Learning Activity Sheets in Oral Communication

SHARED OPTIONS

Senior High Alternative Responsive Education Delivery

Competence.Dedication.Optimism

Preface

It has been elaborated in research and literature that the highest performing education systems are those that combine quality with equity. Quality education in the Department of Education (DepEd) is ensured by the learning standards in content and performance laid in the curriculum guide. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that inclusively, all individuals reach at least a basic minimum level of skills.

In these education systems, the vast majority of learners have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. This corresponds to the aim of DepEd Cagayan de Oro City that no learner is left in the progression of learning. Through DepEd's flexible learning options (FLO), learners who have sought to continue their learning can still pursue in the Open High School Program (OHSP) or in the Alternative Learning System (ALS).

One of the most efficient educational strategies carried out by DepEd Cagayan de Oro City at the present is the investment in FLO all the way up to senior high school. Hence, Senior High School Alternative Responsive Education Delivery (SHARED) Options is

operationalized as a brainchild of the Schools Division Superintendent, Jonathan S. Dela Peña, PhD.

Two secondary schools, Bulua National High School and Lapasan National High School, and two government facilities, Bureau of Jail Management and Penology-Cagayan de Oro City Jail and Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City, are implementing the SHARED Options.

To keep up with the student-centeredness of the K to 12 Basic Education Curriculum, SHARED Options facilitators are adopting the tenets of Dynamic Learning Program (DLP) that encourages responsible and accountable learning.

This compilation of DLP learning activity sheets is an instrument to achieve quality and equity in educating our learners in the second wind. This is a green light for SHARED Options and the DLP learning activity sheets will continually improve over the years.

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

Acknowledgment

The operation of the Senior High School Alternative Responsive Education Delivery (SHARED) Options took off with confidence that learners with limited opportunities to senior high school education can still pursue and complete it. With a pool of competent, dedicated, and optimistic Dynamic Learning Program (DLP) writers, validators, and consultants, the SHARED Options is in full swing. Gratitude is due to the following:

- ❖ Schools Division Superintendent, Jonathan S. Dela Peña, PhD, Assistant Schools Division Superintendent Alicia E. Anghay, PhD, for authoring and buoying up this initiative to the fullest;

- ❖ CID Chief Lorebina C. Carrasco, and SGOD Chief Rosalio R. Vitorillo, for the consistent support to all activities in the SHARED Options;

- ❖ School principals and senior high school teachers from Bulua NHS, Lapasan NHS, Puerto NHS and Lumbia NHS, for the legwork that SHARED Options is always in vigor;

- ❖ Stakeholders who partnered in the launching and operation of SHARED Options, specifically to the Bureau of Jail Management and Penology-Cagayan de Oro City Jail and the Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City;

- ❖ Writers and validators of the DLP learning activity sheets, to which this compilation is heavily attributable to, for their expertise and time spent in the workshops;
- ❖ Alternative Learning System implementers, for the technical assistance given to the sessions; and
- ❖ To all who in one way or another have contributed to the undertakings of SHARED Options.

Mabuhay ang mga mag-aaral! Ito ay para sa kanila, para sa bayan!

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

ACTIVITY NUMBER	LEARNING ACTIVITY TITLE	DATE	SCORE	ITEM
1	Suprasegmental Phonemes : Stress			
2	Suprasegmental Phonemes : Tone			
3	Suprasegmental Phonemes : Juncture			
4	Suprasegmental Phonemes : Blending			
5	Segmental Phonemes : Vowels			
6	Segmental Phonemes : Dipthongs			
7	Nature of Communication			
8	The Process of Communication			
9	The various Model of Communication			
10	Types of Speech in Context: Verbal and Non-verbal			
11	Types of Speech			
12	Types of Speech According to Purpose			
13	Types of Speeches: According to Delivery			
14	Principles of Speech Writing: Topic & Audience Analysis			
15	Principles of Speech Writing: Sourcing Information & Outlining and Organizing the Speech Contents			
16	Principles of Speech Writing: Parts of a Speech			
17	Principles of Speech Writing: Editing/Revising a speech			
18	Principles of Speech Delivery: Articulation & Modulation			
19	Principles of Speech Delivery: Articulation & Modulation Evaluation Sheet			
20	Principles of Speech Delivery: Stage Presence			
21	Principles of Speech Delivery: Facial Expressions and Movements			
22	Principles of Speech Delivery: Gestures			
23	Principles of Speech Delivery: Audience Rapport			
24	Performance Task – Manuscript Speech Delivery			

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GRADE 11 DLP LEARNING ACTIVITY SHEET

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Name:		Date:	Score:
Subject : ORAL COMMUNICATION IN CONTEXT			
Lesson Title :Suprasegmental Phonemes : Stress			
Learning Competency : Equipping students with the Basic Communication Skills			
References: https://home.cc.umanitoba.ca/~krussll/phonetics/transcription/stress.html		LAS No.: 1	

CONCEPT NOTE:

The **primary stress** is the loudest or strongest stress whereas the **softest or weakest** is the **weak or zero stress**. For instance, in saying the word **necessary**, the strongest stress is on **ne**, this is the **primary accent** less prominent than **ne** is the stress on **sa**, but the stress on **sa** is definitely more prominent than ce and ry the stress on **sa**, therefore, is the **secondary accent.**

There are two features of stress which almost always receive attention whenever they are taught: *word stress and sentence stress*.

WORD STRESS

Word stress is the idea that in a word with more than one syllable, one (or more than one) syllable will be stressed or accented. And the rest will be unstressed, or, unaccented.

SENTENCE STRESS

In a sentence, the normal tendency is for the heaviest stress to fall on the **content word (noun, pronoun, adjective, verb, adverb)** toward the end of the sentence

Example :*word stress (primary & secondary stress)*
páper   contról   cigarétte
prétty   perháps   enginéer
Example :*sentence stress*.
1.   She sounds bitter.
2.   Sheila looks pleasantly pump.

EXERCISES: Fill in the blanks, with the correct answer/s.
1. _____ is the loudest or strongest stress.
2. _____ is the weak or zero stress.
3. The strongest stress is on____of the word **necessary.**
4. The primary accent of the word *necessary*is the stress on _____.
5. It is definitely more prominent than _____ and _____the stress therefore, is the secondary accent.

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GRADE 11 DLP LEARNING ACTIVITY SHEET

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Name:		Date:	Score:
Subject : ORAL COMMUNICATION IN CONTEXT			
Lesson Title :Suprasegmental Phonemes : Tone and Intonation			
Learning Competency : Equipping students with the Basic Communication skills			
References : http://www.phon.ox.ac.uk/jcoleman/intonation.htm			LAS No.: 2

CONCEPT NOTE:

In linguistics, **intonation** is variation in spoken pitch when used, not for distinguishing words (a concept known as tone), but, rather, for a range of other functions such as indicating the attitudes and emotions of the speaker, signaling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction..)

Rising Intonation means the pitch of the voice rises over time.
  o General questions: Was he glad to /SEE him?
  o Dependent or introductory parts of sentences: If he /CALLS, ask him to /COME.

Falling Intonation means that the pitch falls with time.
  o Statements (declarative sentences) :We live in \MOScow. He doesn't have a \CAR.
  o Special questions: Where do you \ LIVE.

Dipping or *Fall-rise Intonation* falls and then rises.
  We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add: *I do n't*
  (but I may change
  in future).

Peaking or *Rise-fall Intonation* rises and then falls.
  o If the question is an information question—in other words, if you are asking a question with 'where,' 'when,' 'what,' 'which,' 'why,' 'what/which kind of..,' and questions with 'how'—let your voice fall at the end of a question: *Where are you going to stay on vacation?*

EXERCISES: PRACTICE DRILL. Identify the types of intonation utilized in the following questions/statements:

1. Where are you going?
2. When was that?
3. Who is your companion?
4. What makes her laugh?

5. Why you came late?
6. How did you solve it?
7. That's not very nice!
8. I don't think I will.

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Name:	Date:	Score:
Subject : ORAL COMMUNICATION IN CONTEXT		
Lesson Title : Suprasegmental Phonemes : Juncture		
Learning Competency : Equipping students with the Basic Communication skills		
References : www.scribd.com/document/257105710/Juncture		LAS No.: 3

CONCEPT NOTE:

Juncture, in linguistics, is the manner of moving (transition) or mode of relationship between two consecutive sounds in which a listener can distinguish between two otherwise identical sequences of sounds that have different meanings.

PLUS JUNCTURE

This is known as **open juncture**, this is subdivided into **internal open juncture** and **external open juncture**.

CLOSE JUNCTURE

Also known as a **normal transition**, this is a transition between segments (sounds) within a word.

TERMINAL JUNCTURE

Also known as **falling**, **clause terminal** or **terminal contour**, this is the juncture at the end of a clause or utterance with falling pitches before a silence.

EXERCISES: (Listening)Which phrase do you hear? Write A or B before the number.

1. a. It sprays so be careful   b. It's praise so be careful.

2. a. He said I stink.   b. He said " iced ink".

3. a. We'll own a lot   b. We loan a lot.

4. a. We may cough soon.   b. We make off soon.

5. a. A great ape.   b. A grey tape.

Name:		Date:	Score:
Subject : ORAL COMMUNICATION IN CONTEXT			
Lesson Title : Suprasegmental Phonemes : Blending			
Learning Competency : Equipping students with the Basic Communication skills			
References : www. Google.com			LAS No.: 4

CONCEPT NOTE:

Blending is the process of forming a word by combining parts of words. In blending you sound out a sound or phoneme and combine it with the next sound or phonemes of a word form the word itself.

In normal (regular) speech, people don't pronounce each word as a separate, individual unit. The words **blend** together, change, and are shortened. This is not sloppy, lazy, or incorrect. The goal of pronunciation is to foster communicative effectiveness. The features of speech which extend over more than one segment, such as intonation, stress, linking, and pausing.

EXERCISES: Listen and Imitate as the teacher reads the following words.

Words : 1.**bread and butter** =   **bread$_n$butter**

    2.**coffee or tea**   =   **coffee$_r$tea**

    3.**help him** =   **help '**

    5.**int_e_resting** =   ***int-resting***

    6.**aspi_rin** =   ***asp-rin***

    7.**rest_au_rant** =   ***rest-rant***

    8.**fam_i_ly** =   ***fam-ly***

Sentence: 1.**I saw an e**l**ephant in the** p**a**r**king lot!**

    2. **I said I wanted** co**ff**ee, **not** tea!

    3.**To**d**a**y **I'll study, but to**mo**rr**ow **I'll go to the beach**.

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Name:		Date:	Score:
Subject : ORAL COMMUNICATION IN CONTEXT			
Lesson Title : Segmental Phonemes : Vowels			
Learning Competency : Equipping students with the Basic Communication skills			
References : www. Google.com		LAS No.:	

CONCEPT NOTE:

The Vietor triangle (the 14 vowels in English)

Central (Schwa)

LIPS UNROUNDED
Tongue high in front

LIPS ROUNDED
Tongue high in back

beat 1. / i /

/ u / 10. boot

bit 2. / I /

14. / ɝ / girl

/ ʊ / 9. book

bait 3. / e /

13. / ɚ / mother

/ o / 8. boat

bet 4. / ɜ /

12. / ʌ / love

11. / ə / but

/ ɔ / 7. bought

bat 5. / æ /

6. / a / not

Jaw Opens ↘   Jaw Closes ↗
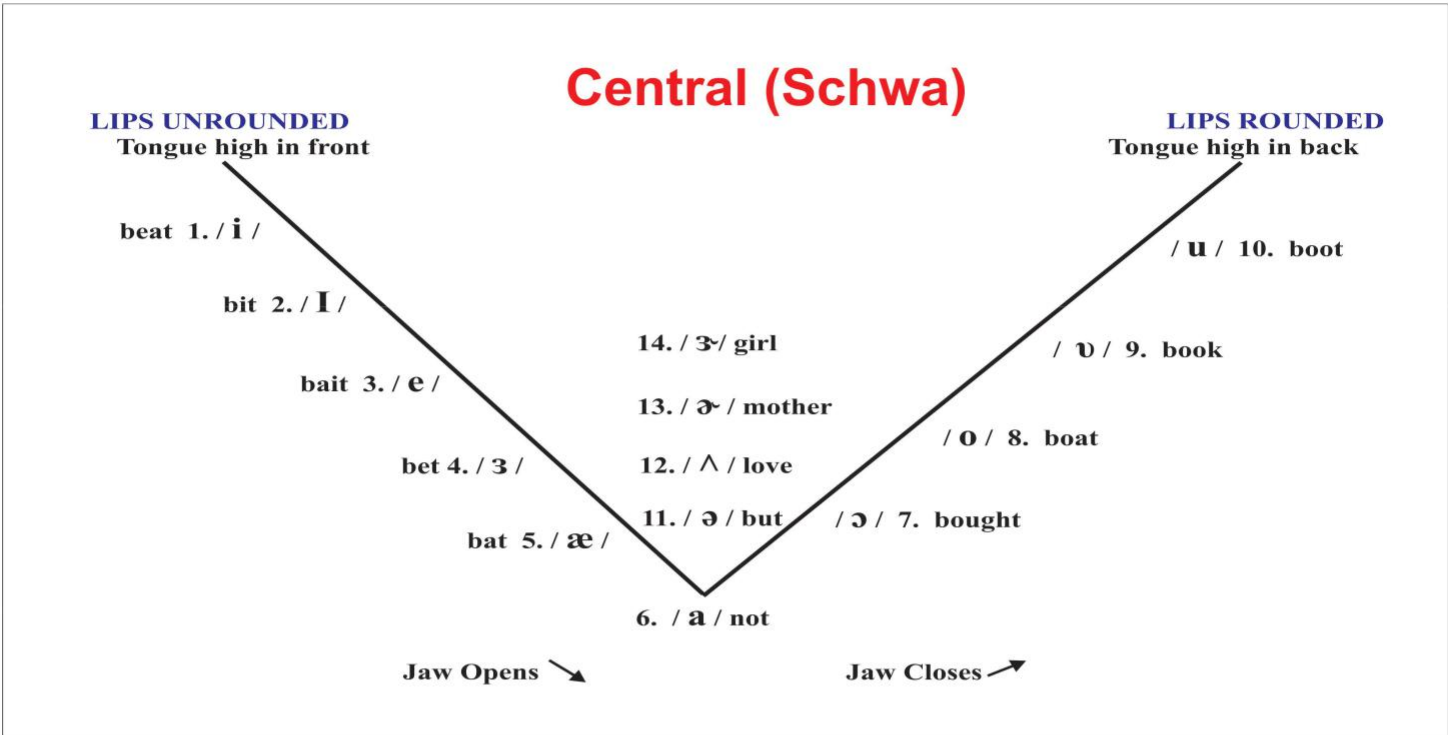
EXERCISES: Find a partner to read the Minimal Pairs as accurately as you can.

/ u / vs / ʊ /   / o / vs / ɔ /   / ɝ / vs / ə /

Boot--- book   low---law   girl--gut
Food--- foot   hole--hall   bird--bud
Pool---pu   pole-- paul   hurt-- hut
Luke--- look   coal--call   fern--fun
Suit--- soot   boat—bought   shirt-- shut

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Name:	Date:	Score:
Subject : ORAL COMMUNICATION IN CONTEXT		
Lesson Title : Segmental Phonemes : Dipthongs		
Learning Competency : Equipping students with the Basic Communication skills		
References : www. Google.com	LAS No.:	

CONCEPT NOTE:

The diphthongs
  ➢ are blending of two vowels pronounced so closely together that they are heard as a single syllable. The first vowel is more dominant than and glides very quickly to the second vowel.

  ➢ Are classified into three types: $/^a\textsc{i}/$, $/^a\textsc{u}/$, $/^ɔ\textsc{i}/$

Examples: eyes/ice, kite/bite, site/cite, night/knight,

> mice, might, light, fight, lite, by, my, fine, line, mine,
> tie, die, lie, boy, troy, joy, toy, oil, soil, toil, voice,
> point, coy, now, cow, how, down, town, out, our, house

EXERCISES: Instruction. Pair the following Dipthongs.

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

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Name:	Date:	Score:
Subject : ORAL COMMUNICATION IN CONTEXT		
Lesson Title : Nature of Communication		
Learning Competency : Defines Communication Code : EN11/12OC-Ia-1		
References : www. Google.com		LAS No.: 7

CONCEPT NOTE:

Communication

is the act or process of communicating; fact of being communicated.
the imparting or interchange of thoughts, opinions, or information by speech.
writing, or signs. something imparted, interchanged, or transmitted.
document or message imparting news, views, information, etc.
passage, or an opportunity or means of passage, between places.

Communication

means sending messages, orders, including telephone, telegraph,
radio, and television.
routes and transportation for moving troops and supplies
from a base to an area of operations.

Illustration:

active listening
    appropriate posture and body language
    friendly/appropriate tone
eye contact
speaking clearly and concisely
    demeanor of confidence and
    friendliness **empathy** and respect
    knowing which medium of communication to
    use for which situation (Doyle, 2017)

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EXERCISES: Write a Telephone Conversation about a Birthday Party.

A   Paul : _____

     Karen : _____

     Andrew: _____

B   Paul : _____

     Karen: _____

     Andrew: _____

Name:		Date:	Score:
Subject : ORAL COMMUNICATION IN CONTEXT			
Lesson Title : The Process of Communication			
Learning Competency : Explains the nature and process of communication Code : EN11/12OC-Ia-2			
References : www. Google.com			LAS No.: 8

CONCEPT NOTE:

This communication process is divided into three basic components: A *sender* transmits a message through a *channel* to the *receiver*. (Figure shows a more elaborate model.) The sender first develops an idea, which is composed into a message and then transmitted to the other party, who interprets the message and receives meaning. Information theorists have added somewhat more complicated language. Developing a message is known as *encoding*. Interpreting the message is referred to as *decoding*.

ILLUSTRATION:
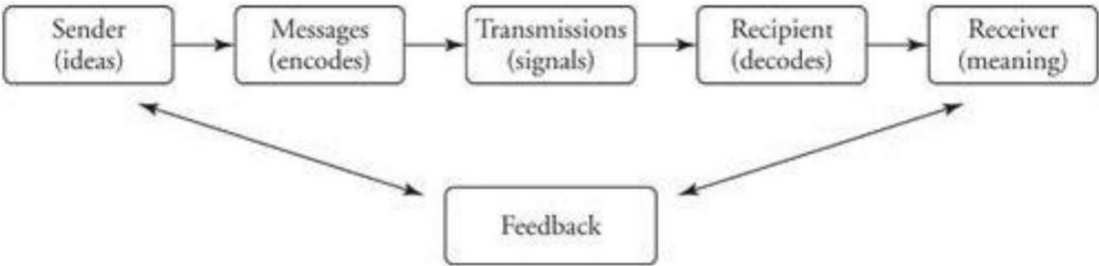
Figure 1
Communication model.

EXERCISES: Draw and Label the Communication Model.

Name:		Date:	Score:
Subject : ORAL COMMUNICATION IN CONTEXT			
Lesson Title : The various Model of Communication			
Learning Competency : Differntiates the various Model of Communication Code : EN11/12OC-Ia-3			
References : www. Google.com			LAS No.: 9

CONCEPT NOTE: **ARISTOTLE'S, MODEL**

Aristotle, well known as Ancient greek thinker, unveiled an operation involving by oral communication. The task is regarded worthy inside analyze involving modern day communication. He articulates of any communication practice consisting of a new loudspeaker, a message and also a listener.

Fig: Aristotle's Model of Communication

Harold Lasswell, MODEL

a politics scientist, designed a communication exchanges type mixing the main elements of communication exchanges. His model has become widely discussed given that 1940s. He expressed the actual type because, Lasswell's style of verbal exchanges consists of several parts- Sender (who), Message (what) in addition to receiver (whom). Lasswell included solely the actual component- channel. The majority of modern-day theorists talk about these several areas of the actual communication procedure by employing diverse terminology. The particular Lasswell's type can be found beneath:

Fig: Lasswell's Model

EXERCISE: Essay. Answer the given question briefly.

Question ; Compare the model of communication between Lasswell And Aristotle.

_____
_____
_____

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SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
Grade 11   DLP LEARNING ACTIVITY SHEET

Name:	Date:	Score:
Subject: Oral Communication in Context		
Lesson Title: Types of Speech in Context /LAS no. 10 /Q2		
Learning Competency: Exhibits appropriate verbal and non-verbal behavior in a given speech context./EN11/12OC-Ifj-16		
Reference: Oral Communication in Context Textbook by Philippe Jhon Fresnillo Sipacio and Anne Richie Garcia Balgos		

A.CONCEPT NOTES: The Speech Context are in different types, they vary into different communication environments;

1. Intrapersonal communication
2. Interpersonal communication-
    a. Dyad
    b. Small Group
3. Public Communication
4. Mass Communication

Speech Context identifies a particular environment for communication. It can be done by one person or two individuals exchanging ideas, experiences, information, etc... It is even done by group such as students in a club/ organization or class officers having a monthly meeting.

The use of Media as a type of speech context is also included in the list of communicative competence. They are in different forms like radio, television, newspapers, magazines, books, billboards, internet, etc...

Delivering a speech in front of an audience is also part of speech context we call public speaking.

B. Exercises: Execute the two activities related to speaking situations in verbal and non-verbal approach. Group yourselves into two and perform the following speaking situations;

Group 1- Write a reflection paper in two paragraphs, limiting to 6 sentences each. The reflection should be about, "Improving my Speaking Ability".

Group 2- Talk Show. Prepare a 2 minute talk-show that deals with "Confidence in Speaking and ways to develop it".

Keep it up!

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Grade 11   DLP LEARNING ACTIVITY SHEET

Name:	Date:	Score:
Subject: Oral Communication in Context		
Lesson Title: Types of Speech in Context /LAS no. /Q2		
Learning Competency: Identifies the various types of speech context./EN11/12OC-Ifj-15		
Reference: Oral Communication in Context Textbook by Philippe Jhon Fresnillo Sipacio and Anne Richie Garcia Balgos		

A. CONCEPT NOTES: Definition: **Context- refers to the environment where communication takes place.**

Types of Speech Context:

a. Intrapersonal- refers to communication that centers **on one person** where the speaker acts both as the sender and the receiver of message.

 Example: You felt happy thinking about how your teacher appreciated your task accomplished for the day and reflect about it.

b. Interpersonal- refers to communication between **two or more people** that establishes personal relationship with each other.

Example: You provide comfort to a friend who was feeling down.

 Two types of Interpersonal Context:

-Dyad Communication- occurs between two people.

-Small Group- involves three but not more than twelve People.

c. Public- refers to communication that requires you to deliver or send message **before or in front of a group /people.**

 Example: You deliver a graduation speech to your batch.

d. Mass Communication- refers to communication using **different forms of media** such as television, radio, printads, internet, and other types.

Example: Broadcasting,etc.

B. Exercises: Identify the type of Speech Context:

1. Thinking and analyzing_____.
2. Speaking in front of the audience_____.
3. Using facebook to share opinions_____.
4. Three girls sharing their experiences_____.

Good job!

Name:		Date:	Score:
Subject : Oral Communication			
Lesson Title : Types of Speeches: According to purpose			
Learning Competency: Distinguishes types of speeches. EN11/12OC-IIcj-23			
References : http://www.ismckenzie.com/4-basic-types-of-speeches/			LAS No.:

CONCEPT NOTES

1. An **informative speech** provides the audience with a clear understanding of a concept or idea.
2. An **entertainment speech** amuses the audience.
3. A **persuasive speech** seeks to provide the audience with acceptable ideas that can influence their own ideas.

EXAMPLE/ILLUSTRATION:

Informative Speech:
A teacher discussing to the students about causes of flood.
Entertainment Speech:
The humorous speeches of comedians and performers.
Persuasive Speech:
The campaign speeches of the running candidates during elections.

QUESTIONS/PROBLEMS/EXERCISES

A. Read and determine the type of speech in the following statements:
1. Television violence is negatively influencing our children
2. The Grade 11 students were informed about the importance of effective money management
3. Ryan talks about the things you wouldn't know without the movies.
4. The teachers directs the students how to write a humorous speech.
5. He informs his patient to improve his health through better eating.

B. Write a two paragraph speech with the theme, "Striving to live a life with purpose" using any of the types of speech according to purpose.

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Name:		Date:	Score:
Subject : Oral Communication			
Lesson Title : Types of Speeches: According to delivery			
Learning Competency : 1. Distinguishes types of speeches. / EN11/12OC-IIcj-23 2. Uses principles of effective speech delivery in different situations. / EN11/12OC-IIcj-24			
References : Oral Communication in Context For Senior High School			LAS No.: 13

CONCEPT NOTES

Extemporaneous speech is a speech delivered with limited preparation, guided by notes or outline and is delivered conversationally.

Impromptu is a speech that is delivered with little or no preparation and is also delivered conversationally.

Manuscript speech is a planned and well-rehearsed speech.

Memorized is a speech that involves committing the entire speech to memory and is recited word-for-word from memory.

EXAMPLE/ILLUSTRATION:

Extemporaneous speech: When you are asked to give a speech in your friend's debut.

Impromptu: First day at work or in class, or during an interview

Manuscript: Newscasting with a TelePrompter or an autocue device

Memorized: When a student performs in a stage play.

EXERCISES

A. Identify the speaking situations according to delivery:
1. The sister of the bride was asked to give a message to the newly wed.
2. The organizer read the rules and criteria in the oratorical contest.
3. A student is assigned to report on the elements of a short story.
4. Competitive speaking in a school debate competition.
5. Joana, a Grade 9 student, was asked to deliver a declamation piece.

B. Identify if the following are good or bad topics for a memorized speech. Write G for good and B for bad before each topic.
1. The Origin of Alphabets
2. A New Beginning: A Retirement Speech
3. The First Woman Astronaut
4. A Birthday Wish
5. A Toast for Forever: A Best Man's Speech

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Name:		Date:	Score:
Subject : Oral Communication			
Lesson Title : Principles of Speech Writing: Topic & Audience Analysis			
Learning Competency : Uses principles of effective speech writing focusing on audience profile, logical organization, duration, word choice or grammatical correctness			
References : Oral Communication in Context For Senior High School			LAS No.: 14

CONCEPT NOTES:

The **topic** is your focal point of your speech, which can be determined once you have decided on your purpose. If you are free to decide on a topic, choose one that really interests you.

Audience analysis entails looking into the profile of your target audience. This is done so you can tailor-fit your speech content and delivery to your audience. The profile includes the following information:

➢ demography (age range, male-female ratio, educational background and, nationality, economic status, academic)

➢ situation (time, venue, occasion, and size)

➢ psychology (values, beliefs, attitudes, preferences

EXAMPLE/ILLUSTRATION:

- Conducting an audience analysis
- Determining the purpose of the speech
- Selecting a topic
- Narrowing down a topic
- Gathering data

- Selecting a speech pattern
- Preparing an outline
- Creating the body of the speech
- Preparing the introduction
- Preparing the conclusion

- Editing and/or Revising
- Rehearsing
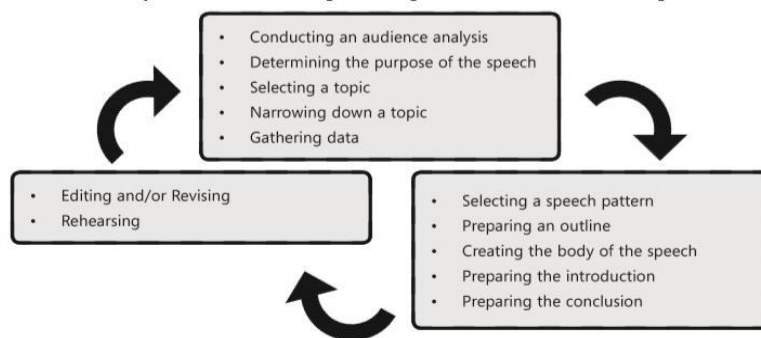
Fig. 1. Speech Writing Process

EXERCISES

Identify the topic and purpose of your speech and conduct a general audience analysis. Fill in the details in the columns with the ideas you have decided on.

Topic/Purpose Determination		Audience Analysis	
General Purpose		Age	
Specific Purpose		Male-Female Ratio	
Topic		Educ. Background	
		Religious beliefs	
		Language Spoken	

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Name:		Date:	Score:
Subject : Oral Communication			
Lesson Title : Principles of Speech Writing: Sourcing Information & Outlining and Organizing the Speech Contents			
Learning Competency : Uses principles of effective speech writing focusing on audience profile, logical organization, duration, word choice or grammatical correctness			
References : Oral Communication in Context For Senior High School			LAS No.: 15

CONCEPT NOTES

Data gathering is the stage where you collect ideas, information, sources, and references relevant or related to your specific topic. This can be done by visiting the library, browsing the web, observing a certain phenomenon or event related to your topic, or conducting an interview or survey.

An **outline** is a hierarchical list that shows the relationship of your ideas. Experts in public speaking state that once your outline is ready, two-thirds of your speech writing is finished. A good outline helps you see that all the ideas are in line with your main idea or message.

EXAMPLE/ILLUSTRATION:

An example of an outline in different formats:

1. Table format

Purpose	To persuade
Specific purpose	To persuade the community members to reduce, reuse, and recycle as means of eliminating garbage and protecting the environment
Topic	Promoting the importance of reducing, reusing, and recycling in eliminating wastes and protecting the environment
Pattern	Problem-solution
Introduction	Share facts on the current situation of the environment. State the message of the speech (specific topic).
Body	Discuss how improper waste disposal becomes an environmental problem. Explain how reducing, reusing, and recycling would eliminate wastes and protect the environment.
Conclusion	State the specific purpose of your speech again. Call for action.

. List format

1.0   As of today, there is an alarming increase of wastes in our community.
    1.1   According to Solid Waste Management Office, if we do not take immediate action, we might face more perils caused by natural calamities.
    1.2   Now, I am going to talk about how to eliminate wastes and protect the environment.
2.0   Improper waste disposal causes environmental problems.
    2.1   Wastes contaminate the soil.
    2.2   Wastes contaminate the water.
    2.3   Wastes can cause floods.
3.0   There are ways to eliminate wastes and protect the environment.
    3.1   Reducing, reusing, and recycling can help eliminate wastes.
    3.2   People should start doing these at home.
4.0   We must act now.
    4.1   This solution should be supported by the local government.
    4.2   Let us learn from the lessons in natural calamities we have experienced.

EXERCISES

Prepare an outline for your speech using any of the formats discussed. Consider the topic that you have chosen and audience you have determined from the previous activity.

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SHARED OPTIONS
SENIOR HIGH ALTERNATIVE RESPONSIVE EDUCATION DELIVERY
GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:	Date:	Score:
Subject : Oral Communication		
Lesson Title : Principles of Speech Writing: Parts of a Speech		
Learning Competency : Uses principles of effective speech writing focusing on audience profile, logical organization, duration, word choice		
References : Oral Communication in Context For Senior High School		LAS No.: 16

CONCEPT NOTES

The **introduction** is the foundation of your speech. Here, your primary goal is to get the attention of your audience and present the subject or main idea of your speech.

The **body of the speech** provides explanations, examples, or any details that can help you deliver your purpose and explain the main idea of your speech.

The **conclusion** restates the main idea of your speech. Furthermore, it provides a summary, emphasizes the message, and calls for action.

EXAMPLE/ILLUSTRATION:

Introduction: Use a real-life experience and connect that experience to your subject. Use practical examples and explain their connection to your subject. Start with a familiar or strong quote and then explain what it means. Tell a personal story to illustrate your point.

Body of speech: Present real-life or practical examples. Show statistics. Share ideas from the experts or practitioners

Conclusion: Begin your conclusion with a restatement of your message. Use positive examples, encouraging words, or memorable lines from songs or stories familiar to your audience. Ask a question or series of questions that can make your audience reflect or ponder.

EXERCISES

Write T if the statement is true; write F if it is false.

1. Any speech should include an introduction, body, and conclusion.
2. In the introduction, you explain the importance of your topic by giving examples.
3. The approach that you will use in your introduction can determine the success of your speech.
4. Speech writing is a recursive process.
5. Knowing the audience and the occasion is crucial in writing a speech.

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GRADE 11 DLP LEARNING ACTIVITY SHEET

Name:		Date:	Score:
Subject : Oral Communication			
Lesson Title : Principles of Speech Writing: Editing/Revising a speech			
Learning Competency : Uses principles of effective speech writing focusing on logical organization, duration, word choice			
References :Oral Communication in Context For Senior High School		LAS No.: 17	

CONCEPT NOTES

Editing/Revising your written speech involves correcting errors in mechanics, such as grammar, punctuation, capitalization, unity, coherence, and others. Andrew Dlugan (2013), an award winning public speaker, lists power principles for speech editing.

Edit for focus. Ensure that everything you have written, from introduction to conclusion, is related to your central message.

Edit for clarity. Make all ideas in your speech clear by arranging them in logical order (e.g., main idea first then supporting details, or supporting details first then main idea).

Edit for concision. Keep your speech short, simple, and clear by eliminating unrelated stories and by using simple words.

Edit for continuity. Keep the flow of your presentation smooth by adding transition words and phrases.

Edit for variety. Add spice to your speech by shifting tone and style from formal to conversational or adding humor.

Edit for impact and beauty. Make your speech memorable by using these strategies: surprise the audience, use vivid descriptive images, write well-crafted and memorable lines, and use figures of speech.

EXAMPLE/ILLUSTRATION:

Below is an example of a speech edited guided by the principles of editing.

EXERCISES

Construct a two-paragraph speech about overcoming the struggles as a senior high school student. After writing the speech, ask a classmate to edit and revise your speech.

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GRADE 11 DLP LEARNING ACTIVITY SHEET

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Name:	Date:	Score:

Subject : Oral Communication
Lesson Title : Principles of Speech Delivery: Articulation & Modulation
Learning Competency : Uses principles of effective speech delivery focusing on, articulation, modulation, stage presence, facial expressions, gestures and movements and rapport with the audience

References : https://www.scribd.com/document/360132154/Principles-of-Speech-Delivery	LAS No.: 18-

CONCEPT NOTES

1ST Principle: ARTICULATION - This refers to the speaker's skill in pronouncing the words of the speech since clear diction effectively transmits the message. This also mean the act of vocal expression; utterance or enunciation. The first act of speech is *breathing*, in which you get air into a storage chamber; second is *phonation*, the process by which you force air into vibration by the action of the vocal folds; third, *resonation*, in which your mouth, nose and throat cavities amplify the sound so you can hear it; and finally there is *articulation*, in which you modify the sound by movement of the teeth, tongue, and lips into recognizable patterns.

2nd Principle: MODULATION - This refers to the speaker's ability to adjust or manipulate the resonance and timbre of one's voice. This also means the fine-tuning of the pitch or tone of voice that helps the audience clearly hear and understand the lecture, presentation, and speech delivered by a speaker.

EXAMPLE/ILLUSTRATION:

Always convey your message with the variation in the pitch and tempo. Never deliver your speech in a monotone as it will not only bore but also send your audience to sleep.

Speak at a rate so that your audience can understand you because fast delivery betrays a lack of confidence.

Speak normally at about 125 to 150 words per minute. Check your speed and try to bring it within this range.

Pronounce words properly, putting stresses at the right syllables.

EXERCISES

Watch the video of Patricia Evangelista delivers her speech, Why We Tell Stories https://www.youtube.com/watch?v=GczfdbrQNzc. Evaluate the speaker using the evaluation sheet provided by the teacher.

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Name:		Date:	Score:

Subject : Oral Communication

Lesson Title : Principles of Speech Delivery: Articulation & Modulation

Learning Competency : Uses principles of effective speech delivery focusing on, articulation, modulation, stage presence, facial expressions, gestures and movements and rapport with the audience

References : https://www.scribd.com/document/360132154/Principles-of- Speech-Delivery	LAS No.: 18-

EVALUATION SHEET

A. From the video viewed, identify the following:	
Title of Speech Viewed:	
Name of Speaker:	
Type of Speech Delivery Used:	
Type of Speech According to Purpose Used: What is the audience and venue size?	

B. Evaluate the speaker and write <u>YES</u> principles are observed in the delivery of the speech and <u>NO</u> if not.	
Did the speaker adjust to the audience size and venue size?	
Did the speaker use the microphone?	
How did the speaker approach the audience?	
Did the speaker use the volume of his/her voice well?	
Did the speaker use his/her pitch well?	
Did the speaker use pauses well?	
Did the speaker pronounce words correctly?	

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Name:		Date:	Score:
Subject : Oral Communication			
Lesson Title : Principles of Speech Delivery: Articulation & Modulation Evaluation Sheet			
Learning Competency : Uses principles of effective speech delivery focusing on, articulation, modulation, stage presence, facial expressions, gestures and movements and rapport with the audience			
References : https://www.scribd.com/document/360132154/Principles-of-Speech-Delivery		LAS No.: 19	

EVALUATION SHEET

A. From the video viewed, identify the following:	
Title of Speech Viewed:	
Name of Speaker:	
Type of Speech Delivery Used:	
Type of Speech According to Purpose Used: What is the audience and venue size?	
B. Evaluate the speaker and write <u>YES</u> principles are observed in the delivery of the speech and <u>NO</u> if not.	
Did the speaker adjust to the audience size and venue size?	
Did the speaker use the microphone?	
How did the speaker approach the audience?	
Did the speaker use the volume of his/her voice well?	
Did the speaker use his/her pitch well?	
Did the speaker use pauses well?	
Did the speaker pronounce words correctly?	

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GRADE 11 DLP LEARNING ACTIVITY SHEET

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Name:		Date:	Score:
Subject : Oral Communication			
Lesson Title : Principles of Speech Delivery: Stage Presence			
Learning Competency : Uses principles of effective speech delivery focusing on, articulation, modulation, stage presence, facial expressions, gestures and movements and rapport with the audience			
References : https://www.scribd.com/document/360132154/Principles-of- Speech-Delivery		LAS No.: 20	

CONCEPT NOTES

3rd Principle: **STAGE PRESENCE**- This refers to the speaker's ability to "own" the stage, filling it with one's personality and projecting it to the audience or group of listeners. This also means the sum total of all the qualities that keep the audience engaged while delivering a speech.

Appearance and comfort is our first sphere. You must be dressed to the occasion.

Body posture and attitude is the second sphere. Right from the moment you step on that stage your body language matters. The way you stand, your speaking posture, use of hand gestures etc. everything counts and hence must be well noted and taken care of.

The third sphere is the tone of the speech. You can play with different styles, as is suitable to the topic of your speech.

The fourth sphere is the use of stage space. It is a smart move on the part of a speaker to choreograph his speech, that is, he must plan a speech to be delivered using different parts of the stage.

EXAMPLE/ILLUSTRATION:

EXERCISES

A. Based on what you have learned from this lesson, list down ten habits for good delivery that a speaker needs to develop.

B. Watch the video of Patricia Evangelista delivers her speech, Why We Tell Stories https://www.youtube.com/watch?v=GczfdbrQNzc. Evaluate the speech delivery using the four spheres.

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GRADE 11 DLP LEARNING ACTIVITY SHEET

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K TO 12 PROGRAM

Name:	Date:	Score:

Subject : Oral Communication

Lesson Title : Principles of Speech Delivery: Facial Expressions and Movements

Learning Competency : Uses principles of effective speech delivery focusing on, articulation, modulation, stage presence, facial expressions, gestures and movements and rapport with the audience

References : https://www.scribd.com/document/360132154/Principles-of- Speech-Delivery	LAS No.: 21

CONCEPT NOTES

4th Principle: **FACIL EXPRESSIONS and MOVEMENT**

A. **FACIAL EXPRESSIONS** are meaningful visible symbols of speech. This reflects the speaker's thinking and emotional attitudes

Two Principles

   a. manifest facial expression naturally by freeing yourself of inhibition

   b. avoid planning or rehearsing facial expressions in advance for they should be directed by the meaning of the words being conveyed

B. **MOVEMENTS / BODILY ACTIONS** are supplements to good speech with its being transformed into actual replacement for the audible code. Its uses include: (a) adjusting to the speaking situation; (b) securing and maintaining interest and attention; (c) clarifying meaning and (d) attaining emphasis in speech.

Common Sins in the Use of Movements

   a. Statue / stone - The speaker appears incapable of movement.

   b. Pacer - The speaker paces and walks from one side of the platform to the other and back.

   c. Swayer - The speaker rhythmically moves his body from side to side or forward and backward followed by the shifting of weight

EXERCISES

A. Form a group and use facial expressions and body gestures to create a tableau of the following:

a. first day of class   d. class suspensions

b. exams week   e. weekends

c. effects of Facebook addiction

B. After creating these tableaux, come up with three topics which characterize the modern Filipino youth in the home, school, and community. Create a tableau for each of your topics. Take group pictures of your tableaux. Show the photos to your classmates and have them guess your topic. The group which guesses the most number of tableaux gets the highest score.

Name:	Date:	Score:
Subject : Oral Communication		
Lesson Title : Principles of Speech Delivery: Gestures		
Learning Competency : Uses principles of effective speech delivery focusing on, articulation, modulation, stage presence, facial expressions, gestures and movements and rapport with the audience		
References : https://www.scribd.com/document/360132154/Principles-of-Speech-Delivery	LAS No.: 22	

CONCEPT NOTES

4th Principle: **GESTURES**

A. GESTURES are purposive movements of some parts of the body, but not the entire body. These include movements of heads, shoulders, arms and occasionally feet. These are all physical movements that represent concretely the ideas and emotions of the speaker.

B. EXAMPLES/ILLUSTRATION

OPEN GESTURES	CLOSED GESTURES
open hands	hand covering mouth
palms up	making fists
unbuttoning jacket	peering over top of glasses
spontaneous eye contact	glancing at exit
smile	frown
leaning forward	leaning back
relaxed	rigid
hands away from face	looking at floor
standing straight	moving away
feet apart	legs, crossed, shaking foot
patting	open palm tapping
rubbing palms together	hand wringing
affirmative head nods	head lowered
calm use of facial movements	staring or eyes closed

EXERCISES

A. Mark the extract to show in which parts of the extract you will pause, make your voice louder or softer, use a facial expression or gesture, etc.

B. You may use the spaces and the margins to write some notes (e.g., voice becomes louder, voice becomes softer, make a hand gesture.) when marking the extract.

Study the last paragraph of President Raegan's speech.

But through it all, the Alliance held firm. And I invite those who protested then—I invite those who protest today—to mark this fact: Because we remained firm, the Soviets came back to the table. Because we remained strong, today we have within reach the possibility, not merely of limiting the growth of arms, but of eliminating, for the first time, an entire class of nuclear weapons from the face of the Earth.

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Name:	Date:	Score:

Subject : Oral Communication
Lesson Title : Principles of Speech Delivery: Audience Rapport
Learning Competency : Uses principles of effective speech delivery focusing on, articulation, modulation, stage presence, facial expressions, gestures and movements and rapport with the audience

References : https://www.scribd.com/document/360132154/Principles-of-Speech-Delivery	LAS No.: 23

CONCEPT NOTES

5th Principle: **AUDIENCE RAPPORT** - "Building rapport" is the name given to the process of creating an understanding and harmonious bond between yourself and someone else. Good rapport ensures that the message will be actively listened to.

STAGE FRIGHT is a fear of speaking in front of a group of people. This is often called "performance anxiety". Actors call it "flop sweat". Psychologists call it "topophobia".

EXAMPLES/ILLUSTRATION

An illustration of establishing rapport include:

- dressing and grooming appropriately for the occasion
- being organized, ready with suitable content
- demonstrating in your opening statements that you know who you're talking to because you've done your homework
- using inclusive language - "we" rather than "I"
- identifying and emphasizing your common ground respectfully and sincerely
- avoiding jargon unless everyone knows what you're talking about
- showing that you're human too by sharing personal experience in the stories you tell
- being mindful of body language and making eye contact
- appearing confident, positive, in control and open
- understanding the impact of your vocal delivery

EXERCISES

Write T if the statement is true and F if the statement is false.

1. Approach your presentation from your audience's perspective — not your perspective.
2. Speak simply and with conviction.
3. As much as possible, always address yourself while delivering your speech.
4. Use jargons because the audience appreciates new words.
5. When you deliver your speech, always have your audience's best interests at heart.

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Name:		Date:	Score:
Subject : Oral Communication			
Lesson Title : Performance Task – Manuscript Speech Delivery			
Learning Competency : Delivers proficiently a Manuscript Speech using the principles of effective speech delivery.			
References : https://www.scribd.com/document/360132154/Principles-of-Speech-Delivery			LAS No.: 24

CONCEPT NOTES

As part of the subject performance task and as a culminating activity of the semester's completion, a student in Oral Communication is expected to appreciate the rigors of crafting ones simple yet meaningful speech and proficiently delivers a Manuscript Speech using the principles of effective speech delivery.

EXERCISE

Write a 2-minute speech about your own personal life's experience in a whole sheet of paper. Applying the Manuscript method, deliver your speech using the principles of effective speech delivery. You are rated according to the given rubric below.

Rubric for Manuscript Speech Evaluation

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

Scoring:
VGE – 93–115; GE – 70–92; SE – 47–69; LE – 24–46; N – 23