



Spoken English Level 1

Lesson Plan

Purpose:

The purpose of this document is to assist the class teacher with level 1 spoken English lesson plan to impart effective nurturing.

Procedure:

Age Group: 5-8

(If the child is 4.6 years old, assess the child using the prerequisites before enrolling)

Prerequisite:

Recognition of letters and simple words

Goals:

- Building the foundation for speaking English.
- Pronunciation (accent)
- Formal and Informal communications
- Jump start Grammar and Vocabulary

Steps:

1. Follow the weekly lesson plan and the reference materials provided in this document to impart effective learning for the students. The goal is to complete the program in 3 months. Before starting the class, note down the start date, end date and holidays for this program.
2. When planning for 30 classes, plan for 30 + 1 extra class when the program overlaps with Vijayadasami and Christmas Holiday season. When the students come back from these two holidays, this extra day can be used to perform a review session before we continue with the regular flow of the program.
3. Compensation Class: Compensation class to be conducted when school is closed due to weather conditions or corporate meetings or special school programs. Compensation class must be conducted the same week or the following week and not to exceed the 3 classes schedule. No compensation class for holidays.
4. Teacher shall discuss with the Center Head regarding the compensation class and it has to be intimated to the parents via SMS or Hand outs. The template is provided.



5. Classroom must be spacious and inviting for the students. Each student should have enough space to sit and move around. Teacher should teach from a position where the students can clearly see and hear the teacher.
6. The teacher student ratio is 1:15.
7. Assess students skill level, behaviour pattern (slow recognition, shows interest in learning), find out if they have spoken English lessons in their regular school and their learning style (Visual, Auditory or Kinesthetic). If they do have spoken English lessons find out about their teaching pattern, compare notes, and if there is a conflict in the teaching pattern, we should educate parent and do not enroll the student in our program. Student cannot learn a new skill using two different systems. This will confuse the student and they will show no interest.
8. The Counselor/Center Head shall update Assessment report when the child enrolls for the program and the Teacher shall update the Childs level at the beginning of the program in the Assessment Report. Assessment report template is provided along with the guide.
9. The teacher(s) should have a curriculum discussion once a week to (A) go over what needs to be covered during the week, (B) prepare mentally as to what they can do to add to the curriculum to make the class exciting for the children. Moreover, if there is more than one teacher, they can mutually benefit from each others' ideas. Please note that the trainer is required to get the consent of the Centre Manager/Counselor before implementing his/her ideas in class.
10. Teachers must practice the pronunciations and sounds of the letter(s) / word(s) to make sure they teach students in the same structured manner. It is highly recommended that teacher practice 15 minutes by listening to the spoken English video or audio before teaching the students.
11. Make sure there is audio and visual aids set up in the room.
12. Keep the student records in organized manner and in secure place.
13. A short note on the student's progress has to be presented to the parent once a week. Pick a date that is suitable to provide feedback.
14. Schedule a time with each parent at least a week before the completion of the program, to review progress and graduation.
15. Preparation for Graduation: This event happens at the last day of the camp. An updated Assessment Report, Certificate of completion has to be in place. The Parent feedback form has to be sent to the parents prior to the Graduation Day. Request the parents to bring the Feedback form on the Graduation Day. A copy of the assessment report, schedules and feedback form should be kept for school records.



- Discuss your observation with parents at each level. Close the meeting with a photograph individually taken with the students and also one with the parent(s). Photo session is optional.
16. If the student does not complete the program in 3 months, capture the facts and present it to the parents plus discuss anticipated extended duration to complete this level. The facts being presented have to be communicated to the parents on the regular weekly meetings and monthly review meetings. Suggested extended duration can be month-to-month for easy management and administration of the program.
 17. Guest Child: They are enrolled for three classes for Trial purpose. Teacher can recommend the outcome based on the assessment.

Learning Styles

Visual Learners

- Visual learners watch and learn
- When they read a word, they see the image that word represents.
- The stronger the visual learning style, the more active the brain in the visual cortex.
- Visual learners are better at remembering things they have seen.
- Visual learners like images. They are good at imagining situations and events.

Auditory Learners

- Auditory learners can remember quite accurately the details of information they hear during conversations or lectures.
- They have strong language skills, which include a well-developed vocabulary and an appreciation for words.
- They can carry on interesting conversations and can articulate their ideas clearly.
- Because of a "fine tuned ear," auditory learners may find learning a foreign language to be relatively easy.
- Auditory learners often have musical talents. They can hear tones, rhythms, and individual notes with their strong auditory skills.

Kinesthetic Learners

- Do best when they are **actively** involved
- Have high energy levels
- Prefer **DO** rather than listen
- Lose much of what is been said in a lecture



- Do well with Role play
- Are naturally good at sports and dance
- Do best with **HAND - ON** approach to learning
- Have a hard time sitting and learning

Spoken English - Teaching Guideline

TWO KEY FACTS (behavioral science) one must know for effective communication in English. Apply and review these facts throughout the training program.

(1) Using three body parts when we speak any language

To speak fluent English, it is important to retrain your tongue as you train your memory. To be effective, however, you must retrain your mind, tongue, and hearing at exactly the same time because they must work together when you speak English.

We use three body parts when we speak any language.

1. We use our **brain** for memory and speech coordination.
2. We use our **ears** to monitor our pronunciation.
3. We use our **mouth** to make the sounds.

All normal children younger than 12 years of age can learn to speak any language fluently because the mind, mouth, and hearing of a child allow them to perfectly mimic others speech. Their brain will coordinate the nerve messages from their ears and mouth so that they can accurately reproduce the words and sentences others use.

(2) Four rules for Learning Spoken English. (View video, TBD)

1. **To learn to speak English correctly, you must speak it aloud.**
 - ✓ It is important that you speak loudly and clearly when you are studying spoken English. You are retraining your mind to respond to a new pattern of perspective and auditory stimuli. This can only be done when you are speaking aloud at full volume.
 - ✓ One of the reasons that your English study in school required so much time while producing such poor results is that none of the *silent* study did anything to train your tongue to speak English.

Here, the teacher would be required to show 'n' tell. One such example could be that the teacher speaks a sentence aloud, then softly thereby demonstrating



the difference between the two. The objective of this is that the children need to first understand this rule and then be able to explain it, not just memorize it. Example: I like to smile. Smiling makes me happy.

2. To learn to speak English fluently, you must think in English

- ✓ Cognitive learning (memory) is an important part of learning to speak English fluently. The more actively your mind is involved in spoken English, the more effective the learning process becomes.
- ✓ You are not thinking in English if you are reading. Making your mind work in order to think of the answer is an important part of learning to speak English.

Here, the teacher can present different objects or pictures of objects that the children would use or come across on a daily basis like - a tub of yoghurt, the clock, the floor, a cup of water, a box of chocolates. Encourage the child to think of the item in English. Let the child develop this habit.

Activity: Refer SPE AS 001 and SPE AS 001(A). Ask the children to place items from sheet b to appropriate bins in sheet A. For example, the child could read this out loud as follows.

- The jar of jam goes in the Glass bin.

3. The more you speak English aloud, then more quickly you will learn to speak it fluently.

- ✓ It will require a great deal of repetition to build the new language patterns in your mind.
- ✓ When you speak your first language, you do so with no conscious awareness of tongue or mouth position and the air flow through the vocal cords. It requires experimentation and conscious efforts when you first attempt to say a letter or a word in English.
- ✓ The more quickly you correctly repeat a particularly difficult phoneme (speech sound) ten thousand times, the more quickly you will be able to use it fluently.

This rule is related to rule 1. Once the child truly understands rule 1, he/she can relate to this rule easily.



4. You should never practice speaking incorrec English

- ✓ If you used only correct syntax and pronunciation, you could retrain your speech in considerably less time. As a result, you would learn to speak fluent English more quickly.

For Example:

- I am going to home (incorrect). I am going home (correct).
- I have waiting for you (incorrect). I have been waiting for you (correct).

Evidenced Based Teaching

- Understand the child psychology
- Carry a welcoming smile
- Establish eye contact
- Give a personal touch - Pat on the shoulder, a word of praise
- Be positive and energetic
- Encourage and appreciate little accomplishments
- Listen and respond patiently
- Nurture their behavior and develop a character
- No partiality among children
- Help the child to communicate in English
- Frequently stress on good manners - "Please" and "Thank You"
- Be creative, innovative and make it interesting
- Time Management

Avoid Traditional Approach

Traditional methods of teaching English try to engage the students in free speech as quickly as possible. Though the goal is commendable, in practice it has a serious drawback. A beginning student does not have enough language background to be able to construct sentences properly. Consequently, beginning students regularly use incomplete sentences having incorrect syntax and verb construction. The instructor often praises them for their brave effort, in spite of the reality that they are learning to use English incorrectly. The student will now need to spend even more time relearning the correct syntax. So please avoid traditional approach of teaching to speak English.

During/after the training session, the teacher/trainer must be able to explain the above content satisfactorily to the training team. This will ensure that the person has grasped the principle.



Program Schedule: 3 days a week; 60 minutes each class (12 weeks)

Visual Aid References: Pebbles Spoken English (Vol. 1 and 2.)

The visual aid resource material provided here gives the child a glimpse of how a conversation can be started and maintained with various topics such as 'appreciation' or 'apologizing' etc. But to be effective, this session would need to be an interactive one. The teacher/trainer could also have a role play session following the visual session.

Example:

The trainer can choose one child to enact the conversation that was just viewed via the visual aid. The trainer will engage in a conversation with this child. The trainer will then encourage two other children to converse with each other in a similar manner. Continue this process until all the children have had a chance to converse with either the teacher or another child.

Weekly Lesson Plan:

Week 1

Day 1:

Warm Up (5 min)

Get to know the students individually. Start a conversation to create an assessment report of each child's communication skill.

*What is your name? Which school do you study? Which class do you study?
What is your class teacher name? What is your parent's name?*

Discussion (15 min)

An effective way to conduct this session is if the trainer answers these questions herself/himself first and then encourage the child to speak. This session can also include but not limit, to the following.

- What did you have for breakfast/lunch/snack?
- What are your hobbies? Explain, if possible?
- What language do you speak at home?
- Do you know why you are here?



Activity (20 min)

Game

Teaching children to speak English correctly requires patience and persistence. You can help facilitate the process of proper English acquisition by having students play a game. Students may struggle to learn to speak English because of factors such as a speech impediment, a poor academic environment or because they use English as a Second Language.

Passing the ball: Pass the ball to your friend and ask a question. The person who receives the ball has to answer the question in a sentence. Teachers shall ensure that the child does not ask the same question. This helps the children to think and also to frame a question.

Activity (10 min)

Introduce the four rules to the children.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Activity (10 min)

Review the four rules in the form of an activity. Refer to SPE AS 009.

- The sheet for this activity contains the 4 rules in the form of fill in the blanks, but with 2 or 3 words to enter in each sentence. Refer SPE AS 009. The children can pair up and do this activity. Once they are done, they would have to explain these rules. The best performing pair can be given a reward.



Activity (25 min)

Discuss the KEY facts they should know for effective communication in English through examples. Try the following exercise to set the foundation for this program

- Encourage them to say two or three sentences in their own language. Then translate in English. Trainer could help the child if necessary with the translation. Form the sentences entirely in their mind without moving their lips. Now say the same sentences "silently" by moving their lips without making any sound.

Examples:

- I am happy to learn English. I would like to learn to speak English well. I am enjoying this session/class.
 - I like the blue sky. My favorite color is blue.
 - I love my family. I have good friends.
- Now encourage the children to speak these sentences out loud. Discuss the differences between these forms of speaking. Help the children understand these differences.

Activity (10 min)

To end the session with an activity, the trainer can ask each child specific questions about another child. For example - recollect another child's hobbies, favorite food etc.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).



Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day.

Review (5 min)

Once you have exchanged the above information, review the four rules. Here, encourage children who haven't been very active in the past, to explain the rules. Applaud them after they are done.

Activity (30 min)

Refer SPE AS 002. Form teams and each team will try to form as many words as possible. Give them 10-15 minutes. Encourage/cheer them while they are working. Now, ask the teams to form a short sentence with each word formed. Help each student/team if necessary. Correct them when appropriate. Applaud at the end. The best performing team gets a reward.

Review (10 min)

Review the key facts about effective communication in English. Discuss about the 3 sessions so far. What did they like the best.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).



Week 2

Day 1:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

Once you have exchanged the above information, review the four rules. Here, encourage children who haven't been very active in the past, to explain the rules. Applaud them after they are done.

Activity (10 min)

Conduct a quiz on the 4 rules. Divide the class into 2-3 teams based on the attendance. Ask questions to one team first and award 10 points for the correct answer. If one team fails to answer, pass the question to the next team. Correct answer to the passed question carries 5 points. Questions can be asked as follows:

- What did we learn last week?
- How many rules were taught?
- What is rule 1?
- What is rule 2?
- What is rule 3?
- What is rule 4?

Applaud the winning team.

Activity (10 min)

Listen and Repeat each sentence

- (1) Hello. (Hello.)
- (2) How are you? (How are you?)
- (3) Fine. (Fine.)
- (4) Fine, thank you. (Fine, thank you.)



- (5) Okay, thanks. (Okay, thanks.)
- (6) Good morning. (Good morning.)
- (7) Good afternoon. (Good afternoon.)
- (8) Good evening. (Good evening.)
- (9) Excuse me. (Excuse me.)

Conversation Activity (10 min)

The trainer will choose one active child, to engage in a conversation with. The trainer will use the above sentences and encourage the child to respond appropriately.

Example:

Trainer: Hello. How are you?

Child: I am fine, thank you.

The trainer will then encourage two other children to come up and converse, using the sentences from (1) to (9). Repeat this process till all the children get an opportunity. The trainer can change the scenario as follows. Two people meet:

- At the park
- At the mall
- At the school
- At a birthday party

Activity (20 min)

Cut out a number of small pieces of paper. Each piece of paper will have a word on it. Here are a few examples of words that will come in handy:

a, it, the, she, is, we, of, house, car, fast, slow, blue, went, live, happy, up, to, he, sister, will, no, yesterday, who, go, food, dad, see, run, small, am, I, rabbit, movie, meet, but, think, can, space, fly, because, so, there, on, should, under, here, be, my, red, eat, not, today, tree, school, why, really, please, yes, quiet, off.

Randomly hand out a few pieces of paper to each student so they each have a few words. Tell them they have around 10 minutes to form sentences (they don't need to worry about punctuation).

Once they think they have formed a correct sentence they should let you know so you can check it, if it makes sense, those students can sit down. The other students continue to try and form sentences until they are successful. Provide help if needed. Continue till every child has had a chance.



Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow MBC EI Reward Guidelines on [eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

Review sentences from (1) to (9) from the previous session.

Activity (10 min)

Listen and repeat the following.

- (10) What time is it? (What time is it?)
- (11) It is 2 o'clock. (It is 2 o'clock.)
- (12) Thank you. (Thank you.)
- (13) My name is John. (My name is John.)
- (14) What is your name? (What is your name?)
- (15) Do you live here? (Do you live here?)
- (16) Yes, I live here. (Yes, I live here.)
- (17) Do you speak English? (Do you speak English?)
- (18) I speak a little English. (I speak a little English.)
- (19) Have you lived here long? (Have you lived here long?)
- (20) I have lived here two years. (I have lived here two years.)
- (21) Thank you. (Thank you.)
- (22) Goodbye. (Goodbye.)

Conversation Activity (10 min)



The trainer will choose one active child, to engage in a conversation with. The trainer will use the above sentences and encourage the child to respond appropriately.

Example:

Trainer: What time is it?

Child: It is 2 o'clock.

The trainer will then encourage two other children to come up and converse, using the sentences from (10) to (22). Repeat this process till all the children get an opportunity.

Game (20 min)

The game plays like a simple version of charades where a student receives a secret word and tries to act it out to the other members of the team. Before you start you'll need to make small pieces of paper with a range of secret words written on them. You can use any type of words you want but verbs are best for this type of game. To make the game interesting you can have easy words (worth 1 point), medium words (worth 2 points) and hard words (worth 3 points).

Here are some examples of words:

Easy (1 point): Eating, sleeping, running, singing, flying, cleaning, crying.

Medium (2 points): Laughing, studying, looking, throwing, talking, cooking, Thinking, pointing, lifting, climbing, opening.

Hard (3 points): Examining, reporting, complaining, teaching, enjoying, falling.

Split the class into teams and ask a student to choose easy, medium or hard. Give around 20 seconds to act out the word in front of their group (while other teams stay quiet). Continue the process with the other teams while keeping track of the scores and see who wins! You might like to let other teams guess the word if the original team are unsuccessful in their 20 seconds, giving them the chance to earn extra points.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow MBC EI Reward Guidelines on [eshine](#).



Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

- Review sentences (1) to (22). Conduct the conversation activity using the sentences from (1) to (22).
- Review and discuss the Four Rules for Learning Spoken English.

EQ Activity (30 min)

Refer to MBC EI Activity Guidelines, Activity no.1 & 2-Level I

Game (10 min)

Begin by writing each letter of the alphabet on the whiteboard/blackboard and splitting the class into groups of 3 to 4 teams. Explain that one member of each team will come to the front and say the name of an animal while erasing the letter it begins with. For example, if the first team says "tiger" then they erase the letter 't' and other animals beginning with 't' such as turtle can't be chosen. A member of the next team will then do the same, and so on until a team can't think of the name of an animal that begins with one of the remaining letters. The last team remaining wins and its members get a reward.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow MBC EI Reward Guidelines on [eshine](#).



Week 3

Day 1:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

Review the Four Rules for Learning Spoken English. Ask the students to discuss the rules.

Activity (10 min)

Listen and Repeat each sentence

- (1) Hello, how are you? (Hello, how are you?)
Fine, thank you. (Fine, thank you.)
- (2) Are you sick? (Are you sick?)
No, I am not sick, but I hurt my arm. (No, I am not sick, but I hurt my arm.)
- (3) Do you live here in the city? (Do you live here in the city?)
Yes, I live here. (Yes, I live here.)
- (4) Do you have a phone? (Do you have a phone?)
Yes, I have a phone. (Yes, I have a phone.)
- (5) May I call you? (May I call you?)
Yes, you may call me. (Yes, you may call me.)
- (6) Thank you. Goodbye. (Thank you. Goodbye.)
Goodbye. (Goodbye.)

Conversation Activity (10 min)

The trainer will choose one active child, to engage in a conversation with. The trainer will use the above sentences and encourage the child to respond appropriately.

Example:

Trainer: Do you have a phone?

Child: Yes I have a phone.

The trainer will then encourage two other children to come up and converse, using the sentences from (1) to (6). Repeat this process till all the children get an opportunity.



Game (20 min)

Ask the students to stand up and choose someone to go first (or alternatively ask for a volunteer). They need to listen carefully to the words you say and identify the odd one out. If the student is correct then they can sit. Continue the game until everyone sits down.

- John, Steve, Matthew, Kate - Answer: Kate (because it's a girl's name)
- Brother, Mother, Friend, Daughter - Answer: Friend (because they aren't family)
- Summer, Winter, Spring, March - Answer: March (because it's a month, not a season)
- Bread, butter, cup, Jam - Answer: cup (because it's not edible)
- Car, Horse, jeep, bus - Answer: Horse (because it's an animal)
- Phone, television, paper, computer - Answer: paper (because it is not an electronic item)
- Shark, dog, eel, dolphin - Answer: dog (because it is not a sea creature)
- Mango, lettuce, spinach, cabbage - Answer: Mango (because it's not a vegetable)
- Earth, Venus, Moon, Jupiter - Answer: Moon (because it's not a planet)

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Activity (25 min)

Audio Visual – Pebbles – Spoken English – Vol 1

Review the video on “Apology” and show this to the children:



Reference 1:

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

Review the video from: 15:04 sec to 16:00sec

Reference 2:

Rhyme - Children can sing along as they watch this video

<https://www.youtube.com/watch?v=P44jq-EgpdQ>

Apologize definition: to tell someone that you are sorry for having done something that has caused them problems or unhappiness.

Apologizing (Have a discussion with the children based on the information provided in the visual aid). The trainer can try different scenarios:

- A child apologizing to the parent for neglecting his/her homework on a daily basis and playing computer games instead. The subsequent test results of the child are low scores.
- A brother apologizing to his sister for being mean to her and ruining her toys.
- A sister apologizing to her brother for teasing him in front of his friends.
- A father apologizing to his child for getting upset at the child.
- A child apologizing to his/her friend for helping in the time of need.

Game (20 min)

You begin by saying a word. The first student will then think of a new word that begins with the last letter of your word, the following student will do the same, taking the final letter of the previous word and using it as the first letter of a new word.

For example if the first word is car then the next word could be red, followed by, dog, golf, food and so on. The catch is that students have to think quickly and not repeat any word that has already been used. If it's a little easy for your class then you can introduce further rules such as making the words all part of one topic. For example the words might have to be related to sport, starting with bat, tennis, soccer etc.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)



Follow MBC EI Reward Guidelines on eshine.

Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review 15 min)

- Review the sentences from day 1 and day 2 from week 2.
- Review the sentences from day 2 from week 3.
- Review the topic - 'apologizing' from Pebbles spoken English volume 1.

Activity (30 min)

Prepare a range of scrambled words that can be put into easy (1 point), medium (2 points) and hard (3 points) categories. Split the class into groups of around 2 students and have a student from the first group choose a category. Once you have written the scrambled word on the whiteboard/blackboard the team of students have around 1 minute to come up with the answer (while the rest of the class stay silent). Continue the process with the other teams while keeping track of the scores. The winning team gets a reward.

Easy (1 point)

bird - drbi
dog - dgo
cat - tac
lion - olin

Medium (2 points)

frog - rgfo
myoekn - monkey
tiger - greti
eagle - leeag

Difficult (3 points)



elephant - tɪnlehea
giraffe - ɡɪrɪefa
donkey - ɒndɪk
crocodile - ɒrɔdɪelo

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Week 4

Day 1:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

Review the Four Rules for Learning Spoken English. Ask the students to discuss the rules.

EQ Activity (30 min)

Refer to [MBC EI Activity Guidelines, Activity no.3 & 4-Level I](#)

Activity (10 min)

When to say Hi and Hello, Thanks and Thank You?

- (1) "Hello" is more appropriate for formal introductions with someone you are meeting the first time, addressing an elderly person, addressing groups, and answering the telephone.
- (2) "Hi" is more appropriate in informal settings, when addressing your friends, and generally only for one-on-one greetings, or very small groups.



[OR]

Refer SPE AS 003. Form teams and each team will try to form as many words as possible. Give them 5 minutes. Encourage/cheer them while they are working. Now, ask the teams to form a short sentence with each word formed. Help each student/team if necessary. Correct them when appropriate. Applaud at the end. The best performing team gets a reward.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Activity (15 min)

Repeat each sentence

- (1) Hello (Hi), how are you? (Hello (Hi), how are you?)
Fine, thank you (thanks). (Fine, thank you (thanks).)
- (2) Are you sick? (Are you sick?)
No, I am not sick, but I hurt my arm. (No, I am not sick, but I hurt my arm.)
- (3) Do you live here in the city? (Do you live here in the city?)
Yes, I live here. (Yes, I live here.)
- (4) Do you have a phone? (Do you have a phone?)
Yes, I have a phone. (Yes, I have a phone.)
- (5) May I call you? (May I call you?)
Yes, you may call me. (Yes, you may call me.)
- (6) Thank you (Thanks). Goodbye. (Thank you. Goodbye.)
Goodbye. (Goodbye.)



Activity (30 min)

Audio Visual – Pebbles – Spoken English – Vol 2

Review the video on “Thanking” people and show this video to the children. Encourage the children to sing along as they watch the video.

Reference 1 : Song- Please and Thank you

https://www.youtube.com/watch?v=kOrC64u_Qjc

<https://www.youtube.com/watch?v=D3CgwV3o7AM>

Reference 2:

<https://www.youtube.com/watch?v=UFy02dqJCUs>

Thanking definition: to express to (or tell) someone that you are happy or pleased about something they have done.

Thanking (Have a discussion with the children based on the information provided in the visual aid). The trainer can try different scenarios:

- A child thanking his/her mother for preparing a delicious meal.
- A child thanking his/her father for taking the child to the park.
- A teacher thanking the child for behaving well in class.
- A student thanking the teacher for helping him/her to understand the subject better.
- A child thanking his/her friend for sharing their lunch/snacks.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow **MBC EI Reward Guidelines on eshine.**

Day 3:

Warm Up (5 min)



Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

- Review the audio visual on 'Apologizing'.
- Review the audio visual on 'Thanking'.

Activity (30 min)

Ask the students to pick a letter and write down "Name, place, animal, thing" starting with a letter. Then, ask a student to form a sentence using one or more of the words. Now the trainer can encourage the child to form a sentence using one or more words if possible. Help each child to form correct sentences. The trainer can plan for 2-3 rounds with the children. For example, let us consider the letter 'C'. Name - Carol, Place - Chennai, Animal - Cat, Thing - Car.

- Carol drove to work in her car.
- Chennai is a port city.
- I've seen cats around my house.
- Carol has a pet cat.
- Carol lives in Chennai.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Week 5

Day 1:

Warm Up (5 min)



Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

Review the Four Rules for Learning Spoken English. Ask the students to discuss the rules.

Activity (10 min)

Say your name after each sentence

- (1) My name is _____. (My name is _____.)
- (2) Hello, my name is _____. (Hello, my name is _____.)
- (3) Hi, my name is _____. (Hi, my name is _____.)
- (4) I'm glad to know you. My name is _____. (I'm glad to know you. My name is _____.)

Conversation Activity (10 min)

The trainer will choose one active child, to engage in a conversation with. The trainer will use the sentences above to encourage the child to respond appropriately.

Example:

Trainer: My name is Mamta. What is your name?

Child: I'm glad to know you. My name is Surya.

The trainer will then encourage two other children to come up and converse, using these sentences. Repeat this process till all the children get an opportunity.

Activity (20 min)

Ask the children to give their opinion about anything from their lives such as an ice-cream, a fair/ carnival, food, their school, teacher, recent vacation, sport, movie/ cartoon etc. The object should be something all the kids in the class could relate to so that they can give



their opinion about it. Ask the student to share 2 sentences about what they like and 2 sentences about what they don't like.

Example:

- Food: My favorite type of food is Indian food. I like north Indian and south Indian food. Indian food can be very delicious (tasty). But some Indian food is very spicy. It hurts my stomach. It can be greasy (oily) too.
- Recent vacation: I went to Goa for my vacation last year. I like Goa because it is clean. It also has a lot of beaches, which I enjoy a lot. I don't like the hot weather in Goa. It makes my skin burn.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

Review audio visual on "Apologizing" and "Thanking".

Activity (30 min)

Do a class competition. Line the students up and give them words one by one to spell. When they make a mistake they must sit down. They can continue standing if they don't make a mistake. The last student standing is the winner. Example of words can be:

Round 1 (easy): Thin, old, rich, sad, poor, glad, mine, ugly, nice, bent, care, grey, link, cute, bald.



Round 2 (medium): Angry, crazy, brave, happy, young, print, grind, blend, drove, glove, sound, pound, hound, frown, clown.

Round 3 (hard): Because, different, between, thought, through, wonder, gender, understand, courage, difficult.

If a student gets the spelling of a word correct, encourage them to form a proper sentence with that word. For example:

- My brother is very thin.
- I saw a clown last Sunday.
- There is a chair between us.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Activity (30 min)

Developing Hints: The teacher will divide the class into 2, 3 or 4 teams depending on the attendance. Give a copy of the below sheet to each team and ask them to form a story based on the hints given below. Give them 10-15 min. Ask each team to read their story out loud. Applaud them for their effort. Then read the answer - story given further below. Refer SPE AS 004 and SPE AS 004 A.

Activity (15 min)

Repeat each number



0 [zero] (0)	1 [one] (1)	2 [two] (2)
3 [three] (3)	4 [four] (4)	5 [five] (5)
6 [six] (6)	7 [seven] (7)	8 [eight] (8)
9 [nine] (9)	10 [ten] (10)	11 [eleven] (11)
12 [twelve] (12)	13 [thirteen] (13)	14 [fourteen] (14)
15 [fifteen] (15)	16 [sixteen] (16)	17 [seventeen] (17)
18 [eighteen] (18)	19 [nineteen] (19)	20 [twenty] (20)
30 [thirty] (30)	40 [forty] (40)	50 [fifty] (50)
60 [sixty] (60)	70 [seventy] (70)	80 [eighty] (80)
90 [ninety] (90)	100 [one hundred] (100)	1,000 [one thousand] (1,000)

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Week 6

Day 1:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

Review the Four Rules for Learning Spoken English. Ask the students to discuss the rules.

EQ Activity (30 min)

Refer to [MBC EI Activity Guidelines, Activity no.5 & 6-Level I](#)



Activity (5 min)

Audio Visual – Pebbles – Spoken English – Vol 1

Review the video on “Complaining”. This is for teacher’s reference only.

Reference 1: Teachers reference only

<https://www.youtube.com/watch?v=ru53eMo0i2c>

Review the video from the following segments:

- From 01:11 sec to 02:27 sec
- From 03:04 sec to 04:31 sec
- From 05:43 sec to 06:31 sec
- From 06:37 sec to 07:07 sec

Complaining definition: to express unhappiness to someone else.

Complaining (Have a discussion with the children based on the information provided in the visual aid). The trainer can try different scenarios:

- A child complaining to his/her parents about the amount of homework.
- A teacher complaining to the parents about the child's behavior in class.
- A brother complaining to his parents about his sister teasing him in front of his friends.
- A sister complaining to her parents about her brother running her toys.

[OR]

Repeat each sentence

- (1) How much will this cost? (How much will this cost?) / I do not have that much money. (I do not have that much money.)
- (2) Where can I find my pencil box? (Where can I find my pencil box?) / You will find it there. (You will find it there.)
- (3) Is the school open? (Is the school open?) / No, the school is closed. (No, the school is closed.)
- (4) When will the school open? (When will the school open?) / It will open at 8:30. (It will open at 8:30.)

Conversation Activity (5 min)

The trainer will choose one active child, to engage in a conversation with. The trainer will use the sentences above encourage the child to respond appropriately.



Example:

Trainer: How much does this pen cost?

Child: 75 rupees.

Child: When will the school open?

Trainer: It will open at 8:30 am.

The trainer will then encourage two other children to come up and converse, using these sentences. Repeat this process till all the children get an opportunity.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Activity (15 min)

Say each letter of the alphabet using phonetic sound

A / a	B / b	C / c	D / d	E / e	F / f	G / g
H / h	I / i	J / j	K / k	L / l	M / m	N / n
O / o	P / p	Q / q	R / r	S / s	T / t	U / u
V / v	W / w	X / x	Y / y	Z / z		

Activity (30 min)



Audio Visual – Pebbles – Spoken English – Vol 1

Review the video on “Congratulations” and show this video to the children.

Reference 1:

<https://www.youtube.com/watch?v=xka3Sbt7O3Y>

Review the video from the following segments:

- From 00:00 sec to 2:37 sec
- From 04:16 sec to 04:38 sec

Congratulation Definition: to express joy for someone else's success or achievement.

Congratulations (Have a discussion with the children based on the information provided in the visual aid). The trainer can try different scenarios:

- A teacher congratulating the student about doing well in class
- A child congratulating his/her friend for excelling in a drawing competition.
- A father congratulating his child for good behavior.
- A child congratulating his friend on his/her birthday.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow MBC EI Reward Guidelines on [eshine](#).

Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

- Review 'repeat each number' from day 2 of week 5.
- Review audio visuals on 'complaining' and 'congratulations'.
- Review each letter of the alphabet using phonetic sound from previous session.



Activity (30 min)

Phonics scramble. Refer to SPE AS 005. Divide the class into 2, 3 or 4 teams depending on the strength of the class. Give each team 5 scrambled words from the list. Ask each team to form the right word and then form a short sentence using the word.

Example:

- Scrambled word - ucp. Correct word - cup. Sentence - The cup is clean.
- Scrambled word - urn. Correct word - run. Sentence - I can run fast.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Week 7

Day 1:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

Review the Four Rules for Learning Spoken English. Ask the students to discuss the rules.

Activity (10 min)

Repeat each sentence

- (1) Can you tell me where the store is? (Can you tell me where the store is?)
- (2) Can you tell me where the bathroom is? (Can you tell me where the bathroom is?)
- (3) Can you tell me where the toilet is? (Can you tell me where the toilet is?)



-
- (4) Can you tell me where to find groceries? (Can you tell me where to find groceries?)
 - (5) How much does it cost? (How much does it cost?)
 - (6) How much do I owe you? (How much do I owe you?)
 - (7) What time is it? (What time is it?)

Activity (30 min)

Refer SPE AS 002. Form teams and each team will try to form as many words as possible. Give them 10-15 minutes. Encourage/cheer them while they are working. Now, ask the teams to form a short sentence with each word formed. Help each student/team if necessary. Correct them when appropriate. Applaud at the end. The best performing team gets a reward.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

Review 'repeat each sentence' from the previous session.

Activity (30 min)

Do a class competition. Line the students up and give them words one by one to spell. When they make a mistake they must sit down. They can continue standing if they don't make a mistake. The last student standing is the winner.



Example:

Round 1 (easy): Thin, old, rich, sad, poor, glad, mine, ugly, nice, bent, care, grey, link, cute, bald.

Round 2 (medium): Angry, crazy, brave, happy, young, print, grind, blend, drove, glove, sound, pound, hound, frown, clown.

Round 3 (hard): Because, different, between, thought, through, wonder, gender, understand, courage, difficult.

Closing (5 min)

- Ask each child to bring a family photo for the next session.
- A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

- Review 'repeat each sentence' from day 1, week 7.
- Review 'say each letter of the alphabet using phonetic sound' from day 2, week 6.

Activity (30 min)



Divide the class into teams. Each team should have two children. Ask each child to share information about their family picture with their team member.

Example: Tarun and Thanuj are team mates. Tarun shows his family picture to Thanuj and explains - *This is my mother, her name is Menaka. She is a doctor. Her favorite food is curd rice.* Thanuj will share information about his family members with Tharun. Give each team 10 - 15 min for this activity. Each child will then take turn to share information with the whole class about his/her team mates' family members. The trainer can help each child form correct sentences whenever necessary.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Week 8

Day 1:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate. (10 min)

Review (15 min)

- Review the Four Rules for Learning Spoken English. Ask the students to discuss the rules.
- Review audio visual on apologizing, thanking.

Activity (30 min)



When to you use "Excuse me"?

For example, when you are in a class and you want to call the teacher, or to interrupt him to ask a question about what he is explaining, or to ask for something, you can start your conversation by saying, "Excuse me".

Repeat each sentence after saying, "Excuse me."

- (1) Can you tell me where the store is? (Excuse me. Can you tell me where the store is?)
- (2) Can you tell me where the bathroom is? (Excuse me. Can you tell me where the bathroom is?)
- (3) Can you tell me where the toilet is? (Excuse me. Can you tell me where the toilet is?)
- (4) Can you tell me where to find groceries? (Excuse me. Can you tell me where to find groceries?)
- (5) How much does it cost? (Excuse me. How much does it cost?)
- (6) How much do I owe you? (Excuse me. How much do I owe you?)
- (7) What time is it? (Excuse me. What time is it?)
- (8) Is this an emergency? (Excuse me. Is this an emergency?)
- (9) Do you have a driver's license? (Excuse me. Do you have a driver's license?) Is your arm hurt? (Excuse me. Is your arm hurt?)
- (10) Where is the closest bus stop? (Excuse me. Where is the closest bus stop?)

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.



Review (15 min)

Review 'when to use excuse me' and 'repeat each sentence after saying excuse me'

Activity (30 min)

Audio Visual – Pebbles – Spoken English – Vol 1

Review the video on “How to talk on the phone”. This is for teacher’s reference only.

Reference 1 – Teacher’s reference:

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

Show the following videos to the children and encourage them to practise in the same manner:

Reference 2: <https://www.youtube.com/watch?v=u-AUW72Rs1o>

Reference 3: <https://www.youtube.com/watch?v=gWOqA3pUaTk>

Talking on the Telephone (Use this office conversation to discuss phone manners for children). The trainer can try different scenarios:

- Making call for getting address to a location.
- Making a call to your friend's house to speak with him/her.
- Receiving a call from your brother/sister's friend wanting to speak with them.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow MBC EI Reward Guidelines on eshine.

Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.



Review (15 min)

- Review audio visual on 'complaining', 'congratulating' and 'talking on the telephone'.
- Review 'when to use excuse me' and 'repeat each sentence after saying excuse me'

Activity (30 min)

Ask the students to pick a letter and write down "Name, place, animal, thing" starting with a letter. Then, ask a student to form a sentence using one or more of the words. Now the trainer can encourage the child to form a sentence using one or more words if possible. Help each child to form correct sentences. The trainer can plan for 2-3 rounds with the children. For example, let us consider the letter 'D'. Name - David, place - Dubai, Animal - Dog, thing - Doll.

- David drove to work in her car.
- Dubai is a port city.
- I've seen dogs around my house.
- David has a pet dog.
- David lives in Dubai.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).



Week 9

Day 1:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

Review the Four Rules for Learning Spoken English. Ask the students to discuss the rules.

Activity (10 min)

Answer each question

- (1) What is your name? (My name is _____.)
- (2) Where do you live? (I live in [city] _____.)
- (3) What is your address? (My address is _____.)
- (4) What is your phone number? (My phone number is [area code] _____.)
- (5) Can you give me directions to your house? (My house is located in _____.)

Using A or AN

an + a word beginning with vowels	a =	an ambulance
	e =	an emergency
	i =	an identification card
	o =	an office
	u =	an unknown child

a + a word beginning with consonants	=	a bus stop
	=	a car
	=	a father
	=	a man
	=	a wife
	=	a Phone



Activity (30 min)

Describe the picture. Refer SPE AS 006 A, SPE AS 006 B, SPE AS 006 C, SPE AS 006 D.

Give each child a picture and encourage them to form 5 sentences about the picture. If the child wishes to form more sentences, encourage them. Ensure each child gets a turn.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow **MBC EI Reward Guidelines** on **eshine**.

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

Review 'when to use excuse me' and 'repeat each sentence after saying excuse me' from day 1, week 8.

Activity (30 min)

Audio Visual - Pebbles - Spoken English - Vol 1

Review the video on "How to give directions" and show this video to the children.

Encourage the children to practise in the same manner:

Reference 1 : <https://www.youtube.com/watch?v=AgTkKGM0TWE>

Reference 2 : <https://www.youtube.com/watch?v=IfT4XhfUFkk>

Direction: to tell some how to do something or find something.



Direction (Have a discussion with the children based on the information provided in the visual aid). The trainer can try different scenarios:

- Ask each child to give directions of how to reach the nearest store from their house. Perhaps the trainer can do a show 'n' tell.
- Ask each child to give directions of how to reach their school from their house.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

- Review 'answer each question' from day 1, week 9.
- Review using 'a or an'
- Review audio visual 'talking on the phone' and 'direction'.

Activity (30 min)

Conduct a game of dumb charades. Divide the class into two teams. Choose one member of team A to come forward and give him or her, a verb from the list. The child has to act out the verb without moving the lip, talking or writing. Team A members should try and guess the verb. If they are successful, team A gets 10 points. Otherwise, pass it to team B for 5 points. Proceed in a similar manner with Team B. The winning team gets a reward.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.



Reward (5 min)

Follow MBC EI Reward Guidelines on eshine.

Week 10

Day 1:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (10 min)

Review the Four Rules for Learning Spoken English. Ask the students to discuss the rules.

Activity (20 min)

Jump start Verb - Basics

What is a Verb?

The verb is the most important part of the sentence. A verb stresses about the subject of the sentence and express actions. The verb is the critical element of the predicate of a sentence.

In each of the following sentences, the verb is highlighted:

Her mom **brushed** her hair.

- The verb "brushed" describes the action her mother takes.

My first teacher **was** Miss Crawford, but I **remember** the janitor Mr. Weather more vividly.

- In this sentence, the verb "was" (the simple past tense of "is") identifies a particular person and the verb "remembered" describes a mental action.

Karl **bicycled** around the world in 1899.

- In this sentence, the verb "bicycled" describes Karl's action.



Activity (15 min)

Refer SPE AS 007. Divide the class into 2,3 or 4 teams depending on the strength. Choose 10 words from the verb list and ask each team to form sentences. Applaud the team with the most sentences.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

- Review 'when to use excuse me'.
- Review using 'a or an'.
- Review verb basics.

Activity (30 min)

Refer SPE AS 008. Form teams and each team will try to form as many words as possible. Give them 10-15 minutes. Encourage/cheer them while they are working. Now, ask the teams to form a short sentence with each word formed. Help each student/team if necessary. Correct them when appropriate. Applaud at the end. The best performing team gets a reward.

Closing (5 min)



A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

- Review verb basics.
- Review say each letter of the alphabet using phonetic sound.
- Review 'repeat each number' from day 2 of week 5.

Activity (30 min)

Refer SPE AS 007. Divide the class into 2, 3 or 4 teams depending on the strength. Choose 10 different words from the verb list and ask each team to form sentences. Applaud the team with the most sentences.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Week 11

Day 1:

Warm Up (5 min)



Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (5 min)

Review the Four Rules for Learning Spoken English. Ask the students to discuss the rules.

Activity (20 min)

Jump start Vocabulary - Basics

What is Vocabulary?

Vocabulary is the study of meaning of words. It is vital to communicating with others and understanding what one is reading, speaking and writing.

Discuss each word and its meaning

- (1) morning (12:am until 6:am is morning)
- (2) afternoon(12:pm until 6:pm is afternoon)
- (3) evening (6:pm until 12:am is evening)
- (4) night (when you head off to bed)
- (5) phone (number) (telephone)
- (6) question
- (7) reach (to reach)
- (8) right
- (9) lesson
- (10)listen
- (11) letter
- (12)identification (ID)
- (13)large
- (14)medical
- (15)money
- (16)groceries
- (17)hello (hi)
- (18)where
- (19)what
- (20) holiday
- (21) police
- (22) bus stop
- (23) bathroom (washroom / restroom)
- (24) dictionary
- (25) emergency



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- | | |
|------|----------------|
| (26) | hurt |
| (27) | insurance |
| (28) | kind |
| (29) | petrol |
| (30) | petrol station |

Activity (20 min)

Vocabulary Games

Give the meaning and ask them to select the appropriate word from the list. You can speak or write down the meaning on the board.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

- Review Vocabulary basics.
- Review Verb basics.

Activity (30 min)

Refer SPE AS 007. Divide the class into 2, 3 or 4 teams depending on the strength. Choose 10 different words from the verb list and ask each team to form sentences. Applaud the team with the most sentences.



Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 3:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

Review all sessions from day 1 and day 2 from this week.

Activity (30 min)

Game: The game plays like a simple version of charades where a student receives a secret word and tries to act it out to the other members of the team. Before you start you'll need to make small pieces of paper with a range of secret words written on them. You can use any type of words which can be verbs. To make the game interesting you can have easy words (worth 1 point), medium words (worth 2 points) and hard words (worth 3 points).

Here are some examples of words I use:

Easy (1 point): Eating, sleeping, running, singing, flying, cleaning, crying.

Medium (2 points): Laughing, studying, looking, throwing, talking, cooking, Thinking, pointing, lifting, climbing, opening.

Hard (3 points): Examining, reporting, complaining, teaching, enjoying, falling.



Split the class into teams and ask a student to choose easy, medium or hard. Give around 20 seconds to act out the word in front of their group (while other teams stay quiet). Continue the process with the other teams while keeping track of the scores and see who wins! You might encourage the other teams guess the word if the original team is unsuccessful in their 20 seconds, giving them the chance to earn extra points.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Week 12

Day 1:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (15 min)

Review 'Jump start - Verb basics'.

Activity (30 min)

Game

Teaching children to speak English correctly requires patience and persistence. You can help facilitate the process of proper English acquisition by having students play a game. Students may struggle to learn to speak English because of factors such as a speech impediment, a poor academic environment or because they use English as a Second Language.

Passing the ball: Pass the ball to your friend and ask a question. The person who receives the ball has to answer the question in a sentence. Teachers shall ensure that the child does not ask the same question. This helps the children to think and also to frame a question.



Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 2:

Warm Up (5 min)

Start the session by asking each child to explain how their day went. What was the highlight of their day? Encourage each child to speak loud enough for all to hear. Tell them about your day and the highlight of your day. Ask them how their weekend was, if appropriate.

Review (10 min)

Review 'Jump start - Vocabulary basics'.

Activity (15 min)

Conduct a quiz on the 4 rules. Divide the class into 2-3 teams based on the attendance. Ask questions to one team first and award 10 points for the correct answer. If one team fails to answer, pass the question to the next team. Correct answer to the passed question carries 5 points. Questions can be asked as follows:

- What did we learn last week?
- How many rules were taught?
- What is rule 1?
- What is rule 2?
- What is rule 3?
- What is rule 4?

Applaud the winning team.

Activity (20 min)



Cut out a number of small pieces of paper. Each piece of paper will have a word on it. Here are a few examples of words that will come in handy:

a, it, the, she, is, we, of, house, car, fast, slow, blue, went, live, happy, up, to, he, sister, will, no, yesterday, who, go, food, dad, see, run, small, am, I, rabbit, movie, meet, but, think, can, space, fly, because, so, there, on, should, under, here, be, my, red, eat, not, today, tree, school, why, really, please, yes, quiet, off.

Randomly hand out a few pieces of paper to each student so they each have a few words. Tell them they have around 10 minutes to form sentences (they don't need to worry about punctuation).

Once they think they have formed a correct sentence they should let you know so you can check it, if it makes sense, those students can sit down. The other students continue to try and form sentences until they are successful. Provide help if needed. Continue till every child has had a chance.

Closing (5 min)

A quick review with the children about what we learned today. Summarize the key points learned for the day. This exercise will help feed the brain.

Reward (5 min)

Follow [MBC EI Reward Guidelines on eshine](#).

Day 3:

Graduation day!

Staff: Congratulations for the job well done in completing Level 1. Please write your observations and recommendations for continual improvement of this program and turn it to the management team.