

Speaking Circles

Class - 11

Preface

Speaking Circles

Speak English with Ease

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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.



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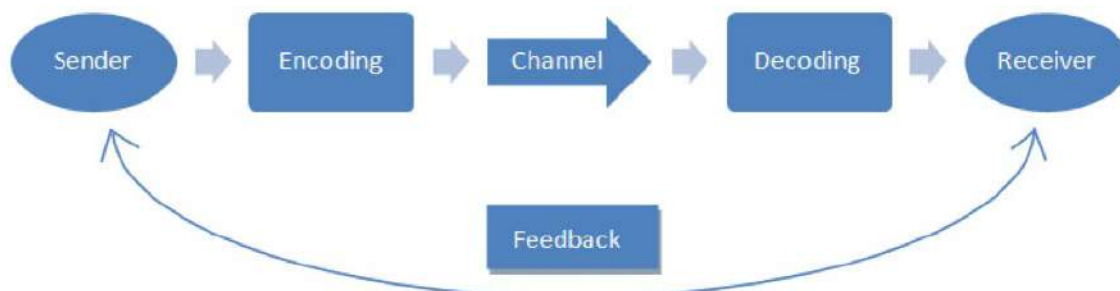
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UNIT 1: Our Lives

Communication is a process of exchanging information, thought, ideas, feelings and emotion through speech, signals, writing or behaviour. In this process there is a sender of the message, a receiver and a medium that is used to communicate.



We communicate to get and give information, to ensure people understand our intentions, to give suggestions, to persuade, influence and have a conversation.

7 Cs of communication

There are a set of principles your message should follow for it to be effective. There are different versions of the 7Cs, this one given here is the most common one. These principles will guide you in making your communication understandable, impactful and effective.

Clear: Should avoid ambiguity, the receiver should understand what you are trying to convey.

Concise: Should be crisp, simple and to the point.

Concrete: Should have specific details for clarity

Coherent: Should have logical flow of ideas

Correct: Should be accurate and reliable

Considerate: Should think about the receiver's understanding.

Courteous: Should have politeness and respectfulness in terms of the tone of speech and writing.



Read the following message and discuss the questions below.

I think we are going on an excursion in about 2 days. Come prepared for group activities because we will know the participants when we reach there.

Who is this information for?

What are the students supposed to do?

Look critically at the message and identify words that make the message ambiguous and incomplete.

Now read the following message and answer the questions below:

Students, we are going on an excursion on 18th August during school time by school bus. All of you will report at 8:15 am in your school uniform. Bring enough water and dry snacks. We are going to spend time at the Volunteer centre in Nedumpally village. The centre caters to destitute people in all age groups. You will see how they live like a family. We will be conducting games and fun activities for the participants. I will divide you into three groups and both groups have to think of activities you can do with children and adults because only when we reach there you will be allotted a group of people.

What is the event?

Who is going?

Where are they going?

When are they going?



What information do we have about the place?

What are the specific instructions given to the students?

Activity 1.1: Rewrite the following message applying the 7C principle

- A. Summer camp for kids in 25- 5th May at Blacky Curls play school, Nolumbur. Your child will learn arts, craft, dance, theater and have fun. Enrol limited seats soon closing.

- B. Communication class rescheduled to Thursday, same timings but one hour before. All students must be present.

- C. Maintenance work in Mogappair, Anna nagar and Thirumangalam on 1st April. No supply so make alternate arrangements.



Rasa Theory & Non-verbal Communication

Introduction to Rasa Theory: Conceptual understanding of attributes:

Background

Who is Bharatha Muni? – Bharata Muni is an ancient Indian sage traditionally credited as the author of the Natyashastra, a seminal Sanskrit text on performing arts.

What is Natyashastra? – Natyashastra is an ancient Sanskrit text attributed to sage Bharata Muni. It is a comprehensive treatise on performing arts, encompassing various aspects of theatre, dance, music, and aesthetics. It serves as a foundational text for Indian classical performing arts.

The Natyashastra - <https://www.youtube.com/watch?v=ZaMUzKGAynU>

Bhavas and the corresponding rasa

Bhava is an emotive state expressed in the arts to evoke rasa. Bhavas are presented through the process of Abhinaya, wherein the artist or performer interprets the various bhavas through Facial movement, speech or representation.

Bhava: Bhava represents the emotional states or sentiments portrayed by the actors. It encompasses the various moods and feelings expressed on stage, such as love, anger, joy, sorrow, and more.

Vyabhichari Bhava: Also known as transitory emotions, Vyabhichari Bhavas are fleeting emotional states that arise in response to different situations or stimuli. They complement the primary emotional states (Sthayi Bhavas) and add depth to the portrayal of characters.

Satvik Bhava: Satvik Bhavas are the involuntary physical and emotional reactions that occur naturally in response to the portrayal of Bhavas. These include actions like tears, trembling, and sweating, which contribute to the realism and impact of the performance.

Vibhav: Vibhav refers to the determinants or stimuli that evoke emotions in the characters. These can be external factors, such as events or objects, as well as internal factors like memories or thoughts.



Anubhav: Anubhav represents the outward expressions or manifestations of emotions displayed by the characters on stage. It includes facial expressions, gestures, body language, and vocal modulation.

Discuss Rasa Theory.

Rasa- means aesthetic pleasure or enjoyment- the essence of a performance. Rasa is a kind of sentiment and the audience gets the sentiment from a piece of creative object (play).

The Rasa theory - <https://www.youtube.com/watch?v=WfDCKgd23LQ>

1. **Shringar Rasa:** The word Shringara in Sanskrit means love, romance, decoration and beauty, attractive and aesthetic sense.
2. **Hasya Rasa:** Hasya is the rasa used to express joy or mirth. Pure, unadulterated Hasya is true happiness, a joy that comes from within.
3. **Karuna Rasa:** The Sanskrit word karuna means "sorrow," which suggests sadness and pity. Unspeakable sorrow and despair.
4. **Raudra Rasa** - This emotion of anger is known by the name Raudra Rasa.
5. **Bayanaka Rasa** – Bhayanaka rasa or the terrible sentiment is experienced. To evoke Bhayanaka Rasa, performers employ wide eyes, trembling limbs, and tense silence to convey terror and apprehension.
6. **Veera Rasa** – Veer means Bravery. It represents courage, confidence, grit and determination.
7. **Bibhastha Rasa** – These expressions appear on the face after seeing a dirty place, hearing something inappropriate, or witnessing someone's improper behaviour, thereby expressing the Disgust (Bibhastha) Rasa
8. – This rasa is generated by the occurrence of a miracle or an impossible feat, or by witnessing something astonishing. Performers captivate audiences with Adbhuta Rasa by showcasing wide-eyed wonder, open-mouthed astonishment, and breathless excitement.
9. **Shanta (Peace)**- When the other eight rasas are absent in a person's mind, the state is called Śānta Rasa. It is the state of being free from emotional disturbance.

The Rasa - <https://www.youtube.com/watch?v=vRPIZjvJiDQ>

How can emotions be evoked through performance?

Activity 1.2: Read the following situations and enact with expressions

1. **Hasya:- situation-** after watching a jester or hearing some funny words.
2. **Karuna: Situation** - Imagine you have seen a dog on the street struggling for food.
3. **Sringara:- Situation-** You are getting ready to meet your friends at a party after a long time.
4. **Raudra:- Situation-** You discover that someone has stolen your favourite book.
5. **Bhayanaka:- Situation-** Without any preparation, you are called on stage to speak about education.
6. **Veera:- Situation-** You have rescued many birds and animals from a forest fire.
7. **Bibhastha:- Situation-** There's sewage water floating on your street. Or you found a worm in your food.
8. **Adbhuta:- Situation-** You got more marks than you expected.
9. **Shanta: situation-** You are sitting in meditation.

Active Listening

Listening is one of the most important soft skills one should acquire. To communicate better we need to listen first. Messages are often misunderstood if one lacks the skill to listen carefully. Notice that the topic reads 'Active Listening' which means when you listen you apply your mind to process the information and participate in the conversation physically and mentally.

Key components of active listening

1. **Paying attention:** Wait for the speaker to complete and listen avoiding any distractions. You can non-verbally pay attention by making eye contact with the speaker and by nodding your head. You can also verbally acknowledge the speaker's statements by agreeing or disagreeing.



2. **Active Engagement:** Asking for clarifications is a way to let the other person know you are listening and engaging on what the person has conveyed. Summarising the speaker's statements and letting them know what you think is another way to engage actively.
3. **Focus on the content:** Make a note on what the speaker says. Absorb the information fully.

Non-verbal Listening Cues

- Make eye contact.
- Nod your head in acknowledgement.
- Use face expressions to show agreement.
- Smile when the speaker makes eye contact.
- Avoid fidgeting
- Use hand gestures to get attention of the speaker
- Mirror body language of the speaker but do not imitate them

Use back channelling techniques

When the listener responds in short messages verbally or non-verbally, it is called **back channelling**.

Expressions you could use to back channel are:

Oh! I see, yeah, wow, that's great, Umm, Well... Phew..., hmm...

Another technique in back channelling is to summarise what the speaker has said, this is an effective way to show active listening.



Activity 1.3: Watch the video and write down three suggestions the speaker makes on Active Listening, share it with a partner.

Barriers in communication

When communication fails we understand it is because of barriers of different kinds. Look at the table below to understand what can hinder communication.

Barrier	Explanation
Language	When the receiver does not understand the words used (too technical or use of jargons)
Noise	Noise from the background or noise inside the receiver's mind
Overload	When the speaker gives a lot of information
Emotion	Mood of the person, emotion the person is going through can affect the way we listen to information
Gaps	If the information is not complete or with technology there are technical glitches.



Asking for clarifications

Seeking clarification is a useful way to let someone know you are listening and to ensure that you have understood the message correctly. We can seek clarifications using W/H questions or Yes/ No questions. Here are a dozen ways you can seek clarification:

- Could you explain this further, please?
- So, you mean.....
- So, you are saying....
- Are you saying/ indicating/ letting us know...?
- What (exactly) do you mean by.....?
- If I may ask you,....?
- If I understand you correctly,.....?
- I want to make sure I understand what you said,...
- Can you repeat that for me, please?
- Can you tell me a bit more about this?
- Could you give me an example?
- What exactly do you want to know?



Unit 2: Our Future

Student's SWOT Analysis

What is SWOT?

S- Strengths **W**- Weaknesses **O**- Opportunities **T**- Threats

To begin with, in this session we will focus on the Strengths and Weaknesses. Opportunities and threats we will look at, at the end of the course.

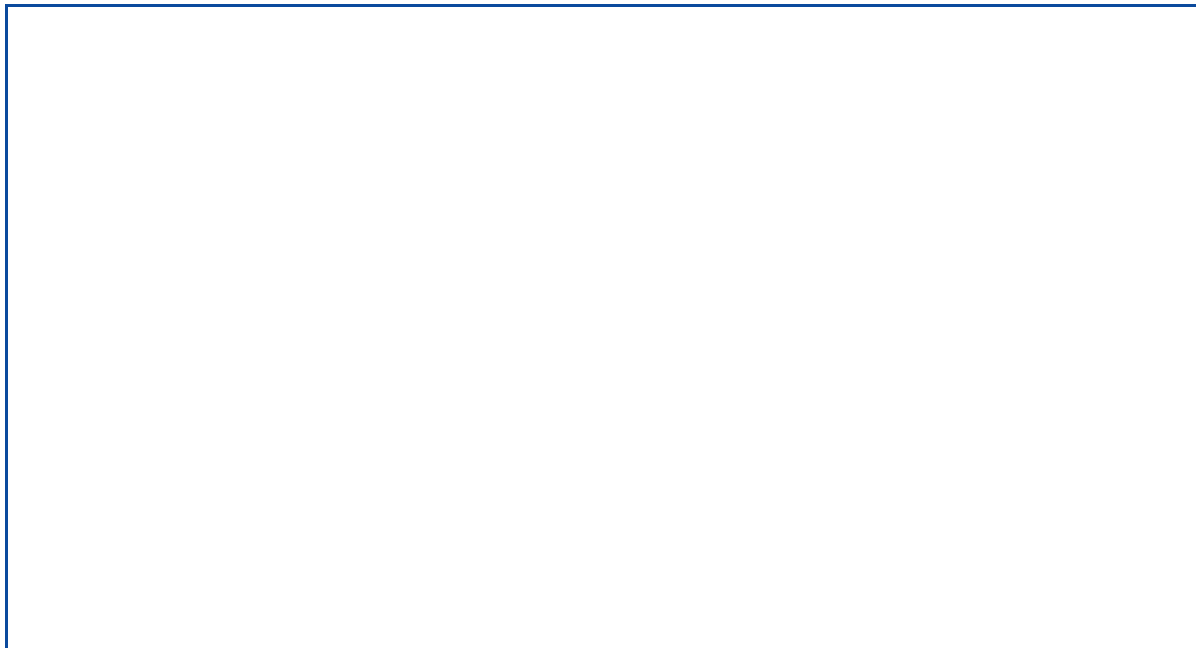
How can I do SWOT for myself?

Step 1: You could start your SWOT Analysis by writing down what you are good at in the box below.

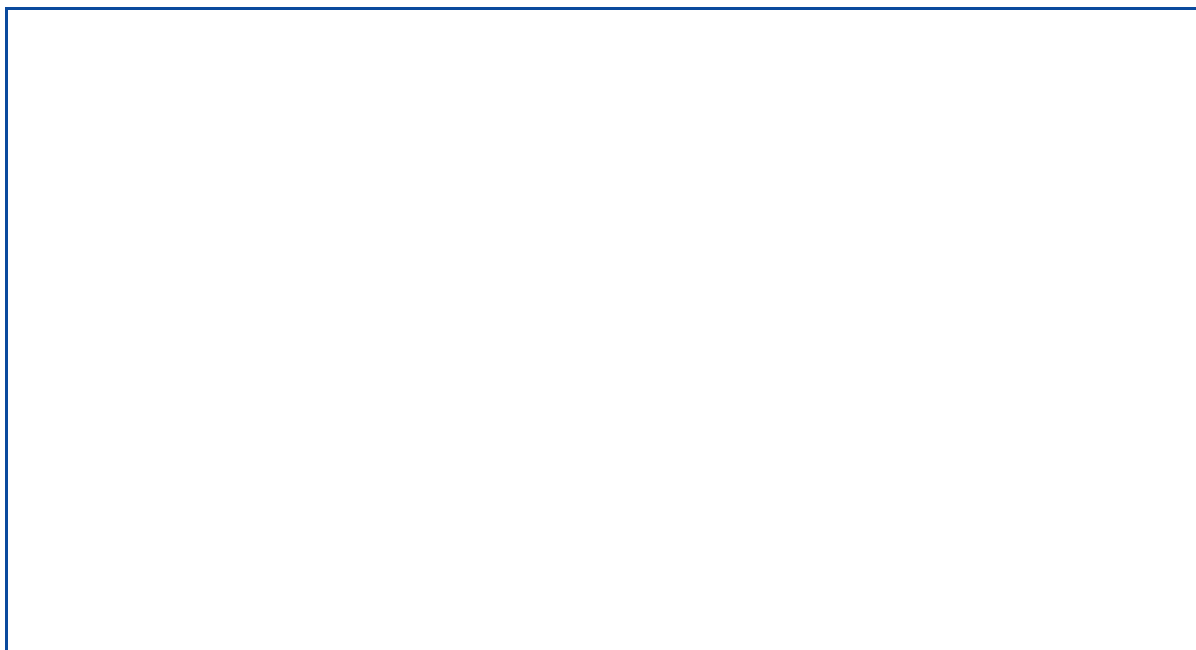
Tip: Identify your talents and write as many things as possible, this need not be limited to academic talents.



Step 2: Identify something you have expertise in. This need not be limited to academics.

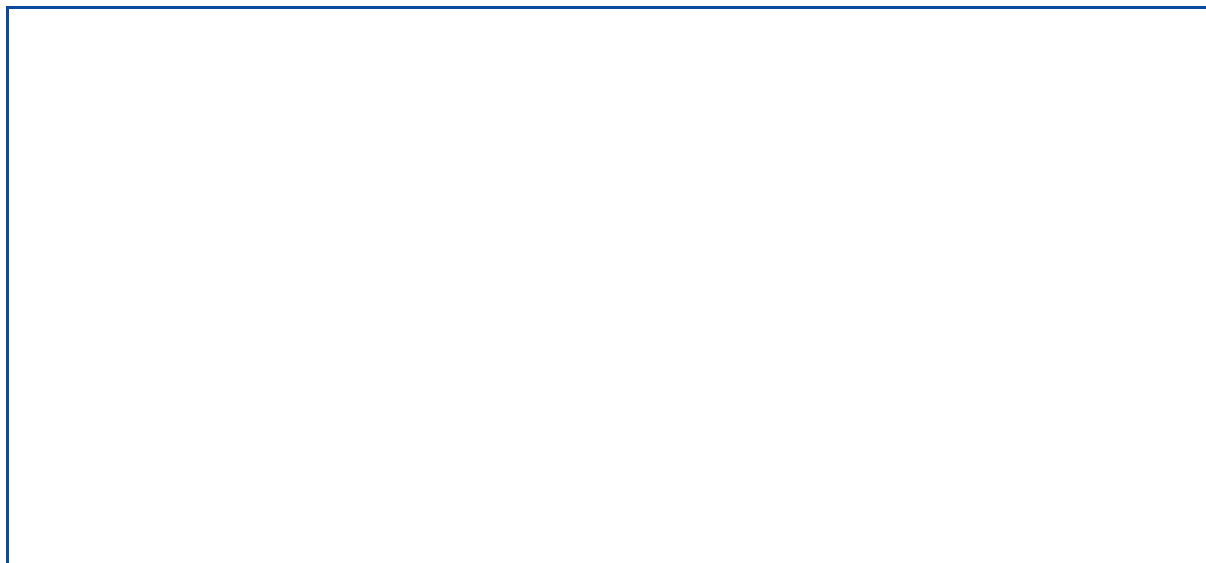


Step 3: Identify what makes you different from others.

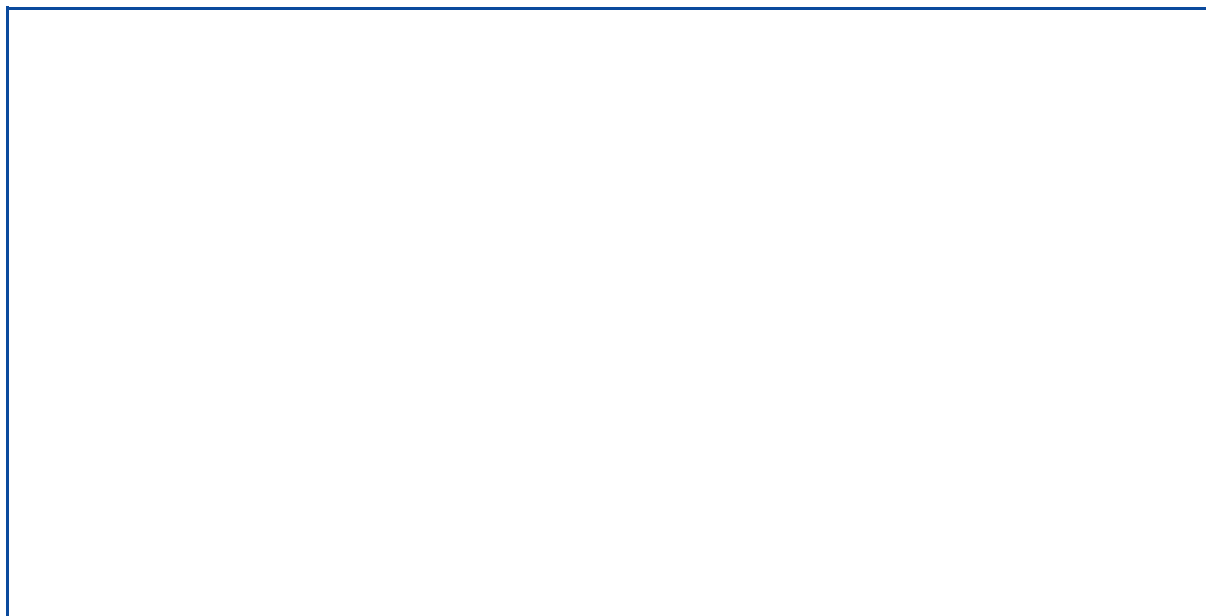


Step 4: What do others see as your strength?

Sometimes, we find our teachers, friends, family and well-wishers seeing abilities in us that we may not know about. Ask friends and family members to help you fill this box:



After you complete Step 4, look at the list of strengths you have identified. Using that information create a 50 word write up about your strengths and write it in the box below:



Weaknesses

Weaknesses are usually things that hold you back from achieving what you may be able to achieve.

1. What kind of fears do I have?
2. What is difficult for me? (Apart from academics)
3. What are the things I don't know yet?
4. What affects me?
5. Things I wish I had.

Activity 2.1: Write in 150-200 & present a monologue expressing your weaknesses and transforming them into positivity. Look at the examples below:

Example:-

I am a student walking a tightrope between dreams and deadlines. My bag is heavy, not just with books, but with expectations. Every morning begins with hope, and every night ends with questions. Am I doing enough? Am I becoming who I want to be?



In the classroom, I learn formulae, dates, and definitions, but outside, life teaches me patience, failure, and courage. I learn how to lose marks and still smile, how to fail and stand up again. Exams scare me, yes—but they also push me to discover my strength. Friendship becomes my shelter, laughter my medicine, and late-night discussions, my philosophy class.

Sometimes I feel lost, competing in a race where everyone seems faster. But then I remember—this journey is not about being the best, it's about becoming better. A student's life is a rehearsal for the future, full of mistakes, retakes, and improvisations.

I may not have all the answers today, but I have curiosity. I may stumble, but I keep walking. Because student life is not just about preparing for a career—it's about shaping a mind, building a heart, and learning how to dream without fear.



Unit 3: Our Society

Activity 3.1: Write your goal and answer the following questions.

My Goal:

What steps should I follow to achieve my goal?

How will I know I have achieved it?

Is it connected to what I am doing right now?

By when will I achieve this goal?

Am I being too ambitious or am I setting a lower target?



When you set a goal, you need to be absolutely sure of what you want to achieve. Look at how **SMART Goals** can help you:

Specific **M**easurable **A**chievable **R**elevant **T**imebound

Specific: You should be specific about what you want to achieve. There should be no ambiguity in the goal.

I want to be a good human being.

I want to feed 10 poor people every day.

Between the two goals, which one do you think is more specific?

Measurable: You should be able to measure what you will achieve and how much you will achieve.

I want to be a good human being.

I want to feed 10 poor people every day.

Which goal can be measured in terms of numbers?

Achievable: Can you achieve this goal or is it too ambitious? This is a question you will need to ask yourself. When goals are achievable then there is more motivation to achieve it.

I want to be a good human being.

I want to feed 10 poor people every day.

Which goal is achievable? Being a good human being is possible but doing what makes you a good human being and is it something you can do?

Relevant: Does the goal align with your strengths and what you really want to do? This will help you make your goal related and relevant to what you are doing.

I want to be a good human being.

I want to feed 10 poor people every day.



Is this what I really want to do? This question will help you make your goals not just specific but relate them to your strengths.

Time-bound: There should be time-targets for the goal. No goal can be for an infinite number of years. The time period can be short or long, but giving the goal a time period will ensure that there is better planning done to achieve it.

I want to be a good human being.

I want to feed 10 poor people every day.

Which goal has a time factor in it? Adding a time or a day or number of days will make your goal more meaningful.

Activity 3.2: Choose one of the following issues to create a SMART goal

1. In the village of Kasthambadi, there are 300 households, 400 males and 550 females. There are 120 children in the village. The village has very few trees and remains very hot during summers and it is August now. The Panchayat President wants to transform the village into a Green village. She plans to create a layer of forest around the village with trees and shrubs before the next Summer. Create a plan for the Panchayat President using SMART goals.
2. A women's Self Help Group makes many materials out of Jute like bags, folders, water bottle covers, purses, pouches, phone covers, laptop sleeves. Though they have many items, they are not able to do well. Use SMART Goal principles to give them a plan to grow their business in a year's time.
3. Naveen is 25 years old. He weighs 125 Kgs. He wants to participate in a Marathon that is 9 months away. His physiotherapist advises him to lose considerable weight before enrolling for the Marathon. How can he apply SMART Goals to reach his target?



Street play

After formulating a SMART goal, present it through a street play to effectively reach a larger audience.

Introduction to Street Theatre: Conceptual understanding of attributes:

What is street theatre? - Street theatre (also called *nukkad natak* in India) refers to live theatrical performances that take place in public spaces like streets, marketplaces, parks, school grounds, or community areas instead of inside a traditional theatre building.

These performances are often free or low-cost and are accessible to anyone who happens to be passing by. Street theatre can encompass a wide range of theatrical styles, including comedy, drama, mime, puppetry, music, and dance. - The performances are typically designed to engage and entertain audiences while also addressing social, political, or cultural issues.

Key Features of Street Theatre:

1. Performed in public spaces – no formal stage or elaborate set.
2. Direct interaction with the audience – actors often engage spectators.
3. Strong social message – usually focuses on social, political, or cultural issues.
4. Loud and expressive acting – to attract and hold public attention.
5. Use of songs, sound, slogans, rhythmic dialogues, and clapping.
6. Dance movement and rhythmic choreography.

Purpose of Street Theatre: Street theatre is mainly used to:

1. Spread awareness/propaganda (education, environment, corruption, health, etc.)
2. Protest against social injustice.
3. engagingly educates people.
4. Encourage social change.

Example:-

1. **Tamil-** <https://www.youtube.com/watch?v=EyLadFV-Puo>
2. **Hindi-** <https://www.youtube.com/watch?v=IsVdqMujoc>

Unit 4: Our Environment

Time Management

Managing what we do in a day happens to be one of the most important things today. If we engage in watching social media for more than 3 hours, we know we have wasted valuable time that we could have used for studying. If we study for more than 4 hours at a stretch, we feel tired and stressed about how difficult life is. With good time management skills, you can do multiple things and do them more effectively.

With good time management skills:-

- You are in control of how you spend your time, which can make your life more energetic and reduce stress levels.
- You progress well in everything you do.
- You maintain a good balance between your studies, fun time with friends, family and pursuing a hobby.
- You have a mindset to add new things in your life.

POSEC Method of Time Management

Prioritise what is important and focus on completing that. In a day, there are many things you may want to do, but when you prioritise you will know which one to do first.

Look at the two activities and choose which one will you work on today (12th June)?

- Plan for a friend's birthday party (15th June)
- Assignment due (13th June)

Organise or structure what you need to do. Making a To-do List everyday will help.

Streamline: this will help you identify tasks that are not necessary or distractions that take up your time.

Look at Renu's To-do list and identify tasks that can be distracting



To-do List for 25th September

- Practice 10 sums on polynomials
- Write a thank you note to people who will participate in the World Food Day event on Oct 14th
- Cut nails
- Arrange clothes cupboard before Amma screams
- Finish chemistry notes.

Economise: This will help us plan the day with respect to time available at hand and the tasks that can be done in the given time.

On a typical working day, you may go to school, then go for a class, then play for sometime, complete homework, watch TV, talk to family members about the day. In case you want to fit something in between like a friend's birthday party, you will need to know which time slot you can fit it in.

Contribute: Ensure that you are able to create a balance by doing other tasks in a day that matter - like spending time with family members, taking time off for hobbies etc.

POSEC Method in practice

Chitra is a class 10 student. She wants to create a plan to accommodate Maths tuition, Science tuition, time for some hobby, family and friends. The Math tuition teacher offers classes on Mondays, Wednesdays and Fridays in two slots- 4:00-5:30 pm and 6:00-7:30 pm; the music teacher is available only on Mondays and Thursdays between 6 & 7 pm. The science teacher offers classes on Monday, Wednesday and Friday between 4:00- 5:30 pm and another batch on Tuesday, Thursday and Saturday at the same time.

Chitra loves to socialise, meet people, go out with family and pursue drawing as a hobby. She also wants to create a regular study time.



Chitra's weekly plan

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4:00-5:30: Maths class	4:00-5:30 Science Class	4:00-5:30: Maths class	4:00-5:30: Science Class	4:00-5:30: Maths class	4:00-5:30 Science Class
6:00-7:00 Music class	Time for hobby	Time to talk to people	6:00-7:00 Music class	Time to go out	
8:00-9:30 Homework & Study time	8:00-9:30 Homework & Study time	8:00-9:30 Homework Study time	8:00-9:30 Homework & Study time	8:00-9:30 Homework & Study time	

Activity 4.1: Apply POSEC method to organise Manoj's week.

Manoj is an engineering student, he comes back from college by 2:00 a. everyday. Here's his wish list for the week.

- Study for one hour a day (Fluid mechanics, thermodynamics and machine design)
- Go out with friends
- Create one reel everyday and post it on Instagram
- Play badminton for 45 mins a day
- Polish shoes
- Fill petrol whenever necessary
- Mridangam classes twice a week (teacher available only on Wednesdays and Saturdays)



Activity 4.2: Scene work on the method of time management or the use of Persuasive Language.

Title: The Decision

Characters (5):

1. **Aarav** – Idealistic, passionate, believes in change
2. **Meera** – Practical, cautious, logical
3. **Rohan** – Ambitious, persuasive, self-centred
4. **Nisha** – Emotional, empathetic, people-oriented
5. **Kabir** – Neutral observer, thoughtful, moral voice

(A college classroom/community hall. Five chairs in a semi-circle. Aarav stands, excited.)

Aarav: Friends, listen to me for one moment. We keep complaining about how nothing ever changes. What if—just once—we *become* the change?

The abandoned playground can become a community learning space. Free classes. Art. Theatre. Hope.

Meera: Hope doesn't pay bills, Aarav. Who will fund this? Who will manage it? Passion alone won't hold a roof together.

Rohan: (smiling confidently) let's not dismiss it so quickly. Think about visibility. If this works, it puts *us* in the spotlight. Sponsors love social initiatives. This could be big—for all the right reasons.

Nisha: I saw children there yesterday, Aarav. No books. No guidance. If we don't act, who will? Sometimes responsibility comes before comfort.

Kabir: Before we decide, we must ask—are we doing this to help others, or to feel good about ourselves?

Aarav: Kabir, even if the intention begins small, the impact can be big. If we wait for perfect motives, we'll never move.

Meera: I ran the numbers. This project will drain time, energy, and money. Exams are coming. Careers matter too.

Rohan: (smoothly) Meera, careers are built on risks. Imagine this on your résumé—*Social Entrepreneur*. People respect leaders, not doubters.



Meera: Or they laugh at failures.

Nisha: Is failure worse than regret? Ten years from now, will we remember grades—or the chance we ignored?

Kabir: Emotion can inspire Nisha, but logic protects us. What happens when enthusiasm fades?

Aarav: (*firm, persuasive*) Then we remind ourselves why we started. Every movement faced resistance first—from inside. Meera, your caution can strengthen this project, not stop it.

Rohan: And let's be honest—if we don't do it, someone else will. And they'll take the credit.

Meera: You're all pushing me into this.

Aarav: No. We're inviting you to stand with us.

Kabir: Persuasion is powerful. It can build futures—or manipulate minds. So let me ask each of you—why should we do this?

Rohan: Because influence matters. And this gives us influence.

Nisha: Because empathy without action is just sympathy.

Meera: (*slowly*) because if we plan carefully... this *can* work.

Aarav: Because silence helps no one. And action—even imperfect—creates possibility.

Kabir: Then let this decision be honest. Not forced. Not selfish. But shared.

Meera: I'm in. But only if we do it responsibly.

Rohan: Looks like persuasion wins tonight.

Kabir: No. Conviction did.

(They stand together, united.) End (Lights fade.)



Use of Persuasive Language

Persuasion is to be able to convince someone to agree to, accept, or do something by reasoning and influencing. You can talk or write to persuade people.

Persuasive skill is an important skill we use in our lives everyday, it may be to convince parents about extra social media time or talking to teachers about extending assignment deadlines. When you understand the art of persuasion, it will help you learn how to influence another person.

There are three ways in which you can present your persuasive arguments- Ethos, Pathos and Logos.

Ethos: When there is use of one's credibility or trust in the argument, it implies the use of ethos- highlighting the expertise of someone. In advertisements for tooth pastes, you would have seen a dentist recommending something. When we see that it is recommended by an expert in the field, we are more likely to be convinced.

Can you think of advertisements where experts are used to convince you to buy the product?

Pathos: Pathos involves appealing to the audience's emotions and appealing to them emotionally. The emotion one wants to evoke depends on the product. You would see that health drinks for infants appeal to the parents' emotion of feeling anxious about a child's growth. So, when the argument appeals to us emotionally we are more likely to get convinced.

Can you think of advertisements that use emotional appeal of joy, empathy, fear or anxiety?

Logos: Logos involves using logic, reasoning and use of evidence for persuasion. You will see facts, statistics, reports etc. in these arguments for persuasion. You may have noticed oil ads mentioning statistics about the number of people prone to heart disease and how one brand can help you avoid emergencies. When we see facts and reports from credible sources, we are more likely to get convinced.

Can you think of advertisements that have used facts, statistics and reports?



Persuasion arguments should use a combination of ethos, pathos and logos for it to appeal to different kinds of people.

Let us now see, how persuasive language works, you could use the following to persuade people:

1. Rhetorical question: These are questions that have very obvious answers. For example,

Should we allow our planet to melt away to Global Warming?

Should we let our brothers and sisters die of hunger?

The obvious answer to both these questions is a NO. These questions help you introduce the topic you are going to talk about and also prepare the audience for the argument you will be presenting.

2. Repetition: Repeat key points

As the word suggests, it involves repeating key words several times to help the audience remember.

Don't miss out on the special, very special limited offer. Limited offer for just two days. Valid only for two days.

3. Story telling: Weave the message into a story that has an emotional appeal. This is one of the most widely used techniques for persuasion. When you use a personal anecdote or experience, it makes the argument real and relatable.

4. Using relatable examples and comparisons, these help break down complex information. A Data and Wifi advertisement may call its speed a 'superhighway', this is a comparison. You could use examples such as this to persuade your listener.



Activity 4.3: Look at the following advertisements and identify Ethos, pathos and logos in them. Discuss.

YOU CAN SEE THE DIFFERENCE

TICKETS

HOUSE FULL

OF COURSE HE USES -

CHERRY BLOSSOM

BOOT POLISH

Buy a Tin Today

Agents: GRAHAME TRADING CO. (PAKISTAN) LTD.,
 P.O. Box No. 20, Karachi

"I'll take them all!"

She just won't touch any other glucose biscuit — only PARLE

The tastier energy-food

Always so rich in vitamins, proteins, calcium— from the goodness of milk, wheat, sugar, glucose

PARLE
Gluco — India's largest-selling biscuit

Winner of World Selection Award

1,000 AMERICANS STOP SMOKING EVERY DAY.

BY DYING.

Cigarette smoking is responsible for more than 480,000 deaths per year in the United States.

YOUR IMPRINT HERE



Unit 5: Our vision for future

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

