **square box** is for the reports
- There are two **circular chairs** in my office

Practice of describing any object will help developing language skill fast.

Activity:

Put some objects on the table or in a bag. Let a student to take one object and say five describing sentences minimum. Likewise let others students to say one by one. This can repeat to many objects in the class room.

Ex; It's a cell phone.

It is rectangle in shape.

It is black in colour.

It is made up of plastic.

It is helpful to speak with others.

It is used for communication.

How are common phrases important to your English speaking ?

When you learn to speak a new language whether English or different language, you should pay attention to the most common phrases that are used in that language. Beside [common vocabulary](#), common phrases are one of the most important factors that decide whether or not you can speak a new language well in the short period of time. Why are common phrases so important to your success ?

A Common phrase is a group of words put together in order. It has a meaning different from the meaning of all individual words put together. Therefore, you have to learn and remember the whole phrase.

Common phrases are used in virtually any [daily conversations](#) of native English speakers. If you want to improve your English speaking quickly, you must learn the way native speakers speak, learn the phrases they often use.

Furthermore, it is easier to memorize and recall a long phrase or sentence than a single word. This fact is especially true when developing listening skills because you will be more likely to recognize and understand a long phrase than a single word.

The same thing happens when you speak. If you use common phrases when you speak, native speakers will be more likely to understand what you want to say although your pronunciation may not be really good yet.

For example, if you asked a native English speaker: "Is your health good?" as a greeting, he would not understand.

In terms of grammar structure, this sentence is correct. But native English speakers still do not understand simply because they never say it that way.

In other words, the sound in this case is not familiar to them in this particular context. However, if you say: “how are you?” or “how are you doing?” ,they will understand immediately no matter how bad your pronunc How to Learn Basic Phrases in English

As you read each phrase below for the first time, **say it aloud** four times. Yes, four times! (They are short phrases.)

Then, **print this list** of phrases.

If you have [a conversation partner](#), ask your exchange partner to say the phrases while you **record them** on a smartphone, computer or recording device. That way you can listen to the recording and [practice the pronunciation](#) by yourself at home.

Then, **choose five phrases** each day to focus on. Here is what you could do every day to learn each phrase:

- **Picture a situation in your mind where you could use the phrase.** Imagine the other people in the scene and what they are saying. See yourself saying the phrase.
- **Listen/look for the phrase** [while you watch TV](#), [listen to the radio](#), [read blogs](#), etc.
- **Then, once you have looked up the phrase, use it in casual writing.** Write a tweet ([on Twitter](#)), a Facebook post or [an email to a friend](#).
- **Finally, use the phrase in 2-5 real conversations.**

Write on your list and check off each phrase as you learn it.

Native English media like [TV shows](#) and [podcasts](#) can give you lots example of phrases, as well as ways to hear a variety of common phrases used in context.

iation is.

➤ Greetings in English

- Hello, everyone.
- Good morning, everybody.
- [Good afternoon](#), class.

- Hello there, Tom.
- Good afternoon, everybody.
- **How are you** today?
- How are you getting on?
- How's life?
- How are things with you?
- Are you feeling better today, David?
- What a lovely day!
- What a rainy day!
- Today is very cold, isn't it?
- **Time to begin**

- Let's begin today's lesson.
- Let's begin our lesson now.
- I hope you are all ready for your English lesson.
- I think we can start now.
- Is everybody ready to start?
- Now we can get down to work.
- It's time to begin, please stop talking.
- I'm waiting for you to be quiet.
- Settle down now so we can start.
- We won't start until everyone is quiet.
- Stop talking and be quiet.
- **Instructions can be used at the beginning of a session**

- Are you ready?
- Everybody ...
- Pay attention, everybody.
- Open your books at page...
- You need pencils/rulers.
- We'll learn how to ...
- You have five minutes to do this.

- Turn to page ...
- Look at activity five.
- Listen to this tape.
- Repeat after me.
- Again, please.
- Who's next?
- Like this, not like that.

➤ Sequencing

- First/ First of all, today, ...
- After that/ Then
- Right. Now we will go on to the next exercise.
- Have you finished?
- For the last thing today, let's ...
- Whose turn is it to read?
- Which question are you on?
- Next/ Next one, please.
- Who hasn't answered yet?
- Let me explain what I want you to do next.
- The idea of this exercise is for you to ...
- You have ten minutes to do this.
- Your time is up.
- Finish this by twenty to eleven.
- Have you found the place?
- Are you all ready?

➤ Questions

- Any questions?
- Do you have any questions?
- Now I'm going to ask you some questions.

- Who knows the answer?
- Raise your hand.
- Please raise your hand if you don't understand.
- Try to answer by yourself.
- Try again.
- A full sentence, please.
- Use a full sentence please.
- Make a sentence.
- Say it in a loud voice.
- Louder, please!
- Again, please.

➤ **Encouragement**

- That's interesting!
- That really is very kind of you.
- Don't worry about it.
- Don't worry, I'm sure you'll do better next time.
- I'm really impressed. I knew you could do it!
- Have a go! Have another try!
- Practise makes perfect.
- Good! Excellent! Well done! That's great!
- That's much better! You're really improving.
- Your marks will get better if you practise more.
- Stop making excuses.
- Don't pretend you can't **speaking English**, I know you can.
- Your marks are getting better all the time.

➤ **Giving feedback to students**

- Magnificent!

- Right!
- Fine.
- Very good.
- That's very good.
- Great stuff!
- Well done.
- That's it.
- Yes!
- Yes, you've got it.
- Fantastic!
- Very fine.
- That's nice.
- I like that.
- Marvellous!
- You did a great job.
- Terrific!
- Wow!
- That's correct.
- It depends.
- That's much better.
- In a way, perhaps.
- You've improved a lot.
- Sort of, yes.
- That's more like it.
- It might be, I suppose.
- That's a lot better.
- You're on the right lines (UK).
- There's no hurry.
- Have a guess.
- That's almost it.
- You're halfway there.

- You've almost got it.
- You were almost right.
- There's no need to rush.
- We have plenty of time
- Unfortunately not.

Time to stop

- Let's stop now.
- It's time to finish now.
- It's almost time to stop.
- I'm afraid it's time to finish now.
- We've run out of time.
- We'll have to stop here.
- There's the bell. It's time to stop.
- That's all for today. You can go now.
- Have you finished?
- Stop now.
- Any questions?
- Collect your work please.
- Pack up your books.
- One minute to finish that activity. It's nearly time to go.
- Are your desks tidy?
- Don't forget to bring your ... tomorrow.
- The next class is waiting (outside/ to come in)
- You'll be late for your next class (if you don't stop now)
- We'll have to finish this tomorrow/ in the next lesson

➤ Homework

- Remember your homework.
- Take a worksheet as you leave.
- What do you have to do before the next lesson?

- This is your homework for tonight.
- Finish this exercise
- Do the next exercise tonight, and we'll check it tomorrow.
- Prepare the next chapter for Tuesday.
- Do exercise 5 on page 36 for your homework. There is no homework today.
- There is no homework tonight (but there will be tomorrow)

➤ **Next time**

- The next class starts at 7 o'clock.
- We'll do the rest of this chapter next time.
- We've run out of time, so we'll continue next lesson.
- We'll continue this chapter next Monday.
- We'll do some more practice of this in the next class.

➤ **Goodbye**

- Goodbye, everyone.
- See you again next Thursday/ next week/ tomorrow/ on Monday
- Have a good holiday.
- Enjoy your vacation.
- See you tomorrow afternoon.
- Stand up and say goodbye to the class, please
- See you in room 8 after the break.

➤ **Leaving the room**

- Form a queue (UK) and wait for the bell.
- Get into a queue (UK).
- Be quiet as you leave. Other classes are still working.
- Try not to make any noise as you leave.
- It's tidy up time
- Everybody outside!
- All of you get outside now!
- Hurry up and get out!

➤ Line up

Tense and sentences for teachers

To Speak

Infinitive: to speak

Gerund: speaking

Past participle: spoken

Simple past: spoke

Positive sentences

Present

I speak

you speak

he/she/it speaks

we speak

they speak

you speak

Past

I spoke

you spoke

he/she/it spoke

we spoke

they spoke

you spoke

Future

I will speak

you will speak

he/she/it will speak

we **will** speak
they **will** speak
you **will** speak

Continuous

Present

I **am** speaking
you **are** speaking
he/she/it **is** speaking
we **are** speaking
they **are** speaking
you **are** speaking

Past

I **was** speaking
you **were** speaking
he/she/it **was** speaking
we **were** speaking
they **were** speaking
you **were** speaking

Future

I **will be** speaking
you **will be** speaking
he/she/it **will be** speaking
we **will be** speaking
they **will be** speaking
you **will be** speaking

Perfect

Present

I **have** **spoken**
you **have** **spoken**
he/she/it **has** **spoken**

we have spoken
they have spoken
you have spoken

Past

I had spoken
you had spoken
he/she/it had spoken
we had spoken
they had spoken
you had spoken

Future

I will have spoken
you will have spoken
he/she/it will have spoken
we will have spoken
they will have spoken
you will have spoken

Perfect Continuous

Present

I have been speaking
you have been speaking
he/she/it has been speaking
we have been speaking
they have been speaking
you have been speaking

Past

I had been speaking
you had been speaking

he/she/it **had been** speaking

we **had been** speaking

they **had been** speaking

you **had been** speaking

Future

I **will have been** speaking

you **will have been** speaking

he/she/it **will have been** speaking

we **will have been** speaking

they **will have been** speaking

you **will have been** speaking

Conditional

Present

I **would** speak

you **would** speak

he/she/it **would** speak

we **would** speak

they **would** speak

you **would** speak

Perfect

I **would have spoken**

you **would have spoken**

he/she/it **would have spoken**

we **would have spoken**

they **would have spoken**

you **would have spoken**

Imperative

(you) speak

(we) **let's** speak

(you) speak

Irregular forms

Auxilliary verb

Spelling change

Negative

Present

I **do not** speak
you **do not** speak
he/she/it **does not** speak
we **do not** speak
they **do not** speak
you **do not** speak

Past

I **did not** speak
you **did not** speak
he/she/it **did not** speak
we **did not** speak
they **did not** speak
you **did not** speak

Future

I **will not** speak
you **will not** speak
he/she/it **will not** speak
we **will not** speak
they **will not** speak
you **will not** speak

Perfect

Present

I **have not spoken**
you **have not spoken**
he/she/it **has not spoken**
we **have not spoken**
they **have not spoken**
you **have not spoken**

Past

I **had not spoken**
you **had not spoken**
he/she/it **had not spoken**
we **had not spoken**
they **had not spoken**
you **had not spoken**

Future

I **will not have spoken**
you **will not have spoken**
he/she/it **will not have spoken**
we **will not have spoken**
they **will not have spoken**
you **will not have spoken**

Continuous

Present

I **am not speaking**
you **are not speaking**
he/she/it **is not speaking**
we **are not speaking**
they **are not speaking**
you **are not speaking**

Past

I **was not speaking**
you **were not speaking**
he/she/it **was not speaking**
we **were not speaking**
they **were not speaking**
you **were not speaking**

Future

I **will not be speaking**
you **will not be speaking**
he/she/it **will not be speaking**
we **will not be speaking**
they **will not be speaking**
you **will not be speaking**

Perfect

Continuous

Present

I **have not been speaking**
you **have not been speaking**
he/she/it **has not been speaking**

we have not been speaking
they have not been speaking
you have not been speaking

Past

I had not been speaking
you had not been speaking
he/she/it had not been speaking
we had not been speaking
they had not been speaking
you had not been speaking

Future

I will not have been speaking
you will not have been speaking
he/she/it will not have been speaking
we will not have been speaking
they will not have been speaking
you will not have been speaking

Conditional

Present

I would not speak
you would not speak
he/she/it would not speak
we would not speak
they would not speak
you would not speak

Perfect

I would not have spoken
you would not have spoken
he/she/it would not have spoken
we would not have spoken
they would not have spoken
you would not have spoken

Imperative

(you) do not speak
(we) let's not speak
(you) do not speak

(Replace many simple verbs used in our day today activities.)

The above sentences are for helping the teachers handling primary children. Using the sentences of present simple, past simple, future simple present continuous and past continuous, the teacher can frame the phrases and help them do the activity. If you assure that all the students can perform well, you can use all the categories of tenses. Framing question and answers and practicing the student for dialogue will be fruitful. Using flash cards, chart and realia and miming will help the children.

How is debating important for fluent English Speaking?

Debate is a valuable activity for students of all skill levels. Debate teaches useful skills for other academic pursuits and life more generally. Most obviously, debaters build confidence speaking in public and expressing their ideas eloquently. That comfort speaking in front of others is useful in so many areas of life, from interviews to school presentations to discussions in college seminars.

Debate activity: Teachers should select a topic and practice well. Class fourth and fifth students can be practiced in debate giving strips with sentence in a particular topic in advance. Then you can distribute the sentences strips already prepared for debate in two categories with positive and negative sentences. Teachers should guide the children with meaning to win the debate. Every response should be rewarded with points to the group.

Education Debate Topics

- Homework should be banned.
- Public prayer should not be allowed in schools.
- Schools should block sites like YouTube, Facebook, and Instagram on their computers.
- School uniforms should be required.
- Standardized testing should be abolished.
- All students should have an after-school job or internship.
- School should be in session year-round.
- All high school athletes should be drug tested.
- Detention should be abolished.
- All student loan debt should be eliminated.
- Homeschooling is better than traditional schooling.
- All schools should have armed security guards.
- Religion should be taught in schools.
- All schools should be private schools.
- All students should go to boarding schools.
- Sex education should be mandatory in schools.
- Public college should be tuition free.
- All teachers should get tenure.
- All school districts should offer school vouchers.

- High school learners should not be allowed cell phones in school.
- Global warming and its impact on humanity.
- Marijuana should be legal.
- Impact of social media on teenagers.
- Effects of violent cartoons on the psychological development of kids.
- Is it ethical to clone animals?
- Nuclear weapons should be banned globally.
- Police should be allowed to exercise lethal force.
- Does tech intensify human communication skills?
- Religion does more harm than good.
- What can be done to stop global conflicts?
- Online learning vs. traditional learning. Which is more effective?
- Is animal testing necessary?
- How can tech help to improve education?
- Is global warming a real issue?
- How can we engage high school learners in the class?
- How is outdoor learning effective?
- Should community service be a school requirement?
- Should parents or guardians be required to attend parenting classes before having children?
- Do all museums need to have free admission?
- Are single-sex schools better for students?
- Should students and parents be held legally responsible for bullying?
- Should solar energy replace other forms?
- Are PCs better than MACs?
- Should all students be made to take a cooking class?
- Are video games too violent?
- Is history a critical subject?

Technology Debate Topics

- Social media has improved human communication.
- The development of artificial intelligence will help humanity.
- Individuals should own their own DNA.
- Humans should invest in technology to explore and colonize other planets.
- Governments should invest in alternative energy sources.
- Net neutrality should be restored.
- [Bitcoin](#) and [other cryptocurrencies](#) should be encouraged or banned.
- Alternative energy can effectively replace fossil fuels.
- Cell phone radiation is dangerous and should be limited.

Health Debate Topics

- Healthcare should be universal.
- Cosmetic procedures should be covered by health insurance.

- All people should be vegetarians.
- Euthanasia should be banned.
- The drinking age should be 18.
- Vaping should be banned.
- Smoking should be banned in all public places.
- People should be legally required to get vaccines.
- Obesity should be labeled a disease.
- Sexual orientation is determined at birth.
- The sale of human organs should be legalized.
- Birth control should be for sale over the counter.

Activities for children:

1. Board Race

How to Play:

- Split the class into two teams and give each team a colored marker.
- If you have a very large class, it may be better to split the students into teams of 3 or 4.
- Draw a line down the middle of the board and write a topic at the top.
- The students must then write as many words as you require related to the topic in the form of a relay race.

2. Word Jumble Race

This is a great game to encourage team work and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is perfect for practicing tenses, word order, reading & writing skills and grammar.

How to play:

- Write out a number of sentences, using different colors for each sentence. I suggest having 3-5 sentences for each team.
- Cut up the sentences so you have a handful of words.
- Put each sentence into hats, cups or any objects you can find, keeping each separate.
- Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around.
- Teams must now put their sentences in the correct order.
- The winning team is the first team to have all sentences correctly ordered.

3. The Mime

Miming is an excellent way for students to practice their tenses and their verbs. It's also great for teachers with [minimal resources](#) or planning time, or teachers who want to break up a longer

lesson with something more interactive. It's adaptable to almost any language point that you might be focusing on.

How to play:

- Before the class, write out some actions - like washing the dishes - and put them in a bag.
 - Split the class into two teams.
 - Bring one student from each team to the front of the class and one of them choose an action from the bag.
 - Have both students mime the action to their team.
 - The first team to shout the correct answer wins a point.
 - Repeat this until all students have mimed at least one action.
-
- Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

YOU TUBE CHANNELS FOR CHILDREN'S CONVERSATION

Clapingo English Conversation|

Cambly English Conversation #11 with lovely tutor from USA | Adrija Biswas

EnglishYaari English Conversation with Tutor Anita | English Speaking Practice | Adrija Biswas

[#englishspeakingcourse](#) [#atthehotelenglishconversation](#) [#englishconversation](#)

<https://www.youtube.com/watch?v=H31UA2EQSRc>

WWW.KID.PAGE.COM

Use atleast one video daily and let the students to observe and write one sentence or 10 words before completing the video. Reward the student who writes more words or sentences. Likewise, routines of watching video and taking notes will help them learn fast. Prefer video with conversation titles on the screen.

Tips:

- Set a goal to teach daily
- classes should be started with an activity
- activity should be in group or pair.
- all the students should be involved.
- sources of vocabulary should be maintained in and around the wall.
- art and picture should be drawn to help the activities for speaking English.
- instead of teaching grammar, priority to introduce phrases and simple sentences will help the children.
- all the activities of book should be used to enrich language skill.
- repetition of phrases and sentences ease the students.

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.....