

Speaking Circles

Class - 4

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 Ms. Abhinaya V, Alumni - DAV Girls School Mogappair
(Contestant, Rangotsav 2025-2026)

Photograph by Mr. Tarun Kumar Senthil - Student, DAV Boys School Gopalapuram
(Contestant, Chitrakala Utsav 2024-2025)

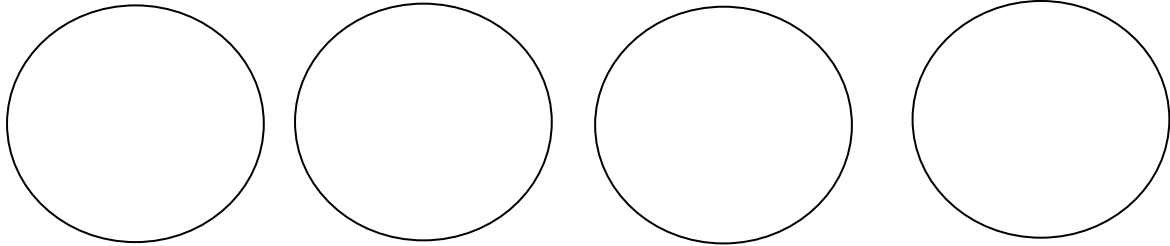
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(Photography Club 2025-2026)

UNIT 1: Me and my friends

Read the tongue twister aloud. Say it three times as fast as you can.

I wish to wash my Irish wristwatch.

Expressing emotions- Transform the circles to emojis with different expressions and label them.



Practice 1: Practise reading the feeling words aloud

Excited	Unhappy
Confident	Shocked
Bold	Frightened
Eager	Upset
Amazed	Uncomfortable

Activity 1.1: Choose the words from the box to complete the conversation and practice with a partner.

Welcome	Excited	Like	Happy	Thank you
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S1: I am very _____ about the gift I received from my parents. It makes me feel _____.

S2: I am glad you _____ it.

S1: _____ so much.

S2: You're _____.

Activity 1.2: Choose words from the box to complete the conversation and practice with a partner.

Sorry	Fine	Happy	Crying	Angry
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S1: I can't stop _____. I am feeling _____ at myself.

S2: Oh! Don't cry like that.

S1: I'm _____ I yelled at you.

S2: That's _____. I am _____ you know how you feel.

Activity 1.3: Choose one of the situations below and create your own conversation with a partner.

1. You are crying because you are scared about the dog that barks at you every time you cross that road. Tell your partner how you feel. The partner should respond with compassion.
2. You are happy because your class received an extra PT period as a reward for best class. Discuss with your partner how you feel about it.
3. Two friends are excited about the field trip they are going on. Create your own dialogues for the situation.

Write your conversation here:

Activity 1.4: Board game: Know me better





Share a fact you know



Describe an object used every day



I enjoy ...



Name of the soap I use is...



My favourite colour is...

TER

A weekday I like the most...



GO BACK TO START



One place I want to visit is...



When I grow up I want to be...



FINISH



Radhika maintains a chart of her abilities. Look at the different things she has written down.



Things I do very well	Things I can manage	Things I need to improve
I am good at making friends	I can fold my clothes neatly	I get tensed when I have to speak in front of the class

Activity 1.5: Think of your abilities and fill the chart below and share it with the class:

Things I do very well	Things I manage well	Things I need to improve

Unit 2: My family

Kumar and Geetha talk about what their family members do. Let's read their conversation:

Geetha: Are your parents working?

Kumar: Yes, they are. What about your parents?

Geetha: My parents are working too. What do they do?

Kumar: My mother is an IT Professional and my father has a departmental store. What do your parents do?

Geetha: That's great to know. Both my parents are professors in a college.

Kumar: Oh! Very nice.

Activity 2.1: Complete the conversation between Ajay and Pooja with a partner:

Ajay: What does your _____ do?

Pooja: He is a _____. What about your _____?

Ajay: He is a _____, _____.

Pooja: Interesting. What does your _____ do?

Ajay: She is a _____. What about your _____?

Pooja: She is a _____.

Activity 2.2: Work with a partner, create a role play to find out what their family members do.

Tip: You can make questions using "What" or use Yes/No questions. Look at the examples below:

What does your mother do?

What do your siblings do?

Are your parents working?

Is your sister working?

Let's look at some twins in the English word family. They sound the same but have different spellings and meanings. They are called **homophones**.

Activity 2.3: The poem below has homophones in them. Choose the correct word to complete the poem, then read it aloud:

I'm a bit confused now.
I need help from you
I I don't **no/know** the answers
Many times in a day.
Why does the sky look **blew/blue** during the day?
And why is it dark in the **knight/night**?
I do **knot/not** know the answers to these.
How I really wish I **new/ knew**!

Eye/ I am named **dear/deer** Rani.
Is my age **for/four** or **eight/ate**?
We have **red/ read** apples, **to/too/two** less than me
And **build/hilled** sand castles on the **see/sea**,
Up the stairs, stairs near the **see/sea**.

I have a **hole/whole** day of classes in school.
Where/were I learn **to/too/two** do many things,
I have to **write/right** a letter to the **Principal/ Principle**,
Make a nice coat to **wear/ where**,
And fill a **pail/pale** of water
To **pore/ pour** on the sand bed there.
I still am confused which one to choose,
because both words sound like twins.

Did you know, by talking to your elders in the family you learn a lot about your family and the kind of life they lived and the traditions that are followed? Let's interview a grandparent to collect information about their life.

Activity 2.4: Use the questions below to interview a grandparent. After you finish your interview, share your experience with the class.

Name of grandparent:

Maternal/ paternal

Date of interview:

1. What is your father's name?

2. Which place did you live in?

3. Which school did you go to?

4. What games did you play as a child? Name at least three of them.

5. What was a hobby activity?

6. Which was your favourite festival and why?

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

Animal	Dad	Mom	Offspring
Lion	Lion	Lioness	Cub
Tiger	Tiger	Tigress	Cub
Cow	Bull	Cow	Calf
Elephant	Bull	Cow	Calf
Deer	Deer	Doe	Fawn

Activity 2.5: Pick any three animal families, create a story and share it with the class.

UNIT 3: My school and community

Read the tongue twister aloud. Say it three times as fast as you can.

“Eleven owls licked eleven little lollipops”

The school is celebrating Independence day and the following instructions are given to the students.



Instructions from the teacher to the students:

Students should report in sports uniform on Independence day for the flag hoisting ceremony at 8:15 a.m. Major Sonam Quereshi will be the Chief Guest to hoist the national flag. Attendance is compulsory. Students will report to the Assembly area by 8:00 a.m. and should be seated in the place allocated for the class.

From the instructions, let's check if we have answers to the following questions:

What time is the event?

Is there a Chief guest for the day?

Where should the students assemble?

What are the two compulsory instructions?

Whenever you give instructions, it should be clear and concise.

Activity 3.1: Choose one of the events given below and create a set of instructions for students:

Sports day	Children's day celebrations	Annual day
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Write your instruction for the event here:

Use the checklist to see if you have included all the information:



Rishab packs his bags for school with the timetable given. His favourite day is Thursday because they have P.T period and Makers Lab period.



Activity 3.2: Let us now create questions using the following question words to talk about the time table and then create a conversation with a partner:

What	How many	When	Which
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Tip: Use your timetable for the activity

What _____ ?

When _____ ?

Which _____ ?

How many _____ ?

Did you know, riddles are types of questions that are purposely made to sound difficult to give a challenge to the mind? They are not the same as quiz questions.

Try to guess the answer to these riddles:

What has a neck but no head?

What goes up but never comes down?

I'm an odd number, take away a letter and I become even.

Activity 3.3: Create three riddles of your own in the space below and share them with the class:

Look at the picture carefully and guess what is happening:



Activity 3.4: Choose one of the following committees and write down what responsibilities this committee will take up:

Clean class committee	Discipline committee	Hygiene committee	Nutritious food committee	Birthday committee
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Name of the committee:

Responsibilities of the committee

Veeru and Mala are neighbours. They live in the same locality. One day while they were playing on the streets, a postman dropped two letters- one was for Veeru's grandfather and the other was for Mala's mother. When the children looked at the addresses, they were surprised, the 6-digit pincode was different, even though they were living in the same locality.



Write down your address in the box below and compare the pincode with others in

Activity 3.5: Use the following questions and create a conversation to find out the address and locality of a partner:

- Which part of the city are you from?
- What is the name of your street?
- Which flat do you live in?
- What is your pincode?

Have you noticed signboards near the school? Sign boards are images that provide essential information especially for getting directions or to enforce rules

Where have you seen this signboard?



Activity 3.6: Choose one signboard. Create a conversation with a partner to talk about the signboard.



UNIT 4: World around me

Let's read an African folk tale about the Sun, Moon and Water:

The Sun, Moon and water were great friends. Many years ago, they lived on Earth. The Sun and the Moon lived together in a house. Water lived in a large house near the hills. The Sun and the Moon visited water, but Water never visited them.

One day the Sun asked Water why she never visited him. Water replied that the Sun's house was too small and would not be able to accommodate all its family members.

Water said, 'If you want me to visit you, build a bigger house. I have many relatives, some are tall, some are short, some are fat, some are thin. Wherever I go, I take them along.' The Sun promised to build a huge house. He came back home to his brother the Moon. He told his brother what he had promised Water. Both of them built a large house for Water and her family members to come and stay. When the house was ready, the Sun invited Water.



Water arrived, she asked the Sun if it was safe for all her family members to enter. Sun welcomed 'Yes, you may all come in.'

Water began to flow in, followed by the small fish, thin seahorses and bright fish and all the other water animals.

The house was knee-deep in water. Again, Water asked Sun if it was still safe, Sun welcomed more relatives to come. So, Water and all his family continued to come in. Now big sharks, fat fish and dull octopuses came in. The water level was over a man's head. Water checked again 'Do you still want more of my people to come?' Sun happily said 'Yes, more the merrier.'

So more and more of the water's people came in, until Sun and Moon had to go on top of the roof. When the water flowed over the top of the roof, the Sun and Moon were forced to go up into the sky ...and they have been there ever since.

Do you think this story is true?

Activity 4.1: Let's retell the story in our own way.

Heera's family plan to go on a 5-day trip to Sikkim. Her mother, Ganga, checks the weather update and says, the temperature will be between 10-18 degrees. She tells Heera and Harsh to pack their jackets. Her father, Jay shares the plan of what they will do each day with the family. They make a list of things they will need for their vacation.



Checklist for the tour

- Warm clothing- sweater, jackets, gloves, woolen cap, shoes
- Clothes 1 set for each day
- Toiletries- paste, brush, comb, soap, sanitiser etc.
- Phone, charger, power bank, selfie stick
- Snacks

Activity 4.2: Choose a place to go on a vacation and create a list of things you think you should carry:

Place:

Checklist of things for the tour

Let's practice some words we may use in a restaurant

Cutlery	Waiter	Soup	Starters	Main course
Order	Menu	Meal	Lunch	Dinner

Read the following conversation at a restaurant:



Customer: Good evening. Can I have the Menu card please?

Waiter: Good evening, Sir. You can scan the QR code on this for the Menu, Sir.

Customer: Can I place my order? I would like a Tomato Soup, two by four and two Ghee Roasts, one garlic naan and a malai kofta.

Waiter: Would you like some starters? Our Paneer Tikka is really good Sir.

Customer: Hmmm Ok. We will take that too.

Waiter: Let me repeat your order Sir Tomato Soup, two by four, one paneer tikka and two Ghee Roasts, one garlic naan and a malai kofta.

Customer: Yes, that's right

Waiter: Enjoy your meal, Sir.

Activity 4.3: Create your dialogues for a role play at a restaurant. Plan your dialogues in the space below:

Activity 4.5: The boxes below have names of different occupations. Identify three jobs you think are interesting. Share your reasons with a partner.

Doctor	Teacher	Call driver
Lawyer	Youtuber	Toy-maker
Ice-cream taster	Politician	Author
Bank Employee	Actor	Homemaker
Electrician	Musician	Artist
Detective	Dancer	Professor
Counsellor	Engineer	Fashion Designer

Activity 4.6: Choose a sport or a game. You need to make a group presentation about the rules of the game and how it is played.

Name of the team:

Name of the Sport chosen:

What am I going to say?

Reflections: Let's think and reflect on what we have learnt in Speaking circles. Put a tick mark on statements that are true for you.

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.			

