



Teacher's Manual for

# Oral Communication in Context

For Senior High School



**C & E  
Publishing, Inc.**

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established in 1993 and is a  
member of ABAP, PBAI, NBDB,  
and PEPA.*

Teacher's Manual for  
Oral Communication in Context  
For Senior High School  
Published in 2016 by C & E Publishing, Inc.  
839 EDSA, South Triangle, Quezon City  
Tel. No.: (02) 929-5088  
e-mail: [info@cebookshop.com](mailto:info@cebookshop.com)

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Cover Design: Victor C. Joaquin

Layout: Jolly Monique B. Dela Peña

ISBN 978-971-98-0449-9

# Table of Contents

<b>About the Guide</b>	<b>iv</b>
<b>Unit I Nature and Elements of Communication</b>	
1 Fundamentals of Communication . . . . .	2
2 Intercultural Communication. . . . .	10
<b>Unit II Strategies in Various Speech Situations</b>	
1 Types of Speech Context and Style . . . . .	18
2 Types of Speech Act . . . . .	25
3 Types of Communicative Strategy . . . . .	30
<b>Unit III Fundamentals of Public Speaking</b>	
1 Principles of Speech Writing . . . . .	38
2 Principles of Speech Delivery. . . . .	44
<b>Unit IV Types of Speech</b>	
1 Organizing and Delivering a Manuscript Speech . . . . .	52
2 Organizing and Delivering a Memorized Speech . . . . .	58
3 Organizing and Delivering an Impromptu Speech . . . . .	62
4 Organizing and Delivering an Extemporaneous Speech . . . . .	68
5 Organizing and Delivering an Entertainment Speech . . . . .	73
6 Organizing and Delivering an Informative Speech. . . . .	78
7 Organizing and Delivering a Persuasive Speech . . . . .	82
<b>References</b>	<b>89</b>

# About the Guide

UNIT I				
<b>Nature and Elements of Communication</b>				
<b>Curriculum Guide</b>				
	Competency	Code	Content Standard	Performance Standard
<b>Lesson 1: Fundamentals of Communication</b>	defines communication, p. 4	EN11/120C-la-1	understands the nature and elements of oral communication in context, pp. 2-14	designs and performs effective controlled and uncontrolled oral communication activities based on context, pp. 2, 4, 6, 9, 11-14, 15-18, 26
	explains the nature and process of communication, pp. 4-5	EN11/120C-la-2		
	differentiates the various models of communication, pp. 5-6	EN11/120C-la-3		
	distinguishes the unique feature(s) of one communication process from the other, p. 6	EN11/120C-la-4		
	explains why there is a breakdown of communication, p. 8	EN11/120C-la-5		
	uses various strategies in order to avoid communication breakdown, p. 8	EN11/120C-la-6		
	discusses the functions of communication, p. 7	EN11/120C-lbe-8		
	identifies the speaker's purpose(s), p. 7	EN11/120C-lbe-9		
	watches and listens to sample oral communication activities, pp. 2, 11-14, 15-16	EN11/120C-lbe-10		
	ascertains the verbal and nonverbal cues that each speaker uses to achieve his/her purpose, pp. 13-14	EN11/120C-lbe-11		
	comprehends various kinds of oral texts, pp. 2, 11-14	EN11/120C-lbe-12		
	identifies strategies used by each speaker to convey his/her ideas effectively, pp. 7-8, 10	EN11/120C-lbe-13		
	evaluates the effectiveness of an oral communication activity, p. 14	EN11/120C-lbe-14		
	<b>Lesson 2: Intercultural Communication</b>	demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on culture, pp. 19-21, 26-27		
demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on gender, pp. 21-22, 23-24		EN11/120C-la-7.2		
demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on age, pp. 21-22		EN11/120C-la-7.3		
demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on social status, pp. 21, 23-25		EN11/120C-la-7.4		
demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on religion, pp. 21, 23-25		EN11/120C-la-7.5		

The guide consists of various useful components which can help the teacher effectively hone his/her students' oral communication skills.

A **curriculum guide** is placed before every unit to show how the textbook's content aligns with the Department of Education's curriculum. It shows the competencies which are found in each unit and the exact textbook pages in which they are found.

# Types of Speech Context and Style

Suggested Number of Hours: 7

## I. Lesson Highlights

- ❖ Speech contexts may be formal or informal, personal or impersonal depending on the relationship of the communicators and the context.
- ❖ The speech style that a communicator adopts depends on the listener, the situation, and various factors.

## II. Supplementary Information

- ❖ Self-concept is the basis in intrapersonal communication. This refers to how a communicator sees him/herself and involves his/her beliefs, values, and attitudes (Smith, 2004).
- ❖ Interpersonal communication is contextual; it involves the situation, environment, psychological, and cultural context.

## III. Teaching Strategies

### A. Let's Warm Up, p. 29

1. Encourage the students to be creative in their presentation. Various props or materials found in the classroom could be integrated into the performance.
2. Give each group ten minutes to prepare.
3. This activity enables students to communicate in different contexts and use different speech styles, from the preparation to the actual performance. Note down scenes in the performances of your students which you can integrate into the discussion.

### B. Self-audit, p. 30

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of the students in the *Self-audit* task will give you an idea of the parts to emphasize.

Each lesson comes with a **suggested number of hours** which estimates, based on the topic and the type of activities, how long each lesson is to be facilitated. This feature will help the teacher manage time and map out his/her strategies in teaching the lesson.

# Principles of Speech Writing

Suggested Number of Hours: 6

## I. Lesson Highlights

- ❖ Writing a speech also follows a process.
- ❖ Audience analysis is a key factor in writing an effective speech.
- ❖ A speech has a structure; it is composed of an introduction, a body, and a conclusion.
- ❖ Speech writing is a recursive process.

## II. Supplementary Information

- ❖ “Tell them what you’re going to tell them, tell them, then tell them what you told them” is an old adage about speech-making which points out that in making a speech, the speaker has to give the audience many chances to hear and understand the message.
- ❖ Signposts are transitional markers in the speech that let the audience know at what part of the speech the speaker is in. Common signposts include the numeric *first*, *second*, and *third* transitions to outline three main points.

## III. Teaching Strategies

### A. Let’s Warm Up, p. 60

1. Emphasize that students only have to note the steps they will take in planning the program. They don’t have to come up with an actual program.
2. Afterwards, discuss their insights using the guide questions in the book.
3. This activity introduces to the students the concept of planning. This gives the students a preview of how a set of logical and organized processes has to be done to achieve a goal, the same way a speech is written.

### B. Self-audit, p. 61

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

**Lesson highlights** preface every lesson. This component lists the salient information which the learner must be able to take away after the discussion. Items in this list are meant to be emphasized during the discussion.

# Organizing and Delivering a Manuscript Speech

Suggested Number of Hours: 6

## I. Lesson Highlights

- ❖ Delivering a manuscript speech does not entail merely reading from a script.
- ❖ One of the challenges in delivering this type of speech is establishing a connection with the audience without being able to look at them all the time, but this can be overcome through practice.
- ❖ Marking the manuscript for emphasis and pauses is a key requirement for a successful delivery.

## II. Supplementary Information

- ❖ Additional tips for delivering a manuscript speech are given below (Gellis, 2011).
  - *Questions in the speech should be short and concise. When delivering them, the speaker should look at the audience.*
  - *The manuscript should be formatted for ease of delivery. A sample format for the speech is pt. 16, no more than 7-8 words per line, and no more than 2-3 paragraphs per page. The pages should be numbered and should not be stapled.*
  - *The speaker should never end a sentence or begin a new one by looking down.*
- ❖ Below are additional problems that speakers may experience in delivering a manuscript speech (Franklin and Clark, 2001).
  - *When reading from a manuscript, there is a tendency to sound robotic or rigid.*
  - *The speech cannot be revised at the last minute.*
  - *The speaker needs to have a long time to prepare for the delivery.*

## III. Teaching Strategies

### A. Let's Warm Up, p. 94

1. After everyone has delivered the quote, discuss the students' evaluations of their partners.

52

The **supplementary information** presents various related information which can be used to enhance the discussion. This feature contains additional facts which are not found in the textbook.

1  
2  
3  
4

LESSON  
**2**

## Organizing and Delivering a Memorized Speech

Suggested Number of Hours: 4

### I. Lesson Highlights

- ❖ In delivering a memorized speech, communicating the message effectively, and not reciting all the lines correctly, is the priority.
- ❖ A memorized delivery is not recommended for long speeches. Choosing when to memorize depends on the topic and the occasion.

### II. Supplementary Information

- ❖ The following are additional tips in delivering a memorized speech.

*Practice the speech in front of a mirror to match non-verbal cues to the right parts.*

*Break down the speech according to ideas when memorizing. Commit to memory each main idea first.*

*Keep the speech short and concise by using short words and brief sentences.*

### III. Teaching Strategies

#### A. Let's Warm Up, p. 109

1. Give the following guidelines to the students when they are preparing their quotes.
  - a. The quote must be at least 15 words long.
  - b. They may use lines from their favorite movies or novels.
  - c. Clichéd quotes such as *Honesty is the best policy* or *With great power comes great responsibility* are not allowed.
2. This activity requires students to do a light memorization.
3. After the activity, ask: What techniques did you use to memorize the quote? Randomly call on students to share their responses. Note the useful techniques and bring them up in the discussion.

58

**Teaching strategies** include instructions, comments, and suggestions for teaching each component in the textbook and facilitating the exercises and activities. This feature also includes rubrics and criteria which can be used in evaluating students' outputs in the performance tasks.

viii





#### IV. Answer Key

Let's Warm Up, p. 49

Students' choices may vary.

Exercise I (Individual), p. 53

1. Turn-taking
2. Termination
3. Turn-taking
4. Turn-taking
5. Nomination
6. Nomination
7. Termination
8. Repair
9. Termination
10. Turn-taking

I. Group Activity, pp. 53-54

Students' acts may vary.

II. Group Activity/Mini Project, pp. 54-55

Students' tourism commercial may vary.

III. Pair Activity, p. 55

Students' evaluation may vary but must identify correct communicative strategies.

IV. Pair Activity, pp. 56-57

Students' oral presentations may vary.

Reinforcement Activity, p. 57

Students' essays may vary.

The **answer key** follows after the teaching strategies and provides answers to exercises and activities in the lesson.

## CULMINATING TASKS

*Suggested Number of Hours: 1*

**A. Instruct the students to choose the letter of the correct answer.**

1. What is the first stage in speech writing?
  - a. Determining the purpose
  - b. Selecting a topic
  - c. Analyzing the audience**
  - d. Rehearsing
2. Which of the following is not a power principle in speech editing?
  - a. Edit for focus
  - b. Edit for clarity
  - c. Edit for continuity
  - d. Edit for harmony**
3. This refers to the stage in speech writing when a writer chooses a structure for his/her speech.
  - a. Data gathering
  - b. Outlining
  - c. Choosing a writing pattern**
  - d. Editing
4. Which of the following is not an effective strategy in writing a speech?
  - a. Avoid jargon.
  - b. Be sensitive to your audience.
  - c. Write whatever comes to mind.**
  - d. Use contractions.
5. Which part of the speech restates the main idea?
  - a. Body
  - b. Conclusion**
  - c. Introduction
  - d. Transition
6. Which of the following is an effective speech delivery technique?
  - a. Pause to emphasize words.**
  - b. Rarely look the audience in the eye.
  - c. Always be formal and serious.
  - d. Use filler words to avoid dead air.

A set of **culminating tasks** is found after each unit. This feature consists of two parts: an objective test to assess the knowledge of the students and an output-based activity to promote collaboration. The culminating tasks integrate the lessons to lead to an increased appreciation of oral communication.

# Nature and Elements of Communication

## Curriculum Guide

	Competency	Code	Content Standard	Performance Standard
<b>Lesson 1: Fundamentals of Communication</b>	defines communication, p. 4	EN11/120C-Ia-1	understands the nature and elements of oral communication in context, pp. 2-14  values the functions/ purposes of oral communication, pp. 7, 14	designs and performs effective controlled and uncontrolled oral communication activities based on context, pp. 2, 4, 6, 9, 11-14, 15-18, 26
	explains the nature and process of communication, pp. 4-5	EN11/120C-Ia-2		
	differentiates the various models of communication, pp. 5-6	EN11/120C-Ia-3		
	distinguishes the unique feature(s) of one communication process from the other, p. 6	EN11/120C-Ia-4		
	explains why there is a breakdown of communication, p. 8	EN11/120C-Ia-5		
	uses various strategies in order to avoid communication breakdown, p. 8	EN11/120C-Ia-6		
	discusses the functions of communication, p. 7	EN11/120C-Ibe-8		
	identifies the speaker's purpose(s), p. 7	EN11/120C-Ibe-9		
	watches and listens to sample oral communication activities, pp. 2, 11-14, 15-16	EN11/120C-Ibe-10		
	ascertains the verbal and nonverbal cues that each speaker uses to achieve his/her purpose, pp. 13-14	EN11/120C-Ibe-11		
	comprehends various kinds of oral texts, pp. 2, 11-14	EN11/120C-Ibe-12		
	identifies strategies used by each speaker to convey his/her ideas effectively, pp. 7-8, 10	EN11/120C-Ibe-13		
	evaluates the effectiveness of an oral communication activity, p. 14	EN11/120C-Ibe-14		
<b>Lesson 2: Intercultural Communication</b>	demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on culture, pp. 19-21, 26-27	EN11/120C-Ia-7 EN11/120C-Ia-7.1		
	demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on gender, pp. 21-22, 23-24	EN11/120C-Ia-7.2		
	demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on age, pp. 21-22	EN11/120C-Ia-7.3		
	demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on social status, pp. 21, 23-25	EN11/120C-Ia-7.4		
	demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on religion, pp. 21, 23-25	EN11/120C-Ia-7.5		

# Fundamentals of Communication

Suggested Number of Hours: 7

## I. Lesson Highlights

The following concepts have to be highlighted during the discussion.

- ❖ Meaning is not found in words, but is created by people.
- ❖ Various models are proposed to explain how communication works.
- ❖ Verbal communication and nonverbal communication express ideas in different ways.
- ❖ Nonverbal communication can be easily misinterpreted, and must therefore be “considered in connection with verbal messages” (Franklin & Clark, 2001).
- ❖ People communicate to meet different needs.
- ❖ Misunderstandings cannot be completely avoided, but communicators can work around them.

## II. Supplementary Information

The following information can be incorporated during the discussion of the concepts.

- ❖ Speech or oral communication is the exchange of *verbal* messages with the employment of nonverbal cues such as tone of voice, bodily actions, eye communication and others.
- ❖ Some other examples of barriers come from outside factors such as the setting of the conversation, listener and speaker’s feelings or moods, and cultural barriers.

## III. Teaching Strategies

### A. Let’s Warm Up, p. 2

1. Encourage the students to be creative. They could present their outputs through skits, songs, or other entertaining performances.
2. Once all groups have performed, ask your students to share their answers to the debriefing questions. Do this activity for five minutes. Answers may vary.
3. This activity is meant to bring out student’s preconceptions of communication. Note the salient ideas that can be integrated into the succeeding discussions.

## **B. Self-audit, p. 3**

Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.

## **C. Let's Work and Learn, p. 4**

The students' ideas of communication are highlighted by the *Let's Warm up* and *Self-audit* activities. Their answers and their proficiency levels will help you distinguish which parts to focus on.

1. To start the discussion, have students do Exercise I.
2. Facilitate it like a game show host and encourage the students to be more active and competitive in giving their ideas quickly.
3. This exercise will serve as a schema-unlocking activity for the concept of communication.

### ***Key Takeaways, p. 4***

4. After the activity, synthesize the answers of the students.
5. Discuss the definition and nature of communication.

### ***Nature of Communication, p. 4***

6. In discussing the second nature of communication, note that communication can also occur within a single person.

### ***Elements of Communication, p. 4***

7. Discuss the elements of communication.
8. To illustrate these in action, you may play a video of a sample interaction. Have students identify the elements of the communication exchange.

### ***Models of Communication, pp. 5-6***

9. To introduce the models of communication, ask: Is there only one way to explain how communication works?
10. Say that the process of communication has been analyzed by various theorists and philosophers, and that there are different models that explain communication.
11. Start the discussion with one of the most classic models of communication, which is Aristotle's Model of Communication. It is a linear model which consists of three basic elements: the speaker, the subject, and the listener. Whether communication happens or not depends on the listener, who establishes the point of the message. (Oyero, 2010)  
After introducing Aristotle's Model of Communication, discuss the Shannon-Weaver and Transactional Models.
12. You may look for appropriate videos that show these interactions, or you may ask students to come up with their own exchanges which follow each model.
13. Ask the students to do Exercise II on page 6. As the students discuss, go around the room and assist them if they have questions. Note that this activity prompts students to critically analyze and differentiate communication models. Knowledge of the elements of communication will also be demonstrated in this activity.
14. After the activity, summarize what the students have learned so far.

### ***Functions of Communication, p. 7***

15. Ask: What are some of the things you want to achieve when you communicate something?
16. Synthesize the answers and conclude that communication serves different functions. Discuss each.
17. After this, have students do Exercise III on page 7. You are encouraged to discuss the answers with your students. Should your students' answers contradict the answer key, allow them to justify.

### ***Features of Communication, pp. 7-8***

18. To introduce the topic, ask students the following:
  - Who, in your opinion, is a good communicator?
  - Why do you think he/she communicates well?Randomly call two or three students to share their answers. Acknowledge or affirm their answers as necessary.
19. Discuss each feature. To illustrate each, give real-life examples.

### ***Barriers to Communication, p. 8***

20. Segue to this topic by asking: If a speaker follows all the features in effective communication, will every communication activity always be successful?
21. Discuss the various barriers to communication.
22. Ask students to give more examples of barriers, sample situations, and solutions.
23. To sum up the lesson, let students do Exercise IV on page 9.

### ***Verbal and Nonverbal Communication, p. 10***

24. Explain that communication consists of verbal and nonverbal cues.
25. Discuss verbal communication and the features learners have to adopt when communicating verbally.
26. After discussing verbal communication, introduce nonverbal communication. To do this, make different gestures and ask students how they interpret it. For example, do a thumb's up gesture, smile, frown, narrow your eyes and call on random students to give their interpretations of the gestures.
27. After the discussion, have students do Exercise V on page 11. You are encouraged to discuss the answers with your students. Should your students' answers contradict the answer key, allow them to justify.

## **D. Let's Practice, p. 11**

### ***I. Group Activity, pp. 11-12***

1. Have your students do the activity.
2. Prepare the categories beforehand. They can be book titles, movie titles, English song titles, school names, animal sounds, etc.
3. Tell the students that they may use phrases as well, as long as they follow the guidelines.

## II. Group Activity, p. 12

1. Have your students do the second group activity.
2. Evaluate the presentation using the following rubric.

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The chosen scene showed a barrier of communication.					
2. The presentation demonstrated students' understanding of communication barriers and communication breakdown.					
3. The group was well-prepared.					
4. The performance was entertaining.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	/20				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 17-20; GE – 13-16; SE – 9-12; LE – 5-8; N – 4

## III. Group activity, p. 12

1. Have your students group together and discuss the questions in the textbook.
2. Give assigned speakers two minutes to share their insights.
3. After all the assigned speakers have shared, synthesize all the answers and briefly discuss them with the class. Focus your synthesis on the barriers to effective communication.

## IV. Individual Activity, p. 12

1. Ask students general reflection questions such as the following:
  - What do you see yourself doing twenty years from now?
  - What is one thing you like about yourself and why?
  - Who is your favorite go-to person when you have a problem?
  - What is one thing you cannot live without?
  - If you can choose which country you can be born in, what country would you choose and why?
  - What event would you never want to happen to you?
2. In facilitating this activity, act like a talk show host and invite the students to share their answers freely. Give each student a maximum of two minutes to share.

## V. Individual activity, p. 12

1. In this activity, assign a timekeeper to ensure that everyone speaks within the time limit.
2. Instruct the students to study the rubric on page 13.

## E. Reinforcement Activity, p. 14

Use the rubric below in assessing the reports of your students.

### Criteria for Assessing the Report

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The report discusses the nature, process, elements, and models of communication in relation to the student's observation with interesting insights and depth.					
2. The report demonstrates an understanding of the concepts about communication.					
3. The report follows the appropriate format and number of words.					
4. The choice of words is appropriate.					
5. The report is coherent and cohesive. Transitions and cohesive devices are used for the smooth flow of ideas.					
6. The report is free from grammatical errors					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	/30				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N - 6

## F. E-link, p. 14

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics. Have the students choose an exercise from the links and then do it in class.

## G. Let's Reflect, p. 14

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.



## IV. Answer Key

### Let's Warm Up

Students' presentations may vary.

### Exercise I, p. 4

Students' communication facts may vary.

### Exercise II (Group), p. 6

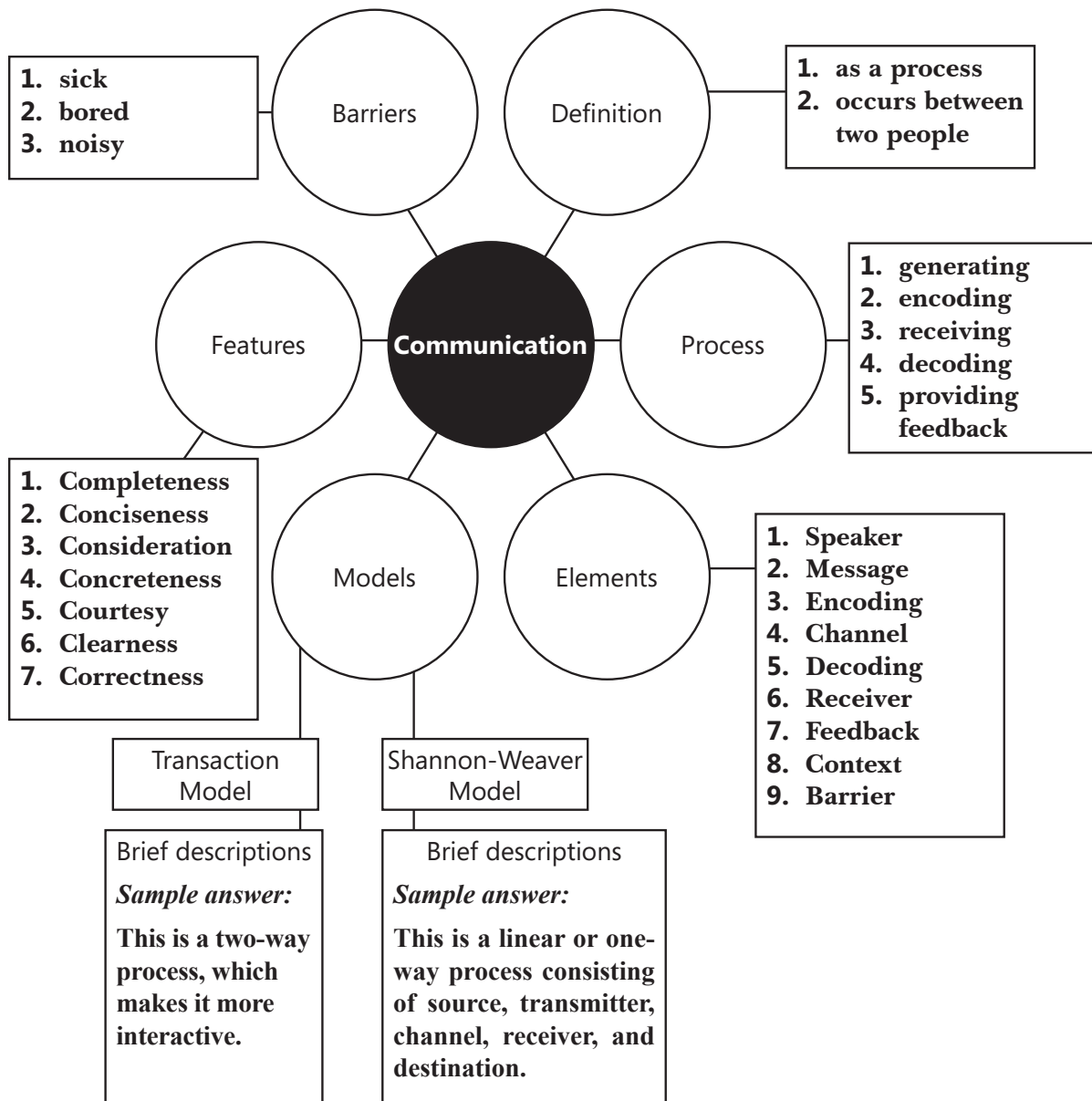
Schramm added the feedback and field of experience to the model. Yes, it is more comprehensive because it contains elements showing that communication is not a linear process which the Shannon-Weaver originally showed.

Schramm's model is different from the Transaction Model in that it also includes the field of experiences of each communicator, a factor which is very important in communication.

### Exercise III (Individual), p. 7

1. Control
2. Social interaction
3. Motivation
4. Emotional expression
5. Information dissemination
6. Motivation
7. Information dissemination
8. Emotional expression
9. Information dissemination
10. Control

Exercise IV (Class), p. 9



Exercise V (Individual), p. 11

- |      |       |
|------|-------|
| 1. T | 6. T  |
| 2. T | 7. T  |
| 3. T | 8. F  |
| 4. T | 9. T  |
| 5. T | 10. T |



**I. Group Activity, p. 11**

**Groups' scores will vary depending on the amount of time spent.**

**II. Group Activity, p. 12**

**Groups' presentations may vary.**

**III. Group Activity, p. 12**

**Groups' discussions may vary.**

**IV. Individual Activity, p. 12**

**Students' reactions may vary.**

**V. Individual Activity, p. 12**

**Students' speeches may vary.**

**Reinforcement Activity**

**Students' reports may vary.**

# Intercultural Communication

**Suggested Number of Hours: 2**

## I. Lesson Highlights

- ❖ Each culture has a different set of values and meaning. This affects the way people from different cultures communicate.
- ❖ Various measures can be applied to be a competent intercultural communicator and to mitigate misinterpretation.
- ❖ When communicating in a multicultural context, understanding the tradition and values of the other culture is essential.
- ❖ Being a competent intercultural communicator does not imply being good only in talking to foreigners. It also means communicating appropriately with people regardless of gender, social status, age, religion, and others.

## II. Supplementary Information

- ❖ Contact cultures and non-contact cultures provide a good example of cultural differences in communicating. In contact cultures such as Southern Europe and Middle East, people tend to stand closer to each other, touch during conversation, and maintain eye contact longer. On the other hand, in non-contact cultures such as Northern Europe and Japan, there is a greater distance between communicators—little to no touch and less eye contact. (Franklin and Clark, 2001)
- ❖ Communicative competence is needed by second language speakers to understand each other. Being unfamiliar with a local language’s idiomatic expressions, phrasal verbs, and other slang words, among others, can also hinder effective communication.
- ❖ You may open the lesson with examples of some intercultural blunders from UKproEdits, 2012:

*In the 1970s, an aftershave product was advertised for men in the Middle East, and the ad showed a photo of a man and his dog. The product dramatically failed in Islamic countries, where dogs are considered unclean.*

*A golf ball manufacturing company sold their products in packs of four for easy purchase in Japan. But the items sold in “fours” became unpopular because the word “four” sounds like the word “death” in Japanese.*

### III. Teaching Strategies

#### A. Let's Warm Up, pp. 15-16

1. As your students prepare, go around to assist and answer whatever questions they may have. The goal is for each group to come up with a specific set of behaviors that can be easily acted out during the 'party.'
2. Once you see that all groups are ready, give the signal for the 'party' to begin.
3. Once the 'party' begins, go around to make sure that your students refrain from speaking with their group mates and do not share the rules which they created in their groups.
4. To achieve a more convincing party vibe, you may ask your students a day before this activity to bring snacks. Lay it out like a buffet and serve it during the 'party.' Alternatively, you can also decorate the room with colorful banners or streamers.

#### B. Self-audit, pp. 16-17

Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them. The proficiency levels of the students in the *Self-audit* task will give you an idea of the parts to emphasize.

#### C. Let's Work and Learn, pp. 17-19

1. To start the discussion, have students do Exercise I on pp. 17-19.
2. You may take source-based resources from various reputable newspapers and online websites. Make sure that these sources carry no signs of bias or stereotypes. You may also use travel guide magazines or websites, such as lonelyplanet.com, as sources.
3. Assess your students' performances using the rubric below.

#### Criteria for Assessing Students' Performances

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The interview was conducted professionally.					
2. The questions were insightful and well-thought-out.					
3. The answers were informative and accurate.					
4. The interview skit was free from stereotypes and/or racism.					
5. The presenters spoke clearly, audibly, and without pronunciation errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	/25				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 21-25; GE – 16-20; SE – 11-15; LE – 6-10; N – 5

**Key Takeaways, p. 19**

4. Let the students identify the languages in the speech balloons.
5. Randomly call students to say each word and identify the language.

**Definition and Nature of Intercultural Communication, pp. 19-20**

6. To introduce this topic, you may mention intercultural blunders given in the additional background information on pp. 10-11 of this guide.
7. Then, discuss intercultural communication and its nature.

**The Developmental Model of Intercultural Sensitivity, pp. 20-21**

8. Explain that successful intercultural communication does not happen instantly. There are stages an individual goes through to be able to integrate a different culture.
9. Discuss the DMIS. Provide an example to illustrate each stage.

**Characteristics of Competent Intercultural Communication, p. 21**

10. After discussing the DMIS, lead the discussion to the seven characteristics of a competent intercultural communicator. Give examples for each characteristic.
11. Then, ask your students to describe their experiences when talking to the following:
  - A member of the opposite sex
  - Someone older or younger than them
  - A person from a different religion
12. Ask volunteers to share anecdotes of interactions with people who differ from them in terms of culture, gender, age, religion, or social status.
13. Synthesize answers and segue to the guidelines on how to avoid bias when talking to someone.
14. Then, have students answer Exercise II and Exercise III on p. 22. You are encouraged to discuss the answers with your students. Should your students' answers contradict the answer key, allow them to justify.

**D. Let's Practice, p. 23**

**I. Group Activity, pp. 23-24**

1. Instruct the students to do A. Tell them to be critical of the picture.
2. Let them do B. Remind them to be conscious of time in doing the activity.

**II. Group Activity, pp. 24-25**

1. Group the students again (same group in *Let's Warm Up* and Group Activity I).
2. Let them do A. Give students 10 minutes to brainstorm. Encourage them to freely share their ideas.
3. Let them do B. Encourage them to be creative.
4. Assess each group's logo using the following criteria.

Creative Content	—	50 points
Thematic Content	—	50 points
<b>Total</b>	—	<b>100 points</b>

### III. Group Activity, p. 26

1. In this activity, make sure each student will assess one of his/her group mates.
2. Have each group assign their own timekeeper to make sure everyone speaks within the time limit.
3. Afterwards, debrief the students and relate your short discussion to the qualities of a good intercultural communicator.

### E. Reinforcement Activity, pp. 26-27

Assess students' outputs using the following rubric.

**Criteria for Assessing the Essay**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The essay demonstrates an understanding of the concepts in intercultural communication.					
2. The essay effectively discusses the strategies in sending the right messages across cultures.					
3. The essay follows the appropriate format and number of words.					
4. The choice of words is appropriate.					
5. The essay is coherent and cohesive. Transitions and cohesive devices are used for the smooth flow of ideas.					
6. The essay is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N - 6

### F. E-link, p. 27

To supplement this lesson, ask the students to refer to any of the links provided in the textbook and learn more about the topics.

### G. Let's Reflect, p. 27

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

## IV. Answer Key

### Let's Warm Up, p. 15

Students' performances may vary.

### Exercise I (Group), p. 22

Students' performances may vary.

### Exercise II (Individual-Pair), p. 22

- |                  |                  |
|------------------|------------------|
| 1. Gender        | 6. OK            |
| 2. Age           | 7. Religion      |
| 3. Culture       | 8. Social status |
| 4. Social status | 9. OK            |
| 5. Age           | 10. OK           |

### Exercise III (Individual), p. 22

- |      |       |
|------|-------|
| 1. T | 6. T  |
| 2. F | 7. T  |
| 3. F | 8. T  |
| 4. T | 9. T  |
| 5. F | 10. T |

### I. Group Activity, pp. 23-24

A. Comparisons may vary, but must reflect the following idea:

- The woman in the advertisement for Sweden was removed in the advertisement for Saudi Arabia.

B.

- The advertisement was edited to cater to Saudi Arabia's strict rules about women.
- Answers may vary.
- Answers may vary.

### II. Group Activity, pp. 24-25

A. Students' answers may vary.

B. Students' logos may vary.

### III. Group Activity, p. 26

Students' speech presentations may vary.

### Reinforcement Activity, pp. 26-27

Students' essays may vary.



## CULMINATING TASKS

*Suggested Number of Hours: 1*

**A. Instruct the students to choose the letter of the correct answer.**

1. Which of the following elements of communication refers to the information or ideas conveyed by the speaker?
  - a. receiver
  - b. channel
  - c. context
  - d. message**
2. Which model depicts communication as linear?
  - a. Transaction Model
  - b. Inventive model
  - c. Shannon-Weaver Model**
  - d. Schramm Model
3. Which function of communication is served when people's feelings are being invoked?
  - a. information dissemination
  - b. control
  - c. social interaction
  - d. emotional expression**
4. Which barrier is characterized by a set of vocabulary in a certain field?
  - a. international profession
  - b. jargon**
  - c. emotional barrier
  - d. specialized field of expertise
5. Which of the following refers to the use of simple yet precise and powerful words?
  - a. vividness
  - b. clarity
  - c. brevity**
  - d. appropriateness
6. Which of the following statements shows positive regard to cultural differences?
  - a. I share relevant information about my culture, and make sure it is more than what others share about theirs.
  - b. I do not think that my own culture is better than others'.**
  - c. I communicate for others to understand and appreciate my own culture.
  - d. I do not exert effort in learning about others' cultures.



7. Which of the following best defines intercultural communication?
  - a. **It happens when individuals negotiate, interact, and create meanings while bringing in their varied cultural backgrounds.**
  - b. It is a competition among people set to make their cultures known.
  - c. It is an organized procedure where everyone speaks of his/her culture.
  - d. It happens when a specific culture is regarded as the best among the rest.
8. Which DMIS stage is shown in the statement, “People of different cultures are not really unique. They are categorically the same.”
  - a. acceptance
  - b. defense
  - c. denial
  - d. minimization**
9. Which of the following cannot be considered a characteristic of a competent intercultural communicator?
  - a. inclusive
  - b. polite
  - c. open-minded
  - d. idealistic**
10. Which of the following statements best shows INTEGRATION as a DMIS stage?
  - a. “I hear you and I want to see how I can benefit from what you said.”**
  - b. “I can see nothing new in what we all presented.”
  - c. “I don’t think your suggestions will work. They don’t serve any of our interests here.”
  - d. “Maybe I can make necessary adjustments in order to meet our objectives.”

**B. Divide the students into groups of five. Let them do the following:**

1. Without using any props, create an INFOMERCIAL that shows communication as an INCLUSIVE task.
2. Make the infomercial creative and entertaining.
3. Do it in 10 minutes.
4. Present it in two to three minutes.

**Assess each group’s performance using the following criteria.**

Content of the presentation	30 points
Participation of group members	30 points
Creativity and entertainment value	30 points
Use of required time in the presentation	10 points
<b>Total</b>	<b>100 points</b>

# Strategies in Various Speech Situations

## Curriculum Guide

	Competency	Code	Content Standard	Performance Standard		
<b>Lesson 1: Types of Speech Context and Style</b>	identifies the various types of speech context, pp. 31-34	EN11/120C-lfj-15	recognizes that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy, pp. 45, 47, 56-57	demonstrates effective use of communicative strategy in a variety of speech situations, pp. 29, 37, 39, 49, 53-57		
	exhibits appropriate verbal and non-verbal behavior in a given speech context, pp. 37-39	EN11/120C-lfj-16				
	distinguishes types of speech style, p. 35	EN11/120C-lfj-17				
	identifies social situations in which each speech style is appropriate to use, p. 36	EN11/120C-lfj-18				
	observes the appropriate language forms in using a particular speech style, pp. 37-39	EN11/120C-lfj-19				
<b>Lesson 2: Types of Speech Act</b>	responds appropriately and effectively to a speech act, pp. 41, 46-47	EN11/120C-lfj-20				
	engages in a communicative situation using acceptable, polite and meaningful communicative strategies, pp. 49, 53-54	EN11/120C-llab-21				
<b>Lesson 3: Types of Communicative Strategy</b>	explains that a shift in speech context, speech style, speech act and communicative strategy affects the language form, duration of interaction relationship of speaker, role and responsibilities of the speaker, message, and delivery, pp. 56-57	EN11/120C-llab-22				
		EN11/120C-llab-22.1				
		EN11/120C-llab-22.2				
		EN11/120C-llab-22.3				
		EN11/120C-llab-22.4				
		EN11/120C-llab-22.5				
	EN11/120C-llab-22.6					

# Types of Speech Context and Style

Suggested Number of Hours: 7

## I. Lesson Highlights

- ❖ Speech contexts may be formal or informal, personal or impersonal depending on the relationship of the communicators and the context.
- ❖ The speech style that a communicator adopts depends on the listener, the situation, and various factors.

## II. Supplementary Information

- ❖ Self-concept is the basis in intrapersonal communication. This refers to how a communicator sees him/herself and involves his/her beliefs, values, and attitudes (Smith, 2004).
- ❖ Interpersonal communication is contextual; it involves the situation, environment, psychological, and cultural context.

## III. Teaching Strategies

### A. Let's Warm Up, p. 29

1. Encourage the students to be creative in their presentation. Various props or materials found in the classroom could be integrated into the performance.
2. Give each group ten minutes to prepare.
3. This activity enables students to communicate in different contexts and use different speech styles, from the preparation to the actual performance. Note down scenes in the performances of your students which you can integrate into the discussion.

### B. Self-audit, p. 30

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of the students in the *Self-audit* task will give you an idea of the parts to emphasize.

### **C. Let's Work and Learn, p. 31**

1. Have students do Exercise I on page 31.
2. Tell them to imagine a scenario in which each type of communication is used.
3. Encourage them to freely share their ideas.

#### ***Types of Speech Context, pp. 32-33***

4. Synthesize the answers of the students in Exercise I. Use this to segue to the discussion on the types of speech contexts.
5. Have students give personal examples for each type of context. You may also refer to the scenes they performed in the warm up activity when discussing this lesson.
6. After the discussion, have students work with their seatmates and answer Exercise II on page 34 to review the topics discussed. Remind students to give three real-life examples for each type.

#### ***Types of Speech Styles, p. 35***

7. To introduce the concept of speech styles, ask your students how they would ask each of the following people to wait for them/give them a moment:
  - Classmates (trend in the answers must generally follow a casual speech style)
  - Close family members or boyfriends/girlfriends (trend in answers must generally follow the intimate speech style)
  - Cashier at a store (trend in answers must generally follow the consultative speech style)
8. Use the answers to point out that although students were basically sending the same message to each of the given people, they phrased differently depending on who they were talking to.
9. Discuss each speech style.
10. Have students give more examples of these speech styles.
11. Alternatively, list some people and have students identify what type of speech style they will use when talking to that person. Have them explain why.
12. After the discussion, have students answer Exercise III on p. 35. If some students answer differently in some of the items, have them justify their answers. Note that the relationship with the communicators and the context influence the speech style.
13. Ask the students to work with their partners and answer Exercise IV on page 36.

### **D. Let's Practice, p. 37**

#### ***I. Group Activity, p. 37***

1. You may use the same set of questions for each group. Make sure to use open-ended questions which require the student to share his/her sentiments or insights. Sample questions are given below.
  - What is the most important thing that has happened to you so far?
  - What is one thing you are proud of about yourself and why?

- What matters more: to gain the respect of others or to have power over others? Why?
  - What happened during the happiest day of your life?
  - What is the best thing that someone can do to show they care about you?
2. Each student has one minute to share his/her answer. Assign a time keeper in each group to ensure that everyone speaks within the time limit.

**II. Group Activity, p. 37**

1. Ask the students to work in the same group as the previous activity and to write an original play which employs the various speech context and speech styles. They may choose the topic, but make sure to approve it first.
2. Give the groups 20 minutes to prepare and five minutes each to present. Assess their performance based on the rubric below.

**Criteria for Assessing the Play**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. Various speech contexts and styles were used in the performance.					
2. The performance demonstrated the students' understanding of the concepts.					
3. The performance was entertaining.					
4. The preparation and the performance adhered to the time limit.					
5. All the members of the group contributed to the performance.					
6. The performance is free from errors in grammar and pronunciation.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N - 6

**III. Group Activity, p. 37**

1. After creating their tableaux, have your students email their pictures to you first. Set up a projector and use that to view each group's set of pictures during the guessing game.
2. This activity is meant to strengthen students' small-group communication skills as they prepare their photos. It also directly reflects mass communication through the photos that they will take.

**IV. Group Activity, p. 37**

1. You may ask students to bring related materials a day before the activity.
2. Give them 20 minutes to create the poster and five minutes to present it.
3. Evaluate the poster using the following rubric.

**Criteria for Assessing the Poster**

<b>Criteria</b>	<b>VGE (5)</b>	<b>GE (4)</b>	<b>SE (3)</b>	<b>LE (2)</b>	<b>N (1)</b>
1. The poster effectively shows the group's ideas on the topic.					
2. The poster is creative and eye-catching.					
3. Various symbols, colors, and signs are used in portraying the ideas about the topic.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/15</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all  
**Rating:** VGE – 13-15; GE – 10-12; SE – 7-9; LE – 4-6; N – 3

**V. Group Activity, p. 37**

1. Assign which group will work with each other.
2. You may allow the student volunteers to read the casual versions of the story.
3. After everyone has shared, you may have the groups read the formal version of their story. Then, ask the students to point out some of the differences between the formal and casual versions.

**VI. Group Activity, pp. 37-38**

Give the instructions below to your students.

1. Have the students form groups of four to five.
2. Note that the topics on the table are simply suggestions. Tell students that they may choose their own topic as long as you approve it.
3. While the students discuss in their small groups, go around to observe and answer questions as necessary.
4. Before the groups present, pair up the groups so they may evaluate each other's presentations using the rubric on page 38.
5. Time each presentation so that no one exceeds the 15-minute limit.

## E. Reinforcement Activity, p. 39

Assess your students' outputs using the following rubric.

**Criteria for Assessing the Video Interview**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The interview questions are logically arranged.					
2. The interview questions tackle the topic effectively.					
3. The interview is conducted professionally.					
4. The interviewer appears professional and confident during the interview.					
5. The word choice and language used are appropriate.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	/25				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 21-25; GE – 16-20; SE – 11-15; LE – 6-10; N – 5

## F. E-link, p. 39

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics.

## G. Let's Reflect, p. 40

Let the students write their reflections on the table on page 40. You may ask them to do the reflection at the end of the session or give it as their homework.

## IV. Answer Key

### Let's Warm Up, p. 29

**Students' stories may vary.**

### Exercise I, p. 31

**Students' sample information may vary but must adhere to the context of communication given.**



Exercise II, p. 34

Type	Descriptions	Situation Examples (Aim for at least three for each type)
Intrapersonal	Self as the sender-receiver of message	1. Journaling 2. Self-talking 3. Thinking
Interpersonal: Dyad	Communication that occurs between two people	1. Talking with/to a friend 2. Giving an order to a restaurant crew/staff 3. One-on-one meeting with anyone
Interpersonal: Small group	Communication that involves three or more people	1. Group meeting in class 2. Meeting with other members/officers of the organization 3. Teaching small groups
Public Communication	Message that is delivered before the public	1. Giving public announcements 2. Delivering any type of public speeches 3. Doing the role of a master of ceremonies or hosting an event/program

Exercise III, p. 35

- |                 |                  |
|-----------------|------------------|
| 1. Consultative | 9. Formal        |
| 2. Consultative | 10. Frozen       |
| 3. Formal       | 11. Frozen       |
| 4. Formal       | 12. Consultative |
| 5. Formal       | 13. Frozen       |
| 6. Casual       | 14. Casual       |
| 7. Casual       | 15. Consultative |
| 8. Intimate     |                  |

Exercise IV, p. 36

Encourage students to list as many reasons as they can. The following are sample answers.

- The appropriate language should be used because it may result in confusion if the setting and context do not match the language.
- The language should also be apt to the speech style because it reflects the formality of the situation.
- It also affects the relationship of the participants.



- I. **Group Activity, p. 37**  
Students' answer may vary.
  - II. **Group Activity, p. 37**  
Students' answer may vary.
  - III. **Group Activity, p. 37**  
Students' tableau may vary.  
Their scores are determined by the number of their correct guesses.
  - IV. **Group Activity, p. 37**  
Students' posters may vary.
  - V. **Group Activity, p. 37**  
Students' recreated stories may vary.
  - VI. **Group Activity, p. 37-38**  
Oral presentations may vary.
- Reinforcement Activity, p. 39**  
Students' interviews may vary.

# Types of Speech Act

Suggested Number of Hours: 4

## I. Lesson Highlights

- ❖ Different types of speech act are used to express different kinds of intentions.
- ❖ Communicative competence is needed to understand a language and to be able to understand speech acts.

## II. Supplementary Information

- ❖ The conditions that have to be met for a statement to be classified as a performative act are called “felicity conditions.”
- ❖ Austin lists three felicity conditions:
  - 1) there must be a conventional procedure with a conventional effect (such as in wedding two people; the frozen ritual and the effect of the couple getting married);
  - 2) the circumstances and the persons must be appropriate (a teacher cannot sentence a convicted felon to prison because she does not have the correct qualifications); and
  - 3) the procedure must be done correctly and completely (if a priest weds two couples, but in an informal setting, it is not considered a performative act).

## III. Teaching Strategies

### A. Let’s Warm Up, pp. 41-42

1. After the exercise, check the students’ responses. Determine the average score of the students.
2. This activity subtly introduces the concepts of speech acts by requiring the learner to analyze a statement and decide the next course of action based on the analysis.

### B. Self-audit, pp. 42-43

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

### **C. Let's Work and Learn, p. 43**

1. To start the topic, have students do Exercise I on page 43 of the book.
2. Note: You can either assign the students to watch the video on their own time before they come to your class or play the video in class.

#### ***Definition of Speech Acts, pp. 43-44***

3. After the exercise, ask the students what the video was about.
4. Say that through the interaction of the two people, something was achieved (i.e., the man was able to order flowers). State that in making speech acts, the same idea applies: when a speech act is uttered, an action is carried out.
5. Discuss the definition and types of speech acts, as well as indirect speech act.
6. In discussing indirect speech acts, you can ask students to give more examples. Some indirect speech acts are the following:
  - “Can you check the cabinet for my phone?” - indirectly asks the listener to check the cabinet.
  - “Do you know if he/she got a 100 on the recent exam?” - indirectly asks the listener what someone’s grade is.
  - “The window is still open.” - indirectly asks the listener to close the window.

#### ***Performatives, p. 44***

7. Introduce the concept of performatives by giving two situations:
  - 1) a couple wed by a judge
  - 2) a couple wed by a beggar
8. Then, ask: In which scenario is the couple legally declared as husband and wife?
9. Give more examples of performatives, such as:
  - baptisms
  - sentencing of convicted felons
10. You may also use the information on felicity conditions in discussing this concept further.

#### ***Searle’s Classification of Speech Acts, p. 45***

11. After discussing performatives, explain that speech acts can also be classified according to the intention of the speaker.
12. Then, discuss the five classifications of speech act.
13. Explain to students that they also have to know the idioms and the eccentricities in a language to be able to communicate effectively.
14. To illustrate, you may give the following example:

The phrasal verb “ask out” means to invite someone on a date. Without communicative competence, the sentence “Zack wants to ask Yna out,” might be interpreted incorrectly to mean that Zack wants Yna to step outside.
15. After discussing the classifications of speech act, have students do Exercise II on page 46. Encourage them to use firsthand experiences as examples.

## D. Let's Practice, p. 46

### I. Pair Activity, p. 46

1. Download the video from Youtube beforehand and have the students watch it in class.
2. You may also download the previous video to help the students differentiate the videos easily.
3. Give them 10 minutes to discuss their answers. Then, randomly call on students to share their comparisons. Discuss the answers with the class and focus on the differences in the types of speech acts used.

### II. Group Activity, p. 47

1. Remind the students that at least five examples of speech acts have to be in the presentation.
2. Encourage the students to make the performance creative and entertaining. Props and various multimedia materials can be used.
3. In assessing the performance of your students, refer to the rubric on page 47. However, you can use other rubrics available, but make necessary adjustments.

## D. Reinforcement Activity, p. 47

1. Answer whatever questions the students may have about the reinforcement activity. If needed, explain that “I couldn’t agree with you more” means that a person wholeheartedly agrees with the other person, not the other way around.
2. Assess the essays using the rubric below.

**Criteria for Assessing the Essay**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The essay demonstrates an understanding of the speech acts and communicative competence.					
2. The essay correctly analyzes the given conversation and provided an insightful discussion.					
3. The essay follows the format and the number of words prescribed.					
4. The choice of words is appropriate.					
5. The essay is coherent and cohesive. Transitions and cohesive devices are used for the smooth flow of ideas.					
6. The essay is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N - 6

### E. E-link, p. 48

To supplement this lesson, ask the students to refer to any of the links on page 48 and learn more about speech act.

### F. Let's Reflect, p. 48

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

## IV. Answer Key

### Let's Warm Up, pp. 41-42

1. a. President of the country
2. b. The speaker is requesting me to open the door.
3. b. She wants me to increase the temperature in the room.
4. c. I will increase the temperature to decrease the coldness.
5. c. "I promise to love you for better or for worse."

### Exercise I, p. 43

1. Hello, hi, hey
2. This is Dr. Guevara's office
3. Well, I guess that's it. See you!
4. Bye, thanks!

Note: Answers should only be based on the video.

### Exercise II (Pair), p. 46

The following are sample answers.

Classification of Speech Act	Situation	Example
Assertives	When you are accused of doing something you did not do	"I swear! I did not do it!"
Directives	When you order a meal in a restaurant	"I'll get value meal A. Kindly upsize my drinks and fries."
Commissives	When you promise to do something	"I'll clean the house later."
Expressives	When you offer an apology	"I'm so sorry. I didn't mean it."
Declaration	When a judge sentences a defendant to jail	"The jury finds you guilty of grand theft auto, and are sentenced to 10 years in prison without bail."



**I. Pair Activity, p. 46**

The following are some of the differences between the two videos.

- **Video 1:** The conversation was formal and professional. The speech style used was formal and the speech acts used were mostly directives and assertives.
- **Video 2:** Compared to the previous video, this was less formal. The greetings, pre-closing, and closing took a less professional but still businesslike tone, but the speech style was consultative. Commissives and directives were also the speech acts used.

**II. Group Activity, p. 47**

Students' skits may vary.

**Reinforcement Activity**

Students' essays may vary.

# Types of Communicative Strategy

Suggested Number of Hours: 5

## I. Lesson Highlights

- ❖ Various strategies can be used to be able to communicate effectively.
- ❖ For a communicative exchange to be successful, learners use different ways to get their messages across.
- ❖ Communicative strategies are used to work around problems encountered in actual conversations.

## II. Supplementary Information

- ❖ Other communicative strategies that second language learners use can be classified as avoidance and achievement strategies (Dobao and Martinez, 2007).
- ❖ Examples of avoidance strategies are the following :
  - Semantic avoidance* – The speaker communicates something different from what he/she originally intends. Example: “The eye was wounded” (black eye)
  - Message reduction* – The message is expressed, but it is less accurate than the original idea. Example: “The woman was wearing a sort of long dress” (to describe a woman wearing a gown)
  - Message abandonment* – The message is totally discontinued. Example: “She was walking in that... I don’t know.”
- ❖ Examples of achievement strategies are the following:
  - Coinage* – The speaker makes a new word to express his/her idea. Example: “House-shoes” for slippers
  - Circumlocution* – The speaker describes the object or the action instead of using the actual word. Example: “I want to buy... the thing that you wear when your hands feel cold” (to refer to gloves)
  - Borrowing* – The speaker uses a word from his/her native language to express his/her message. Example: “I saw a... bruha in the forest.”
  - Appeal for assistance* – The speaker turns to a native speaker of the target language to learn the word. Example: (speaker points to his ankles) “What do you call this?”



### **A. Let's Warm Up, p. 49**

1. Download the video before the actual activity. Set up a projector and speaker so you can play it in class.
2. Give the students 10 minutes to decide on the most exciting tourist spot for them and then give each assigned speaker two minutes to present the decision.
3. Facilitate the decision-making of the class by asking which of the mentioned places they liked most. Have students vote through a show of hands.
4. This activity enables students to communicate with each other and collaborate to arrive at a decision. Through this decision-making process, various communicative strategies are used by the students to come to a conclusion.

### **B. Self-audit, p. 50**

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

### **C. Let's Work and Learn, p. 51**

#### ***Key Takeaways, p. 51***

1. To open the topic, ask the students to share their experience in talking with their groupmates in the Warm Up activity.

Ask:

- What are some of the difficulties you encountered in talking to each other, if any?
- How did you work around these difficulties?

Randomly call students to share their answers. Acknowledge and affirm their answers as necessary.

#### ***Types of Communicative Strategies, pp. 51-52***

2. Talk about the types of communicative strategies.
3. You may also mention the other communicative strategies included in the supplementary information.
4. Let students give examples of each communicative strategy. You may also ask them to think of scenes in various media such as books, graphic novels, or movies which exemplify each communicative strategy.
5. Afterwards, have students answer Exercise I on page 53. Give them 10 minutes to answer, then check. Discuss the answers with them.

### **D. Let's Practice, p. 53**

#### ***1. Group Activity, pp. 53-54***

1. To assign scenes to each group, write the scenes on strips of paper and have a representative from each group pick one.
2. The groups have to present in order of appearance of the scenes in the textbook.

3. Assess your students' performances using the rubric below.

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The skit demonstrated students' knowledge of communicative strategies.					
2. Appropriate communicative strategies were used during the presentation.					
3. The skit adhered to the time limit.					
4. Errors in grammar and pronunciation were avoided.					
5. The language and speech style were appropriate to the context of the skit.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/25</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all  
**Rating:** VGE – 21-25; GE – 16-20; SE – 11-15; LE – 6-10; N - 5

**II. Group Activity/Mini-project, pp. 54-55**

- To help your students prepare their commercials, you may play the tourism video in the E-link section in class.
- Ask the students to research when answering the guide questions.
- Note that the output has to be a three-minute video. Have students send the video to you and then play all the videos in class.

**III. Pair Activity, p. 55**

- Have students work in pairs in answering this activity.
- Once everyone has completed the table, have student volunteers share their responses.
- Make sure to check if the students were able to successfully identify the communicative strategies.

**IV. Pair Activity, pp. 56-57**

- Give the students 20 minutes to prepare. Have the Powerpoint presentations of all pairs on the following day.
- Emphasize that both students have to present.
- Before everyone presents, make sure all pairs have another pair to evaluate.

## E. Reinforcement Activity, p. 57

Assess your students' outputs using the rubric below.

### Criteria for Assessing the Essay

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The essay demonstrates an understanding of communicative strategies and the changes a speaker makes in relation to the speech context, style, and act.					
2. The essay comprehensively tackles how the language, duration of interaction, relationship of the speaker and listeners, roles and responsibilities of the speaker, message, and delivery changes in the face of different contexts.					
3. The essay follows the correct format and required minimum word count.					
4. The essay is written coherently and cohesively.					
5. The word choice is appropriate.					
6. The essay is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N – 6

## G. E-link, p. 57

To supplement this lesson, ask the students to refer to any of the links provided.

## H. Let's Reflect, p. 58

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

## IV. Answer Key

### Let's Warm Up, p. 49

Students' choices may vary.

### Exercise I (Individual), p. 53

1. Turn-taking
2. Termination
3. Turn-taking
4. Turn-taking
5. Nomination
6. Nomination
7. Termination
8. Repair
9. Termination
10. Turn-taking

### I. Group Activity, pp. 53-54

Students' acts may vary.

### II. Group Activity/Mini Project, pp. 54-55

Students' tourism commercial may vary.

### III. Pair Activity, p. 55

Students' evaluation may vary but must identify correct communicative strategies.

### IV. Pair Activity, pp. 56-57

Students' oral presentations may vary.

### Reinforcement Activity, p. 57

Students' essays may vary.

## CULMINATING TASKS

*Suggested Number of Hours: 1*

**A. Instruct the students to choose the letter of the correct answer.**

1. In which speech style are jargon, lingo, and street slang usually used?
  - a. intimate
  - b. formal
  - c. casual**
  - d. covert
2. An indirect speech act occurs when...
  - a. there is no direct connection between the form of the utterance and the intended meaning.**
  - b. there is a direct connection between the form of the utterance and the intended meaning.
  - c. there is no direct connection between the intention and the intended meaning.
  - d. there is a direct connection between the intention and the intended meaning.
3. This refers to the ability of a speaker to use linguistic knowledge to effectively communicate with others.
  - a. Interpersonal communication
  - b. Communicative competence**
  - c. Social interaction
  - d. Communicative strategy
4. Which of the following statements show a commissive speech act?
  - a. "I want to eat some cake."
  - b. "She went out!"
  - c. "I'll be here tomorrow at 6pm."**
  - d. "I'm sorry I was so angry at you yesterday."
5. Which of the following is NOT a speech context?
  - a. Intrapersonal communication
  - b. Dyad communication
  - c. Long distance communication**
  - d. Mass communication
6. Restriction in communication refers to any \_\_\_\_\_ you may have as a speaker.
  - a. limitation**
  - b. ideas
  - c. noises
  - d. internal conflict



7. Which of the following is an example of a frozen speech style?
  - a. **Panatang Makabayan**
  - b. The President's SONA
  - c. A commencement speech
  - d. Opening remarks
8. Who proposed the classification of illocutionary acts?
  - a. John Austin
  - b. **John Searle**
  - c. John Cena
  - d. Martin Joos
9. Which statement reflects termination?
  - a. **"Well then, I think we're good. See you!"**
  - b. "I didn't know about that."
  - c. "So, have you heard about the forest fire in Davao?"
  - d. "You're hired!"
10. An intrapersonal communication involves...
  - a. **One speaker**
  - b. Two speakers
  - c. A small group
  - d. A speaker and an audience

**B. Divide the students into group of five. Let them do the following:**

1. Make an entertaining musical skit which shows
  - a. how the context and relationship of participants affect communication and
  - b. how problems in communication can be overcome
2. Do it in 10 minutes.
3. Present it in three to five minutes.

**Assess each group's performance using the following criteria.**

Content of the presentation	30 points
Participation of group members	30 points
Entertainment value	30 points
Use of required time in the presentation	10 points
<b>Total</b>	<b>100 points</b>

# Fundamentals of Public Speaking

## Curriculum Guide

	Competency	Code	Content Standard	Performance Standard
<b>Lesson 1: Principles of Speech Writing</b>	uses principles of effective speech writing focusing on audience profile, p. 63	EN11/120C-IIcj-25 EN11/120C-IIcj-25.1	realizes the rigors of crafting one's speech, pp. 62-75	proficiently delivers various speeches using the principles of effective speech delivery, pp. 88-91
	uses principles of effective speech writing focusing on logical organization, pp. 64-66	EN11/120C-IIcj-25.2		
	uses principles of effective speech writing focusing on duration, p. 68	EN11/120C-IIcj-25.3		
	uses principles of effective speech writing focusing on word choice, pp. 67-68	EN11/120C-IIcj-25.4		
	uses principles of effective speech writing focusing on grammatical correctness, pp. 67-68	EN11/120C-IIcj-25.5		
<b>Lesson 2: Principles of Speech Delivery</b>	distinguishes types of speeches, pp. 80-82	EN11/120C-IIcj-23		
	uses principles of effective speech delivery in different situations, pp. 83-84, 88-91	EN11/120C-IIcj-24		
	uses principles of effective speech delivery focusing on articulation, modulation, stage presence, facial expressions, gestures and movements, and rapport with the audience, pp. 84-86	EN11/120C-IIcj-26		
		EN11/120C-IIcj-26.1		
		EN11/120C-IIcj-26.2		
EN11/120C-IIcj-26.3				
	EN11/120C-IIcj-26.4			
	EN11/120C-IIcj-26.5			

# Principles of Speech Writing

**Suggested Number of Hours: 6**

## I. Lesson Highlights

- ❖ Writing a speech also follows a process.
- ❖ Audience analysis is a key factor in writing an effective speech.
- ❖ A speech has a structure; it is composed of an introduction, a body, and a conclusion.
- ❖ Speech writing is a recursive process.

## II. Supplementary Information

- ❖ “Tell them what you’re going to tell them, tell them, then tell them what you told them” is an old adage about speech-making which points out that in making a speech, the speaker has to give the audience many chances to hear and understand the message.
- ❖ Signposts are transitional markers in the speech that let the audience know at what part of the speech the speaker is in. Common signposts include the numeric *first*, *second*, and *third* transitions to outline three main points.

## III. Teaching Strategies

### A. Let’s Warm Up, p. 60

1. Emphasize that students only have to note the steps they will take in planning the program. They don’t have to come up with an actual program.
2. Afterwards, discuss their insights using the guide questions in the book.
3. This activity introduces to the students the concept of planning. This gives the students a preview of how a set of logical and organized processes has to be done to achieve a goal, the same way a speech is written.

### B. Self-audit, p. 61

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.



### **C. Let's Work and Learn, p. 62**

1. Have students answer Exercise I.
2. After checking the answers to the exercise, check which item the students mostly got wrong.

#### ***The Speech Writing Process, p. 62***

3. To introduce the lesson, refer to the warm-up activity.  
Ask: Did you follow a specific set of steps to plan your program?
4. Say that when they write a speech, they also have to follow a logical set of steps, just like in the planning exercise.

#### ***Conducting an audience analysis, p. 63***

5. Discuss the first stage. Ask: Why is it important to analyze the audience before writing the speech?
6. Discuss demography, situation, and psychology.
  - Demography has to be known to determine the interest of the audience. It will also affect the language style and formality of the speech.
  - Situation will affect the length of speech, visual aids, and formality of the situation.
  - Psychology will let the writer know which appeal to use and how to situate his/her text in the context of the audience.
7. Present the audience analysis checklist and tell the students that they may use this whenever they write a speech.

#### ***Determining the purpose of the speech, pp. 63-64***

8. Next, discuss the three general purposes.
9. Remind the students that in determining their purpose, they must already have their audience in mind.

#### ***Selecting a topic, p. 64***

10. Emphasize to the students that the topic they will select must be interesting for them.
11. Aside from the techniques listed in the book, students can also browse the Internet to look for suitable topics.

#### ***Narrowing down a topic, p. 64***

12. Stress that a topic must not be too general or vague or else it will not be discussed well.
13. Explain how a general topic is narrowed down.

#### ***Data gathering, p. 64***

14. Emphasize the following:
  - The speech must be well-researched and supported by facts.
  - Sources must be valid and reliable so that their credibility as speakers will be maintained.

***Selecting a writing pattern, pp. 64- 65***

15. Discuss the various speech patterns.
16. Tell students that their topic and purpose must match the writing pattern that they will employ.

***Preparing an outline, p. 66***

17. Stress the following when discussing the outline.
  - Preparing an outline is important because it forms the foundation of the student's speech.
  - An outline keeps the speech coherent and cohesive.
18. Discuss the two types of outline that students can use.

***Creating the body of the speech, pp. 66-67***

19. In discussing this topic, review the concept of a thesis statement (the main idea of an essay) with the students. Say that a speech must also have a thesis statement.
20. Some other reminders when writing the body of the speech are the following:
  - Follow the speech pattern in developing the ideas.
  - Use signposts to transition to ideas. This way, the audience can keep track of the ideas.

***Preparing the introduction, p. 67***

21. Tell the students that aside from catching the attention of the audience, the introduction will also show them a preview of what the speech is about.
22. Discuss the techniques in beginning a speech.

***Preparing the conclusion, p. 67***

23. Discuss the techniques in ending a speech.
24. Stress that the conclusion must also provide the audience with a sense of closure.

***Editing/revising, p. 67-68***

25. Tell the students that up to this point, the speech is still a draft. It still has to be edited and revised.
26. Discuss the six power principles for speech editing of Dlugan.
27. You may give sample lines or sentences and then have your students revise them.

***Rehearsing, p. 68***

28. Discuss rehearsing. Stress that they have to read their speech out loud so they can check which parts to enhance.

***Guidelines, p. 68***

29. Discuss the guidelines in writing a speech. You may also give your students additional guidelines.
30. As a review, have students answer Exercises II and III on pages 68-69. Check their answers and review items which were missed by the majority.

## D. Let's Practice, p. 70

### I. Group Activity, pp. 70-72

1. Give your students 20 minutes to accomplish this activity.
2. Afterwards, have the groups exchange outputs and read each other's revised works.
3. Ask students to check whether the editing principles that were applied are appropriate and whether the final output is easier to understand.
4. Evaluate the output using the following rubric.

#### Rubric for Assessing the Revision

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The edited/ revised version is easier to understand.					
2. The edit demonstrates learners' knowledge of the six power principles.					
3. The principles used in editing are appropriate for the specific part.					
4. The parts which need editing are underlined and revised.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/20</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 17-20; GE – 13-16; SE – 9-12; LE – 5-8; N – 4

### II. Individual Activity, pp. 73-74

1. Have the students consult you with their topic before they proceed to the next step.
2. Assist the students through each step. Clarify that they will have to write a whole speech. Answer whatever questions they may have.
3. Evaluate students' outputs using the rubric below.

#### Rubric for Assessing the Speech

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The speech is organized logically.					
2. The introduction catches attention.					
3. The body develops the topic with well-argued ideas.					
4. The conclusion wraps up the speech creatively.					
5. The speech is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/25</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 21-25; GE – 16-20; SE – 11-15; LE – 6-10; N – 5

**III. Individual-Pair Activity, p. 75**

1. Have students evaluate their seatmate’s output in Individual Activity II using the rubric in the textbook.
2. Emphasize to the students that their feedback must be objective.

**E. Reinforcement Activity, p. 76**

Assess students’ outputs using the rubric below.

**Rubric for Assessing the Written Report**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The essay effectively presents the interview information.					
2. The questions in the interview are strongly connected to the process of speech writing.					
3. The essay follows the correct format and required minimum word count.					
4. The essay is written coherently and cohesively.					
5. The word choice is appropriate.					
6. The essay is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N - 6

**F. E-link, p. 76**

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics.

**G. Let’s Reflect, p. 76**

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

**IV. Answer Key**

**Let’s Warm Up, p. 60**

Students’ plans may vary.

**Exercise I (Individual), p. 62**

- |      |       |
|------|-------|
| 1. T | 6. T  |
| 2. T | 7. T  |
| 3. F | 8. T  |
| 4. T | 9. T  |
| 5. T | 10. T |

**Exercise II (Pair), p.68-69**

Answers may vary. Sample answers are given below.

1. Make the speech clear, concise, and complete.
2. Identify the purpose of your speech.
3. Align your speech to the type of your audience.
4. Outline your speech.
5. Edit and revise your speech effectively to ensure correctness and appropriateness.
6. Make the introduction attention-catching.
7. Make sure that the conclusion restates the main ideas.
8. The body must have one central idea.
9. The speech must be well-researched and well-supported.
10. Jargon, slang, and vulgar words must not be used in writing a speech.

**Exercise III, p.69**

Below are four of the processes in writing an effective speech. Refer to the discussion in checking and differentiating the other processes.

<b>Speech writing process</b>	<b>Description</b>	<b>Application</b>
<b>Conducting an audience analysis</b>	<b>Provides the preferences, gender, status, among others, of your target audience</b>	<b>Pre-writing</b>
<b>Determining the speech purpose</b>	<b>Gives the writer a clear sense of the purpose of the speech</b>	<b>Pre-writing</b>
<b>Preparing an outline</b>	<b>Ensures the alignment of the message of the speech and its supporting ideas</b>	<b>Pre-writing/During writing</b>
<b>Editing/Revising</b>	<b>Allows the writer to make necessary corrections to the speech</b>	<b>After writing</b>

**I. Group Activity, pp. 70-72**

Revisions may vary but should follow the set criteria.

**II. Individual Activity, pp. 73-74**

Outputs may vary but should follow the standards set.

**III. Individual-Pair Activity, p. 75**

Feedbacks may vary but should adhere to the criteria.

**Reinforcement Activity, p. 76**

Written reports may vary.

# Principles of Speech Delivery

Suggested Number of Hours: 7

## I. Lesson Highlights

- ❖ Practice is one of the most essential elements of a successful delivery.
- ❖ Perfect pronunciation and enunciation are not enough indicators of an effective speech delivery. Nonverbal cues, as well as rapport with the audience, are essential to successful public speaking.
- ❖ There are classifications of speeches depending on the purpose and the delivery, as well as the setting.

## II. Supplementary Information

- ❖ Stage fright, i.e., the anxiety felt when in front of an audience, is a common occurrence among learners who are taking up public speaking. Some of its symptoms include dry mouth, tense voice, fast breathing, sweaty palms, shaky legs, and a pounding heart (Franklin & Clark, 2001).
- ❖ Some tips to battle stage fright are given below (Franklin & Clark, 2001):
  - Research the topic thoroughly to feel more prepared and confident.
  - Think of the audience members as friends.
  - Take deep breaths to calm yourself.
  - Release the tension in your body by moving and making appropriate gestures.

## III. Teaching Strategies

### A. Let's Warm Up, p. 77

1. Stress that everyone in the group has to have a speaking task.
2. Note the good points and points for improvement in the deliveries so you may integrate these in the discussion proper.

## **B. Self-audit, p. 78**

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in this task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

## **C. Let's Work and Learn, p. 79**

1. To start the discussion, have students do Exercise I on page 79. Ask students to watch the video with their partners beforehand.
2. Discuss the guide questions in the exercise with the class. Randomly select volunteers to share their insights. Make sure to draw the discussion to the speech delivery strategies of the speakers. Highlight the good points and use this as an introductory point to the discussion.

### ***Insights on Public Speaking, pp. 79-80***

3. Emphasize that public speaking does not only mean pronouncing and enunciating words correctly. It has more to do with establishing and maintaining a connection with the audience and successfully giving your message.

### ***Types of Speech according to Purpose, p. 80***

4. Review the types of speech according to purpose.
5. Have students give real-life examples of each type of speech.

### ***Types of Speech according to Delivery, pp. 80-81***

6. Discuss each type, its description, and the pros and cons.
7. Ask students if they can identify additional pros and cons for each type of speech.
8. Afterwards, have them do Exercise II on page 82.
9. Discuss the examples they gave for each type and correct misconceptions if any.

### ***Delivery for Different Situations, pp. 82-84***

10. Discuss the different types of situations in which people deliver speeches.
11. You may provide additional tips and techniques for each type.

### ***Tools for Effective Speech Delivery, pp. 84-85***

12. Emphasize that practice is essential to a good delivery.
13. Provide samples of good speakers whom your students can emulate. You may also play their videos in class to illustrate your points.

### ***More tips for effective speech delivery, pp. 85-86***

14. Segue to the tips for effective speech delivery. Ask: Who is the speaker you look up to?
15. Tell them that they can also be good speakers if they follow the tips for effective speech delivery.
16. Discuss each tip. Make sure to demonstrate each one as you discuss. Alternatively, you can ask students to demonstrate each.
17. You may also provide additional tips for good speech delivery.
18. Have students answer Exercise III on page 86. Give them 15 minutes to finish the activity. Afterwards, discuss their answers.

## D. Let's Practice, p. 86

### I. Group Activity, pp. 86-87

1. Have students watch the videos beforehand.
2. If they opt to watch a video that is not in the suggested links, get the video URL of the speech.
3. Make sure to check and discuss the evaluations of the students.
4. Ask:
  - a. Overall, did the speaker communicate his/her message well? Why do you think so?
  - b. What part of the speaker's delivery should be emulated?
  - c. What did the speaker do that should not be copied?
5. Randomly call on students to share their responses.

### II. Group-Individual Activity, 88-91

1. Note that if the student opts to give an extemporaneous version of the speech, only note cards with an outline should be used.
2. Each group has 10 minutes to deliver the whole speech.
3. Assign which students will evaluate each other.
4. Stress that they have to be objective in their evaluations.

## E. Reinforcement Activity, p. 91

Evaluate your students' outputs using the rubric below.

**Rubric for Assessing the Written Report**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The essay effectively presents the interview information with the speech writer.					
2. The questions in the interview are strongly connected to the process of speech writing.					
3. The essay follows the correct format and required minimum word count.					
4. The essay is written coherently and cohesively.					
5. The word choice is appropriate.					
6. The essay is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N – 6



## F. E-link, p. 92

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics.

## G. Let's Reflect, p. 92

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

## IV. Answer Key

### Let's Warm Up, p. 77

Students' speeches will vary.

### Exercise I (Pair), p. 79

Students' observations may vary.

### Exercise II (Group), p. 82

Answers may vary but should contain the general ideas below.

Types	Definition	Examples
Extemporaneous	<ul style="list-style-type: none"><li>• Speaking with advanced preparation</li><li>• Planned and rehearsed speech</li><li>• Guided by notes or outline</li><li>• Spoken conversationally</li><li>• Most popular type</li></ul>	<ul style="list-style-type: none"><li>• Campaign speech</li><li>• Class assigned reporting</li></ul>
Impromptu	<ul style="list-style-type: none"><li>• Speaking without advanced preparation</li><li>• Unrehearsed speech</li><li>• Spoken conversationally</li></ul>	<ul style="list-style-type: none"><li>• Class recitation</li><li>• Speech for a birthday celebrator</li></ul>
Manuscript	<ul style="list-style-type: none"><li>• Speaking with advanced preparation</li><li>• Planned and rehearsed speech</li><li>• Reading aloud a written message word- for-word</li></ul>	<ul style="list-style-type: none"><li>• Bible reading</li><li>• Newscasting</li></ul>
Memorized	<ul style="list-style-type: none"><li>• Speaking with advanced preparation</li><li>• Planned and rehearsed speech</li><li>• Reciting a written message word- for-word from memory</li></ul>	<ul style="list-style-type: none"><li>• Stage play</li><li>• Declamation speeches</li></ul>

### Exercise III, p. 86

Answers may vary but should be related or relevant to the ideas below.

1. Use a conversational style.
2. Look your audience members in the eye so they will feel that they are part of your speech.
3. Remember to adjust your volume to the audience and venue size.



4. **Vary your rate or speed to keep your audience interested and to avoid a monotone pattern.**
5. **Master your voice and find your pitch level (high or low).**
6. **Use pauses when you emphasize the most important words, phrases, or sentences.**
7. **Use the correct pronunciation and enunciation of words.**
8. **Avoid fillers or expressions that substitute actual words.**
9. **Start your speech by standing straight and balancing your weight. This will give a positive first impression.**
10. **Use precise movements and avoid distracting mannerisms.**

**I. Group Activity, p. 86**

Evaluations may vary depending on the video watched.

**II. Group-Individual Activity, p. 88**

Students evaluations may vary but should be based on the criteria set.

## CULMINATING TASKS

*Suggested Number of Hours: 1*

**A. Instruct the students to choose the letter of the correct answer.**

1. What is the first stage in speech writing?
  - a. Determining the purpose
  - b. Selecting a topic
  - c. Analyzing the audience**
  - d. Rehearsing
2. Which of the following is not a power principle in speech editing?
  - a. Edit for focus
  - b. Edit for clarity
  - c. Edit for continuity
  - d. Edit for harmony**
3. This refers to the stage in speech writing when a writer chooses a structure for his/her speech.
  - a. Data gathering
  - b. Outlining
  - c. Choosing a writing pattern**
  - d. Editing
4. Which of the following is not an effective strategy in writing a speech?
  - a. Avoid jargon.
  - b. Be sensitive to your audience.
  - c. Write whatever comes to mind.**
  - d. Use contractions.
5. Which part of the speech restates the main idea?
  - a. Body
  - b. Conclusion**
  - c. Introduction
  - d. Transition
6. Which of the following is an effective speech delivery technique?
  - a. Pause to emphasize words.**
  - b. Rarely look the audience in the eye.
  - c. Always be formal and serious.
  - d. Use filler words to avoid dead air.



7. Which of the following is not a type of speech according to delivery?
  - a. **Informative speech**
  - b. Manuscript speech
  - c. Impromptu speech
  - d. Extemporaneous speech
8. The following are different delivery situations except for one.
  - a. Speaking in different venues
  - b. **Speaking in a concert**
  - c. Speaking with a microphone
  - d. Speaking with a podium
9. Which of the following should be emulated from good speakers?
  - a. How they walk
  - b. How they laugh
  - c. **How they connect with the audience**
  - d. How they walk away from the stage
10. Which of the following statements about speech delivery is true?
  - a. Speech delivery is about pronouncing words perfectly.
  - b. Public speaking is a talent and cannot be learned.
  - c. **Effective speech delivery means connecting with the audience and communicating the message.**
  - d. Good delivery lies in the intellectual words used in the speech.

**B. Divide the students into group of five. Let them do the following:**

1. Using the materials you have in the classroom, create an informative poster which lists various strategies in speech writing and delivery.
2. Be as creative as you can.
3. Make the poster in 15 minutes.
4. Present it to the class in three to five minutes.

**Assess each group’s performance using the following criteria.**

Content of the poster	40 points
Visual appeal	30 points
Participation of group members	20 points
Use of required time in the presentation	10 points
<b>Total</b>	<b>100 points</b>



UNIT  
**IV**

# Types of Speech

## Curriculum Guide

	Competency	Code	Content Standard	Performance Standard
<b>Lesson 1: Organizing and Delivering a Manuscript Speech</b>	uses principles of effective speech delivery in different situations, pp. 99-107, 109, 113, 116, 122-123, 126, 131, 135, 139-140, 144, 153, 156, 168	EN11/120C-IIcj-24	realizes the rigors of crafting one's speech, pp. 104-105, 113, 122, 131, 139, 151-152, 168	proficiently delivers various speeches using the principles of effective speech delivery, pp. 99-104, 113, 116, 122-123, 131, 135, 139-140, 144, 153, 156, 168
<b>Lesson 2: Organizing and Delivering a Memorized Speech</b>				
<b>Lesson 3: Organizing and Delivering an Impromptu Speech</b>				
<b>Lesson 4: Organizing and Delivering an Extemporaneous Speech</b>				
<b>Lesson 5: Organizing and Delivering an Entertainment Speech</b>	uses principles of effective speech delivery focusing on articulation, modulation, stage presence, facial expressions, gestures and movements, and rapport with the audience, pp. 99-107, 109, 113, 122-123, 126, 131, 135, 139-140, 144, 153, 156, 168	EN11/120C-IIcj-26		
<b>Lesson 6: Organizing and Delivering an Informative Speech</b>		EN11/120C-IIcj-26.1		
<b>Lesson 7: Organizing and Delivering a Persuasive Speech</b>		EN11/120C-IIcj-26.2 EN11/120C-IIcj-26.3 EN11/120C-IIcj-26.4 EN11/120C-IIcj-26.5		

# Organizing and Delivering a Manuscript Speech

Suggested Number of Hours: 6

## I. Lesson Highlights

- ❖ Delivering a manuscript speech does not entail merely reading from a script.
- ❖ One of the challenges in delivering this type of speech is establishing a connection with the audience without being able to look at them all the time, but this can be overcome through practice.
- ❖ Marking the manuscript for emphasis and pauses is a key requirement for a successful delivery.

## II. Supplementary Information

- ❖ Additional tips for delivering a manuscript speech are given below (Gellis, 2011).
  - *Questions in the speech should be short and concise. When delivering them, the speaker should look at the audience.*
  - *The manuscript should be formatted for ease of delivery. A sample format for the speech is pt. 16, no more than 7-8 words per line, and no more than 2-3 paragraphs per page. The pages should be numbered and should not be stapled.*
  - *The speaker should never end a sentence or begin a new one by looking down.*
- ❖ Below are additional problems that speakers may experience in delivering a manuscript speech (Franklin and Clark, 2001).
  - *When reading from a manuscript, there is a tendency to sound robotic or rigid.*
  - *The speech cannot be revised at the last minute.*
  - *The speaker needs to have a long time to prepare for the delivery.*

## III. Teaching Strategies

### A. Let's Warm Up, p. 94

1. After everyone has delivered the quote, discuss the students' evaluations of their partners.

2. Ask:
  - As the listener, do you think the speaker was able to establish a connection with you?
  - Was the speaker able to deliver the quote well? Why do you think so?
  - As the speaker, what difficulties did you observe in delivering the speech?
3. Randomly call students to share their responses. Synthesize all answers.
4. This activity gives a preview of how a manuscript speech delivery is done. Note the good points and points for improvement of the students and bring these up during the discussion.

### **B. Self-audit, p. 95**

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

### **C. Let's Work and Learn, p. 96**

1. Before the discussion, have students do Exercise I on page 96.
2. Download the video beforehand and have your students watch them in class.
3. Afterwards, give them 15 minutes to discuss their answers to the guide questions.
4. Randomly call a student from each group to share their responses to the class. Synthesize the answers then segue to the discussion.

### ***Key Takeaways, p. 96***

5. In discussing this, recall the first guide question in Exercise I and discuss students' answers.
6. Have students give examples of instances when reading from a manuscript is advantageous (e.g. valedictory addresses, commencement speeches, etc.)

### ***Potential Problems with the Manuscript Speech, p.96***

7. Discuss the potential problems.
8. You may also bring up additional potential problems mentioned in the Supplementary Information.

### ***Strategies in Organizing and Delivering a Manuscript Speech, p. 97***

9. Discuss the strategies.
10. Emphasize that practice is very important to effectively deliver the speech.
11. In discussing the second item, make sure to point out that students can only successfully adapt the speech if they know the main idea and the important points by heart.

***Tips in Using the Manuscript Method, p. 97***

12. Discuss the tips. You may also bring up the tips given in the Supplementary Information.
13. You may also ask your students to research additional tips and then share them with the class.
14. After the discussion, have students do Exercise II on pp. 97-99.
15. Once the students are finished answering the exercise, have them assign a representative who will share their responses to #1. Synthesize the answers.
16. For item # 2, randomly call a student from each group to deliver the quote following the markings for emphasis and pauses that their group added.

**D. Let's Practice, p. 99**

***I. Group Activity, 99-103***

1. Remind the students to follow the tips in preparing for a manuscript speech, especially in marking the script.
2. As the groups prepare, go around to monitor and answer questions.
3. Give each group 15 minutes to present their manuscript speeches.
4. Evaluate their performances using the rubric on page 106.

***II. Pair Activity, p. 103***

1. Have students look for a news transcript beforehand.
2. Give each pair five minutes to present.
3. Evaluate their performances using the rubric on page 106.

***III. Group Activity, p. 104***

1. Write each motivational quote on a strip of paper and have representatives from each group pick one. You may use other motivational quotes aside from the ones listed on the book.
2. As the students prepare, go around to make sure everyone participates. Answer questions, if any. Students may also use the quote at the beginning of their speech.
3. Evaluate the overall output using the rubric below.

Scoring Criteria	VGE (5 pts)	GE (4 pts)	SE (3 pts)	LE (2 pts)	N (1 pt)
<b>Content and Organization</b>					
Ideas are arranged logically using the appropriate organizational pattern .					
Transitions are smooth.					
The purpose of the speech is well-defined and achieved throughout.					





Main points are stated clearly.					
Introduction captures listener's attention.					
The conclusion effectively and creatively wraps up the speech.					
<b>Speech Delivery</b>					
The speech is not read in a monotone voice and the rate of speaking is varied effectively.					
The volume is apt for the audience size and the setting.					
Words are pronounced and enunciated well and filler words are avoided.					
Audience rapport is established through eye contact and other means.					
Non-verbal cues are used to effectively deliver the message.					
Distracting movements or mannerisms are avoided.					
<b>Contribution to the Group</b>					
The student actively tries to contribute his/her ideas in preparing the speech.					
The student takes part in the speech-writing process.					
The student provides feedback and response to the draft of the group's speech.					
<b>TOTAL</b>					
<b>GRAND TOTAL</b>	____/75				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 61-75; GE – 46-60; SE – 31-45; LE – 16-30; N - 15

#### **IV. Individual Activity, p. 104-106**

1. Get the clean copy of the speech before the presentation of the students. Have them submit the marked one after they deliver the speech.
2. Evaluate the performances using the rubric on page 106.

## E. Reinforcement Activity, p. 107

Assess the essays using the rubric below.

**Rubric for Assessing the Letter**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The letter gives effective advice in speech delivery.					
2. The letter demonstrates the learner's knowledge in effectively delivering a manuscript speech.					
3. The letter contains all the necessary parts and follows the prescribed format.					
4. The letter is written coherently and cohesively.					
5. The word choice is appropriate.					
6. The letter is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N – 6

## F. E-link, p. 107

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics.

## G. Let's Reflect, p. 108

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

## IV. Answer Key

### Let's Warm Up, p. 94

Students' performances vary.

### Exercise I (Group), p. 96

1. Her speech was long, and she was a very important person who would not had the time to memorize her speech.
2. Answers may vary.
3. Answers may vary, but some of the sample answers are: she opened with a joke, gave interesting words of wisdom and facts, and related her speech closely to the target audience.
4. Answers may vary.

**Exercise II (Group), p. 97-99**

1. **Extract 1:** *Answers may vary. One acceptable answer is that the edit was made to make it more concise and easier to follow when spoken.*

**Extract 2:** *Answers may vary. One acceptable answer is that the edit was made to add more information.*

2. a. **Answers may vary.**

b. **Answers may vary.**

c. **Answers may vary.**

**I. Group Activity, p. 99-103**

**Performances vary.**

**II. Pair Activity, p. 103**

**Performances vary.**

**III. Group Activity, p. 104**

**Performances vary.**

**IV. Individual Activity, p. 104-106**

**Performances vary.**

**Reinforcement Activity, p. 107**

**Students' letters vary.**

# Organizing and Delivering a Memorized Speech

**Suggested Number of Hours: 4**

## I. Lesson Highlights

- ❖ In delivering a memorized speech, communicating the message effectively, and not reciting all the lines correctly, is the priority.
- ❖ A memorized delivery is not recommended for long speeches. Choosing when to memorize depends on the topic and the occasion.

## II. Supplementary Information

- ❖ The following are additional tips in delivering a memorized speech.

*Practice the speech in front of a mirror to match non-verbal cues to the right parts.*

*Break down the speech according to ideas when memorizing. Commit to memory each main idea first.*

*Keep the speech short and concise by using short words and brief sentences.*

## III. Teaching Strategies

### A. Let's Warm Up, p. 109

1. Give the following guidelines to the students when they are preparing their quotes.
  - a. The quote must be at least 15 words long.
  - b. They may use lines from their favorite movies or novels.
  - c. Clichéd quotes such as *Honesty is the best policy* or *With great power comes great responsibility* are not allowed.
2. This activity requires students to do a light memorization.
3. After the activity, ask: What techniques did you use to memorize the quote? Randomly call on students to share their responses. Note the useful techniques and bring them up in the discussion.

## **B. Self-audit, p. 110**

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

## **C. Let's Work and Learn, p. 111**

1. Have students do Exercise I. Tell the students that the chosen part must be at least 4 lines long.
2. Randomly call on student volunteers to share their lines.

### ***Key Takeaways, p. 111***

3. Discuss the definition of a memorized speech.
4. Emphasize that like the manuscript speech, it also has the tendency to sound robotic and rigid if not practiced well.
5. You may play videos of sample memorized speeches.

### ***When should you memorize?, p. 111***

6. Briefly discuss instances when a speech has to be memorized.
7. Give other examples of speeches that can be memorized, such as the following:
  - Presentation of an award
  - Best Man's speech

### ***Disadvantages of a Memorized Speech, p. 111***

8. Discuss the disadvantages of memorizing a speech.
9. Have students give more disadvantages. One possible disadvantage is the absence or lack of audience rapport.

### ***Advantages of a Memorized Speech, p.111***

10. After discussing the disadvantages, talk about the advantages.
11. Have students give more examples.

### ***Tips in Memorizing a Speech, p. 112***

12. Discuss the tips in memorizing a speech.
13. Call on student volunteers to share their tips in memorizing with their classmates.
14. You may also mention the additional tips given in the Supplementary Information.
15. Have students do Exercise II on page 112. Give them 5 minutes to answer.
16. Check the answers. Determine which item most of the class got wrong. Call some students to justify their answer.

## **D. Let's Practice, p. 113**

### ***I. Group Activity, p. 113***

1. Download the videos beforehand and play them in class for this activity.
2. Give the students 10 minutes to decide on the winner of the Best Acceptance Speech.

3. Give each representative two minutes to present their winner and their justification.
4. Assess the evaluation of the students using the rubric below.

#### Criteria for Assessing the Evaluation

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The group was able to give an effective evaluation of the speeches based on information about memorized speeches.					
2. The evaluation demonstrated learners' knowledge of the memorized speech.					
3. The justifications were logical and well-argued.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	/15				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 13-15; GE – 10-12; SE – 7-9; LE – 4-6; N - 3

#### II. Individual Activity, pp. 113-114

1. Give the students 15 minutes to write their short speech, 10 minutes to memorize it, and two minutes to deliver it in class.
2. Before the presentations, make sure that each student has a classmate whose performance he/she will evaluate.

#### E. Reinforcement Activity, p. 115

Assess your students' essays using the following rubric.

#### Rubric for Assessing the Essay

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The essay effectively presents the interview information.					
2. The questions in the interview are strongly connected to the process of speech writing.					
3. The essay follows the correct format and required minimum word count.					
4. The essay is written coherently and cohesively.					
5. The word choice is appropriate.					
6. The essay is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	/30				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N - 6



**F. E-link, p. 115**

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics.

**G. Let's Reflect, p. 115**

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

**IV. Answer Key**

**Let's Warm Up, p. 109**

1. Students' deliveries vary.

**I. Exercise I, p. 111**

Students' performances may vary.

**II. Exercise II, p. 112**

1. B

2. G

3. G

4. B

5. G

6. B

7. G

8. G

9. B

10. B

**Let's Practice**

**I. Group Activity, p. 113**

Students' evaluations may vary.

**II. Individual Activity, pp. 113-114**

Students' speeches and performances vary.

**Reinforcement Activity, p. 115**

Students' essays vary.

# Organizing and Delivering an Impromptu Speech

Suggested Number of Hours: 6

## I. Lesson Highlights

- ❖ In impromptu speaking, the speaker has no preparation time.
- ❖ Adopting a strategy in organizing an impromptu speech will help speakers frame their speech.
- ❖ Confidence is essential to a successful impromptu speech.

## II. Supplementary Information

- ❖ Other useful tips in delivering an impromptu speech include the following (Franklin and Clark, 2001):
  - *Keep the audience in mind while structuring the speech. Consider their knowledge level and mood.*
  - *Do not panic and apologize for a lack of preparation. It decreases credibility.*
  - *Talk to the audience in a conversational tone.*
  - *When temporarily lost for words, do not use filler words. Simply pause until you remember your train of thought.*
- ❖ Additional strategies for organizing an impromptu speech include the following (Dlugan, 2011):
  - *5W* – Discuss the topic by talking about Who, What, When, Where, and Why aspects of the topic.
  - *Issue, Pros vs. Cons, Conclusions* – Describe the issue, discuss its advantages and then its drawbacks. End the speech with a recommendation.

## III. Teaching Strategies

### A. Let's Warm Up, p. 116

1. Call students in random order to share their ideas in front of the class.
2. This activity provides a sneak peek of how impromptu speaking is done. After everyone has shared their ideas, ask: What difficulty did you have in the activity?
3. Synthesize their answers.



## **B. Self-audit, p. 117**

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

## **C. Let's Work and Learn, p. 118**

1. Have students do Exercise I before the discussion. Give them 10 minutes to answer the exercise.
2. Afterwards, check the answers. Note which items most of the class got wrong and correct this in the discussion.

### ***Key Takeaways, p. 118***

3. Discuss the definition of impromptu speech.
4. Have students give more examples of impromptu situations in daily life.

### ***Strategies in Organizing and Delivering an Impromptu Speech, pp. 118-120***

5. Introduce some strategies in organizing an impromptu speech. Stress that applying a strategy will help students form a coherent and complete speech.
6. Discuss each of the strategies on the textbook.
7. You may give more examples for each or play videos of sample impromptu speeches that follow each strategy.
8. You may also discuss the additional strategies given in the Supplementary Information.

### ***Some Useful Tips, pp. 120-121***

9. Discuss the tips for effective impromptu speech delivery.
10. In discussing the tips for preparing before the speech, stress that a positive attitude is essential. It not only boosts the speaker's confidence in delivering the speech, it also adds to his/her credibility.
11. Have students do Exercise II on page 121. Give students 10 minutes to accomplish the form.
12. Afterwards, check the answers and correct misconceptions as necessary.

## **D. Let's Practice, p. 122**

### ***I. Individual Activity, p. 122***

1. Call students in a random order. Make sure that everyone gets a chance to speak in front of the class.
2. Prepare two signal cards for the time. On the first one, write "30 seconds left" and on the second one, write "Time's up." Time each speech and raise the appropriate card accordingly to notify the student of the remaining time.

## **II. Individual Activity, p. 122**

1. Prepare a list of Philippine destinations. The following are some suggestions.
  - Batanes
  - Oslob, Cebu
  - Baguio City
  - Manila
  - Vigan, Ilocos Sur
  - Zambales
  - Boracay
  - Chocolate Hills, Bohol
  - Mayon Volcano, Albay
  - Mt. Pinatubo
  - Underground River, Palawan
  - Pagsanjan Falls
  - El Nido, Palawan
2. Clarify that students have two minutes to prepare the strategy they will use, but they will only be able to know the destination immediately before they speak.
3. Prepare two signal cards for the time. On the first one, write “30 seconds left” and on the second one, write “Time’s up.” Time each speech and raise the appropriate card accordingly to notify the student of the remaining time.
4. Evaluate the students using the rubric in the book.

## **III. Individual Activity, p. 122**

1. Prepare a list of essential skills a 21<sup>st</sup> century Filipino learner should have. The following are some examples:
  - Critical thinking
  - Problem solving
  - Effective communication and collaboration
  - Innovation
  - Creativity
  - Social relevance
  - Flexibility
  - Adaptability
  - Initiative
  - Social skills
  - Productivity
  - Accountability
  - Leadership
  - Responsibility
  - Confidence
2. Clarify that students have two minutes to prepare the strategy they will use, but they will only be able to know the skill immediately before they speak.
3. Evaluate the students using the rubric in the book.

#### **IV. Class-Individual Activity, p. 122-123**

1. Have the class decide on the activity they will do, as well as the order of presentation.
2. *Traditional Style*
  - Give the following guidelines in preparing the questions.
    - Questions must not be answerable by yes or no.
    - They must be socially relevant or related to a field of study.
  - Time the speech and signal to the student twice—once when he/she has only thirty seconds to wrap up the speech and then finally when he/she has reached the time limit.
3. *Photo Prompts*
  - Prepare pictures reflecting current events and trending happenings from politics to show business. You can get photos from various news sites online.
  - You may present each picture in a PowerPoint Presentation or you may print them out.
  - You have to randomly choose a picture for a student. Alternatively, you may number the photos, ask your student to choose a number, and show him/her the corresponding photo.
  - Time the speech and signal to the student twice—once when he/she has only thirty seconds to wrap up the speech and then finally when he/she has reached the time limit.
4. *Box of Surprises*
  - Before the day of this activity, ask students to bring a unique item that they can place in the box.
  - Give the following guidelines as to what item can be brought for the exercise.
    - Items must not be dangerous, alive, or health-threatening.
    - The items must not be too precious or expensive as well.
    - Sample items could be a unique souvenir from a vacation, a vintage item, a movie memorabilia, and the like.
  - Time the speech and signal to the student twice—once when he/she has only thirty seconds to wrap up the speech and then finally when he/she has reached the time limit.

#### **V. Individual Activity, pp. 123-124**

1. Assign students to evaluate three of their classmates in a random manner.
2. Have them share their evaluations to the respective classmates after the activity.
3. Emphasize that they have to be objective in evaluating.

## E. Reinforcement Activity, p. 125

Assess the students' speeches using the rubric in the textbook.

Have the students submit the interview questions and responses as well and assess these using the rubric below.

**Criteria for Assessing the Interview**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The interview questions are arranged logically.					
2. The interview was conducted professionally.					
3. The questions are related to the process of impromptu speech delivery and oral communication.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	/15				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 13-15; GE – 10-12; SE – 7-9; LE – 4-6; N – 3

## F. E-link, p. 125

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics.

## G. Let's Reflect, p. 125

Let the students write their reflections in a journal. You may ask them to do the reflection at the end of the session, or give it as their homework.

## IV. Answer Key

### Let's Warm Up, p. 116

Students' speeches vary.

### Exercise I (Pair), p. 118

1. T
2. F
3. T
4. T
5. F
6. F
7. F
8. T
9. T
10. F

**Exercise II (Pair), p. 121**

Answers may vary. Sample answers are given below.

<b>Speech situation</b>	<b>Preparations</b>
<b>Example:</b> <b>1. Giving personal birthday greetings to a debutante</b>	<b>1. Ask around what the debutante aspires or wishes for</b> <b>2. Use number 1 in developing your speech</b> <b>3. Begin your speech with a memorable anecdote or a trait related to the debutante.</b> <b>4. Practice</b>
<b>2. Giving an on-the-spot self-introduction</b>	<b>1. Include only the most essential things about you.</b> <b>2. Organize in your head your ideas from the most essential to the least ones or the other way around.</b> <b>3. Visualize your presentation.</b>

**I. Individual Activity, p. 122**

Students' speeches vary.

**II. Individual Activity, p. 122**

Students' speeches vary.

**III. Individual Activity, p. 122**

Students' speeches vary.

**IV. Class- Individual Activity, p. 122-123**

Students' speeches vary.

**V. Individual Activity, pp. 123-124**

Students' evaluations may vary, but must be based on the criteria set.

**Reinforcement Activity, p. 125**

Students' speeches and interviews vary.

# Organizing and Delivering an Extemporaneous Speech

Suggested Number of Hours: 6

## I. Lesson Highlights

- ❖ In an extemporaneous speech, the speaker delivers his/her message with the help of an outline or notes.

## II. Supplementary Information

- ❖ In an extemporaneous speech, note cards play a useful role. The following are some tips for preparing note cards (Franklin and Clark, 2001).
  - *Use keywords and phrases in writing the outline.*
  - *Write in big font sizes that can be easily read. Do not cram a lot of keywords in one note card.*
  - *Number the note cards and do not staple them.*
  - *Use color coding, highlights, or other symbols to show which items have to be emphasized.*
- ❖ Franklin and Clark (2001) also list some of the advantages of delivering a speech extemporaneously.
  - *It is flexible. Speakers can make changes and additions even during the last minute.*
  - *The delivery does not sound rigid; rather, it is more spontaneous and natural.*
  - *It challenges the speaker to think on his/her feet.*

## III. Teaching Strategies

### A. Let's Warm Up, p. 126

1. Try to act out the example so that students can visualize it. Simply pretend that you are discussing a slide.
2. Tell the students that they may use an outline to list the imaginary slides that they will present.
3. Give each group 10 minutes to present.

4. This activity provides the students a sneak peek of extemporaneous speaking. It requires them to speak using only an outline as a basis.
5. Take note of the good parts and points for improvement in each presentation. Bring these up during the discussion.

**B. Self-audit, p. 127**

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

**C. Let's Work and Learn, p. 128**

1. Before the discussion, have students do Exercise I. Give each student a chance to speak.
2. Once everyone has spoken, ask:
  - What part of the activity did you find difficult?
  - How does this activity differ from the impromptu speaking exercises in the previous lesson?
3. Randomly call on students to share their answers.

***Key Takeaways, p. 128***

4. Synthesize the responses in the previous exercise and segue to the discussion of extemporaneous speech.

***Definition of Extemporaneous Speech, p. 128***

5. Differentiate an extemporaneous speech from an impromptu speech.
6. You may also talk about the advantages mentioned in the Supplementary Information.

***Three Steps in Studying your Extemporaneous Speech, pp. 128-129***

7. Discuss questions of fact, value, and policy. Have students give their own sample questions per classification.
8. Discuss the last two steps in studying the speech.

***Steps in Preparing for a Successful Extemporaneous Speech, pp. 129-130***

9. Discuss the steps for an effective extemporaneous delivery.
10. Have students research additional tips and share them with the class.
11. After the discussion, have students answer Exercise II on page 130.

**D. Let's Practice, p. 131**

***I. Group Activity, p. 131***

1. Give your students 15 minutes to discuss.
2. Give each representative three minutes to share their group's decision.

- Evaluate each group's performance using the following criteria.

**Rubric for Assessing the Group Activity**

Criteria	VGE (5 pts)	GE (4 pts)	SE (3 pts)	LE (2 pts)	N (1 pt)
<b>Justification, Content, and Organization</b>					
The justification for choosing the six people to save is explained well.					
The justification is supported by sound arguments.					
<b>Delivery</b>					
The speech is delivered conversationally and with a dynamic voice.					
Nonverbal cues are used to communicate the message well.					
<b>Contribution to the Group</b>					
The student actively tries to contribute his/her ideas during the group discussion.					
The student takes part in the decision-making process.					
<b>TOTAL</b>					
<b>GRAND TOTAL</b>	____/30				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N - 6

**II. Individual Activity, pp. 131-133**

- Assist students in selecting and narrowing down your topic.
- Remind them to follow the speech writing process in preparing their speech.
- Give each student five minutes to deliver their speech.



### E. Reinforcement Activity, p. 133

Assess students' essays using the rubric below.

#### Criteria for Assessing the Essay

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The essay provides insight on the problems faced in high school and solutions to them.					
2. The essay demonstrates the learner's knowledge of speech delivery, particularly on how the speech can be made attention-getting.					
3. The essay follows the prescribed format.					
4. The essay is written coherently and cohesively.					
5. The word choice is appropriate.					
6. The essay is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N – 6

### F. E-link, p. 133

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics.

### G. Let's Reflect, p. 134

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

#### IV. Answer Key

Let's Warm Up, p. 126

Presentations vary.

Exercise I, p. 128

Students' speeches vary.

Exercise II, p. 130

- |       |       |
|-------|-------|
| 1. F  | 11. F |
| 2. P  | 12. P |
| 3. F  | 13. V |
| 4. P  | 14. V |
| 5. V  | 15. F |
| 6. F  | 16. P |
| 7. V  | 17. F |
| 8. F  | 18. F |
| 9. V  | 19. F |
| 10. V | 20. P |

I. Group Activity, p. 131

Answers may vary but should be based on the criteria set.

II. Individual Activity, pp. 131-133

Students' speeches vary.

Reinforcement Activity, p. 133

Students' essays vary.

# Organizing and Delivering an Entertainment Speech

Suggested Number of Hours: 4

## I. Lesson Highlights

- ❖ An entertainment speech aims to amuse the audience.
- ❖ Humor can also be added to other types of speeches.

## II. Supplementary Information

- ❖ Additional guidelines in preparing an entertaining speech are listed below.
  - *Know the audience before writing the speech so you can suit it to their context.*
  - *Use safe humor. Do not use profane language or vulgar words just to make a joke.*
  - *Quality is better than quantity. Few but solid entertaining anecdotes will work better as compared to many weak stories.*

## III. Teaching Strategies

### A. Let's Warm Up, p. 135

1. Give the students a total of 10 minutes to share their scariest experience.
2. Call on student volunteers to share their partners' experiences.
3. Through this activity, students will already get a sense of how an entertaining speech is delivered.

### B. Self-audit, p. 136

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

### C. Let's Work and Learn, p. 137

1. Have the students do Exercise I on page 137.
2. Download the video beforehand and show it to the class.

3. Then, give the students three minutes to discuss their answers to the questions.
4. Call on random students to share their responses.

***Key Takeaways, p. 137***

5. Synthesize answers and segue to the discussion of the entertainment speech.

***Aims of Entertainment Speech, p. 137***

6. Discuss the main purpose of an entertainment speech.
7. Explain to the students that they may also add entertaining aspects to other types of speeches.

***How to Make Your Speech Entertaining, pp. 137***

8. To introduce the topic, ask your students: What things make you laugh or feel entertained?
9. Segue to the ways on how a speech can be made entertaining.
10. Have students share their own techniques.

***Steps in Writing an Entertainment Speech, pp. 137-138***

11. Talk about the guidelines in writing an entertainment speech.
12. Discuss the suggested outline as well.
13. Then, have students do Exercise II on page 138. Collect the answers and check.

**D. Let's Practice, p. 139**

***1. Group Activity, p. 139***

1. Give the students 15 minutes to create their story.
2. Give the representatives three minutes each to share their group's story.
3. Evaluate the performances using the following rubric.

**Rubric for Assessing the Story**

Criteria	VGE (5 pts)	GE (4 pts)	SE (3 pts)	LE (2 pts)	N (1 pt)
<b>Story</b>					
The story incorporates various entertaining elements such as puns, witty remarks, funny characters, and the like.					
The story is very enjoyable and light.					
<b>Delivery</b>					
The speaker is animated in his/her delivery and is enjoyable to listen to.					
Words are pronounced and enunciated well and filler words are avoided.					

Audience rapport is established through eye contact and other means.					
<b>TOTAL</b>					
<b>GRAND TOTAL</b>	___/25				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all  
**Rating:** VGE – 21-25; GE – 16-20; SE – 11-15; LE – 6-10; N – 5

**II. Group Activity, p. 140**

1. Have students watch the videos beforehand. You may also assign a different set of entertaining speech videos.
2. Give each representative two minutes to present their insights.
3. After all the students have shared, discuss their answers. Synthesize the insights and relate them to how students can add more humor to their speech.

**III. Individual Activity, 140-141**

1. Assist your students as they write their speeches.
2. Remind students that you have to approve their topics first before they can proceed. Make sure not to approve vulgar or offensive topics.
3. Then, clarify that after writing their speeches, they also have to deliver them in front of the class.

**IV. Pair Activity, 141-142**

1. Remind students to be objective in their evaluations.
2. After everyone has presented, give the students 10 minutes to share their evaluations with their partners.

**E. Reinforcement Activity, p. 142**

Use the rubric below in assessing a student’s output.

**Criteria for Assessing the Essay**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The essay effectively compares the speeches in terms of their purpose and style of delivery.					
2. The essay demonstrates the learner’s knowledge of entertaining speech.					
3. The essay follows the prescribed format.					
4. The essay is written coherently and cohesively.					

5. The word choice is appropriate.					
6. The essay is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N – 6

#### **F. E-link, p. 143**

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topic.

#### **G. Let’s Reflect, p. 143**

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

### **IV. Answer Key**

#### **Let’s Warm Up, 135**

**Students’ stories vary.**

#### **Exercise I, p. 137**

1. **Answers may vary.**
2. **Answers may vary.**
3. **Attention-getter, introduction, body, conclusion**
4. **Local English is important because it shows the linguistic habits of people, but standard English is also important so that people across cultures can understand each other.**
5. **The local language seeps into English and results in various differences in accents and phrases, such as the phrase “get down” in Malaysian English as opposed to the standard “get out.” The speech also says that Standard English is needed for better understanding, and the speaker supports this by mentioning various real-life examples which show that understanding is enhanced when the standard is used.**

#### **Exercise II, p. 138-139**

**Outlines vary depending on the video.**

#### **I. Group Activity, p. 139**

**Students’ Stories will vary.**

#### **II. Group Activity, p. 140**

**The qualities identified vary.**



**III. Individual Activity, 140-141**

**Students' speeches vary.**

**IV. Pair Activity, 141-142**

**Evaluations may vary, but must be objective.**

**Reinforcement Activity, p. 142**

**Students' essays vary.**

# Organizing and Delivering an Informative Speech

Suggested Number of Hours: 6

## I. Lesson Highlights

- ❖ An informative speech has different types according to the topic it discusses.
- ❖ An informative speech must be structured logically.

## II. Supplementary Information

- ❖ Some strategies for selecting a topic for an informative speech include:
  - *Thinking of past lessons and subjects which interest you.*
  - *Talking to other people and brainstorming.*
  - *Browsing different types of literature and media.*
  - *Listing down all your interests.*
  - *Using graphic organizers to generate ideas.*

## III. Teaching Strategies

### A. Let's Warm Up, p. 144

1. Give the students five minutes to prepare their topics.
2. Clarify to the students that they will talk about one of the three topics they listed. Their seatmate will simply choose which one.
3. Make sure that everyone will be given a chance to share.
4. Through this activity, the students will already get a sense of how to deliver an informative speech.

### B. Self-audit, p. 145

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.



### **C. Let's Work and Learn, p. 146**

1. Have students do Exercise I.
2. Download the video beforehand and play it during the activity. You may choose a different video if you want, as long as it is also informative.
3. Give the students five minutes to answer the questions.
4. Afterwards, randomly call on students to share their answers.

#### ***Key Takeaways, p. 146***

5. Discuss the answers briefly and then segue to the topic.

#### ***Types of Informative Speech, pp. 146-147***

6. Discuss each type of informative speech.
7. Have students give a sample topic and purpose for each type.
8. You may also discuss the strategies in selecting a topic given in the Supplementary Information.

#### ***Organizational Patterns, pp. 148-151***

9. After discussing the types, talk about the organizational patterns.
10. Emphasize that an informative speech has to follow a logical organization to be effective.
11. Discuss each pattern.
12. To illustrate each, you may show the class a video that adheres to each pattern.
13. After the discussion, have students answer Exercise II on pp. 151-152.
14. Give them 20 minutes to answer.
15. Afterwards, check the answers. Discuss your students' answers and correct misconceptions as necessary.

### **D. Let's Practice, p. 153**

#### ***I. Individual Activity, p. 153***

1. Encourage students to use props or visual aids while delivering their speech.
2. Clarify that the students will have to deliver the speech they made.
3. Give each student a chance to deliver his/her speech in class.
4. Evaluate the speech deliveries using the rubric on pp. 153-154.

#### ***II. Individual Activity, p. 153***

1. Clarify that the students will have to deliver their speech.
2. Give each student a chance to deliver his/her speech in class.
3. Evaluate the speech deliveries using the same rubric.

#### ***III. Individual Activity, p. 153***

1. Assist the students in developing their speech.
2. Provide feedback on their outlines and their drafts as necessary.

3. Allot one whole session for the speech delivery of your students.
4. Evaluate the speech deliveries using the rubric in the textbook.

**IV. Individual Activity, pp. 153-154**

1. Emphasize to your students that their evaluations must be objective.
2. After everyone has delivered his/her speech, give the students 10 minutes to share their evaluations with their partners.

**E. Reinforcement Activity, p. 155**

1. Note that the link and title of the video they evaluated must also be included in the report.
2. Assess students' reports using the rubric below.

**Rubric for Assessing the Report**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The report shows a good observation of the different elements of the chosen speech.					
2. The report demonstrates the learner's knowledge of informative speech.					
3. The report follows the prescribed word count.					
4. The report is written coherently and cohesively.					
5. The word choice is appropriate.					
6. The report is free from grammatical errors.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	<b>/30</b>				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all  
**Rating:** VGE – 25-30; GE – 19-24; SE – 13-18; LE – 7-12; N - 6

**F. E-link, p. 155**

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics.

**G. Let's Reflect, p. 155**

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

## IV. Answer Key

### Exercise I, p. 146

1. e. **Speech about steps or processes**
2. a. **Chronological, or sequencing of events or steps**

### Exercise II, pp. 151-152

**Answers may vary, but must be appropriate to the topic.**

### Let's Practice

#### I. Individual Activity, p. 153

**Students' speeches vary.**

#### II. Individual Activity, p. 153

**Students' speeches vary.**

#### III. Individual Activity, p. 153

**Students' speeches vary.**

#### IV. Individual Activity, pp. 153-154

**Evaluations may vary, but must be objective.**

# Organizing and Delivering a Persuasive Speech

Suggested Number of Hours: 6

## I. Lesson Highlights

- ❖ In a persuasive speech, the goal is to convince a listener to change his/her perspective or attitude about something.
- ❖ A persuasive speech can be classified into four types depending on its topic.
- ❖ A persuasive speech must not only be logical, it must also be well-researched and supported by facts.
- ❖ Various organizational patterns can be used to structure a speech coherently.

## II. Supplementary Information

- ❖ Aristotle defines three areas that a persuasive speaker must be able to meet (Franklin and Clark, 2001):
  1. *Pathos (listener's needs)* involves the emotional response that will be elicited from the audience through the argument.
  2. *Ethos (credibility)* involves the influence over the audience through the perceived credibility of the speaker.
  3. *Logos (reasoning)* involves logical and sufficient evidence to back an argument.

## III. Teaching Strategies

### A. Let's Warm Up, p. 156

1. Divide the class into five groups.
2. Give students 15 minutes to decide on the personality they want to save and the justifications. Remind them that they must not duplicate other groups' answers.
3. As soon as a group decides on a personality, ask them to tell you and then write it on the board.
4. Give each representative three minutes to share their group's justification.

5. Make your decision based on the following criteria.
  - a. Soundness of reasoning
  - b. Logic of the decision
  - c. Persuasive appeal of the speaker

### **B. Self-audit, p. 157**

1. Ask your students to do the *Self-audit* activity. Discuss the interpretation of results with them.
2. The proficiency levels of your students in the *Self-audit* task provide you with an insight on how to teach the lesson and which topics have to be emphasized.

### **C. Let's Work and Learn, p. 158**

1. Have students answer Exercise 1 within five minutes.
2. Afterwards, check their answers. Identify which items most of the class got wrong and focus on these in the discussion.

#### ***Key Takeaways, p. 158***

3. After the exercise, introduce the persuasive speech by recalling the warm up activity and asking the students: What did your group representatives want to achieve when they gave their speeches?
4. Call on a random student to answer. The response you need is “To persuade or convince the teacher to choose the group’s personality.”

#### ***Definition of Persuasive Speech, p. 158***

5. Discuss the definition and purpose of a persuasive speech.

#### ***Qualities of an Effective Persuasive Speech, pp. 158-159***

6. Segue to the qualities of a persuasive speech by asking: Which politician or personality do you view as an effective persuasive speaker? Why do you think so?
7. Then, relate this to the discussion on the qualities of an effective speech.

#### ***Types of Persuasive Speech, pp. 159-160***

8. Discuss each type of persuasive speech.
9. Give an example for each by playing videos that reflect each type of speech.

#### ***Organizational Patterns, pp. 161-164***

10. Discuss the organizational patterns for making a persuasive speech.
11. Explain that the pattern depends on their topic and the type of persuasive speech they will write.

#### ***Methods of Persuasion, pp. 165-167***

12. Discuss the methods of persuasion.
13. Emphasize that credibility, evidence, reasoning, and use of language are all equally important when delivering a persuasive speech.

14. To illustrate the importance of each, you may look for sample speeches which do not have one of the elements and discuss with the class why the speech does not work.
15. Afterwards, have the class answer Exercise II on page 167.

## **D. Let's Practice, p. 168**

### **I. Group Activity, p. 168**

1. Clarify that each student has to deliver a two-minute persuasive speech within their groups.
2. Give the students 20 minutes for this activity.
3. As they deliver their speeches within their groups, go around to monitor and ensure that everyone participates.
4. Have each student evaluate one of their group mates using the rubric on pp. 169-170.

### **II. Individual Activity, p. 168**

1. Give students 10 minutes to prepare their speeches.
2. Randomly call on each student to share in front of the class. Make sure everyone will get a chance to speak.
3. Evaluate students' speeches using the given rubric.

### **III. Group Activity, p. 168**

1. Give the students 15 minutes to prepare.
2. Encourage them to make their speech as creative as possible.
3. Note that all members of the group have to have speaking roles.
4. Evaluate the speeches using the rubric.

### **IV. Group/Pair Activity, p. 168**

1. Have the students submit the annotated sample speech to you.
2. Evaluate it using the rubric below.

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The annotations are insightful and well-thought-out.					
2. The annotations demonstrate the learner's knowledge of the principles of persuasive speech.					
3. The comments on organizational patterns are accurate and sound.					
4. The comments on the type of persuasive speech that the sample adheres to are valid.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	/20				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 17-20; GE – 13-16; SE – 9-12; LE – 5-8; N – 4

**V. Individual Activity, pp. 168-169**

1. Assist the students in developing their speech.
2. Provide feedback on their outlines and their drafts as necessary.
3. Allot one whole session for the speech delivery of your students.
4. Evaluate the speech deliveries using the rubric in the textbook.

**VI. Individual Activity, pp. 169-170**

1. Emphasize to your students that their evaluations must be objective.
2. After everyone has delivered his/her speech, give the students 10 minutes to share their evaluations with their partners.

**E. Reinforcement Activity, p. 170**

Assess students' outputs using the rubric below.

**Rubric for Assessing the Presentation**

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The content of the persuasive speech addresses a relevant social issue.					
2. The resource person's comments logically address the issue presented in the speech.					
3. The speaker conveys the resource person's ideas with persuasion and confidence.					
<b>TOTAL</b>					
<b>OVERALL SCORE</b>	/15				

**Legend:** VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

**Rating:** VGE – 12-15; GE – 10-12; SE – 7-9; LE – 4-6; N - 3

**F. E-link, p. 170**

To supplement this lesson, ask the students to refer to any of the links provided and learn more about the topics.

**G. Let's Reflect, p. 171**

Let the students write their reflections using the chart. You may ask them to do the reflection at the end of the session or give it as homework.

#### IV. Answer Key

Let's Warm Up, p. 156

Students' arguments may vary.

Exercise I (Pair), p. 158

	True	False
1. As organizational patterns, problem-solution and problem-cause-solution are the same.	✓	
2. Monroe's motivated sequence is an improved pattern of problem-solution.	✓	
3. Persuasive speaking is observed in any situation.	✓	
4. Supporting statements are not really necessary in persuasive speaking.		✓
5. There are various organizational patterns that can be observed in persuasive speaking.	✓	
6. There is one best type of persuasive speaking.		✓
7. We deliver a question of policy speech to call for action.	✓	
8. Your ultimate goal as a persuasive speaker is to convince your audience to believe in you.	✓	

Exercise II, p. 167

Answers may vary depending on the exercise chosen.

Let's Practice

I. Group Activity, pp. 169-170

Students' speeches vary.

II. Individual Activity, pp. 168-169

Students' speeches vary.

III. Group/Pair Activity, p. 168

Students' speeches vary.

IV. Individual Activity, p. 168

Students' speeches vary.

V. Individual Activity, p. 168

Students' evaluations vary.

Reinforcement Activity, p. 170

Students' presentations vary.



## CULMINATING TASKS

*Suggested Number of Hours: 1*

**A. Instruct the students to choose the letter of the correct answer.**

1. Which of the following persons is most likely to deliver a manuscript speech?
  - a. a comedian
  - b. a media personality**
  - c. a father
  - d. a teacher
2. Which of the following is the most essential tip in memorizing a speech?
  - a. Remember the difficult words.
  - b. Memorize every word.
  - c. Understand the main ideas by heart.**
  - d. Memorize only the major details.
3. Which of the following speeches is delivered with little or no time at all?
  - a. manuscript speech
  - b. extemporaneous speech
  - c. entertainment speech
  - d. impromptu speech**
4. Which strategy of organizing a speech does a redefining of the topic into something that you want to talk about?
  - a. Point-Reason-Example-Point method
  - b. Bridging
  - c. Reframing**
  - d. Playing Devil's Advocate
5. Which speech is delivered with the help of short notes or a clear outline?
  - a. impromptu
  - b. manuscript
  - c. memorized
  - d. extemporaneous**
6. Which extemporaneous question is centered on whether a topic or principle is moral or immoral?
  - a. Is it a question policy?
  - b. Is it a question of morality?
  - c. Is it a question of fact?
  - d. Is it a question of value?**



7. Which of the following is the ultimate goal of an entertainment speech?
  - a. to introduce new jokes
  - b. to discuss tips on how to be a comedian
  - c. to share goodwill and pleasure**
  - d. to share the funny side of life
8. Is the use of “fillers” in a speech part of a competent delivery?
  - a. Yes, because no one is perfect in delivering every single detail of a speech.
  - b. No, because they distract the listeners and convey nothing about the speech.**
  - c. Yes, because they add excitement to the speech.
  - d. No, because fillers are language no one understands.
9. Which organizational pattern is best to use when you want to present the development of your topic from beginning to end?
  - a. spatial pattern
  - b. cause and Effect
  - c. chronological pattern**
  - d. comparison and contrast
10. Which quality of a persuasive speech should come first?
  - a. sufficient supporting details
  - b. clear main point
  - c. compelling ideas
  - d. well-defined goal**

**B. Divide the students into groups of five. Let them do the following:**

1. Create a comedy skit that shows the different types of speech.
2. Do it in 15 minutes.
3. Present it in three to five minutes.

**Assess each group’s performance using the following criteria.**

Content of the presentation	30 points
Participation of group members	30 points
Creativity and entertainment value	30 points
Use of required time in the presentation	10 points
<b>Total</b>	<b>100 points</b>



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