

Speaking Circles

Class - 10

Preface

Speaking Circles

Speak English with Ease

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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.



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UNIT 1: Our Lives

Look at these statements below. Where do you think you will use these statements?:

I can see that you don't like this.

This must be hard for you.

Do you want me to sit with you for a while?

You don't have to justify or explain anything to me.

I feel sad you are going through all this.

I am here to be with you, no matter what!

These are empathetic statements you could use to make someone feel better. Remember, you could use back-channelling and your body language to show empathy. Here are some body language cues:

- Lean forward when you talk to someone who needs help
- Look at the speaker
- Pay attention to what they say.
- Hold their hands if necessary.
- Use appropriate facial expressions

Activity 1.1: Create a role play with a partner using one or more of the statements for one of the situations given below:

Tips: Remember the body language cues

1. A friend is upset because she/ he had a fight with the parents in the morning and feels bad for behaving badly.
2. Your sibling was looking forward to a class trip but that got cancelled because of the rain.
3. A friend is feeling sad because her/ his entry to a competition was rejected.
4. A cousin is cyber bullied by unknown people and has started to doubt her/ his capabilities. Talk to him/her.



Group Discussion:

A group discussion is a forum where people share their ideas, it is not like a debate where people defend their motion. It is a structured conversation where one gets to analyse different ideas, express opinions, listen actively and respond respectfully.

Here are some phrases you can use in group discussion, they are called thinking phrases- these expressions give you time to think of ideas to share.

To express opinions/ ideas

I think...
In my opinion...
I would believe that..
From my point of view...

Show reasoning:

Because of that...
That's why I think...
If we consider...
The reason is that...

When you are not sure:

Let me think....
I'm not sure, maybe...
I haven't thought about
it much...
Well, it depends...

To compare and contrast

On the other hand...
But if you look at it this way...
While that may be true...
We need to look at it from different
points of views so that....

Activity 1.2: Choose one of the topics below for a Group discussion:

1. Artificial intelligence will overtake human intelligence some day.
2. Academic scores alone are not a reflection of a person's potential.
3. Having an open mind helps you stay positive.
4. How can we overcome exam fear?



Adding humour in speech:

Humour in discourse

Humour in speeches helps you to instantly connect with the audience and grabs the attention of the listeners. When the audience listens to a joke, they laugh and in a way that helps you calm down when you are tense before a speech. There are many ways we can add humour in our speech, let us look at two common ways:

1. Present an obvious funny thing from everyday life that people notice but don't talk much about. For example: Have you ever had the experience of finding a lost object after you have replaced it?
2. Exaggerate an event: When you narrate an event with exaggeration it can sound funny. For example, you waited in a queue and felt that the other queue moved faster, so moved there and then you find that the person standing behind you walked away with tickets much before you did.

Activity 1.3: Use one of the techniques and narrate an incident from your life in a funny way. Plan your speech in the space below



UNIT 2: Our Future

Having fun with advertisements: **CAB** is a strategy you could use to convince customers about your product. CAB is an acronym and it expands to

Characteristics of the product

Advantages

Benefits for the buyers

Activity 2.1: Use this strategy to create an advertisement for one of the products:

1. Spider as a pet
2. Anti-social Network
3. The Nothing
4. Invisible eye glasses
5. Ghost night lamp

Persuade with PREP: **P**oint **R**eason **E**xample **P**oint is a strategy that can be used to structure a persuasive argument. Begin with a point, give a reason, share an example and then conclude with the point.

You could use this strategy when you prepare for debate, share a strong opinion and while making presentations. Here is an example, in this notice the words in bold to understand the transition from one point to the other.

Topic: Should we reduce the use of plastic in daily life?

I strongly believe that we should reduce the use of plastic in our daily lives. **The main reason** is that plastic causes serious harm to the environment and human health, and most plastic products are used only once but remain in nature for hundreds of years. **For example**, plastic bags and bottles often end up in rivers and oceans, where animals mistake them for food. Many sea creatures die because of this. **In addition**, burning plastic releases toxic gases, which pollute the air and increase health problems such as breathing disorders. **When I started** carrying a cloth bag and a steel water bottle, I realised that simple changes can significantly reduce plastic waste. **Therefore**, I firmly feel that reducing plastic use is not just a choice but a responsibility, and small daily actions by individuals can create a big positive impact on the planet.



Activity 2.2: Use PREP and prepare your arguments for one of the topics:

1. One should be 18 years old to get a social media account.
2. Are we losing local culture by becoming global?
3. Is this generation looking for validation all the time?
4. Is there a moral duty for us as humans to help strangers?
5. Is it possible for us to stay positive all the time?

Responding to outbursts- Read the conversation below and discuss what went wrong:



Responding Vs Reacting: Let us first understand the difference between reacting and responding. When we react, we are defensive, impulsive and are usually influenced by anger, fear or frustration. Whereas when we respond, we take a moment to pause and process the emotion before saying anything.

When we respond, we are mindful and never hurt others.

Activity 2.3: Let's turn the conversation in the comic panels responsive:



UNIT 3: Our Society

Activity 3.1: Watch the video and make notes and discuss in groups:

Title of the Video	Main Idea
The video talks about	New words I hear

Activity 3.2: Given below are a few imaginary scenarios. Read them carefully, choose one of them and share with a partner what you have done in that scenario?

Scenario 1:

Your mother booked an Uber for you to go to tuition, you usually return by bus, you have a travel card you can use in the bus, you don't have a phone. Suddenly you realise that you don't have the card and your wallet.

Scenario 2:

You were on a train journey with your friends to Rajasthan, you wake up to find that you are in the middle of a desert all alone, you only have your phone but no internet.

Scenario 3:

Your social media is hacked and the hacker sends inappropriate messages to all your friends. You don't realise that until you notice that your friends avoided you.

Scenario 4:

You waved excitedly at someone but they didn't wave at you, all your friends saw this.

Scenario 5:

You had a great outing with your friends, perhaps took the best pictures and made a couple of reels too. As you are getting ready to leave, a child walks up to you and says your T shirt is inside out in front of everyone.



Reporting an incident:

Here are some rules you need to remember to change direct to indirect speech. You will need to do the following changes:

Tense:

Simple Present becomes **Simple Past**; I dance to **She/ He danced**.

Present continuous become **Past continuous**: I am driving to **He/ She was driving**.

Present perfect become **Past perfect**: I have finished my homework becomes **She said that she had finished her homework**.

Simple Past becomes **Past perfect**: I danced becomes **She said that she had danced**.

Pronouns:

I becomes **he/ she**; we becomes **they**

Mine becomes **his/ hers**

Time:

Today becomes **that day**, tomorrow becomes **next day**.



Here is a conversation between two cats, let's report that:



Activity 3.3: Become a reporter from your locality. Bring an interesting bit of news from your locality to your class



UNIT 4: Our Vision for Future

Skim through the conversations below and guess the scenario:

Rohan: Hi Aisha, this is Arjun. He joined our class today. He's a State-level basketball player.

Asha: Hello, Arjun. Welcome to our class, we have a champion amongst us.

Arjun: Thank you.

Rohan: Arjun, this is Asha. She's the class monitor who's very good at her work

Arjun: Nice to meet you, Asha.

Student: Good afternoon, Madam.

Principal: Good afternoon.

Student: Madam, this is Mr. Prakash, our guest speaker for today's leadership programme.

Principal: Welcome, Mr. Prakash. We are extremely grateful for your presence here.

Mr. Prakash: Thank you, Madam. Pleasure is mine.

Student: Sir, this is our Principal, Mrs. Meenakshi.

Mr. Prakash: It's an honour to meet you, ma'am.

What rule of introduction etiquette do you observe in the conversations?

- Men are introduced to women
- Young people to older ones
- Known people to newcomers



Activity 4.1: Choose one of the following situations for your role play with a partner.

- Parent to the class teacher
- Friends to your elder brother
- Grandparent to your classmate
- Mother to a friend's mother
- Father to a friend's mother

Introduction to Toastmasters style public speaking, debating and discussion: There are 6 roles for the activity, the entire class will participate playing different roles in rotation. Depending on the strength of the class, a number of students may be allotted different roles. The Evaluators/ Timers/ Grammarians and Ah-counters work in teams.

The evaluator/ topic masters allot topics to the Scheduled speakers well in advance.

Agenda of the Toastmaster

- Welcome and introduction by Master Speaker
- Grammarian- to introduce word of the day
- Master speaker invites Topics Master/ Evaluator
- Topics Master introduces topics
- Master speaker invites speakers
- Master Speaker invites Evaluator to provide comments
- Master Speaker invites Grammarian to provide comments
- Master Speaker invites Ah-counter to provide comments
- Master speaker invites people to vote for the best speaker
- Announces and rewards the Best speaker
- Closes meeting



Master Speaker

The Master speaker sets the tone for the meeting. The main duties of the Toastmaster are:

- to coordinate and conduct the entire meeting
- introduce participants
- act as a genial host
- Introduce each speaker. After your introduction, wait for the speaker to come to the front. Return to your seat when they are in position.
- Lead the applause before and after, each prepared speech, and the General Evaluator's remarks.
- Conduct voting for the best speaker
- Present Awards

Tip to be a good Toastmaster

Start with a lot of energy, enthusiasm, and decisiveness.

Grammarian

The responsibilities of the grammarian are to introduce new words, comment on the language used during the course of the meeting, and to provide examples of good grammar and word usage.

- Announce the word of the day.
- State the part of speech, the definition, use it in a sentence, and invite everyone speaking during the meeting to use it.
- Briefly explain the role of the grammarian.
- Throughout the meeting, listen to each speaker's word usage.
- Write any awkward use or misuse of language (such as incomplete sentences or incorrect grammar) with a note of who erred.



- Create a list of members who used the word of the day (or a form of it) and note those who used it correctly.
- When called to give your report. Offer examples of correct usage in every instance in which there was misuse of grammar.
- Report the use of creative language and announce who used the word of the day (or a form of it) correctly.

Scheduled speaker

A major part of every Toastmasters meeting revolves around two or more scheduled speakers.

Benefits:

- Giving a prepared speech provides an excellent opportunity to practice your organization, and time management.

Tips:

- Avoid studying your speech notes while someone else is talking.
- When introduced, walk with confidence to the front of the class.
- After you finish your speech, wait for the Toastmaster to return to the front before taking your seat.
- During your speech evaluation, listen for helpful advice that will assist you in delivering better speeches in the future.

Topic Master and Evaluator

The Role is to help members be more self-confident and improve their speaking skills.

- The evaluator provides feedback to the speaker. This feedback includes verbal and non-verbal communication.
- Evaluate based on criteria given on a scale of 1-5
- Write down specific comments for speakers and other roles
- Praise good work and acknowledge the same



- The general evaluator's speech is also timed to highlight key observations

Timer

An effective speaker has the ability to express themselves within a specific amount of time. Members rely on the timer to pace speeches and practice adhering to a time frame.

To fulfill the role of the timer, you must know each presenter's speech length. Prepared speeches can be in a range of 3-4 mins. Impromptu speeches can be 2-3 mins.

- Explain the timing rules at the start of the meeting.
- Be clear and concise as you describe your duties and report time.
- When introduced, explain the timing rules and demonstrate the signal device.
- Throughout the meeting, listen carefully to each participating member and signal speakers.
- Will also signal the Toastmaster when they have spoken for their allotted or agreed-upon time.
- Record each participant's name and the exact time they required to complete their speech.

Time instruction

- Each scheduled speaker gets 2-3 mins to speak on the topic
- At the end of 2 mins, the timer will raise their hands to signal to the speaker
- At the end of 3 mins the timer will clap their hands and ask the speaker to stop.

Ah- counter

The role of the Ah-Counter is to note unnecessary words and sounds used by members who speak during the meeting. Words or phrases that may be used inappropriately or unnecessarily include and, well, but, so, and you know. Sounds may include ah, um, and er.



- Explain the role of the Ah-Counter.
- Throughout the meeting, listen to speakers and note unnecessary words, sounds, and pauses.
- Tally the sounds or words each person uses throughout the meeting.

Activity 4.2: Organise into groups, assign roles and start your toastmaster journey

Reflections: Think about different things you have learnt during the speaking circles classes and fill in the table below:

1 things I learnt from the speaking classes
2 things I liked about the speaking classes
3 things I am sure to apply in my life

