

Spoken English

This module helps learners build confidence in using English for everyday communication. It focuses on speaking, listening, and simple grammar, with practical activities that make learning interactive and fun. Learners practice conversations, role plays, and real life situations to improve fluency and clarity.

The aim is not perfection but comfort, encouraging learners to express themselves freely and use English as a tool for education, work, and daily life. By the end of the module, participants will feel more confident in speaking English in different settings.

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Introduction & Overview

Introduces learners to the importance of spoken English and sets the tone for the module. Focuses on building confidence through simple, practical communication skills and everyday use.

Introduction & Overview

English is widely used in education, workplaces, and daily life, and being able to speak it with confidence opens many opportunities. This module introduces learners to the basics of spoken English, focusing on communication skills that are simple, practical, and easy to apply.

Learners will practice greetings, everyday conversations, listening and responding, and role plays that mirror real life situations. The emphasis is on building comfort and fluency step by step, so learners feel ready to use English naturally in different settings. By the end of the module, participants will have greater confidence in expressing themselves clearly and effectively.

Phonetics – Speak & Select: Real-World Sentences

Introduces learners to simple communication in English. Focuses on greetings, everyday phrases, and building confidence in starting conversations.

Session Activity: Phonetics – Speak & Select: Real-World Sentences

Instructions Read the sentences aloud, choose the correct sound blend, and write down your spoken word.

1. ____ is my job application folder. (Choose: Th / Sh)

My spoken word is: **this**

2. ____ are we meeting the supervisor today? (Choose: Wh / Bl)

My spoken word is: **when**

3. I need to wash my white ____irt for my interview. (Choose: Sh / Sp)

My spoken word is: _____

4. I am learning to ____eak English with confidence! (Choose: Sp / Th)

My spoken word is: _____

5. Please write your ____name and today's ____d_ate on the form. (Choose Short A / Long A sound)

My spoken words are: _____

Sight Words

This worksheet helps learners practice common sight words that are used in everyday sentences. In Part 1, learners fill in blanks with words like *this*, *these*, *those*, *he*, *she*, *it*, and *they* to build simple sentences. In Part 2, they match words to the correct sentences, reinforcing understanding of how sight words fit naturally into communication. The aim is to strengthen reading fluency and sentence formation skills through practical exercises.

Sight Words

Part 1: Fill in the Blanks

Choose the correct word from the box: **this, these, those, that, he, she, it, they, and them**

1.	_____ is my book.
2.	_____ are my shoes.
3.	Look at _____ stars in the sky.
4.	I like _____ ice cream.
5.	_____ is my brother.
6.	_____ is my sister.
7.	Where is the cat? _____ is under the table.
8.	My friends are here. _____ are playing football.
9.	I saw my cousins. I played with _____.

Part 2: Match the Columns

Column A: The Word	Column B: The Sentence
1. He	A. _____ are happy children.
2. She	B. The teacher gave a book to _____.
3. Them	C. _____ is raining today.
4. They	D. _____ is my father.
5. It	E. _____ is my teacher.

WH Question and Answers

This worksheet helps learners practice using WH-words such as *what*, *where*, *when*, *who*, *why*, *which*, and *how* to form questions and answers. In Part 1, learners fill in blanks and respond to everyday questions to build confidence in speaking. In Part 2, they match WH-words with example questions, reinforcing how each word is used correctly. The aim is to strengthen communication skills by making learners comfortable with asking and answering questions in English.

WH Question and Answers

Part 1: Fill in the Blanks

Choose the correct WH-word: **what, where, when, who, why, which, how**

1.	_____ is your name?
2.	_____ are you going?
3.	_____ is your favorite color?
4.	_____ teaches you English?
5.	_____ do you live?
6.	_____ is your birthday?
7.	_____ are you sad?
8.	_____ is taller, you or your friend?
9.	_____ old are you?
10.	_____ laptop is best for students?

Let's continue.....this time with answers.

1.	_____ is the name of your school?
	Answer: _____
2.	_____ are we going for our field visit today?
	Answer: _____
3.	_____ is your best friend in this class?
	Answer: _____

4.	_____ do you wake up in the morning?
	Answer: _____
5.	_____ are you laughing so much?
	Answer: _____
6.	_____ is taller, you or your brother?
	Answer: _____
7.	_____ old are you?
	Answer: _____

Part 2: Match the Columns

WH-Word	Example question	Answer the questions
1. What	a. When do you wake up?	
2. Where	b. How are you today?	
3. When	c. What is your hobby?	
4. Who	d. Which fruit do you like?	
5. Why	e. Where do you study?	
6. Which	f. Why are you laughing?	
7. How	g. Who is your best friend?	

Present Tense

This worksheet helps learners practice using the present tense in everyday communication. In Part 1, learners speak simple sentences aloud with a partner to build fluency and confidence. In Part 2, they fill in blanks with the correct present tense form of verbs, choosing between options like play/plays or am/have. The exercises connect grammar to real-life situations, making it easier to talk about daily routines, habits, and current actions. The aim is to strengthen sentence formation and improve accuracy in spoken English.

Present Tense

Part 1: Speaking Practice

Say these aloud with your partner:

- "I go to school every day."
- "He plays cricket."
- "She reads a story."
- "They watch cartoons."
- "We eat dinner together."

Part 2: Fill in the Blanks

Use the correct present tense form of the verb in brackets.

1.	She _____ (play) the piano every day.
2.	They _____ (go) to school in the morning.
3.	He _____ (eat) an apple.
4.	I _____ (like) chocolate.
5.	We _____ (watch) TV in the evening.
6.	I _____ a notebook in my bag. (Choose: am / have)
7.	Netra _____ her English homework every evening. (Choose: is / does)
	Answer: _____
8.	They _____ very tired after the long field visit yesterday. (Choose: were / had)
	Answer: _____

9.	Maruti _____ a meeting with the teacher yesterday morning. (Choose: was / had)
	Answer: _____
10	We _____ ready to start the computer training class! (Choose: are / do)
.	
	Answer: _____

Perfect Tenses

This worksheet helps learners practice using perfect tenses in English. In Part 1, they choose the correct verb forms for sentences in present perfect, past perfect, and continuous perfect tenses. In Part 2, they make their own sentences using given words, applying simple, continuous, perfect, and perfect continuous forms. The aim is to strengthen understanding of how perfect tenses show completed actions, ongoing activities, and experiences, making communication more accurate and natural.

Perfect Tenses

Choose the correct option:

1.	She _____ (work) in this company for five years.
	a) has worked
	b) had worked
	c) has been working
2.	He _____ (complete) the project before the deadline.
	a) has completed
	b) had completed
	c) has been completing
3.	We _____ (play) football since morning.
	a) have played
	b) had played
	c) have been playing
4.	They _____ (argue) before the teacher entered.
	a) had argued
	b) had been arguing
	c) have argued

Part 3: Make Sentences

Use the words to make present tense sentences.

1 .	(She / dance / well) → _____ continuous
2 .	(They / study / English) → _____ perfect
3 .	(He / run / fast) → _____ simple
4 .	(We / eat / lunch) → _____ perfect continuous
5 .	(Raju / my / friend) → _____ simple

Past Tense

This worksheet helps learners practice using the past tense to talk about actions that have already happened. In Part 1, learners speak simple sentences aloud with a partner to build fluency. In Part 2, they fill in blanks with the correct past tense forms of verbs and choose the right options to complete sentences. In Part 3, they make their own sentences using given words, applying simple, continuous, perfect, and perfect continuous forms. The aim is to strengthen confidence in describing past events and experiences in everyday communication.

Past Tense

Part 1: Speaking Practice

Say these aloud with your partner:

- "I went to school yesterday."
 - "He played cricket last Sunday."
 - "She read a story last night."
 - "They watched cartoons yesterday."
 - "We ate dinner together."
-

Part 2: Fill in the Blanks

Use the correct past tense form of the verb in brackets.

1.	She _____ (play) the piano yesterday.
2.	They _____ (go) to school last week.
3.	He _____ (eat) an apple in the morning.
4.	I _____ (like) the movie.
5.	We _____ (watch) TV last night.
6.	She _____ the piano yesterday evening. (Choose: plays / played)
	My spoken word is: _____
7.	We _____ a good movie on TV last night. (Choose: watch / watched)
	My spoken word is: _____

8.	Sanjeev _____ very hard on his task yesterday. (Choose: works / worked)
	My spoken word is: _____
9.	The children _____ games outside in the evening. (Choose: play / played)
	My spoken word is: _____

Part 3: Make Sentences

Use the words to make past tense sentences.

1.	(She / dance / well) → _____ continuous
2.	(They / study / English) → _____ perfect
3.	(He / run / fast) → _____ simple
4.	(We / eat / lunch) → _____ perfect continuous
5.	(Raju / my / friend) → _____ simple

Future Tense

This worksheet helps learners practice using the future tense to talk about actions that will happen later. In Part 1, learners speak simple sentences aloud with a partner to build fluency and confidence. In Part 2, they fill in blanks using will or shall to complete everyday sentences. In Part 3, they make their own future tense sentences with given words, applying the structure to real-life situations. The aim is to strengthen the ability to express plans, intentions, and upcoming events clearly in spoken English.

Future Tense

Part 1: Speaking Practice

Say these aloud with your partner:

- "I will go to school tomorrow."
- "He will play cricket next Sunday."
- "She will read a story tonight."
- "They will watch cartoons tomorrow."
- "We will eat dinner together."

Part 2: Fill in the Blanks

Use **will** or **shall** to complete the sentences.

1.	I _____ go to school tomorrow.
2.	She _____ play the piano next week.
3.	They _____ visit the park on Sunday.
4.	We _____ eat dinner at 8 o'clock.
5.	He _____ read a new book tonight.

Part 3: Make Sentences

Use the words to make future tense sentences.

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1.	(She / dance / tomorrow) → _____
2.	(They / study / English / next week) → _____
3.	(He / run / in the race) → _____
4.	(We / eat / lunch / at 1 pm) → _____

Frame Sentences, Conversation Worksheet, and Activity: Article and Prepositions

These activities help learners strengthen their grammar and conversation skills through practical exercises. In *Activity 1: Frame Sentences*, learners practice using verbs like *is/are*, *has/have*, *was/were*, and *had/have been* to build correct sentences and questions. The *Conversation Worksheet* uses a lively market role-play to encourage natural speaking practice between partners. In *Activity: Articles and Prepositions*, learners fill in blanks with the right words such as *in*, *on*, and *at* to understand how sentences connect to time and place. The aim is to make grammar interactive and to build confidence in everyday spoken English.

Frame Sentences, Conversation Worksheet, and Activity: Article and Prepositions

Activity 1: Frame Sentences

1.	Write five sentences using is/are .
	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
2.	Write three sentences using has/have .
	1. _____
	2. _____
	3. _____
3.	Write two questions you could ask in the market.
	1. _____
	2. _____
4.	Write five sentences using was/were .

	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
5.	Write two sentences using had/have been .
	1. _____
	2. _____

Conversation Worksheet



A lively market scene designed for role-play practice. Learners can take turns being the customer and the shopkeeper, using the prompts to build natural conversations.

CUSTOMER

Hello! Are these tomatoes 60 per kilo?

I need 3 kilos.

Can I get a small discount for a bulk purchase?

Great, I'll take 3 kilos.

Thank you!

SHOPKEEPER

Good morning! Yes, fresh this morning. The best quality.

Tell you what, for 3 kilos, I can do it for 55 per kilo.

My pleasure. Here you go, total is 165.



CUSTOMER

- Hello! Are these tomatoes ₹60 per kilo?
- I need 3 kilos. Can I get a small discount for a bulk purchase?
- Great, I'll take 3 kilos. Thank you!



SHOPKEEPER

- Good morning! Yes, fresh this morning. The best quality.
- Tell you what, for 3 kilos, I can do it for ₹55 per kilo.
- My pleasure. Here you go, total is ₹165.

Activity: Article and Prepositions

1.	We go to the park _____ the morning. (Choose: in / at)
2.	We will meet _____ Sunday. (Choose: on / in)
3.	She goes to bed _____ 9 PM. (Choose: at / on)
4.	My birthday is _____ August. (Choose: in / on)
5.	The train starts _____ 7.00 in the morning. (Choose: at / in)

Job Interview Work Sheet

This worksheet prepares learners to face job interviews with confidence. In Part 1, they practice speaking common interview sentences aloud, focusing on strengths, weaknesses, and positive qualities. In Part 2, they fill in blanks to complete typical interview questions such as “What are your strengths?” and “Why should we hire you?” The aim is to help learners express themselves clearly, highlight their abilities, and build self-assurance for real interview situations.

Job Interview Work Sheet

Part 1: Speaking Practice □□

Say these aloud with confidence:

- "My strength is that I am responsible."
 - "My weakness is that I feel shy, but I am learning to speak more."
 - "I will work hard and learn quickly."
 - "I am excited to join this opportunity."
 - "I am responsible and punctual."
 - "I sometimes feel nervous, but I am learning to stay calm."
 - "Thank you for giving me this chance."
 - "I am a very hardworking person."
 - "I am a fast learner."
 - "I am very good at working in a team."
 - "I am always punctual and on time."
-

Part 2: Fill in the Blanks

Complete the answers with your own ideas.

Q:	What are your strengths?
A:	My strength is _____
Q:	What are your weaknesses?
A:	My weakness is _____
Q:	How do you improve your weakness?
A:	I try to _____

Q:	Why should we hire you?
A:	Because I am _____ and I can _____
Q:	Tell me about yourself.
A:	_____