

Speaking Circles

Class - 3

Preface

Speaking Circles

Speak English with Ease

First edition published in 2025

Revised edition - 2026

Get ready to unlock a world of opportunities with our comprehensive Spoken English workbook! Designed for students like you, Speaking Circles is your key to confident communication.

Effective communication is the key to success in academics, profession, and personal life. This workbook aims to empower students with the skills and confidence to express themselves clearly and fluently in English.

Through a range of engaging exercises, activities, and conversations, students will develop their ability to articulate thoughts, opinions, and ideas with clarity and precision.

Join the Speaking Circles community and discover the joy of communicating effectively.

ACKNOWLEDGEMENT

Content Developer

Smt. Kavitha Krishnakumar, Director Sthairya Academy, CELTA

Editorial

Dr. Arti and Team

Design and Technical Support

Smt. R Dharshini Ragamathy, B.Sc., M.A

Ms. N.Niranjani, B.Sc., MBA

Wrapper Design

Ms.Hamsavani Raman and Team

Picture Credits

Art Work by Smt. Mahalakshmi, Staff - DAV Boys School Gopalapuram

Photograph by Ms. Samyuktha, Student - DAV Girls School Gopalapuram
(Contestant, Chitrakala Utsav 2025 - 2026)

Unit 1: Me and my friends

Practise the tongue twister: Say it three times as fast as you can

I scream, you scream, we all scream for ice cream

Let's listen to Neena talk about what she does every day, that is her **routine** .



I **wake up** at 6:30 a.m. I **brush** my teeth and drink milk.

I **get ready** for school and **reach** school at 8:00 a.m.

I **attend** classes in school and **eat** my lunch at 12:00 noon.

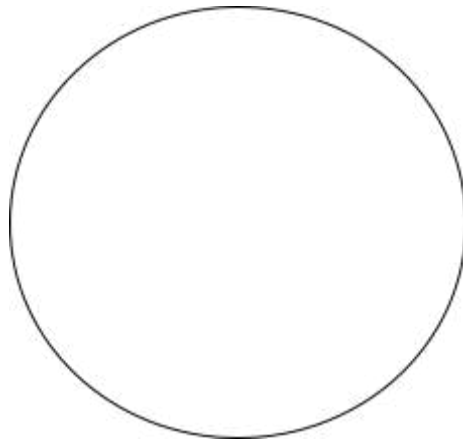
After the classes are over, I **go** home at 2:00 p.m.

Look at the table below and choose activities that are part of your routine. Use them to talk about your routine

| | | | |
|-------------|-------------------------|-------------------|-------------------|
| Take a bath | Eat breakfast | Say my prayers | Complete homework |
| Eat dinner | Spend time with parents | Play with friends | Got to sleep |

Activity 1.1: In the box below, write your routine using the activities you have chosen from the box. Then, discuss with a partner.

Complete the emoji with how you feel now



Let's read a conversation between Hari and Meera about how they feel:

Hari: Namaste Meera. What makes you feel happy?

Meera: I feel happy when I meet my friends.

Hari: Oh really! I also feel happy when I meet my friends.

Meera: My turn now, can you tell me what makes you angry?

Hari: I feel angry when my sister troubles me.

Meera: Oh yes! I have a sister who troubles me too.

Activity 1.2: Now think about what makes you happy and angry. Create a conversation with a partner in the space below.

Practice 1: Practise reading aloud:



What are you doing?

When did you come?

Where are you from?

Why are you taking this?

Who is your best friend?

Activity 1.3: Describe the picture given below in 5 sentences:



Unit 2: My Family

Let's read the words given in the table below:

| | | | | |
|--------------|------|-------|-------------|---------|
| Size | Tall | Short | Big | Small |
| Build | Thin | Fat | Muscular | Slender |
| Hair | Long | Short | Curly | Bald |
| Age | Old | Young | Middle-aged | Toddler |

Activity 2.1: Look at the pictures below and describe the people using the words from the table above:





Read the words used to describe the personality of people:

| | | | | |
|-------------|--------------|-------------|------|---------|
| Intelligent | Brave | Adventurous | Kind | Helpful |
| Friendly | Affectionate | Funny | Cute | Naughty |

Let's read how Neetu describes her family members



My father is **tall** and is **bald**. He wears glasses. He is **friendly** and **funny**.

My cousin, Swathi, is a **toddler**. She has **curly hair**. She is **cute** and **naughty**.

My elder brother is a **teenager**. He is **muscular** and has **short hair** and a **long beard**. He is **adventurous** and **affectionate**.

Activity 2.2: Describe two of your family members in the table below and share it with a partner.

| Family member | Description |
|---------------|-------------|
| | |
| | |

Listen to the conversation between Tarak and Sunita. They are talking about their family's weekend routines.



Sunita: What does your family do on Saturdays?

Tarak: Every Saturday, we visit our grandparents and take them out for lunch.

Sunita: How interesting!

Tarak: Thank you. How do you spend your Saturdays?

Sunita: We go swimming together on Saturdays and have a race in the pool.

Tarak: Wow! That sounds like a lot of fun.

Activity 2.3: Complete the conversation with a partner.

Student 1: What do you do on the weekend?

Student 2: _____

Student 1: That's nice.

Student 2: Thank you. How do you spend your weekend?

Student 1: _____

Student 2: _____

The table below has a list of animals and their family names, read them aloud:

| Animal | Dad | Mom | Offspring |
|--------|----------|-------|-----------|
| Dog | Dog | Bitch | Pup |
| Duck | Drake | Duck | Duckling |
| Hen | Rooster | Hen | Chick |
| Pig | Boar | Sow | Piglet |
| Horse | Stallion | Mare | Foal |

Activity 2.4: Pick any three animal families, create a story and share it with the class.

Unit 3: My school and community

Practice the tongue twister: Say it three times as fast as you can

She sells sea shells on the sea shore

Read the words in the table below, they help us give directions to reach a place

| | | | |
|-------|--------|-------------|---------|
| In | On | Next to | Under |
| Above | Behind | In front of | Between |

Look at the conversation below to understand how the words are used to give directions to someone:

S1: Namaste, where is the **library**?

S2: It is **on** the first floor **next to** the staffroom.

S1: Thank you.

S2: You are welcome.

Activity 3.1: Complete the conversation to give directions to a place in your school with a partner.

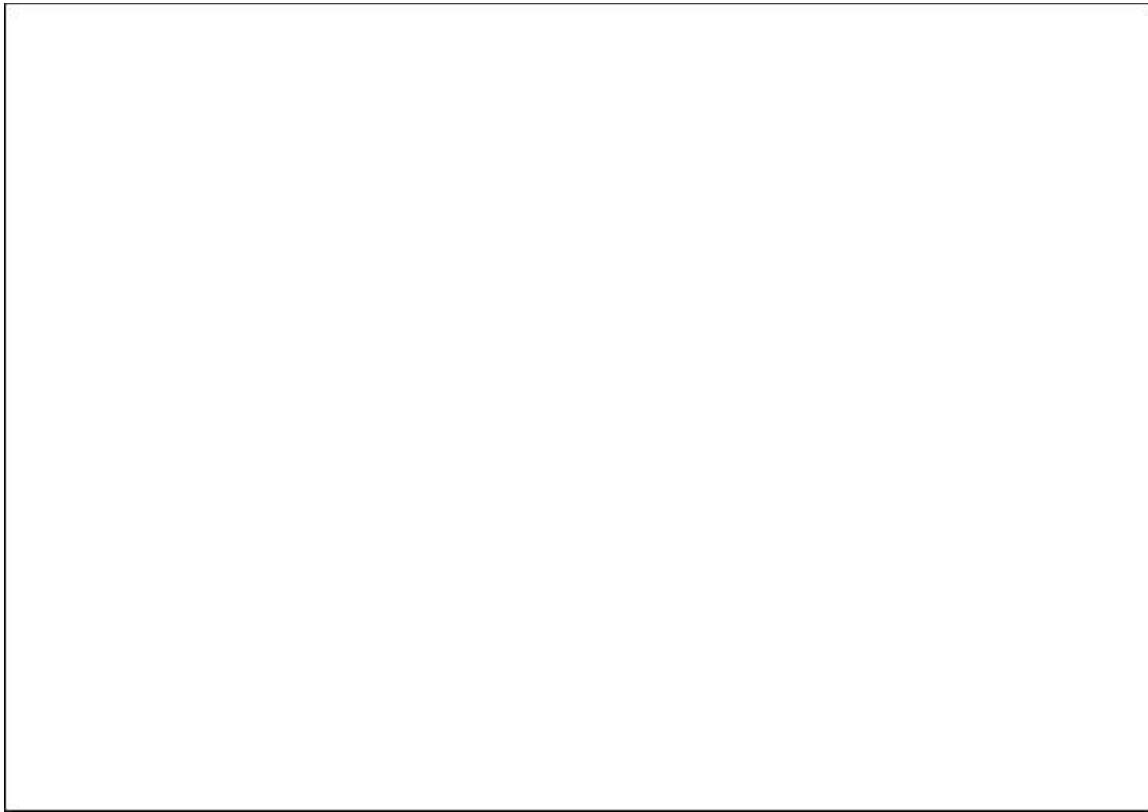
S1: Hello, where is _____?

S2: It is _____

S1: Thank you very much.

S2: You're welcome.

Activity 3.2: Draw a picture of how Independence Day is celebrated in your school in the box below:



Practice 2: Practise reading aloud



May I come in, Acharya?

May I use the rest room?

Can I sit next to you?

I have a question.

I have finished my homework.

I didn't hear the bell ring.

Public Speaking challenge: Talking about festivals

Read Ravi's speech about his favourite festival:



Namaste, I'm Ravi. I want to talk about my favourite festival, Kerala New Year's Day. We celebrate it in April and it is called **Vishu**. I really like this festival because we make my favourite **Pal Payasam** on this day. All the elders bless the family members by giving them money. I collect all the money I receive and put **it** in my money box.

Activity 3.3: Complete the paragraph below and prepare your speech about your favourite festival

Namaste, I'm _____.

I want to talk about my favourite festival, _____.

We celebrate _____ by _____.

I really like this festival because _____.

Read the words in the table below. What theme do they belong to?

| | | | | |
|----------|--------------|-----------|----------|----------|
| City | Suburb | Buildings | Street | Roads |
| Pavement | Streetlights | Traffic | Vehicles | Houses |
| Bustling | Apartment | Park | Signals | locality |

Geetha, Karan and Reema live in different cities, let's read what they have to say about the places they live in.



Hi, I'm Geetha. I live in Chandapura, a suburb of Bengaluru. Our locality is very calm and away from the bustling city and its traffic. There are huge trees in my area that look scary at night. I enjoy being in a busy place. When I grow up, I want to live in tall apartments with many people.



Hello, I'm Karan. I live in Kurla, a bustling locality in Mumbai city. This area is lively, crowded and full of narrow streets. There are markets with narrow roads that are filled with shops. You will see cable wires rolled on buildings and all kinds of vehicles on the road. I love the city because it makes me feel safe.



Namaste, I'm Reema. I live in the calm locality of Naraina Vihar in Delhi. There are many apartments here. The roads are wide with streetlights that light up the streets at night. This place feels less polluted because there is not much traffic and that there are huge trees.

Activity 3.4: Discuss the following questions in groups:

1. Identify words that appear in all the three passages.
2. Who do you think likes their city the most among Geetha, Karan and Reema?
3. What are the most common things among the three places?
4. Which do you think is the most crowded place based on what you have read?
5. Talk about your city.

Unit 4: World around me

Read the story aloud:



The Little Red Hen

(an adaptation of Pie Corbett's version)

Once upon a time, there was a little red hen who lived on a farm. Every morning, she went Kok kok kok kok kok and Peck peck peck peck.

I am a hen, I go peck peck peck.

I make sounds like kok kok kok.

I eat worms and grains on the floor.

I work hard than anyone more

Early one morning, she woke up and went outside. There she found some seeds.

"Who will help me plant the seeds?" said the little red hen.

"Not I," said the cow

"Not I," said the dog

"Not I," said the mouse

"Oh very well, I'll do it myself," said the little red hen! and so she did.

"Who will help me water the plants?" said the little red hen.

"Not I," said the cow

"Not I," said the dog

"Not I," said the mouse

"Oh very well, I'll do it myself," said the little red hen- and so she did

A few months later...

Guavas grew on the trees and some fruits had fallen down.

She joyfully went

She went Peck peck peck peck and Kok kok kok kok and asked

"Who will help eat the guavas?" asked the little red hen.

"I will," said the cow

"I will," said the dog

"I will," said the mouse

"Oh no you wont, I'll eat them myself," said the little red hen- and so she did.

Practice 3: Read the words and guess what we can use them to talk about?

| | | | |
|----------|-----------|---------|-------------|
| Scenic | Beautiful | Dirty | Haunted |
| Big | Large | Small | Tiny |
| Messy | Clean | Empty | Crowded |
| Spacious | Cramped | Amazing | Comfortable |
| Locked | Narrow | Wide | Cozy |

Activity 4.1: Match the picture with the word that describes it the best and create your own sentence using the word and the picture.



Haunted



Messy



Scenic



Crowded



Locked



Comfortable

Divine



Spacious



Activity 4.2: Story 1: Put the pictures in the right sequence and create a story using the pictures as clues:



Story 2: Put the pictures in the right sequence and create a story using the pictures as clues:



Read the conversation between Girija and Ashok:

Girija: What **do you think** about the weather today?

Ashok: **I think** it is **better than** yesterday.

Girija: Well, **I feel** it is still very hot.

Ashok: Yes. It is hot.

Activity 4.3: Choose one of the topics below to talk to a partner to express your opinion.

Tip: You can use 'I think' or 'I feel' to express your opinion.

1. Going to the beach
2. Eating idly for breakfast
3. Following traffic rules
4. Helping elders
5. Looking at the phone all the time

Activity 4.4: Create a monster being, draw it and describe it.

| Draw | Describe |
|------|----------|
| | |

Reflections: Think about what you have learnt in Speaking Circles. Put a tick mark on how well you can do something now.

| Points to think about | I need to improve this | I can do this | I do this quite well |
|---|-------------------------------|----------------------|-----------------------------|
| When I speak the whole class can hear me. | | | |
| I speak clearly. | | | |
| I look at people when I speak. | | | |
| I can prepare speeches on my own. | | | |
| I can work with anybody in my class. | | | |
| I can be part of a group. | | | |





