

LEARNING MODULE

English

G10 | Q3

Perspective Through Critical Lenses



NOTICE TO THE SCHOOLS

This learning module (LM) was developed by the Private Education Assistance Committee under the GASTPE Program of the Department of Education. The learning modules were written by the PEAC Junior High School (JHS) Trainers and were used as exemplars either as a sample for presentation or for workshop purposes in the JHS In-Service Training (INSET) program for teachers in private schools.

The LM is designed for online learning and can also be used for blended learning and remote learning modalities. The year indicated on the cover of this LM refers to the year when the LM was used as an exemplar in the JHS INSET and the year it was written or revised. For instance, 2017 means the LM was written in SY 2016-2017 and was used in the 2017 Summer JHS INSET. The quarter indicated on the cover refers to the quarter of the current curriculum guide at the time the LM was written. The most recently revised LMs were in 2018 and 2019.

The LM is also designed such that it encourages independent and self-regulated learning among the students and develops their 21st century skills. It is written in such a way that the teacher is communicating directly to the learner. Participants in the JHS INSET are trained how to unpack the standards and competencies from the K-12 curriculum guides to identify desired results and design standards-based assessment and instruction. Hence, the teachers are trained how to write their own standards-based learning plan.

The parts or stages of this LM include Explore, Firm Up, Deepen and Transfer. It is possible that some links or online resources in some parts of this LM may no longer be available, thus, teachers are urged to provide alternative learning resources or reading materials they deem fit for their students which are aligned with the standards and competencies. Teachers are encouraged to write their own standards-based learning plan or learning module with respect to attainment of their school's vision and mission.

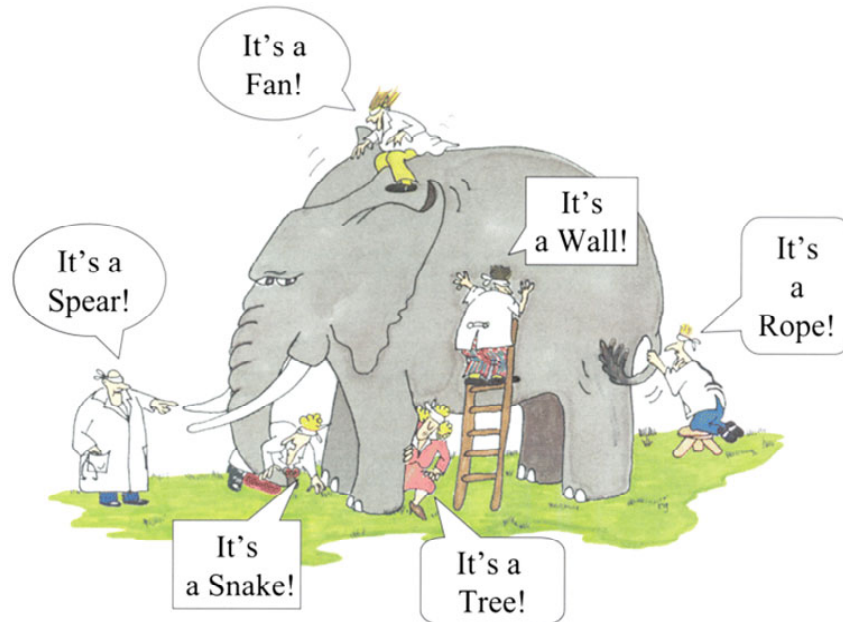
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ENGLISH 10

Module 3: Perspectives Through Critical Lenses

✓ INTRODUCTION AND FOCUS QUESTION(S)



The picture above shows different angles and dimensions of perspectives. As you observed, the characters have their own interpretation of the object they investigated. Nevertheless, looking at it in a bird's eye view, no one seemed to be right and they were deemed to give false elucidation of the matter at hand. Furthermore, who would tell them that they are right when no one had seen the entirety of the object? Is what they are doing called perspective? How does it differ from an opinion? Or does it give people the right to judge others?

In general, our ability to see something – may it be an object, a person, a conflict or a certain situation is very critical in forming our perspectives. In reality, people vary in terms of outlooks in life and so with viewpoints in resolving conflicts. Hence, there were times when we experienced debates and arguments because our ideas do not really meet. Sometimes, it causes more conflicts and unresolved disputes because people's perspectives are also driven by ego and biases. On the other hand, although our perspectives differ at times, there are also cases when we find new acquaintances and social contacts because we open our minds to various standpoints of people. In this regard, when do perspectives allow us to forward successful resolutions to conflicts? And when do they determine a failure of engagements?

In this module, you will find out how perspectives are formed and how they are expressed. Sometimes, we are not conscious that what we write and say are products of our perspectives. That is why it very essential to consider the different angles, dimensions and lenses of perspectives because in the long run, they will help us respond to different situations and occasions in reality. Nonetheless, before we go to our own experiences, let us try to review some literary texts that give us various perspectives. In this case you will analyze literary selections from different lenses. As you embark on this literary and language journey, think of the following questions:

1. **How do themes of literature connect to my life, the world, and other texts?**
2. **How is it possible for a piece of literature to produce varied meanings?**
3. **How does one express one's self?**

☑ **LESSONS AND COVERAGE:**

In this module, you will examine these questions when you take the following lessons:

Lesson 1 – Literary Criticism

- A. Literary Lenses or Theories for Literary Criticism
- B. Composition

Lesson 2 – Speeches for Special Occasions

- A. Ceremonial Speeches
- B. Structure
- C. Styles

In these lessons, you will learn the following:

Lesson 1	<p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> • Identify overall artistic value of the structure and elements of the selection (structuralist/formalist) • Identify treatment of underlying or overarching issue concerning human experience (moralist) • Determine power struggles of characters (Marxist) • Describe gender relationships of characters (feminist) • Evaluate relevance of the selection to the historical context during which it was produced (historical) • Identify personal significance of the selection to the reader (reader-response) <p><u>Listening Comprehension</u></p> <ul style="list-style-type: none"> • Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge
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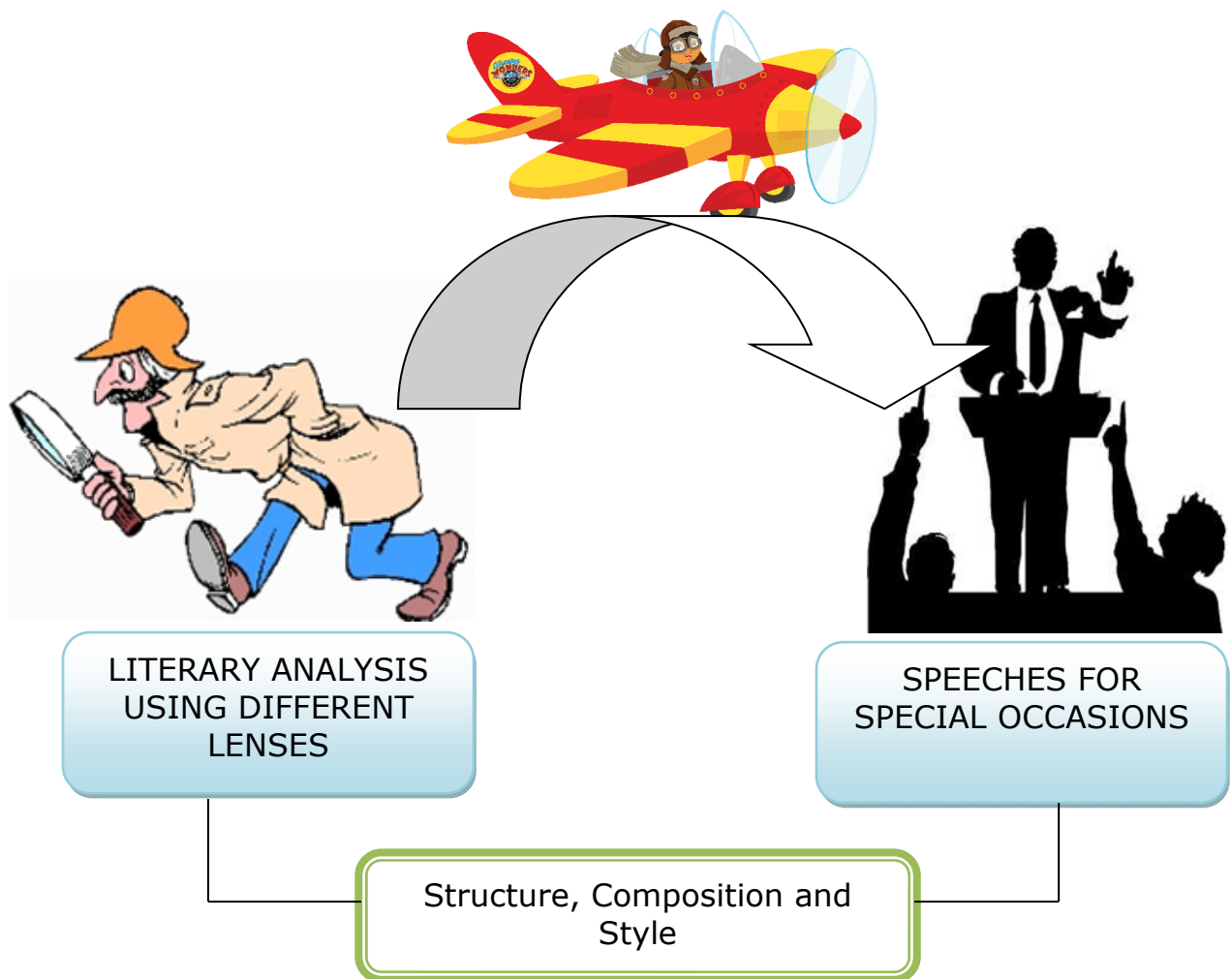
	<ul style="list-style-type: none"> • Distinguish the important points from less important ones in a text listened to • Summarize important points discussed in the text listened to <p><u>Viewing Comprehension</u></p> <ul style="list-style-type: none"> • Evaluate the information contained in the material viewed in terms of accuracy and effectiveness • Disclose the personal significance of a material viewed • Raise questions to clarify issues covered in the material viewed • Share viewpoints based on the ideas presented in the materials viewed <p><u>Vocabulary Development</u></p> <ul style="list-style-type: none"> • Give expanded definitions of words <p><u>Literature</u></p> <ul style="list-style-type: none"> • Explain how the elements specific to a genre contribute to the theme of a particular literary selection • Express appreciation for sensory images used • Explain how a selection may be influenced by culture, history, environment, or other factors <p><u>Writing</u></p> <ul style="list-style-type: none"> • Compose an independent critique of a chosen selection • Show respect for intellectual property rights by acknowledging citations made in the critique • Use writing conventions to acknowledge sources • Show respect for intellectual property rights by acknowledging citations made in the critique • Use quotation marks or hanging indentations for direct quotes • Acknowledge sources by preparing a bibliography <p><u>Oral Language and Fluency</u></p> <ul style="list-style-type: none"> • Employ the appropriate prosodic features of speech <p><u>Grammar Awareness</u></p> <ul style="list-style-type: none"> • Use pronouns effectively
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<p>Lesson 2</p>	<p>Reading Comprehension</p> <ul style="list-style-type: none"> • Identify textual details that affirm or refute a claim • Examine biases <p>Listening Comprehension</p> <ul style="list-style-type: none"> • React intelligently and creatively to the text listened to • React to the falsity or soundness of an argument • React intelligently and creatively to the text listened to • Describe the emotional appeal of a listening text <p>Viewing Comprehension</p> <ul style="list-style-type: none"> • Disclose the personal significance of a material viewed • Evaluate the information contained in the material viewed in terms of accuracy and effectiveness <p>Vocabulary Development</p> <ul style="list-style-type: none"> • Give expanded definitions of words <p>Literature</p> <ul style="list-style-type: none"> • Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature • Draw similarities and differences of the featured selections in relation to the theme <p>Writing</p> <ul style="list-style-type: none"> • Show respect for intellectual property rights by acknowledging citations made in the critique • Use writing conventions to acknowledge sources • Use quotation marks or hanging indentations for direct quotes • Compose speeches for special occasions <p>Oral Language and Fluency</p> <ul style="list-style-type: none"> • Employ the appropriate prosodic features of speech • Use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks • Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied • Produce the sounds of English correctly and effectively
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	<ul style="list-style-type: none"> • Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy • Use polite expressions when giving a roast <p>Grammar Awareness</p> <ul style="list-style-type: none"> • Use structures of modification
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☑ **MODULE MAP:**

Here is a sample map of the above lessons you will cover:



☑ **EXPECTED SKILLS:**

To do well in this module, you need to remember and do the following:

A. Reading and Study Skills

1. *Read the instructions carefully.*
2. *Read closely to get inferences from the materials used.*
3. *Take down notes and copy some important links so that you can go back whenever you need information given on that particular site.*
4. *Do the web test for several times and don't forget to click on the correct answer for your reference.*

Listening Comprehension

1. *Listen attentively to speakers to note on important details in their speeches.*
2. *value listening texts carefully in terms of accuracy, validity, adequacy, and relevance.*

B. Oral and Language Fluency

1. *Observe the correct stance and proper stage behavior in delivering a speech.*
2. *Speak with confidence when delivering a speech.*

C. Writing and Composition

1. *Use writing conventions and techniques in composing a paragraph.*
2. *Review the use of grammatical elements in English before finalizing your written output.*



Here is a pre-assessment you have to take before the lessons in this module. Read the instruction very carefully to answer the items related to the lessons presented.

PRE-ASSESSMENT:

Let's find out how much you already know about this module. Click on the letter that you think best answers the question. Please answer all items. After taking this short test, you will see your score. Take note of the items that you were not able to correctly answer and look for the right answer as you go through this module.

(A) 1. Wuli's assignment instructions state that she needs to provide evidence of all the sources she read about her assignment topic.

What should Wuli submit with her assignment?

- A. bibliography
- B. citations list
- C. reference list
- D. footnote

(A) 2. She did several backbends in a row to show how limber she was, so that she could be chosen for the squad. What does the underlined word mean?

- A. enthused
- B. responsive
- C. likely
- D. flexible

(A) 3. Which of the following sentences is erroneously constructed?

- A. If anyone doesn't like the music I'm playing, they can go somewhere else.
- B. Since it was cold and windy, the boys had to wear their caps.
- C. In the first-day confusion, neither of the teachers could find his or her classroom.
- D. Sara and Jen had to finish their homework before they could go to the movies.

(A) 4. Which dialogue is punctuated correctly?

- A. "No," he said.
"Yes," she insisted, "I will if I want to."
"But what do you know, anyway," she continued.
- B. "No," he said.
"Yes," she insisted, "I will if I want to. But what do you know, anyway?" she continued.
- C. "No," he said. "Yes," she insisted, "I will if I want to. But what do you know, anyway?" she continued.
- D. "No," he said.
"Yes," she insisted, "I will if I want to." "But what do you know, anyway?" she continued.

(A) 5. You are asked by a speaker to accept her point of view because most people already do, as indicated on several national surveys using random samples of more than 1,000 subjects. She has committed a fallacy called:

- A. ad hominem
- B. biased source
- C. false analogy
- D. ad populum

(A) 6. A friend comes to you with a problem. He has lied to his partner, and he feels terrible about it. Your initial response is, "That was a lousy thing to do." This response is:

- A. Probing
- B. Evaluative
- C. Interpretive
- D. Advising

(A) 7. Look at the pictures intently and identify the theme they portray.



- A. Despair and Sadness
- B. Solitude and Reality
- C. Darkness and Loneliness
- D. Life and Death

(A) 8. Which of the following is NOT best to consider when introducing a speaker?

- A. Accomplishments and honors
- B. Educational achievements
- C. Any kind of humor
- D. Disclose the theme of the speaker's speech

(M) Read the following excerpts and answer the questions that follow.

Scene 1: From the play, "A Doll's House" by Henrik Ibsen

Nora: Oh, but Torvald, this year we really should let ourselves go a bit. It's the first Christmas we haven't had to economize.

Helmer: But you know we can't go squandering.

Nora: Oh yes, Torvald, we can squander a little now. Can't we? Just a tiny, wee bit. Now that you've got a big salary and are going to make piles of money.

Helmer: Yes – starting New Year's. But then it's a full three months till the rise comes through.

Nora: Pooh! We can borrow that long.

Helmer: Nora! (Goes over and playfully takes her by the ear) Are your scatterbrains off again? What if today I borrowed a thousand crowns, and you squandered them over Christmas week, and then on New Year's Eve a roof tile fell on my head, and I lay there—

Nora: (Putting her hand on his mouth) Oh! Don't say such things!

Helmer: Yes, but what if it happened – then what?

Nora: If anything so awful happened, then it just wouldn't matter if I had debts or not.

Helmer: Well, but the people I'd borrowed from?

Nora: Them? Who cared about them? They're strangers.

Scene 2: From the play, "A Doll's House" by Henrik Ibsen

Mrs. Linde: I don't look down on a soul. But it is true: I'm proud – and happy, too – to think it was given to me my mother's last days almost free of care.

Nora: And you're also proud thinking of what you've done for your brothers.

Mrs. Linde: I feel I've a right to be.

Nora: I agree. But listen to this, Mrs. Linde – I've also got something to be proud and happy for.

Mrs. Linde: I don't doubt it. But whatever do you mean?

Nora: Not so gaudy. What if Torvald heard! He must not, not for anything in the world. Nobody must know, Kristine. No one but you.

Mrs. Linde: But what is it, then?

Nora: Come here. (Drawing her down beside her on the sofa) It's true – I've also got something to be proud and happy for. I'm the one who saved Tovarld's life.

Mrs. Linde: Saved - ? Saved how?

Nora: I told you about the trip to Italy. Tovarld never would have lived if he hadn't gone south –

Mrs. Linde: Of course; your father gave you the means –

Nora: (Smiling) That's what Torvald and all the rest think, but -

Mrs. Linde: But - ?

Nora: Papa didn't give us a pin. I was the one who raised the money.

Mrs. Linde: You? That whole amount?

Nora: Four thousand, eight hundred crowns. What do you say to that?

Mrs. Linde: But Nora, how was it possible? Did you win the lottery?

Nora: (Disdainfully) The lottery? Pooh! No art to that.

Mrs. Linde: But where did you get it from then?

Nora: (Humming, with a furtive smile) Hmmm, tra-la-la-la.

Mrs. Linde: Because you couldn't have borrowed it. A wife can't borrow without her husband's consent.

9. What convention is featured in the dialogues?

- A. Lying is good sometimes so long as it is for survival.
- B. The end does not justify the means.
- C. Poverty is the main cause of unemployment.
- D. The good defeats the evil in the end.

(M) 10. If you were to continue the drama, realistically, how do you think Nora got a payment for Helmer's operation?

- A. She married secretly a rich old man.
- B. She stole a lot of money from her father.
- C. She lied to Helmer that she needed to go abroad and asked his consent to loan a money for her expenses.
- D. She won in the lottery.

(M) 11. This was Kathy's first baby-sitting job. She was so excited, but she was really nervous. Kathy's parents made her attend a baby-sitting workshop before she could baby-sit her neighbor's five-year-old son, Matthew. Kathy knew this was a lot of responsibility, but she thought she was ready. Kathy marched confidently to Matthew's house and waved goodbye to Matthew's parents. It seemed as soon as his parents left, Matthew fell and hit his chin on the coffee table. Without panicking, she remembered what she learned in her baby-sitting class and applied first-aid.

The author wants to show that:

- A. Matthew should not run in the house.
- B. Kathy is ready to baby-sit.
- C. Kathy needs to attend more baby-sitting workshops.
- D. Coffee tables can be dangerous.

(M) 12. Ted, the school reporter, interviewed both candidates for the school election. In his column on the school election, he printed his interview with the two candidates. The following selections were taken out of the school newspaper.

1st letter: Do you want the best class president for your school? If so, please vote for Marco Rodriguez. I am a responsible candidate who will work hard to make our school a better place. Vote for Marco this coming Tuesday.

2nd letter: We need a change at our school. I am the person for this job. I am an honor student who is involved in many different activities. I know I can make a difference. Vote for me, and our school will be even better -Candice Park

Ted mentioned the two candidates in his article because:

- A. He thought Candice Park was a better candidate.
- B. He was friends with Marco.
- C. His teacher told him to
- D. He wanted to give both candidates an equal opportunity.

(M) 13. Ted believes that:

- A. Marco should be the president.
- B. Candace should be president.
- C. All students should vote.
- D. The students should know the candidates' views.

(M) 14. Which of the following shows a representation of an ineffective speech?

A.



B.



C.



D.



(T) 15. When you are introduced as a guest speaker, the most effective way to capture listeners' attention is to:

- A. Speak while you stride to the lectern.
- B. Speak as soon as you reach the lectern.
- C. Pause a few moments at the lectern before speaking.
- D. Shake hands with the person who introduced you to the audience.

(T) 16. In delivering your speech, when is the best time to establish your credibility?

- A. In the introduction
- B. In the content section
- C. In the conclusion
- D. In all sections

(T) 17. How does one evaluate the effectiveness of one's speech delivery?

- A. It is effective when one's language and manner of delivery suit the intention of the speaker.
- B. It is effective when the speaker gets a loud and warm applause from the audience.
- C. It is effective when the speech was prepared and memorized by the speaker himself/herself.
- D. It is effective when it entertains the audience.

(T) 18. Your committee has asked a prominent speaker to give a speech at the next meeting. You have been asked to introduce this speaker. What should you do?

- A. Think of a few things to say and ad lib the introduction.
- B. Talk about some of the speaker's accomplishments and honors.
- C. Tell a funny story from the speaker's childhood.
- D. Meet with the speaker to collaborate on an introduction that captures attention and establishes credibility.

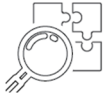
(T) 19. Your presentation is going well. You got a good laugh at your joke in the introduction and you are speeding through the content sections without problem. However, you start to notice the audience yawning and rustling their handouts. What do you do?

- A. Keep going, you are almost done.
- B. Ask the audience if they would like to take a break.
- C. Move out into the audience and ask them questions.
- D. Stop what you are saying and wait for their attention.

(T) 20. You are about to go onstage to give a presentation. Though you have prepared well, your hands have started to shake and your knees are feeling weak. What do you do?

- A. Call off the presentation
- B. Take a deep breath, visualize your success and hold onto the lectern when you are onstage.
- C. Go get a glass of water or something small to hold onto.
- D. Quickly find someone else to give your presentation.

LESSON 1: Literary Criticism



EXPLORE



Let's start this lesson by analyzing a picture and answer the questions that follow. Be able to engage yourself in different activities to enhance your critical and analytical skills.

In our engagements with other people in the community, we observed that we have different perspectives to certain issues and conflicts. Sometimes, our ideas collide and it leads to more unresolved conflicts. Nevertheless, the perspectives of others also help us recognize some societal standards that educate us to understand more others. Hence, this lesson will be devoted to understanding oneself and others and the society by looking at different lenses of perspectives. So, let's start doing the next activity.

ACTIVITY 1. THE JOHARIS' WINDOW

This activity is very famous during recollections and retreats when you are asked to identify yourself, your character and your traits based on what you know and what others know about you. Let's try to innovate this one and do it in analyzing societal conflicts from different perspectives. Be able to fill-out the boxes to complete this activity.

<p><i>What you and others know about the picture...</i></p>	<p><i>What you know but others do not know about the picture...</i></p>
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What others know but you do not know about the picture...

What God knows but the society does not know about the picture...



Process Questions to Answer:

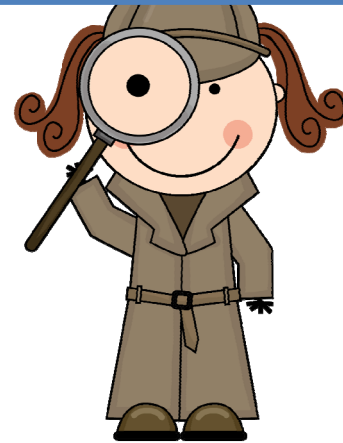
1. What did each window ask for?
2. Which of the windows you had difficulty filling-out with? What challenged you while filling-out the windows?
3. How does each window differ in terms of perspectives? Do they have the same ideas? What do you think caused the differences of ideas?
4. What did you discover while completing the four windows?
5. How did each perspective give you an idea about the conflict or issue shown in the picture? Write your answer in the box below.

ACTIVITY 2. DETECTIVE CONAN

In the previous activity, you realized that your identity as well as your perspective is very important in voicing out any concern or issue in society. Thus, in this lesson you will experience a gradual transformation of yourself as you go along the different parts of this module. Hence, it is very important that at this stage you already have an idea about your strengths and weaknesses as a person. You

try doing the next activity to help you establish a character you want to become at the end of this lesson. Fill-in the boxes with the necessary information needed to complete this task.

Hello, officer! Welcome to your new office. You have a new job that awaits you. The head of this office wants you to identify yourself first before proceeding to the next activity. Pick a character that fits you and identify its traits. Are you ready? Good luck to your new journey, officer!



Name

Skills

Traits

Name

Skills

Traits

Process Questions to Answer:



1. How did the activity help you gain more knowledge about yourself in preparation for the next activities to come?
2. Were you able to identify yourself well? If not, what hindered you to do so?
3. What are your expectations being a detective in this lesson? Write your expectations below.

A

Congratulations! You have finally identified yourself, officer! Being a detective is never easy. Your role is to find out and investigate issues and conflicts that seem to affect others and the community. Being such has a lot of works to do and they require you a lot of trainings to make. Moreover, your lenses allow you to see even the minute things that matter in your investigation. Hence, in the next activity, you evaluate your lenses and try to categorize which need to be fixed and which are ready to be used for your job. Remember that these lenses are the eyes to different angles and perspectives of the issues and conflicts.

Hello, officer! Your first job is to classify these skills according to your lenses. Be able to categorize them properly because they will help you assess your journey and performance in the next activities. Your honesty as a detective really matters here. Good luck to you, officer!

Skills

- Identify overall artistic value of the structure and elements of the selection (structuralist/formalist)
- Identify treatment of underlying or overarching issue concerning human experience (moralist)
- Determine power struggles of characters (Marxist)
- Describe gender relationships of characters (feminist)
- Evaluate relevance of the selection to the historical context during which it was produced (historical)
- Identify personal significance of the selection to the reader (reader-response)
- Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge
- Distinguish the important points from less important ones in a text listened to
- Summarize important points discussed in the text listened to
- Evaluate the information contained in the material viewed in terms of accuracy and effectiveness
- Disclose the personal significance of a material viewed
- Raise questions to clarify issues covered in the material viewed
- Share viewpoints based on the ideas presented in the materials viewed
- Give expanded definitions of words
- Explain how the elements specific to a genre contribute to the theme of a particular literary selection
- Express appreciation for sensory images used
- Explain how a selection may be influenced by culture, history, environment, or other factors
- Compose an independent critique of a chosen selection

- Show respect for intellectual property rights by acknowledging citations made in the critique
- Use writing conventions to acknowledge sources
- Show respect for intellectual property rights by acknowledging citations made in the critique
- Use quotation marks or hanging indentations for direct quotes
- Acknowledge sources by preparing a bibliography
- Employ the appropriate prosodic features of speech
- Use pronouns effectively



Classify the skills that you already possess here ...

Classify the skills that you think you still want to improve here...





Classify the skills that you think you still need to possess here...

Process Questions to Answer:



1. What competencies in this lesson need much attention from you as a detective in this lesson?
2. How do you go about them?
3. What will you do with those competencies that you already learned?
4. How does this activity help you develop awareness and preparedness to handle future activities?

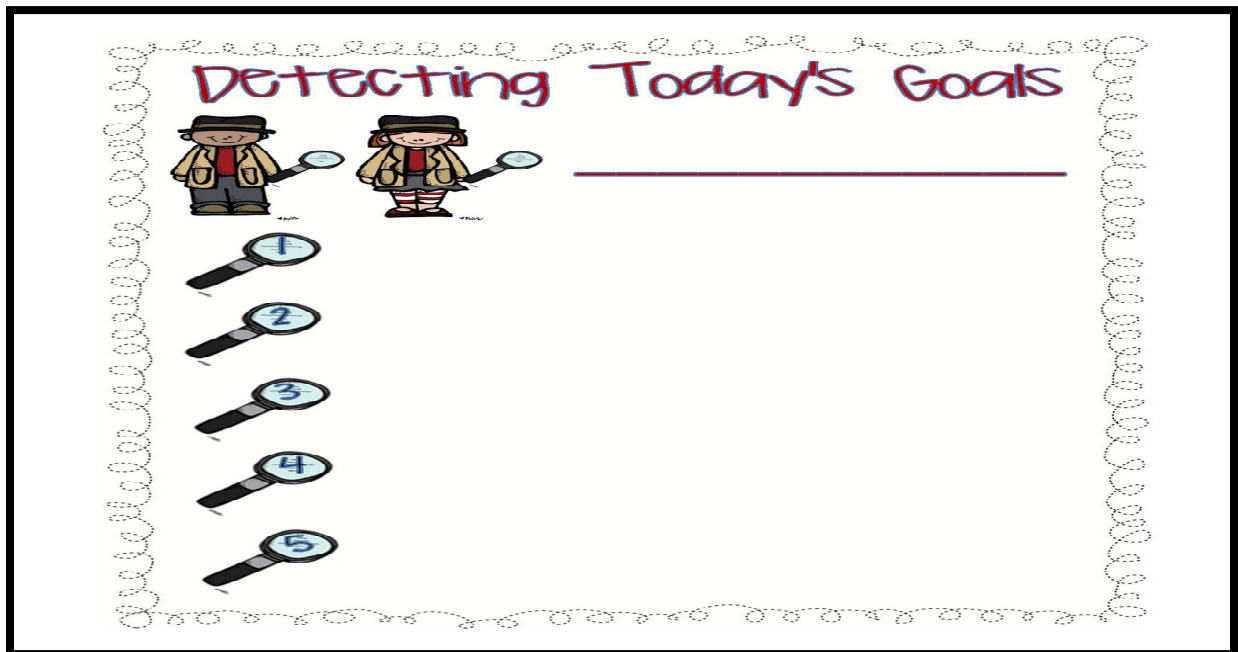
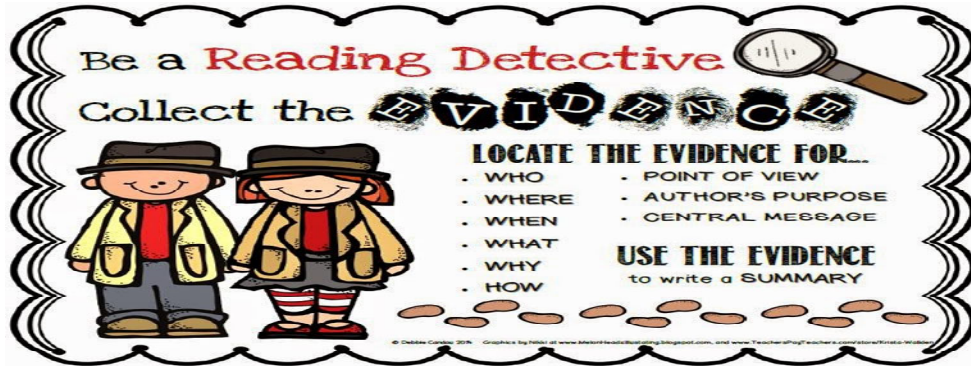
ACTIVITY 3. DETECTIVE'S GOALS

In the previous activity, you classified the competencies according to the lenses you used. Moreover, your classification will also help you determine your next steps to become the best detective in town. What you can do now is to identify your goal for this lesson. As a detective, be able to look forward to the end of your journey in taking up this lesson. Fill-out the goal organizer below and upload your work to your official online notebook at www.evernote.com.

Before doing the activity above, click this link <http://evernote.com/> to make your personal account in Evernote. Remember to visit this from time to time for you to take note of the important details and learning you discovered in this lesson.



Enumerate your goals and identify the steps that you have to take in achieving them. Then refer to the next organizer to complete your task.



Process Questions to Answer:

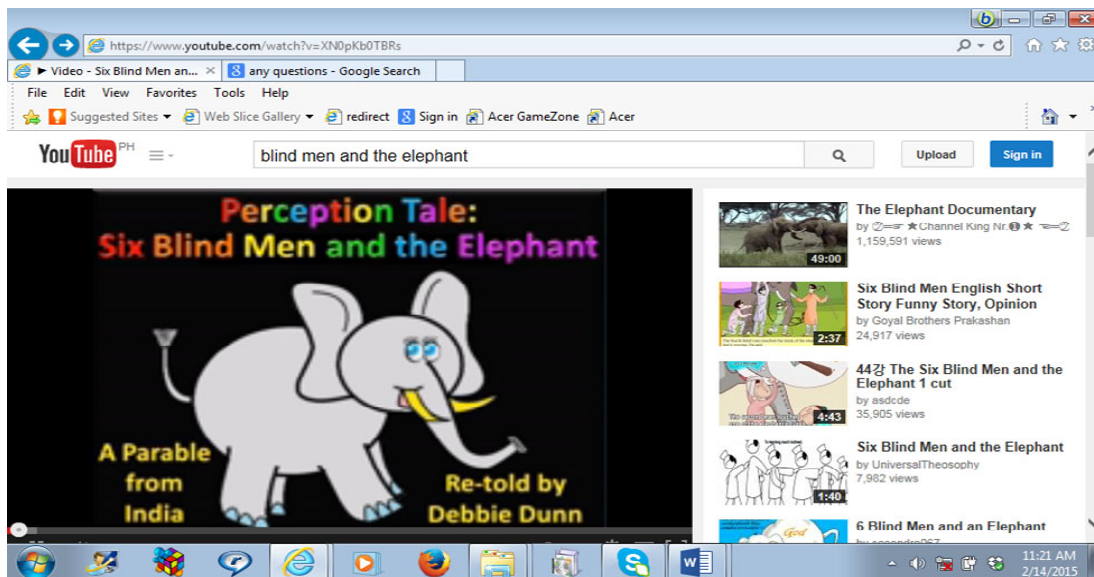


1. What is your ultimate goal in this lesson?
2. How are you going to achieve it?
3. Who/what do you think will help you achieve that goal?
4. Did the competencies you classified previously help you determine your goals?
5. Which goal you need to prioritize as a detective in this lesson? Why?

ACTIVITY 4. MY VERSION OF TRUTH

That was awesome, officer! What you did in the previous activities was recognizing your potentials and your goals to guide you in your journey. Keep them with you as you meet various situations that need your expertise. Now that you are ready to navigate the world, bear this in mind.

As we go through life, we encounter people coming from diverse backgrounds and walks of life. Listening to their opinion, we often realize that we do not always agree with the perspectives of others. It is important then to go through a learning experience which will allow us to be receptive to diverse thoughts and even conflicting ideas so that we may be more critical and discerning. View this short video which features a short tale on perceptions. As you view the video, write down the questions concerning the issues raised by the story.



<https://www.youtube.com/watch?v=XN0pKb0TBRs>



Process Questions to Answer:

1. What is the story about? Fill in the details below.

A. Background:

B. Perception of each blind man:



1. 1st blind man
2. 2nd blind man
3. 3rd blind man
4. 4th blind man
5. 5th blind man
6. 6th blind man

2. According to the storyteller, how do varied perceptions lead to conflict?
3. On the other hand, how can varied perception resolve conflicts?
4. Does the story reflect real-life conflicts? Cite specific instances.
5. Is it possible to avoid conflicts despite having varied perspectives? How?
6. ***How do themes of literature connect to my life, the world, and other texts?***

ACTIVITY 5. DETECTIVE'S VARIED VERSIONS

Good job, officer! Continue to explore what you have learned in the previous activity. First, read the nursery rhyme below. Then, do a short write-up on what the rhyme means. Write your response on the space provided.

That's nice! You're on your way to complete the first part of your journey here, officer. After writing your thoughts about the rhyme previously, this time you compare your response with the ones found below to get a certificate of detective's membership. Be able to take notes of important details in your online notebook at www.evernote.com.

1. *Humpty Dumpty represents life, unstable and uncertain. When is life ever stable or certain? Once life slips into the pitfall, once it is shattered to a deep extent, it would be hard to pick up the pieces and put them together. Especially if others are trying to do it for you. Only the person concerned can start the job of renewal, and maybe then, the others can join in too.*

1. - Moy Ignacio

2. *Humpty Dumpty represents a person who dared to do something new. He sat on a wall which was probably quite high, no one would normally do something like that, but he did. Then he fell, and we can take this both literally and figuratively. The literal meaning is that he really fell and broke an arm, a leg, or got a cracked skull. The figurative meaning is that he did not succeed in his adventure, he did something new and probably society went against him, or he did not find what he was looking for, or the adventure didn't give him the feeling he was looking for. No one can "put him back together", he himself must stand up, pick up the pieces and start over again. If he broke an arm or leg, it is also his own body that will mend itself. No one can do it for him.*

- Antonnette Tan Monserate

3. *"Humpty Dumpty", the poem that filled the pages of children's rhyme books worldwide might seem too unreal and fantastic. An egg sitting on a wall! Yet it also states the obvious. For me, the poem is a representation of the "power play" or the struggle for power between people and government or among rival groups in a nation-state. The egg represents the fragile nation-balancing on a quagmire of domestic problems (wall) and when it finally falls down, even the most powerful and influential figures of society (king's horses and king's men) cannot piece the fragments together again.*

2.

3. Karen B. Santos

4. From: **Making Lit a Hit**

5. Ma. Isabel Pefianco

Process Questions to Answer:



1. What messages are gleaned from the nursery rhyme, Humpty Dumpty? Write a one-sentence summary for each:
 - a. Ignacio:
 - b. Monserate:
 - c. Santos:
2. Which one appeals to you most? Why?
3. Which one is similar to your interpretation? What are the similarities?
4. How is it possible for a piece of literature to produce varied meanings? Write your response on the IRF map of conceptual change found below. Fill out only the Initial row.

INITIAL RESPONSE

REVISED RESPONSE

FINAL RESPONSE

Congratulations! After completing the activities previously, you are now an official member of the detectives' team. Be able to use your skills and continue to learn from your future activities. Moreover, keep with you your detective kit in finding for answers and in conducting your next investigations.



End of EXPLORE



You just have given your initial ideas in expressing your perspectives through the different lenses. Also, you have completed some organizers to help you prepare yourself for more challenging tasks in the future. Find out in the next section if your ideas are correct. What you will learn in the next sections will enable you to do the final project which involves writing your literary analysis applying the concepts you learned.

We will start by doing the next activity. Get ready with the necessary tools needed in your investigations. Pack your detective kit and enjoy!



FIRM-UP

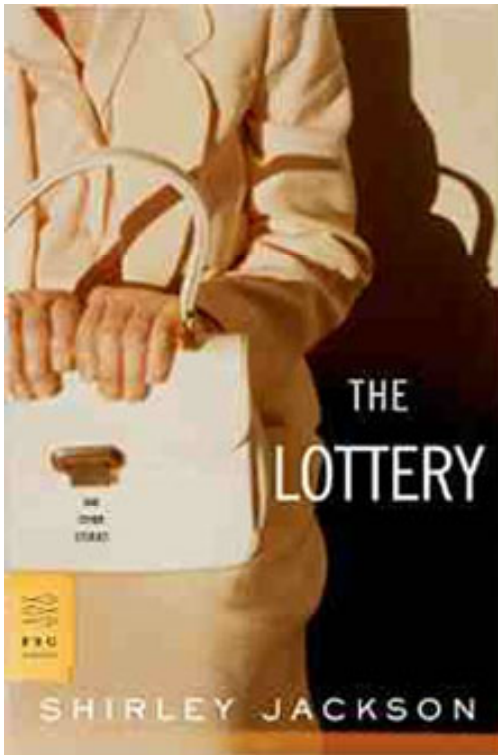
Expressing your opinion in making critiques is never a walk in the park. Some of us feel that giving an opinion is just simple but actually what we tend to forget is that giving opinions on certain issues and conflicts require reliability and validity. Most people forget that opinions are not solely about personal perspectives but they also are driven by facts and observations. In this part of the module, you will experience how to analyze literary texts from different perspectives that eventually help you respond appropriately to various situations. Moreover, in this level, you will be taught how to outline your ideas in writing literary analyses. Hence, in this learning segment, you will have critical encounters with selected World Literature pieces. While you read these texts, continue to think about the question, ***“How is it possible for a piece of literature to produce varied meanings?”***

ACTIVITY 6. THE LOTTERY

Hello, officer! You got your first mail from the head of this office. You have an urgent investigation in United States of America. Get ready with your lenses and your kit before going there. Are you ready?

Here’s a clue for the investigation: The “Lottery” is a short story first published in 1948 in the magazine, ***The New Yorker***. When first published, it received an incredibly negative response from readers. This controversial story was banned in America and became one of the most banned books in schools and libraries. Over time, it has become a classic American story.

The reader is taken into a narrative journey which finds the traditions and values of small town America twisted into a sort of barbaric violence. You may be surprised to realize that the town's "lottery" is not at all what you imagine it to be.



Write your initial observations here based on the title of the story you are about to investigate...

Click this link to get a full access of the story for you to complete your investigation, officer!

<http://english.learnhub.com/lesson/6889-the-lottery-full-text>

WORKSHEET #1: UNLOCKING MYSTERIES

Apply your knowledge about word and word meanings to unlock difficult terms in the story you investigated. By unlocking them, you get to know different perspectives and angles of the story. Hence, look for the dictionary meaning of these words and write the meaning on the 2nd column. Then, write your own definition of the words found on 1st column.

Words	Dictionary Meaning	Your Definition
Profusely		
Boisterous		
Reprimands		
Clung		

Reluctantly		
Shabbier		
Fussing		
Perfunctory		
Precisely		

Process Questions to Answer:



1. What initial thoughts did you have about the story you investigated?
Were your initial thoughts correct when you got a full access of the story?
2. What did you feel after reading the story?
3. How did the words in the worksheet help you unlock difficulties in the investigation process?
4. Did the words give you clues what to focus in the investigation?
Explain.

ACTIVITY 7. HISTORY REPEATS ITSELF

Good job, officer! You did the first step in your investigation. In the next activity, you will use your knowledge about what you read in the text, “The Lottery” to organize and summarize your thoughts. Use the organizer below to determine the events in the story.

Adding up the setting of _____ (story title)

TIME

When the story takes place:

How I know this is:

PLACE

Where the story takes place:

How I know this is:

+

THE SETTING IS:

=

THE SETTING IS:

Process Questions to Answer:

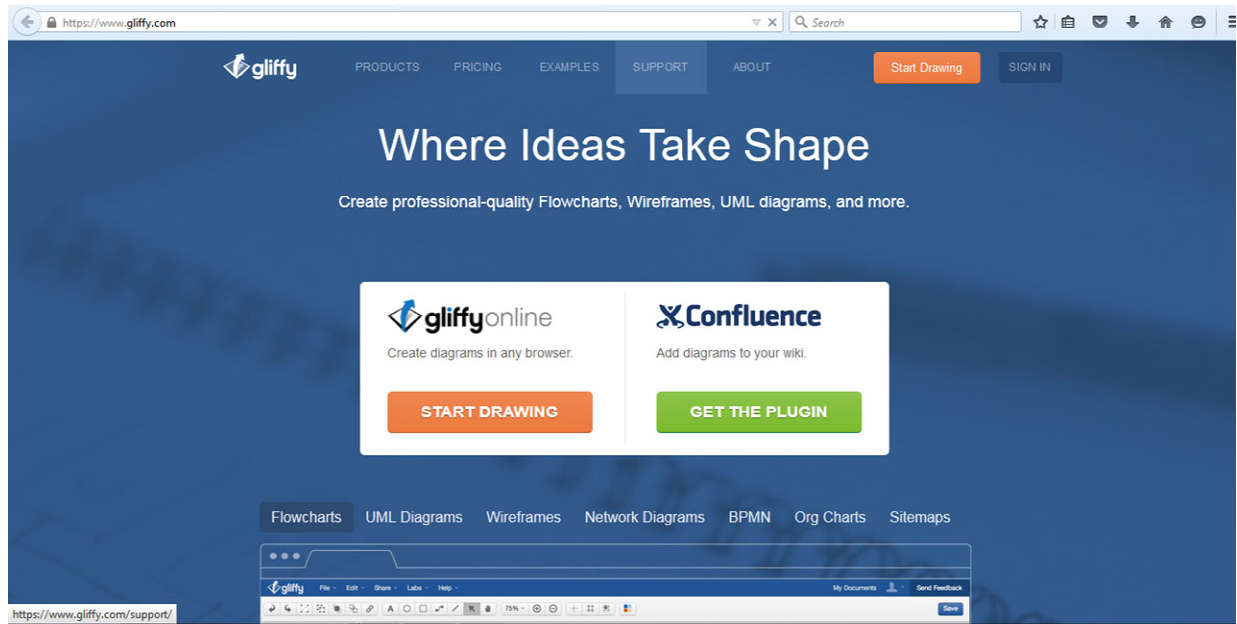


1. Was it easy to determine the setting of the story?
2. Does the story remind you of real historical events? What are these?
3. In what way does the story reflect society?

WORKSHEET #2: CREATING CONNECTIONS

Research on the background of the writer and the period the story was written. What were the historical and societal events that influenced the story? Write your notes in your online notebook at www.evernote.com. After wards, present all the ideas you gathered using a graphic organizer. Click these links, <http://metadot.vigoco.k12.in.us/metadot/index.pl?id=26132> and www.glimfy.com to

help you create an organizer and post it in your discussion board to share your output with others.



ACTIVITY 8. MAP IT OUT!

That was great, officer! You did a wide range of making connections to the past. Now, read the story, “The Lottery” again and determine its theme by studying closely its plot structure. Use the map below to note the important details in the narrative. Thereafter, answer the questions that follow.



MREEL

Story Map

Title: _____

Climax:

Major Characters:

Major Characters:

10. _____

9. _____

8. _____

7. _____

6. _____

5. _____

4. _____

3. _____

2. _____

1. _____

Events: Rising Action

11. _____

12. _____

13. _____

14. _____

Conflict:

Resolution:

Setting:

Author's Theme:

Note: From Classroom Strategies for Interactive Learning, by Doug Buehl, 1995, Schofield, WI: Wisconsin State Reading Association. Copyright © 1995 by the Wisconsin State Reading Association. Reprinted with permission.

Blackline Masters

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Process Questions to Answer:



1. What is the setting of the story?
2. How is the setting described at the start?
3. What descriptive words are used by the author? Is the author successful in creating a vivid image of setting? Justify your answer.
4. What are the highlights of the story?
5. In the 2nd paragraph, there was a mention of children gathering stones. Towards the end of the story, the writer reveals what the stones are for. What literary device is used by the author in reference to this?
6. How does the author describe the mood during the actual lottery? What about towards the end of the story? Create a mood meter to track this.
7. How does the story end? What does this annual event, the lottery, say about the culture of this village?
8. What does the "lottery" symbolize?
9. What generalization can you glean from the story? Explain your answer.

ACTIVITY 9. HAVES AND HAVE NOTS

That was awesome, officer! You have now unlocked some mysteries in your investigation. From a detour in the past to making connections at present and by looking closely to the details of the story, you can now make your initial inferences. At this time, unravel the deeper meaning of the story by looking closely at the characters. Take stock of the characters in the story. Do the following:

On the *Haves column*, list down the names of characters who enjoy economic prosperity.

On the *Have Nots column*, indicate the names of characters who have less in life.

Haves	Have Nots

Making Connections

Process Questions to Answer:



1. What is the dynamic between these two groups?
2. Which group is considered the ruling class? Why is this so?
3. What does the story say about the power struggle between the rich and the poor?

ACTIVITY 10. GENDER POLITICS

Great experience! In the previous activity, you learned to understand the investigation you conducted by exploring on the perspectives of the characters involved in the story. After doing it, you have made connections again and formulated significant inferences.

Hence, in this next activity, try to explore another angle of perspective and that is by looking at the roles that women play in “The Lottery”. List down the names of the women characters and their respective positions or roles in the story. Thereafter, answer the questions that follow.

Women Characters	Role/s

Making Connections

Process Questions to Answer:



1. What does your list signify?
2. Do the women in the story have prominent positions?
3. What does this say about women and their position in the society?

ACTIVITY 11. LASTING TAKEAWAYS

That was good, officer! You are almost done with your investigation. Keep in mind all the concepts you learned in the previous activities to help you make your conclusions in the future. Be able to review your notes once in awhile to keep track of your journey. As a take off to your last view on the story, “The Lottery”, read it once again and answer the questions that follow. This is another perspective of the story coming from another spectrum.

Why does the village have an annual lottery? Is this annual event good or bad? Justify your answer.

What were your feelings when you were reading the text? What is the story’s significance to you?

Process Questions to Answer:



1. What are your discoveries while dissecting the story piece by piece and by looking at it from the different lenses of perspectives?
2. How did that help you make inferences while doing the investigation?
3. Which perspective of the story you were more influenced? Explain your claim.
4. If you were to retell this story to a friend, which perspective would you use? Why? Write a brief retelling of the story in the box below.

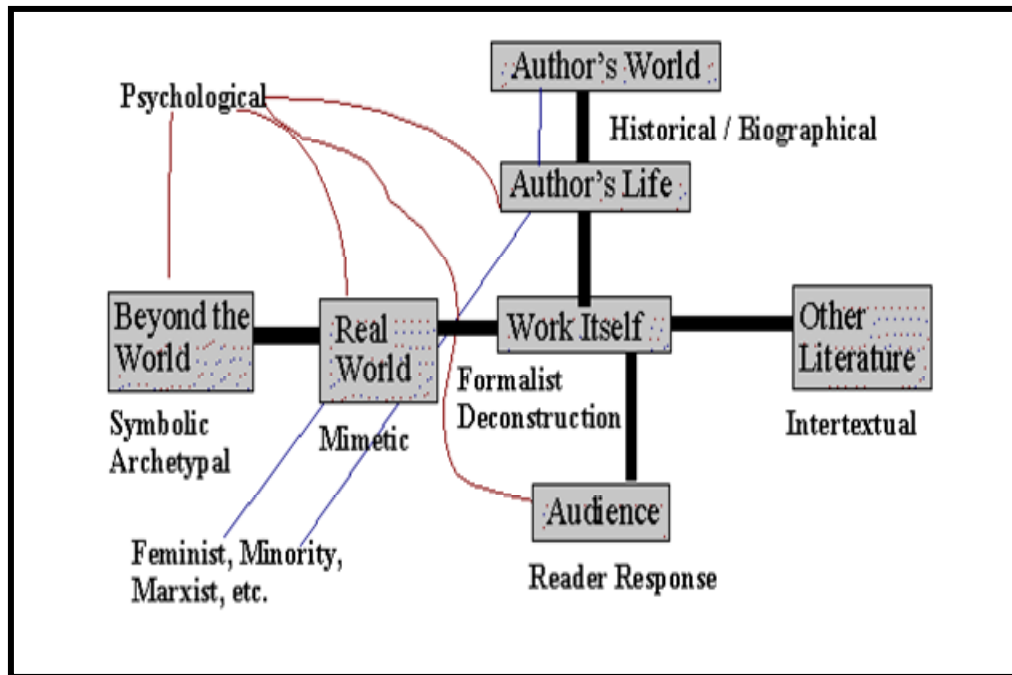
Retell the story here...

ACTIVITY 12. IN A NUTSHELL

Great job, officer! You have finally completed your investigation. What have you learned so far? In the previous activities, you have just experienced a “critical encounter” with the reading text, “The Lottery.” Activities 6 to 12 have allowed you to analyze, describe, evaluate, and interpret a literary text. What you have just done is referred to as “literary criticism.”

Click this link, <http://education-portal.com/academy/lesson/introduction-to-literary-theory-major-critics-and-movements.html>, and learn more about literary criticism. Use your online notebook at www.evernote.com to take note of important details. Then, answer the questions that follow.

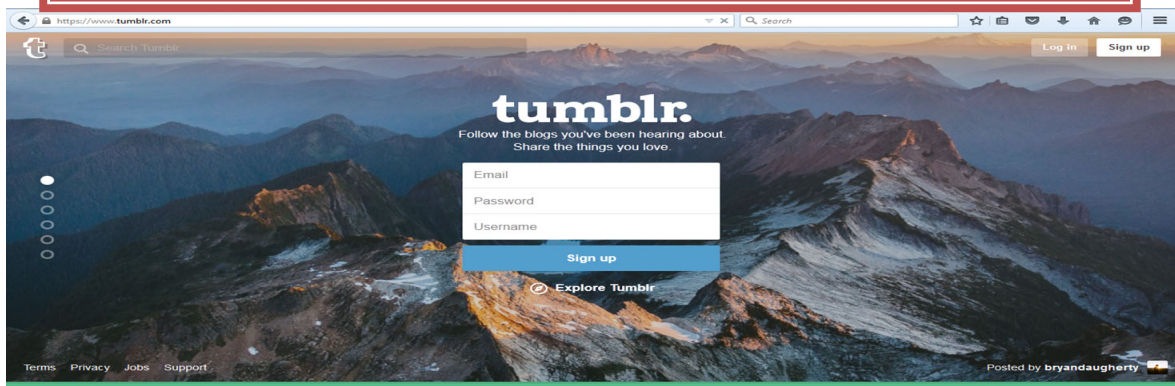
Study the image below and learn more about the varied literary lenses through this link: <http://www.editorskylar.com/litcritmap.html>



How did you find the materials? Are they helpful to you? Did they expand your knowledge about literary criticism? To summarize your ideas about this topic, answer the following questions using any graphic organizer. Visit this link, www.gliffy.com to make your organizer and afterwards, post your work in your tumblr account at www.tumblr.com for others to comment and see.

What is literary criticism?

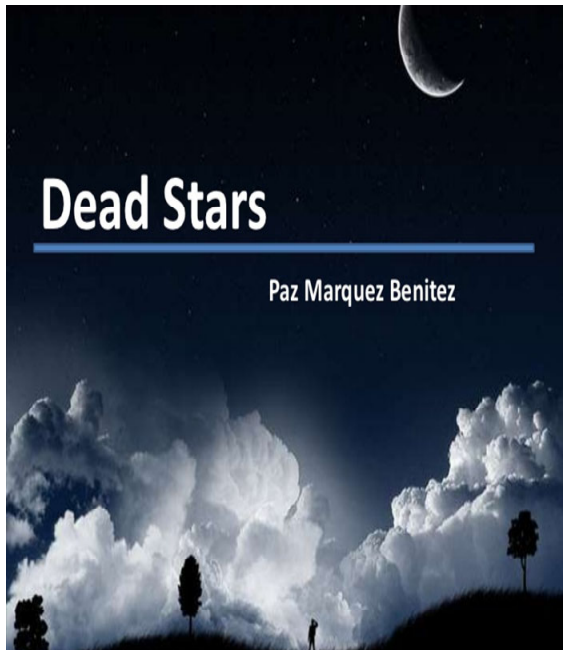
What is NOT literary criticism?



ACTIVITY 13. THE DEAD STAR

Congratulations! You have experienced what it takes to investigate a certain case from a literary text. How are you so far in this stage of the lesson? Surely, you have enriched your skills now and you are ready for more challenging tasks. In this activity, you are going to apply the different lenses of literary theories in making your own literary analyses. Nonetheless, you do it gradually and follow certain procedures for you to complete the task in your final performance.

Thus, in the next part, you are going to read another literary text entitled, “Dead Stars” by Paz Marquez Benitez and be able to do the worksheets that follow.

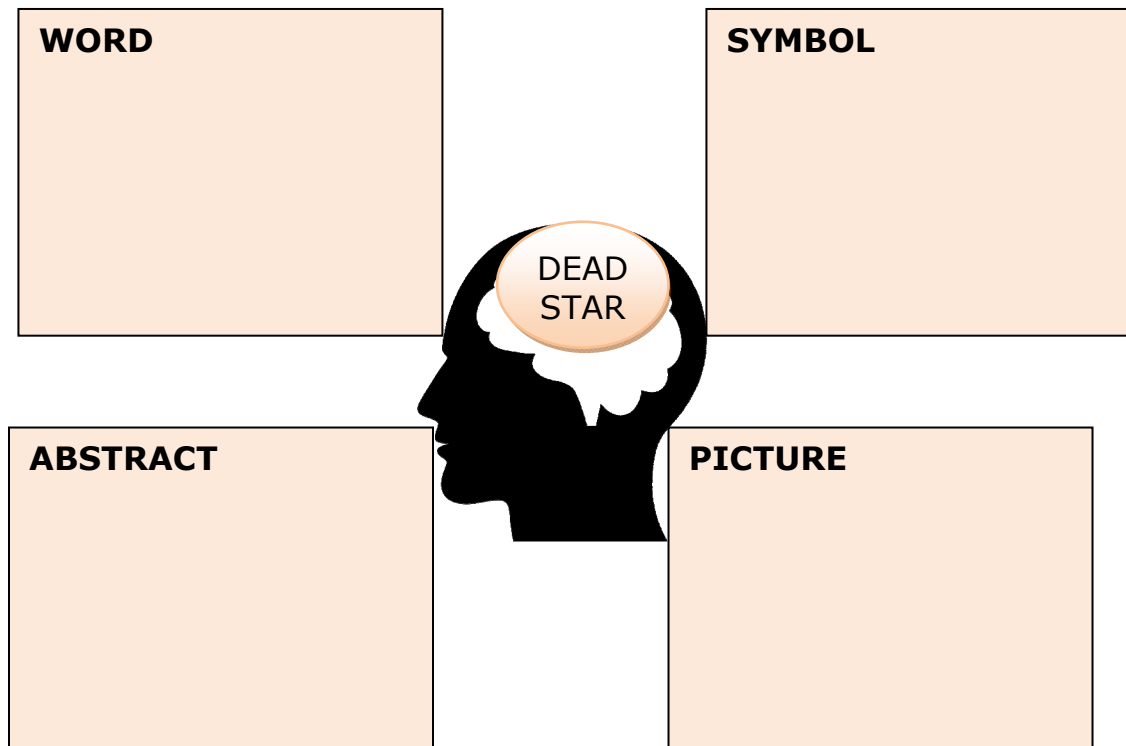


Write your initial thoughts here about the literary text...

Get a full access of the literary text entitled, “Dead Stars” by Paz Marquez Benitez from this link, <http://notes.dlszobel.edu.ph/files/2013-2014/DEAD%20STARS.pdf>. Then, answer the worksheets that follow.

WORKSHEET #3: SYMBOLISM

Now that you have read fully the story, you are going to apply your knowledge about symbols and their meaning as discussed in figures of speech in your previous lessons. Be able to supply the necessary parts of the organizer to complete the task and answer the questions that follow.



Process Questions to Answer:



1. What symbols and associations did you have when you heard of dead stars?
2. Which of the symbols or associations were you interested most?
3. How did the activity help you generate initial thoughts about the literary text?

WORKSHEET #4: DISSECTING A LITERATURE

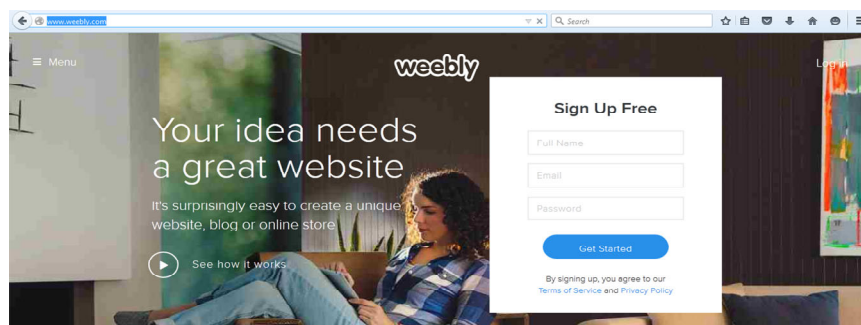
With your initial thoughts about dead stars, you use it to outline your literary analysis. Be able to use the different literary theories to back up your explanations in writing your essay. Fill-out the organizer to guide you in making your outline.

Literary Theory	From the literary text	My Perspective
1. Historical		
2. Formalist		
3. Marxist		
4. Feminist		

5. Moralist		
6. Reader Response		
<p><i>Write the draft of your literary analysis essay here...</i></p>		

WORKSHEET #5: BLOGGING

Use your outline and the draft of your literary analysis essay to compose your final output. Afterwards, post it in your blog at <http://www.weebly.com>.



ACTIVITY 15: DETECTIVE'S CHECKLIST

Good job, officer! You have leveled up in terms of formulating your case analysis essay. But before you proceed to the next part, use the checklist below to assess your first literary analysis essay. Afterwards, summarize your evaluation by writing your ideas.

✓ or ✕	The literary essay...	Self-Assessment
	1. makes an argument or claim or illustrates an engaging perspective on the work	
	2. includes a thesis which lists the key points the essay will discuss	
	3. provides evidence to support your claim	
	4. refers to the author(s) and the work(s) in the opening sentences. Use the author's full name the first time and the author's last name in all further references in the essay.	
	5. uses literary present tense to discuss events in the fiction, poetry, or drama. For information on this convention, see: http://humanities.ucsd.edu/writing/workshop/present.htm	
	6. uses strong verbs in the thesis statement and throughout the essay: demonstrates, uses, develops, underscores, accomplishes, strengthens, illustrates, shows, reveals, serves, emphasizes, identifies, suggests, implies	
	7. makes an argument or claim or illustrates an engaging perspective on the work	
	8. includes a thesis which lists the key points the essay will discuss	
	9. does more than simply summarize the work	
My notes:		

Process Questions to Answer:



1. How did you find the first literary analysis essay you composed?
2. Is it effectively written based on the given checklist?
3. Which part of the essay needs to be improved more?
4. How did the activity help you improve your skill in formulating literary criticism?

ACTIVITY 14. THE RAVEN

Superb! You did it yourself detective officer! Your experience in the previous activities allowed you to dive through the literary text and saw its relevance to society and people's experiences. Keep in mind the skills that you have eventually developed as you walked through the various activities in analyzing literary texts using literary theories.

At this juncture, you are invited to investigate another literary text and venture to its meaning and purpose. Be able to use the skills learned previously and follow the steps in composing your literary analysis essay.

Read the sample literary analysis of the poem entitled, "The Raven" by Edgar Allan Poe. Then, identify the literary theories used by the author and make a reaction paper to evaluate and assess the given material. Click this link <https://prezi.com/czeidbs-6-zk/the-raven-a-literary-analysis/>.



What does a raven symbolize? Write your initial thoughts here...

WORKSHEET #6: Re-ACT!

Use your knowledge of the different literary theories to assess the literary analysis you read previously. Be able to analyze well the perspectives found in the paper and how the author forwarded his/her claim over the literary text. Fill-out the organizer to complete the task given.

Author's Analysis	Literary Theory	My Reaction
	Historical	
	Formalist	
	Marxist	

	Feminist	
	Moralist	
	Reader-Response	
<p><i>In general, what does the raven symbolize after you analyzed the poem?</i></p>		

Process Questions to Answer:



1. How did the literary analysis help you understand the meaning of raven?
2. What value does it have in our society?
3. Which perspective led you to understand fully the meaning of raven?

ACTIVITY 15. ON THE JOB

Great job, officer! You did well in the previous activities detective! Because of that, the chairman of the MTRCB wants to hire you to be the main officer to investigate the issue reflected in the film entitled, "On the Job". Click this link, <https://www.youtube.com/watch?v=aDbvdniA7cA> to watch the video and afterwards fill-out the organizer below.

Initial Questions:

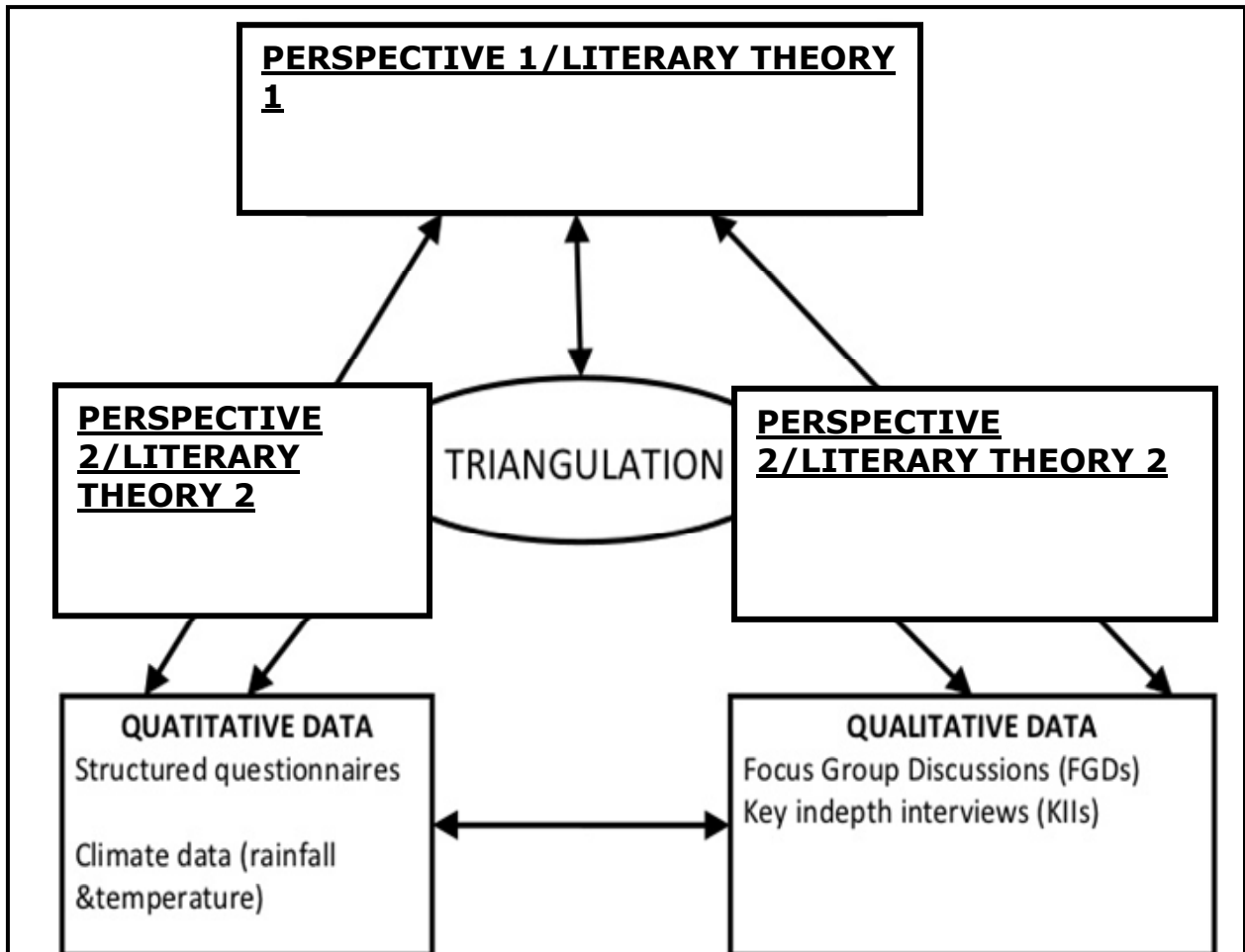
1. *What kind of job is depicted in the film?*
2. *What reality is shown in the film?*



After watching, use the graphic organizer to present your understanding and analysis of the film, “On the Job”. Be able to fill-out the necessary information to complete the task given.

WORKSHEET #7: TRIANGULATION

Use your knowledge of the different literary theories to assess the film you watched previously. Be able to analyze well the perspectives found in the film and how the director forwarded his/her claim over the film. Fill-out the organizer to complete the task given.



Process Questions to Answer:



1. How did the triangulation of perspectives or literary theories help you understand the meaning of the film?
2. What kind of reality is depicted in the film? What is your stance on the issues presented in the film?
3. Which perspective led you to understand fully the film?
4. Go back to your initial thoughts about the film. Where they changed after you watched analyzed the film? Write the changes if there's any in the box below.

ACTIVITY 16. CRITICAL LENSES TABLE

Congratulations! You did a great job in the previous activities. You allowed yourself to experience looking through the different issues in society depicted in the literary texts and films you encountered. At this point, you are going to summarize the literary theories you used in the analysis essay you composed previously. Be able to go back to your online notebook at www.evernote.com and use the concepts in completing the organizer below.

Critical Lenses	Historical	Formalist	Marxist	Feminist	Moralist	Reader-Response
What is the focus of each lens?						
How is this manifested in "The Lottery", "Dead Star", "The Raven" and "on the Job"?						
Given this perspective, what do the stories intend to forward?						

ACTIVITY 17. THREE-MINUTE PAUSE

That was an excellent job, officer! You've reached so far already since the time you started your journey in this lesson. You've investigated and solved some mysteries in literary texts that allowed you to see reality in various lenses. At this juncture, you are asked to pause for awhile and evaluate your performance in the previous activities. Take a breather from the previous activities by doing the following:



1. Summarize Key Points So Far

Literary criticism is...



2. Add Your Own Thoughts

I think literary criticism...



3. Pose Clarifying Questions

Process Questions to Answer:



1. What have you discovered about your journey in this lesson in just 3 minute pause?
2. What experience helped you a lot in solidifying your concept about literary criticism?
3. Which part seems to be unclear still until this time? Why?
4. How can you use the skills you learned from the previous activities?

ACTIVITY 18. REVISITING THE DETECTIVE'S SKILLS

As you observed in the previous activities, you experienced summarizing your thoughts, concepts and answers. That is very important in any journey because it will help you distinguish your progress as a learner. Hence, you are asked to revisit detective skills organizer that you filled-out earlier in this lesson for you to check your development and if there are skills that you missed to master. In that case, you still have the opportunity to learn them more and mitigate risks in the future. Thus, go back to your previous notes and classify again the competencies or skills accordingly.

Skills

- Identify overall artistic value of the structure and elements of the selection (structuralist/formalist)
- Identify treatment of underlying or overarching issue concerning human experience (moralist)
- Determine power struggles of characters (Marxist)
- Describe gender relationships of characters (feminist)
- Evaluate relevance of the selection to the historical context during which it was produced (historical)
- Identify personal significance of the selection to the reader (reader-response)
- Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge
- Distinguish the important points from less important ones in a text listened to
- Summarize important points discussed in the text listened to
- Evaluate the information contained in the material viewed in terms of accuracy and effectiveness
- Disclose the personal significance of a material viewed
- Raise questions to clarify issues covered in the material viewed
- Share viewpoints based on the ideas presented in the materials viewed
- Give expanded definitions of words
- Explain how the elements specific to a genre contribute to the theme of a particular literary selection
- Express appreciation for sensory images used
- Explain how a selection may be influenced by culture, history, environment, or other factors

- Compose an independent critique of a chosen selection
- Show respect for intellectual property rights by acknowledging citations made in the critique
- Use writing conventions to acknowledge sources
- Show respect for intellectual property rights by acknowledging citations made in the critique
- Use quotation marks or hanging indentations for direct quotes
- Acknowledge sources by preparing a bibliography
- Employ the appropriate prosodic features of speech
- Use pronouns effectively



I have learned much on this...

I still have to learn more on this...





I have not learned on this well..

Process Questions to Answer:



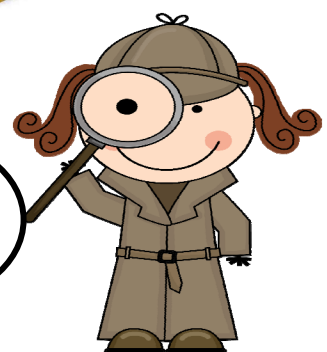
1. What competencies have you mastered in this lesson? What competencies still need much attention?
2. What do the competencies tell you about writing literary analyses?
3. What will you do with those competencies in the future?
4. Do you want to go back to learn again those competencies that you had difficulty with? Click the back button and go back to the activities you missed out.

ACTIVITY 19. REVISITING DETECTIVE CONAN

Welcome back, detective officer! You have been to a lot of investigations and so far, how was the experience? Can you say that you are now a full-fledged detective? What new skills and traits have you developed being a detective in this lesson? Below are the different rewards of a detective. Choose 1 and pin it beside your chosen character and explain why you gave it to yourself. Be ready to justify your choice.



Paste
the
medal



Paste
the
medal

Write the explanation here of the choice of the reward...

Write the explanation here of the choice of the reward...

Process Questions to Answer:



1. How do you describe yourself as a detective at this stage of the lesson?
2. How did the previous activities help you become a better detective?
3. What reward did you give yourself after completing the previous tasks? Explain the choice of the reward.
4. How does this activity help you prepare for more challenges in the future?

End of FIRM-UP:

In this section, the discussion was about the literary theories that helped us evaluate literary texts in various lenses and perspectives. Go back to the previous section and compare your initial ideas with the discussion. How much of your initial ideas are found in the discussion? Which ideas are different and need revision? What new learning goal should you now try to achieve?

Now that you know the important ideas about this topic, let's go deeper by moving on to the next section.



DEEPEN

Now that you have learned about the different literary theories that give various perspectives about issues and conflicts in literary texts, it's time for you to apply all the concepts you have learned into meaningful tasks and integrate your personal experience based on the situations given.

Your goal in this segment is to delve deeper into literary criticism by analyzing a sample literary criticism paper. As you analyze its parts and format, continue to ask, "***How is it possible for a piece of literature to produce varied meanings?***"

ACTIVITY 20. ANATOMY OF A LITERARY CRITICISM PAPER

In the previous activities, you analyzed and interpreted literary texts using the literary theories you learned previously. That experience allowed you to see various perspectives that contributed to a holistic understanding of the entire issue and/or conflict. In this section, you are going to structure your literary analysis that follows some standards and mechanics. Hence, read this sample literary criticism essay by clicking the link below.

<http://www.mcser.org/images/stories/MJSS-Special-issues/MJSS-vol3-11-Nov2012/Seyed%20Mohammad%20Hosseini-Maasoum,%20Hoda%20Davtalab,%20Mahnoosh%20Vahdati.pdf>

While you read fill out the table below with the salient or key points from the essay.

I. Parts and Format

A. Introduction	
B. Literature Review 1. Feminist Literary Criticism 2. Social Construction of Gender 3. Application of Feminism to Several Literary Works	

C. Literary Analysis	
Women in Lottery	
D. Conclusion	

II. Intellectual Property Rights

What are the ways to show respect for intellectual property rights? Look at the sample below.

This is an example of an in-text citation.

It is composed of the following:

- A. Author's Name
- B. Year of Publication
- C. Page number for direct quotation

Note that the direct quotation is copied verbatim from the original source and is offset by quotation marks.

Beauvoir (2001, p. xix) points out that "division of the sexes is a biological fact, not an event in human history and women have no autonomous history. What is clear in *The Lottery*, is that it shows negative stereotypes of women. Women are addressed by their first names among the villagers, without any title, like: "Tessie," Mr. Summers said. However, men are addressed by some respectful titles like "Mr. Summers". Because of these realities in the societies, Beauvoir said that men define what it means to be human, including what it means to be female. She believes that women are considered as the "Other" only because they are not a man. "He is the subject, he is the Absolute- she is the "Other" (Beauvoir, 2001, p. xvi).

In-text Citation

Direct Quotation

Why is important to acknowledge your sources?

Aside from using quotation from secondary sources, it is also important to cite passages from the text that you are writing an analysis on. Take a look at the sample below:

THINGS,

The author tries to prepare the situation for some changes in the reader's mind delicately, by saying some sentences about changing the old box ("Every year, after the lottery, Mr. Summers began talking again about a new box..."), and also some whispers in the north village about giving up the lottery ("that over in the north village they're talking of giving up the lottery"). But people, especially men, are not agreeing with these kinds of changes and want to continue following their traditional customs. As mentioned above, if we consider the black box as the symbol of old traditions, the women's weakness is also one of these traditions which are pleasant for men. In the story, when Mr. Adams said to Old Man Warner that people are going to give up the lottery in another village, it is not pleasant for the Old Man Warner, who is the oldest man in the village. He believes that people should protect their customs even if women are suffering and he uses the phrase "Pack of crazy fools". In addition, they delay making a new box because no one has the ability to change traditions and customs: "no one liked to upset even as much tradition as was represented by the black box". It indicates that these customs are completely "stabilized" for them, and this is what Beauvoir challenges.

Process Questions to Answer:



1. Why is it important to incorporate passages from original texts?
2. How important is to acknowledge sources in your literary criticism? Does it benefit you as a writer? In what way/s?
3. How is a literary criticism structured?
4. How does this activity help you compose your own literary criticism essay in the future?

ACTIVITY 21. GAINING MILEAGE

That was a splendid work! You indulged yourself to the writing process of a literary criticism essay. What you discovered in the previous activity will surely help you compose your own in the future. At this juncture, you are going to deepen your understanding by evaluating the following sample essays using the concepts you learned previously. Read the literary criticism essays and use the checklist to assess them.

Literary Criticism Samples	Over-All Assessment
<p>Marxist Criticism of “The Lottery”</p> <p>http://home.netwood.net/kosenko/jackson.html</p>	
<p>Historical Criticism of “The Lottery”</p> <p>http://www.academia.edu/3039604/A_CRITICAL-HISTORIOGRAPHIC_APPROACH_ON_THE_CONTROVERSIAL_RECEPTION_OF_SHIRLEY_JACKSONS_SHORT_STORY_THE_LOTTERY</p>	

Literary Analysis Essay Checklist

<http://depts.gpc.edu/~gpcltc/handouts/communications/literarythesis.pdf>

✓ or ✕	The literary essay...	Self-Assessment
	1. makes an argument or claim or illustrates an engaging perspective on the work	
	2. includes a thesis which lists the key points the essay will discuss	
	3. provides evidence to support your claim	
	4. refers to the author(s) and the work(s) in the opening sentences. Use the author's full name the first time and the author's last name in all further references in the essay.	
	5. uses literary present tense to discuss events in the fiction, poetry, or drama. For information on this convention, see: http://humanities.ucsd.edu/writing/workshop/present.htm	
	6. uses strong verbs in the thesis statement and throughout the essay: demonstrates, uses, develops, underscores, accomplishes, strengthens, illustrates, shows, reveals, serves, emphasizes, identifies, suggests, implies	
	7. makes an argument or claim or illustrates an engaging perspective on the work	
	8. includes a thesis which lists the key points the essay will discuss	
	9. does more than simply summarize the work	

My notes:

Process Questions to Answer:



1. How did you find the sample literary analysis essays?
2. Which between them is written effectively? Justify your claim.
3. How did they compose their literary criticism essay? What did they highlight to make their composition more compelling?
4. How does this activity help you compose your own literary criticism essay in the future?

ACTIVITY 22. PRACTICE MAKES PERFECT

Congratulations! You are on your way to writing your own literary criticism essay. But before doing that, try to write a short and simple reader-response essay and apply appropriate pronouns in your composition. Be guided by the prompts and questions below.

READER RESPONSE PAPER

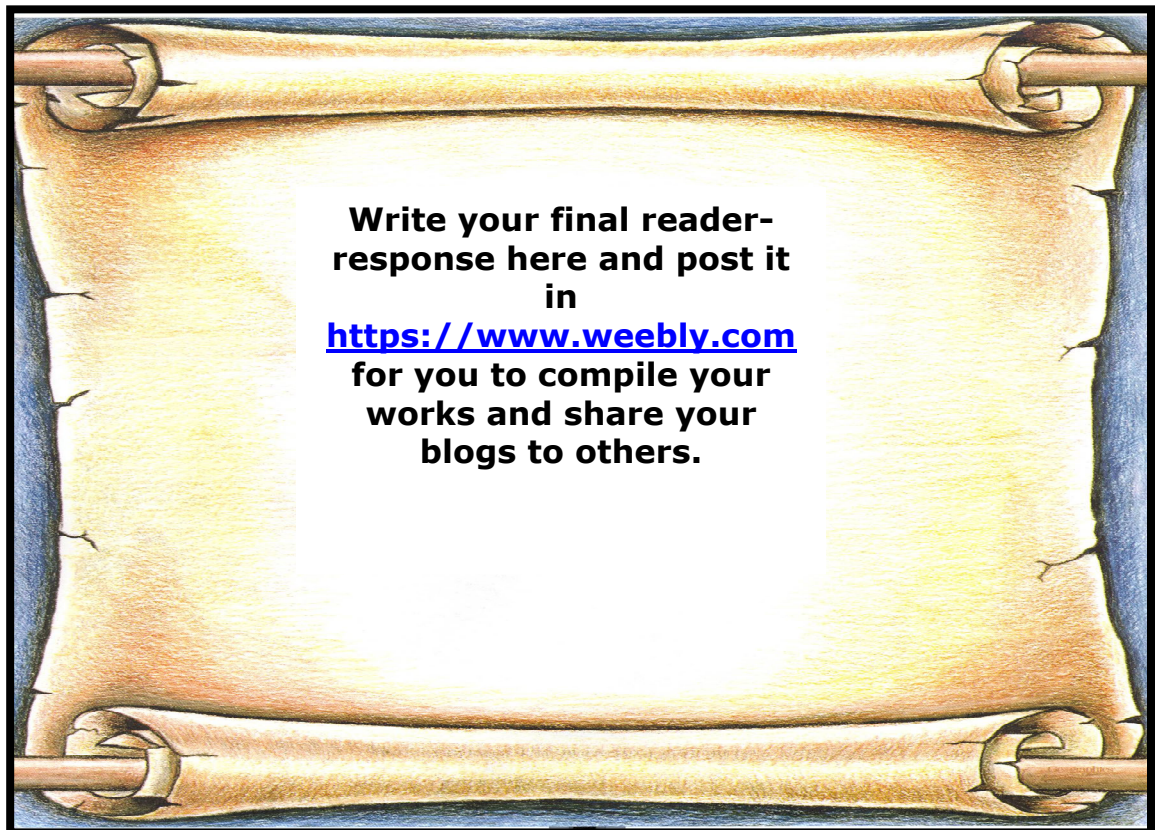
<http://utminers.utep.edu/omwilliamson/engl0310/readerresponse.htm>

- a. **What does the text have to do with you, personally,** and with your life (past, present or future)? It is not acceptable to write that the text has NOTHING to do with you, since just about everything humans can write has to do in some way with every other human.
- b. **How much does the text agree or clash with your view of the world, and what you consider right and wrong?** Use several quotes as examples of how it agrees with and supports what you think about the world, about right and wrong, and about what you think it is to be human. Use quotes and examples to discuss how the text disagrees with what you think about the world and about right and wrong.
- c. **How did you learn, and how much were your views and opinions challenged or changed by this text, if at all?** Did the text communicate with you? Why or why not? Give examples of how your views might have changed or been strengthened (or perhaps, of why the text failed to convince you, the way it is). Please do not write "I agree with everything the author wrote," since everybody disagrees about something, even if it is a tiny point. Use quotes to illustrate your points of challenge, or where you were persuaded, or where it left you cold.
- d. **How well does it address things that you, personally, care about and consider important to the world?** How does it address things that are important to your family, your community, your ethnic group, to people of your economic or social class or background, or your faith tradition? If not,

who does or did the text serve? Did it pass the "Who cares?" test? Use quotes to illustrate.

- e. **Critique the text.** Reading and writing "critically" does not mean the same thing as "criticizing," in everyday language (complaining or griping, fault-finding, nit-picking). **Your "critique" can and should be positive and praise the text if possible**, as well as pointing out problems, disagreements and shortcomings.
- f. **How well did you enjoy the text (or not) as entertainment or as a work of art?** Use quotes or examples to illustrate the quality of the text as art or entertainment. Of course, be aware that some texts are not meant to be entertainment or art--a news report or textbook, for instance, may be neither entertaining nor artistic, but may still be important and successful.
- g. To sum up, **what is your overall reaction to the text?** Would you read something else like this, or by this author, in the future or not? Why or why not? To whom would you recommend this text?

1.



Process Questions to Answer:



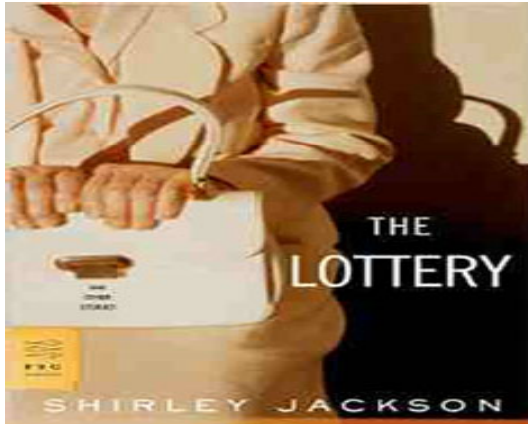
1. How did you find the sample literary analysis essays?
2. What lenses have you used to make meaning of your work?
3. How did you compose your essay? What did you highlight to make your composition more compelling?
4. How does this activity help you compose your own literary criticism essay in the future?


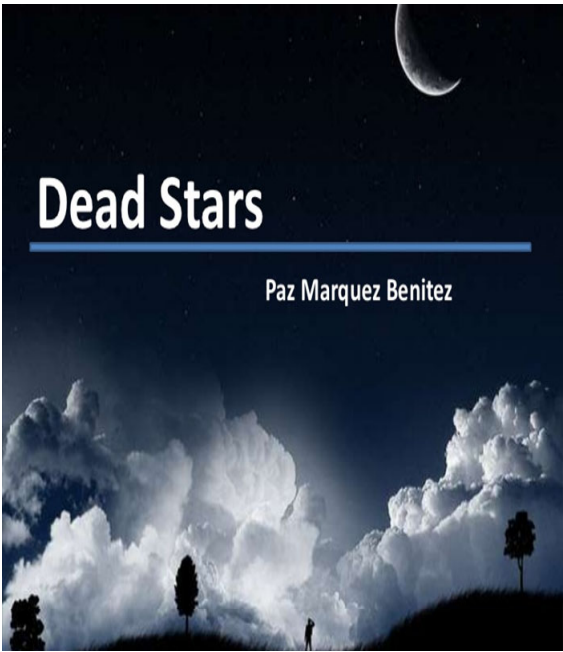


I think my confidence has become... because...

ACTIVITY 23. SYNTHESIS TABLE

That was awesome! It's nice to know that your level of confidence has grown based on your personal assessments. Indeed, the activities you that you encountered previously like reading literary criticism essays from literary texts really helped a lot. At this point, you will answer the activity below to check how much you understood the concepts explained in this lesson. Be able to follow instruction and answer the questions comprehensively.

Essential Question:	How is it possible for a piece of literature to produce varied meanings?	
Text 1	 <p>http://www.mcser.org/images/stories/MJSS-Special-issues/MJSS-vol3-11-Nov2012/Seyed%20Mohammad%20Hosseini-Maasoum,%20Hoda%20Davtalab,%20Mahnoosh%20Vahdati.pdf</p>	<p><i>The author expressed his or her perspective by....</i></p>

<p>Text 2</p>	 <p>http://www.shmoop.com/the-raven/analysis.html</p>	<p><i>The author expressed his or her perspective by....</i></p>
	 <p>https://fairystardust.wordpress.com/2012/08/01/a-post-structuralist-analysis-of-dead-stars-by-paz-marquez-benitez/</p>	<p><i>The author expressed his or her perspective by....</i></p>

Process Questions to Answer:



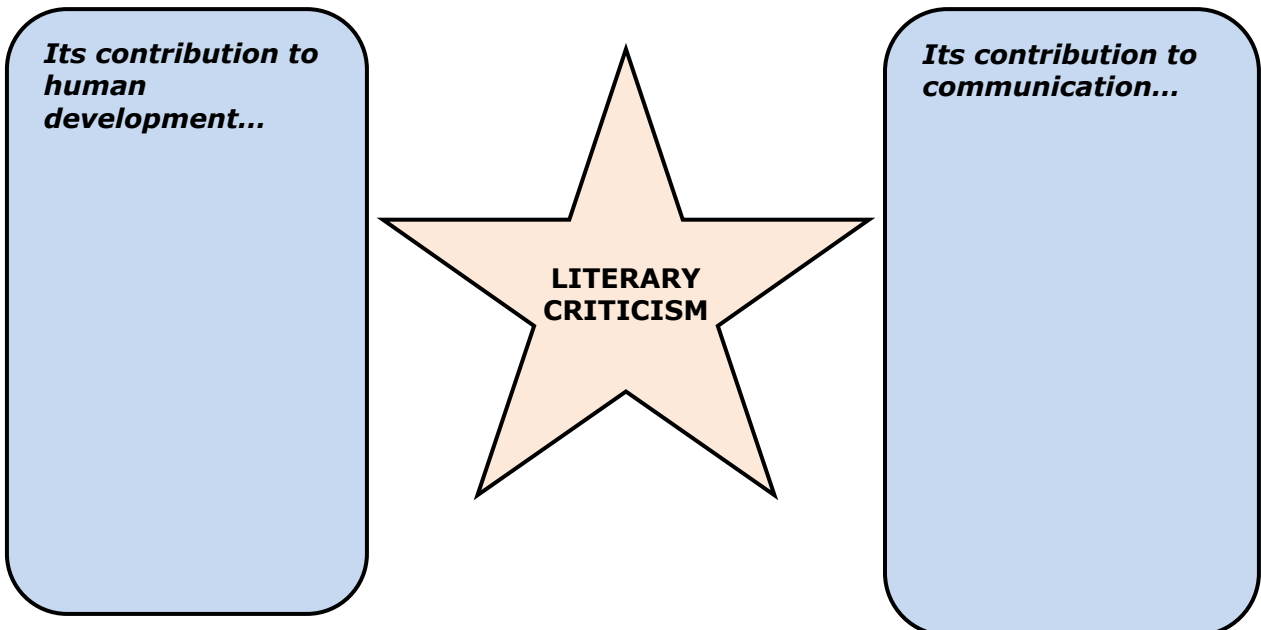
1. Look at your answers in the essential question in the table above. What do all answers have in common?
2. Did all the authors show the same manner of expressing their perspectives? If yes, explain. If not, then how did each author express his/her perspective for a certain literary text? What did the differences of their manner show? Discuss and cite examples.
3. Since there are different manners of expressing one's perspective, how would you know that you are effective in writing your literary criticism essay? What determines the effectiveness of such manner? Complete the following statements and support your answer with examples from the above texts and videos.

The best way to produce a meaning of a certain literary text is...

Supporting reasons and examples:

ACTIVITY 24. CONCEPTUALIZATION

That's a good job! You had deepened now your understanding about the concept of literary criticism. In the previous activity, you went back to the works of others and summarized your learning by making your own inferences about literary criticism. Hence, it is just timely to pause and put all of these concepts together. In this activity, you are going to make your own concept map about literary criticism based on the previous activities you had. A sample organizer is given below for you to be guided. Nonetheless, you may choose another graphic organize that you think is better and that would fit your ideas. Click this link, www.glimfy.com for more graphic organizers to choose from.



Process Questions to Answer:



1. How does literary criticism help improve communication?
2. In real application, how does it develop and enhance human and societal development?
3. If people were to integrate the concept of literary criticism to conflicts or issues faced by people everyday, how would our world look like?
4. How important is learning this concept?

ACTIVITY 25. FRAYER'S MODEL

Awesome! You have gone so far in making your concept about literary criticism. Now, you complete your concept by doing this next activity. Fill-out the Frayer's model chart below and supply it with the necessary data to complete your concept of literary criticism.

Essential Characteristics	Nonessential Characteristics
Examples	Non-examples

LITERARY CRITICISM

Literary criticism is...

Process Questions to Answer:



1. What is your complete understanding of literary criticism?
2. Which activity helped you complete your conceptualization?
3. Why is literary criticism important in our day-to-day experiences?
4. What values can we get in engaging ourselves into this activity?

ACTIVITY 26. REVISTING THE DETECTIVE'S VERSION

You did great in the previous activity! Because of that, you are asked to revisit your version of the I-R-F you answered in the previous part of this module. Hence, given below is an I-R-F sheet for you to fill-out. Supply the second row with your answer to the question presented and you observe if there are changes compared to your initial response.

How is it possible for a piece of literature to produce varied meanings?
INITIAL RESPONSE
REVISED RESPONSE
FINAL RESPONSE

Process Questions to Answer:



1. What have you discovered in your answers?
2. Are there changes in your answers?
3. What made you change your response based from your initial answer?
4. Which activity influenced you to change your response?
5. What realizations did you have while doing this activity?

ACTIVITY 27. REVISITING THE DETECTIVE'S GOAL

Congratulations! You have finally completed your concept of literary criticism. Moreover, it is just so timely to revisit your goal that you set in the first part of this lesson. Check what happens to your goal now and evaluate if your goals are already achieved. If not, then what could have been done?

Go back to your online notebook for you to keep track of your journey in this module. Be able to identify the details of your notes to guide you in revisiting your goals. Click this link, www.evernote.com to get access to your online notebook.



What goals were achieved? Which were not?

What contributed to the fulfillment of your goals?

What hindered you to achieve the other goals?

ACTIVITY 28. REVISITING DETECTIVE CONAN

In the previous revisit to yourself as a detective in this lesson, you gave yourself a reward that fits your journey of developing the skills of being a detective. In this stage, you are going to revisit yourself one more time and assess what you have done in the previous activities. Do the activity below as directed.



Write the explanation here for your choice above

Write the explanation here for your choice above...

Process Questions to Answer:



1. What is your level now as a detective in this lesson?
2. Why did you choose to promote/retain/demote yourself?
3. How did the previous activities help you become a better detective?
4. How does this activity help you prepare for more challenges in the future?

End of DEEPEN:

In this section, the discussion was about how to apply your basic skills writing literary criticism essay. What new realizations do you have about the topic? What new connections have you made for yourself? What helped you make these connections? Now that you have a deeper understanding of the topic, you are ready to do the tasks in the next section.



TRANSFER

Your goal in this section is apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding.

ACTIVITY 29. EVALUATING THE CRITIQUE OF OTHERS

Previously, you made meaning to your own works by making generalizations and conceptualizations about literary criticism. At this point, you are going to apply them in evaluating the critiques of others. Be able to use your learning in the previous sections of this module and make them as your guide in completing this task.

Click the link below to read a sample literary analysis and understand the perspectives where the author is coming from.

<http://www.tapestryofgrace.com/company/writingaids/pdf/LitAnalysis-sample8.pdf>

Good job! You have now a full access to the reading material. This time you use the rubric below to guide you in evaluating the work of others. This activity will help you understand the process of making your analysis essay more effective. Are you ready?

RUBRIC

http://webcache.googleusercontent.com/search?q=cache:OCU40RiEfygJ:http://www.ed.psu.edu/englishpds/11-12/griffin/Domain_C_files/literary_analysis_rubric1.doc%2Btopic+and+supporting+sentences+for+thematic+analysis+paper&hl=en-PH&gbv=2&ct=clnk

CRITERIA	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Introduction	Engaging opening introduces the essay's general topic and provokes thinking about that topic; logically proceeds to thesis; thesis is an easily identifiable, well-phrased argument that assesses the text and addresses a specific idea to be analyzed and proven in the essay; the idea offered in the thesis reflects sound critical, analytical thinking; title and author of work are appropriately referenced	Generally engaging opening; areas to be strengthened may include: presentation of general topic; development of transition between general opening and specific thesis statement; thesis statement is phrased as an argument but may be strengthened through clarification of the main idea being offered	Opening is functional but too brief and/or simplistic, essay's topic is apparent but needs to be developed to engage the reader; abrupt transition from first sentences to thesis statement; paragraph may be incoherent, jumping from one point to the next without developing a smooth progression of ideas; thesis may be too general, vague, or imprecisely phrased; thesis may not directly address the prompt (though still an argument that assesses the text)	Opening is ineffective, poorly organized, and undeveloped (inappropriately brief); thesis may summarize plot point rather than present argument about text; thesis may not address the prompt at all; author and/or title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted)

<p>Development and Organization of Ideas</p>	<p>Each topic sentence clearly connects to the thesis and offers an insightful, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and varied and each idea builds on the preceding; writer maintains focus and control of argument so that the point of each paragraph is always clear and sustains the reader's interest and attention.</p>	<p>Each topic sentence generally connects to the thesis but in one or more TS the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or TS; paragraphs are generally well-organized, although some transitions may be awkward and there may be gaps in the development of ideas; focus and control of argument is clear</p>	<p>Topic sentences are present but more than one is weak in the following areas: main idea not discernible; a fact about the text is summarized; unclear connection to thesis. Concrete details are present but weak because they provide insufficient evidence to support TS and/or are irrelevant because they do not support an insightful inference. Lack of coherent organization of ideas within individual paragraphs or from one paragraph to the next; abrupt transitions impede smooth flow of ideas; essay lacks consistent focus and control of argument; paragraph(s) may lack clear point(s); content of paragraphs does not</p>	<p>Topic sentences absent or consistently lack focused ideas, either offering general, irrelevant comments or stating facts about the text; there is no discernible argument or point guiding essay; concrete details are absent or ineffective/insufficient; consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear</p>
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			consistently support or connect with thesis and/or TS	
Critical Analysis of the Text	Writing reflects a critical and deep and analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the TS and thesis; inferences are developed so that all claims and points made are well-supported and persuasive; analysis focuses on both thematic and stylistic elements of the text, demonstrating writer's ability to interpret the function of literary devices in the service of thematic meaning; appropriate balance of quotes & writer's analysis; writer is clearly engaged with and moved by his/her thinking process	Writing generally reflects a critical and analytical understanding of the text; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis and/or TS; analysis could be stronger through focus on stylistic elements that create thematic meaning	Writing demonstrates basic comprehension of the text but not a critical and analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis inconsistent or unsubstantiated; frequent summary of plot details that retell the story; writer restates the content of cited concrete details rather than draws significant inferences about sub-textual meaning; little or no analysis of how stylistic elements of the text create meaning. Writing marked and weakened by frequent generalizations, unsupported claims, assumptions, vague statements.	Writing demonstrates some awareness of text details but not a critical and analytical understanding of the text; points made are vague and unsubstantiated; essay lacks focus; no literary analysis present

Sentence Structures	<p>Essay includes a variety of sentences marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author's purpose; consistent adherence to MLA guidelines; accurate Work Cited page; absence of misspellings, punctuation errors</p>	<p>Essay's sentences generally effective syntax and not distracting; consistent adherence to MLA guidelines; accurate Work Cited page</p>	<p>Essay sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer's point and distract reader; misspellings, contractions, fragments, referring to "you" diminish academic nature of the writing and distract reader; inconsistent adherence to MLA guidelines (but does not compromise integrity of essay); Work Cited page may contain inaccuracies (but does not compromise the integrity of essay)</p>	<p>Frequent syntax, grammar, misspelling errors that distract the reader; lack of adherence to MLA guidelines undermines integrity of essay; inaccurate Work Cited page compromises integrity of essay</p>
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Write your final assessment here...

Post your final assessment of the literary analysis you evaluated at www.weebly.com for you to compile your works in your blog site and for others to comment and see.

Process Questions to Answer:




1. How strengths and weaknesses have you spotted in the literary analysis given to you?
2. Was it effectively written? Why or why not?
3. How do you compare that work to your previous literary analysis essays that you analyzed?
4. How does this activity help you compose your own literary criticism essay in the future?

ACTIVITY 30. DICHOTOMY ANALYSIS

Job well done! Now that you have already grasped the idea of constructing your own literary criticism essay, you are going to make your own this time. Be able to apply the learning you had previously in composing literary essays and use the rubric you had in the previous activity to complete this task.

Get the full access of the story entitled, “The Necklace” by Guy de Maupassant here: <http://americanliterature.com/author/guy-de-maupassant/short-story/the-necklace>. Afterwards, read and understand the literary texts using the lenses of literary theories you learned previously.

<p>Perspective A</p> <p>(Write your notes here)</p>		<p>Perspective B</p> <p>(Write your notes here)</p>
--	--	--

Write your final literary criticism essay here...

After finalizing your literary criticism essay, upload it in your literary blog at www.weebly.com for others to comment and see. This time you can share it with someone else for you to evaluate your works.

Process Questions to Answer:



1. How was the feeling of being able to write a complete literary criticism essay?
2. Was it effectively written? Why or why not?
3. What activities helped you in completing your work?
4. How confident are you now in writing or composing literary criticism essay? Rate yourself using the organizer in the next page.




I think my confidence has become... because...

ACTIVITY 31. PEER CRITIQUING

Wonderful! You did great in the previous activity. Congratulations for completing your first literary criticism essay. Nonetheless, it's not yet enough to just stop there. To improve your work, allow yourself to be assessed by others. This time, you are going to share your output with your classmate and use the rubric in the previous activity to evaluate your performances. Write your notes and observations in your online notebook at www.evernote.com. For your guide, read the material below in following the activity effectively.

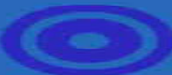
Peer Critique

Through peer critiques, we learn to appreciate one another's work and to improve our own work.




Be Kind

All comments should focus on the work not the person. There should never be sarcasm or put downs. The comments can be challenging but the recipient should feel that the feedback is about the work and how it can be better.



Be Specific

Comments should identify exactly what needs to be worked on (like a set of instructions) which we can take away and use or do.



Be Helpful

If the comments don't benefit the work, don't share it. Every piece of feedback is there to help improve the work.

Process Questions to Answer:



1. What strengths and weaknesses have you discovered while evaluating your classmate's work?
2. Was the essay effectively written? Why or why not?
3. What have you learned from this activity?

ACTIVITY 32. FINAL LAP

You did well. You deserve a good break after this lesson. But before doing that, you are going to take the final lap of this module. Be able to apply all the concepts here that you learned previously especially the writing process. Do the activity below as directed.

You have been commissioned by the International Literati Society to write a critique of a literary text. Further, you can choose a literary text that you want to use in this event. Remember that this critique will be featured in the society's 50th anniversary issue of their literary magazine which features poems, stories, plays, etc. and critique papers of such. To publish your work, it must be: engaging, effective, well-written, and must show your critical understanding of the reading text. Learn more about how your work will be assessed through the rubric below.

RUBRIC


http://webcache.googleusercontent.com/search?q=cache:OCU40RiEfygJ:http://www.ed.psu.edu/englishpds/11-12/griffin/Domain_C_files/literary_analysis_rubric1.doc%2Btopic+and+supporting+sentences+for+thematic+analysis+paper&hl=en-PH&gbv=2&&ct=clnk

CRITERIA	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Introduction	Engaging opening introduces the essay's general topic and provokes thinking about that topic; logically proceeds to thesis; thesis is an easily identifiable, well-phrased argument that assesses the text and addresses a specific idea to be analyzed and proven in the essay; the idea offered in the thesis reflects sound critical, analytical thinking; title and author of work are appropriately referenced	Generally engaging opening; areas to be strengthened may include: presentation of general topic; development of transition between general opening and specific thesis statement; thesis statement is phrased as an argument but may be strengthened through clarification of the main idea being offered	Opening is functional but too brief and/or simplistic, essay's topic is apparent but needs to be developed to engage the reader; abrupt transition from first sentences to thesis statement; paragraph may be incoherent, jumping from one point to the next without developing a smooth progression of ideas; thesis may be too general, vague, or imprecisely phrased; thesis may not directly address the prompt (though still an argument that assesses the text)	Opening is ineffective, poorly organized, and undeveloped (inappropriately brief); thesis may summarize plot point rather than present argument about text; thesis may not address the prompt at all; author and/or title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted)

<p>Development and Organization of Ideas</p>	<p>Each topic sentence clearly connects to the thesis and offers an insightful, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and varied and each idea builds on the preceding; writer maintains focus and control of argument so that the point of each paragraph is always clear and sustains the reader's interest and attention.</p>	<p>Each topic sentence generally connects to the thesis but in one or more TS the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or TS; paragraphs are generally well-organized, although some transitions may be awkward and there may be gaps in the development of ideas; focus and control of argument is clear</p>	<p>Topic sentences are present but more than one is weak in the following areas: main idea not discernible; a fact about the text is summarized; unclear connection to thesis. Concrete details are present but weak because they provide insufficient evidence to support TS and/or are irrelevant because they do not support an insightful inference. Lack of coherent organization of ideas within individual paragraphs or from one paragraph to the next; abrupt transitions impede smooth flow of ideas; essay lacks consistent focus and control of argument; paragraph(s) may lack clear point(s); content of paragraphs does not consistently support or connect with thesis and/or TS</p>	<p>Topic sentences absent or consistently lack focused ideas, either offering general, irrelevant comments or stating facts about the text; there is no discernible argument or point guiding essay; concrete details are absent or ineffective/insufficient; consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear</p>
<p>Critical Analysis of the Text</p>	<p>Writing reflects a critical and deep and analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the TS and thesis; inferences are developed so that all claims and points made</p>	<p>Writing generally reflects a critical and analytical understanding of the text; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis and/or TS; analysis could be stronger through focus on stylistic elements that create thematic meaning</p>	<p>Writing demonstrates basic comprehension of the text but not a critical and analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis inconsistent or unsubstantiated; frequent summary of plot details that retell the story; writer restates the content of cited concrete details rather than</p>	<p>Writing demonstrates some awareness of text details but not a critical and analytical understanding of the text; points made are vague and unsubstantiated; essay lacks focus; no literary analysis present</p>

	are well-supported and persuasive; analysis focuses on both thematic and stylistic elements of the text, demonstrating writer's ability to interpret the function of literary devices in the service of thematic meaning; appropriate balance of quotes & writer's analysis; writer is clearly engaged with and moved by his/her thinking process		draws significant inferences about sub-textual meaning; little or no analysis of how stylistic elements of the text create meaning. Writing marked and weakened by frequent generalizations, unsupported claims, assumptions, vague statements.	
Sentence Structures	Essay includes a variety of sentences marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author's purpose; consistent adherence to MLA guidelines; accurate Work Cited page; absence of misspellings, punctuation errors	Essay's sentences generally effective syntax and not distracting; consistent adherence to MLA guidelines; accurate Work Cited page	Essay sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer's point and distract reader; misspellings, contractions, fragments, referring to "you" diminish academic nature of the writing and distract reader; inconsistent adherence to MLA guidelines (but does not compromise integrity of essay); Work Cited page may contain inaccuracies (but does not compromise the integrity of essay)	Frequent syntax, grammar, misspelling errors that distract the reader; lack of adherence to MLA guidelines undermines integrity of essay; inaccurate Work Cited page compromises integrity of essay

After finalizing your literary criticism essay, upload it in your literary blog at www.weebly.com for others to comment and see.



CONFIDENCE LEVEL

— INVINCIBLE
— STRONG
— STEADY
— BUILDING
— FAIR

How's your confidence level now?

I think my confidence has become... because...

Process Questions to Answer:



1. What did you feel when you finally completed your task?
2. In your opinion, was your essay effectively written? Support your claim by providing details.
3. What have you learned from this activity?
4. What have you discovered about yourself while completing this task?

ACTIVITY 33. ONE MORE CHANCE

Congratulations! You did great! You have shown your best in completing your literary criticism essay. What you did is just a manifestation of how you have been paid by your hard work.

Consequently, in this activity, you will fill-out a learning log chart to summarize the things you learned in this module. Be able to honestly assess yourself by going back to your online notebook in www.evernote.com.

How did you do in the activities? Fill in the organizer below and post a screenshot on www.pinterest.com.



This lesson is about

One key idea is

This is important because



Another key idea is

This matters because

ACTIVITY 34. REVISITING THE DETECTIVE'S SKILLS

In the previous part of this lesson, you classified the skills in the detective skills organizer based on what you acquired and developed from the activities in this module. In the next activity, you are going to revisit for the last time the skills and you re-classify them based on your final judgment of yourself. Be able to honestly assess yourself so that you can go back to the skills that you have not really mastered well for you to learn them again. Do the activity as directed.

Skills

- Identify overall artistic value of the structure and elements of the selection (structuralist/formalist)
- Identify treatment of underlying or overarching issue concerning human experience (moralist)
- Determine power struggles of characters (Marxist)
- Describe gender relationships of characters (feminist)
- Evaluate relevance of the selection to the historical context during which it was produced (historical)
- Identify personal significance of the selection to the reader (reader-response)
- Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge
- Distinguish the important points from less important ones in a text listened to
- Summarize important points discussed in the text listened to
- Evaluate the information contained in the material viewed in terms of accuracy and effectiveness
- Disclose the personal significance of a material viewed
- Raise questions to clarify issues covered in the material viewed
- Share viewpoints based on the ideas presented in the materials viewed
- Give expanded definitions of words
- Explain how the elements specific to a genre contribute to the theme of a particular literary selection
- Express appreciation for sensory images used
- Explain how a selection may be influenced by culture, history, environment, or other factors
- Compose an independent critique of a chosen selection
- Show respect for intellectual property rights by acknowledging citations made in the critique
- Use writing conventions to acknowledge sources
- Show respect for intellectual property rights by acknowledging citations made in the critique
- Use quotation marks or hanging indentations for direct quotes
- Acknowledge sources by preparing a bibliography
- Employ the appropriate prosodic features of speech
- Use pronouns effectively



I have learned much on this...

I still have to learn more on this...



I have not learned on this well...

Process Questions to Answer:



1. What competencies have you mastered in this lesson? What competencies still need much attention?
2. What do the competencies tell you about writing literary analyses?
3. What will you do with those competencies in the future?

ACTIVITY 35. FINALIZING THE DETECTIVE'S GOAL

Congratulations! You have final stage of this lesson. Thus, it is just so timely to finalize your goal that you set in the first part of this lesson. Check what happens to your goal now and evaluate if your goals are already achieved. If not, then what could have been done?

Go back to your online notebook for you to keep track of your journey in this module. Be able to identify the details of your notes to guide you in revisiting your goals. Click this link, www.evernote.com to get access to your online notebook.



What contributed to the fulfillment of your goals?

Which goal has been consistently fulfilled until the end of this lesson?

Which goal has been least prioritized

What have you discovered about yourself at the end of this lesson?

How is it possible for a piece of literature to produce varied meanings?

INITIAL RESPONSE

REVISED RESPONSE

FINAL RESPONSE

Process Questions to Answer:



1. What have you discovered in your final answer?
2. Are there changes in your final answer?
3. What made you change your response based from your revised answer?
4. Which activity influenced you to change your final response?
5. What realizations did you have while doing this activity?

ACTIVITY 36. THE TRANSFORMATION OF THE DETECTIVE

In the previous revisit to yourself as a detective in this lesson, you gave yourself a reward that fits your journey of developing the skills of being a detective. In this stage, you are going to finalize the assessment of yourself and determine a kind of transformation you experienced in this lesson. Do the activity below as directed.



**POST YOUR
FINAL RANK
HERE**



*Write the explanation here
for your choice above*

*Write the explanation here
for your choice above...*

Choose from the list of ranks that fits your assessment about yourself. Be able to pick your rank and explain your choice in the box above.



End of TRANSFER:

In this section, your task was to compose your own literary criticism essay based on the real situations given. You were able to summarize your learning and apply the necessary skills in writing literary analysis essays.

Thus in doing so, how did you find the performance task? How did the task help you see the real world use of the topic?

Finally, you have completed this lesson. You may now go to the next lesson.

GLOSSARY

Anatomy. A separating or dividing into parts for detailed examination

Archetypal. The original pattern or model of which all things of the same type are representations or copies

Breather. A break in activity for rest or relief

Competence. A sufficiency of means for the necessities and conveniences of life; the ability to do something

Convention. An established technique, practice, or device

Critique. A careful judgment in which you give your opinion about the good and bad parts of something (such as a piece of writing or a work of art)

Dispute. To say or show that (something) may not be true, correct, or legal

Full-fledged. Meeting all the necessary requirements to be something

Mileage. A distance in miles

Nit-picking. A minute and usually unjustified criticism

Perspective. The capacity to view things in their true relations or relative importance

Relevance. A relation to the matter at hand

Salient. Very important or noticeable

Theory. An idea or set of ideas that is intended to explain facts or events

Verbatim. In the exact words; word for word

REFERENCES

Blog Site Making

<http://www.weebly.com>

Conventions

<http://humanities.ucsd.edu/writing/workshop/present.htm>

Graphic Organizer

<http://metadot.vigoco.k12.in.us/metadot/index.pl?id=26132>

Literary Analysis Essay Checklist

<http://depts.gpc.edu/~gpcltc/handouts/communications/literarythesis.pdf>

Literary Lenses

<http://www.editorskylar.com/litcritmap.html>

Literary Theories

<http://education-portal.com/academy/lesson/introduction-to-literary-theory-major-critics-and-movements.html>

Online Notebook

www.evernote.com

On the Job Film

<https://www.youtube.com/watch?v=aDbvdniA7cA>

Perception Tale

<https://www.youtube.com/watch?v=XN0pKb0TBRs>

Pictures and charts

www.google.com

Reader-Response Paper

<http://utminers.utep.edu/omwilliamson/engl0310/readerresponse.htm>

Rubric for Literary Analysis Essay

http://webcache.googleusercontent.com/search?q=cache:OCU40RiEfygJ:http://www.ed.psu.edu/englishpds/11-12/griffin/Domain_C_files/literary_analysis_rubric1.doc%2Btopic+and+supporting+sentences+for+thematic+analysis+paper&hl=en-PH&gbv=2&&ct=clnk

Sample Literary Analysis Essay

<http://www.mcser.org/images/stories/MJSS-Special-issues/MJSS-vol3-11-Nov2012/Seyed%20Mohammad%20Hosseini-Maasoum,%20Hoda%20Davtalab,%20Mahnoosh%20Vahdati.pdf>

Sample Literary Criticism Essay

<http://www.tapestryofgrace.com/company/writingaids/pdf/LitAnalysis-sample8.pdf>

The Dead Star

<http://notes.dlszobel.edu.ph/files/2013-2014/DEAD%20STARS.pdf>

The Dead Star Analysis Essay

<https://fairystardust.wordpress.com/2012/08/01/a-post-structuralist-analysis-of-dead-stars-by-paz-marquez-benitez/>

The Lottery

<http://english.learnhub.com/lesson/6889-the-lottery-full-text>

The Lottery Historical Criticism

http://www.academia.edu/3039604/A_CRITICAL-HISTORIOGRAPHIC_APPROACH_ON_THE_CONTROVERSIAL_RECEPTION_OF_SHIRLEY_JACKSONS_SHORT_STORY_THE_LOTTERY

The Lottery Marxist Criticism

<http://home.netwood.net/kosenko/jackson.html>

The Necklace

<http://americanliterature.com/author/guy-de-maupassant/short-story/the-necklace>

The Raven

<https://prezi.com/czeidbs-6-zk/the-raven-a-literary-analysis/>

The Raven Analysis Essay

<http://www.shmoop.com/the-raven/analysis.html>

Web 2.0 Graphic Organizer

www.glimfy.com

Web 2.0 Social Media

www.pinterest.com

Web 2.0 Social Media

www.tumblr.com

LESSON 2: SPEECHES FOR SPECIAL OCCASIONS



EXPLORE

Let's start this lesson by engaging ourselves to the different activities that will enhance our imagination as well as our critical thinking skills. Be able to make connections so that you can answer the questions the follow.

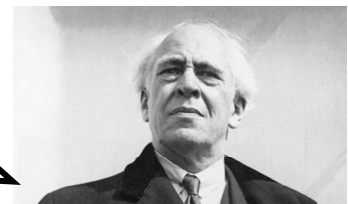
So to start, I have two questions for you to ponder. (1) When do we know that our words and actions are appropriate for a certain speech? (2) How do we know that we are effective?

In this lesson, you will find out how speeches differ from each other and how they will be delivered appropriately for certain occasions. Likewise, you will also discover through the readings and activities here how to surmount your misconceptions about speeches and gradually make a realization that what we say or do is a direct response to certain contexts or stimuli around us. Hence, this lesson is devoted mainly to understanding the nature of our speeches and how they are delivered for certain contexts.

ACTIVITY 1. IF FB WAS DISCOVERED BEFORE, THIS WOULD BE THEIR STATUS

History has produced a thousand men who have influenced people through their inspiring or spine-tingling speeches and courageous acts. We have been reading or listening to their speeches as our reference to this new generation. Just like them, let's take a detour and reminisce what they shared to the world a thousand years back. Try to understand their perspectives and how they relate to you. You may click the link under their names to get to know them more.

We have as many planes of speech as does a painting planes of perspective which create perspective in a phrase. The most important word stands out most vividly defined in the very foreground of the sound plane. Less important words create a series of deeper planes.



Constantin Stanislavski

<http://www.biography.com/people/constantin-stanislavski-9492018>



Watch your manner of speech if you wish to develop a peaceful state of mind. Start each day by affirming peaceful, contented and happy attitudes and your days will tend to be pleasant and successful.

Norman Vincent Peale

<http://www.biography.com/people/norman-vincent-peale-9435749>

Body language is a very powerful tool. We had body language before we had speech, and apparently, 80% of what you understand in a conversation is read through the body, not the words.



Deborah Bull

<http://www.deborahbull.com/>

Process Questions to Answer:



6. What did the three personas talk about?
7. Which of the statements above do you agree most? Who among them speaks of the general truth about speeches? Explain your claim.
8. How did each persona make sense to you? Can you recall an instance or an experience you had before that could justify their statements?
9. What did you feel upon reading their statements?
10. If you were one of them, what statement could you contribute to this world based on your experience in writing or delivering speeches? Write your statement below.

Your picture here:

Write your statement here:

In order to understand further the context of the personas above, you need to compare their statements about speeches to these pictures below. How do these pictures speak about speeches? Be able to make connections and make an inference as to how these pictures relate to you.



- | |
|--|
| |
|--|

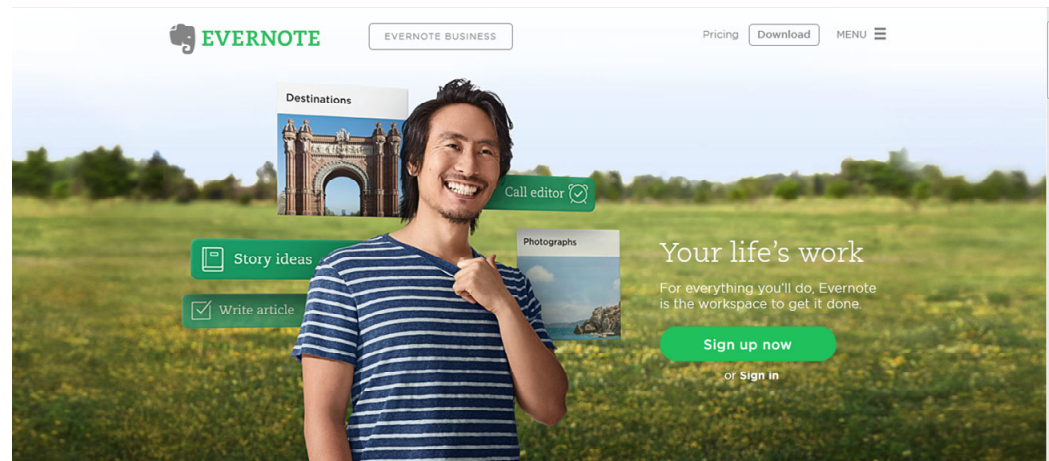
- Developed by the Private Education Assistance Committee
under the GASTPE Program of the Department of Education

ACTIVITY 3. Your Goal Buttoned Up

In the previous activities, you gave your initial responses based on what you know and what you experience in reality. Nevertheless, we could not attest yet if what you know is actually right or true to all situations. What you can do now is to identify your goal for this lesson. Be able to look forward to the end of your journey in taking up this lesson. Fill-out the goal organizer below and upload your work to your official online notebook at www.evernote.com.



Before doing the activity above, click this link <http://evernote.com/> to make your personal account in Evernote. Remember to visit this from time to time for you to take note of the important details and learning you discovered in this lesson.



Fill out the parts of the goal organizer honestly as identified in the chart. The other parts will be answered in the next parts of this lesson. Are you ready? To help you make your goal organizer effectively, questions are given to guide you.

1. How do you see yourself delivering speeches at the end of this lesson?
2. What kind of speaker do you want to become?
3. How do you become such speaker you wished for?
4. What will you do to achieve your goal?
5. If something/someone challenges you to succeed with your goal, how do you manage that?
6. What reward do you give yourself if you succeed in fulfilling your goal/s?

Do the task below:

Your goal Buttoned Up.

Sticking to the goals we set for ourselves is hard to do. This can be especially true for New Year's resolutions. This form is designed to help you articulate your goal clearly, create an easy to follow roadmap by breaking it down into a series of mini tasks, and most importantly, help you plan ahead for the inevitable slip-ups so they don't cause you to throw up your hands in defeat. Before you know it, you'll have arrived at your destination.

goal → []

do by → []

tasks

- #1 → [] → done ☐ not done ☐
- #2 → [] → done ☐ not done ☐
- #3 → [] → done ☐ not done ☐
- #4 → [] → done ☐ not done ☐
- #5 → [] → done ☐ not done ☐

tips to get back on track → []

notes

reward → []

next goal!

www.goalbuttonedup.com

Process Questions to Answer:



6. What is your ultimate goal in this lesson?
7. How are you going to achieve it?
8. Who/what do you think will help you achieve that goal?
9. Was it easy to fill out the goal organizer? Why?
10. How does this activity help you in completing this journey?

ACTIVITY 4. SELF-IMPROVEMENT PLAN

Congratulations! You have finally come up with your goal for this lesson. Keep in mind that fulfilling it needs more perseverance and knowledge to accomplish your future tasks. As they say, “Those who know more learns extra mile.” Hence, below is an organizer that will serve as your guide for you to genuinely assess your performance and your learning before and after the activities in this lesson. Be able to fill-out the necessary information so that you can easily identify the development and progress of your performance. Be able to take note of your observations in your online notebook at www.evernote.com. Also, to guide you in completing this activity, the first two items were done for you.

Before	Competencies	After
<i>Write your comments here</i>		<i>Write your comments here</i>
I only knew few transitional devices that refute or affirm. I still need to know more about textual references.	1. Identify textual details that affirm or refute a claim	
I need to practice this more. I don't really know any strategy to examine biases.	2. Examining biases	
	3. React intelligently and creatively to the text listened to	
	4. React to the falsity or soundness of an argument	
	5. Describe the emotional appeal of a listening text	
	6. Disclose the personal significance of a material viewed	
	7. Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	
	8. Give expanded definitions of words	
	9. Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	

	10. Draw similarities and differences of the featured selections in relation to the theme	
	11. Use structures of modification	

Process Questions to Answer:

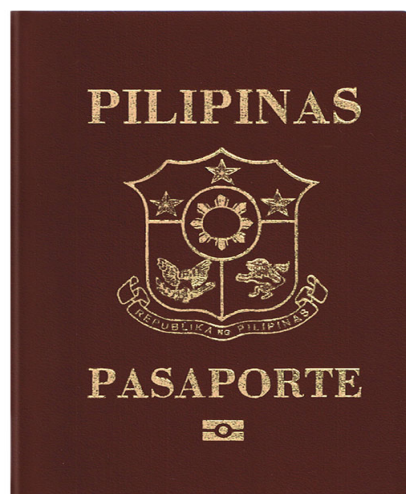


5. What competencies in this lesson need much attention from you?
6. How do you go about them?
7. What will you do with those competencies that you already learned?
8. How does this activity help you develop awareness and preparedness to handle future activities?



Now that you have filled-out the first column of the table above, it is now time for you to do the last activity under the EXPLORE part.

ACTIVITY 5. THE TIME TRAVELLER'S PASSPORT



In the previous activities, you discovered your potentials that would help you succeed in this journey. At this point, you are about to unravel your dreams and be able to travel around the world, get to know different personalities and experience a personal encounter with people in history, their speeches and their actions. If you could travel back time and in the future, where do you want to go first? Answer the I-R-F sheet below by filling-out the first row with your initial response to the

question given. Afterwards, you can claim your passport and visa to start your around the world experience. Are you ready?

What is the best way to express one's self?
Initial Response:
Revised Response:
Final Response:

You did it!

Congratulations

You are now ready to travel back time. Get ready with your essential tools. Below are the checklists of things you need to bring as you travel around history of the world. These are necessary for you to take note of important details, capture special occasions and record brilliant speeches of people in history.



Evernote account



Dictionary



Camera/Phone



Passport & Visa

Are you ready? You may now claim your passport and visa and upload them in your Evernote account. This is to trace your journey as you travel back time. Isn't it exciting?



End of EXPLORE

You just have given your initial ideas in expressing one's self through delivering speeches. Also, you have completed some organizers to help you prepare yourself for more challenging tasks in the future. Find out in the next section if your ideas are correct. What you will learn in the next sections will enable you to do the final project which involves different tasks delivering speeches for special occasions.

We will start by doing the next activity. Get ready with the necessary tools needed in your travel. Fasten your seatbelt and enjoy!



FIRM-UP

Some people perceive that speeches are varied but they always follow the same structure. That is a misconception. You will find out in this lesson as you go along with the different activities that speeches have unique characteristics from other speeches. Also, they are composed of complex structures that are modified by some authors or speakers. Furthermore, the ability to speak the written speech may also vary and change according to some factors that you will learn throughout this lesson.

Thus, your goal in this section is to learn and understand the basic formation of speeches and how they vary in some other terms. Moreover, you learned in the previous quarter that speeches can be delivered in an extemporaneous or impromptu way. However, these speeches may also vary according to their occasions. Moreover, part of your goal is to explain how these speeches for different occasions help the speakers express themselves and their intentions to be able to educate and inspire people.

ACTIVITY 6. CEREMONIAL SPEECHES



Many entertaining speeches fall under the category of special-occasion speeches. All the speeches in this category are given to mark the significance of particular events. Common events include weddings, parties, awards ceremonies, funerals, school and political events. In each of these different occasions, speakers are asked to deliver speeches relating to the event.

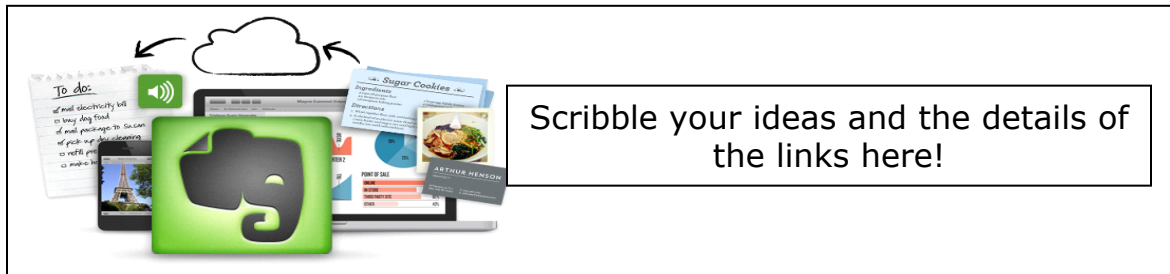
Use the links below to further enhance your understanding about these speeches and how they differ from each other in terms of structure and style of delivery.

Click this link: <http://2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s21-02-special-occasion-speeches.html>

Click this link:
<https://www.boundless.com/communications/textbooks/boundless-communications-textbook/introduction-to-public-speaking-1/types-of-public-speeches-22/speeches-for-special-occasions-108-898/>

Click this link: <https://www.youtube.com/watch?v=d2aN8JzySmk>

Go back to your online notebook and take note of important details using this site, www.evernote.com. Be able to summarize your thoughts and remember to review them from time to time.



Process Questions to Answer:

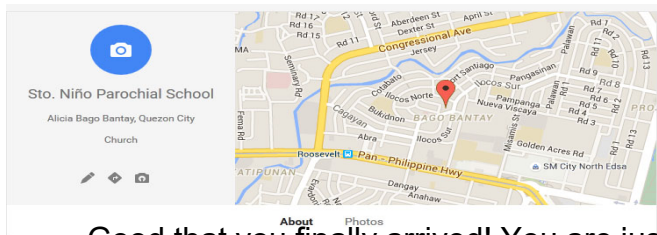


1. What are the different speeches for special occasions?
2. How are the speeches delivered? How did they differ in terms of style and structure?
3. How do these speeches help you express yourself in various occasions?

ACTIVITY 7. AN HOUR IN MANILA AND AMERICA

Using your knowledge on the different speeches for special occasions, try to watch the two video clips that will surely help you understand what experts shared with you in the previous activity. Get ready to time travel and bring with you your essential tools. Are you ready? Now, let's take our first stop in Sto. Niño Parochial School, Quezon City, Philippines. Do you want a map to guide you? Click the link here:

<https://plus.google.com/107976184069526412399/about?gl=ph&hl=en>.



Good that you finally arrived! You are just on time. Their batch salutatorian, Ms. Krisel Mallari is now delivering her welcome address to start the ceremony. Listen attentively and use your knowledge in delivering welcome remarks to check if Krisel has really made justice to her speech.

Click the link here to time travel:

<https://www.youtube.com/watch?v=QoIPJI01j0>

Process Questions to Answer:



1. How did Krisel Mallari deliver her welcome remarks?
2. Was she able to deliver the desired intention? In what way/s?
3. What language did she usually use and what was the manner of her delivery? Did they suit to the desired intention? Support your claim.
4. For you, was she effective? Why?

Good job! You have manifested good listening skills while assessing Krisel's speech. Your observations and evaluations to how she delivered her speech are not yet complete. You still have another task to make. Are you ready? From the Philippines, you are tasked to travel to United States of America and witness how the famous character of Hunger Games, Katniss Everdeen delivered her speech as they started a revolution against the Capitol. Do you want a map to guide you? Click the link here:

<https://www.google.com.ph/maps/place/United+States/>.



Great experience! You arrived safe and sound. Welcome to District 13 of the Hunger Games trilogy. You are seeing now Katniss Everdeen playing the role of a revolutionist. They try to use Katniss to deliver her speech to challenge the people of Panem and warn President Snow. Watch as she makes some moves and listen attentively to how she delivers her speech.

Click the link here to time travel:

<https://www.youtube.com/watch?v=eF1bEJVeL2E>

Process Questions to Answer:



1. How did Katniss Everdeen deliver her speech compared to Krisel Mallari?
2. Were there similarities and differences in the manner of their delivery? In what way/s?
3. What is the reason for their similarities/differences?
4. What language did she usually use and what was the manner of her delivery? Did they suit to the desired intention? Support your claim.
5. For you, was she effective? Why?



In the previous lesson, you learned how to analyze literary genres and how they relate to our real life experiences. You also discovered that the literary texts you read and watch mirror what is reality. In this part, allow yourself to critically analyze the speeches you just witnessed and be able to identify structures and styles of the speakers in delivering their speeches and their intentions of doing so. Hence, you will do worksheet #1.


WORKSHEET #1: COMPARISON & CONTRAST

Apply your knowledge about the different speeches for special occasions. Be able to use them to compare and contrast the two speeches you witnessed by Krisel Mallari and Katniss Everdeen respectively. Complete the worksheet below by filling-out the necessary data.

Similarities of the two speeches:		Differences
	Krisel's Speech	Intention:
		Language used:
		Manner of delivery:

	Katniss' Speech	Intention:
		Language used:
		Manner of delivery:
	Therefore, the bottom line is....	

After completing the worksheet, what learning or insights did you discover about speeches? Scribble your ideas and write them in your online notebook at www.evernote.com.



Scribble your ideas and the details of the links here!

ACTIVITY 8. WALK THE TALK

Congratulations! You have already visited two countries so far and you encountered two significant persons who gave you a foretaste of how speeches are delivered. You must be tired now after you time-travelled, so better take a rest, have your coffee in your lounge and reminisce your experience with Krisel and Katniss. In the next activity, you will enhance further your knowledge and skill on the use of language and actions in delivering speeches just like the two personalities you encountered.



Communication is very vital to any human endeavor. We communicate everyday and send our messages to the other person or group of people. Just like in speeches, we want to deliver a certain message to our audience and this can be done through an effective use of strategies in communication. These are called verbal and non-verbal strategies. Read and watch the following materials and make use of your online notebook at www.evernote.com to take down notes of important details.

Click this link <http://www.livestrong.com/article/156961-the-importance-of-verbal-non-verbal-communication/> to further enhance your knowledge on the topic given and be able to review the speeches of Krisel and Katniss. Which of the things they did in their speeches can be considered verbal and non-verbal?

Furthermore, watch this video clip that will give you more strategies on how to effectively use non-verbal strategies. Click this link: <https://www.youtube.com/watch?v=Kc2yRqat7q8>.

There's more! Watch this video clip on how to think fast and talk smart by applying your verbal strategies. Click this link: <https://www.youtube.com/watch?v=HAnw168hugA>.



How do you find the materials you read and viewed? Look at your notes again and do the worksheet below to summarize your thoughts. Be able to complete the task for you to move to your next destination as you time travel soon. Are you ready?

WORKSHEET #2: MR.VENN

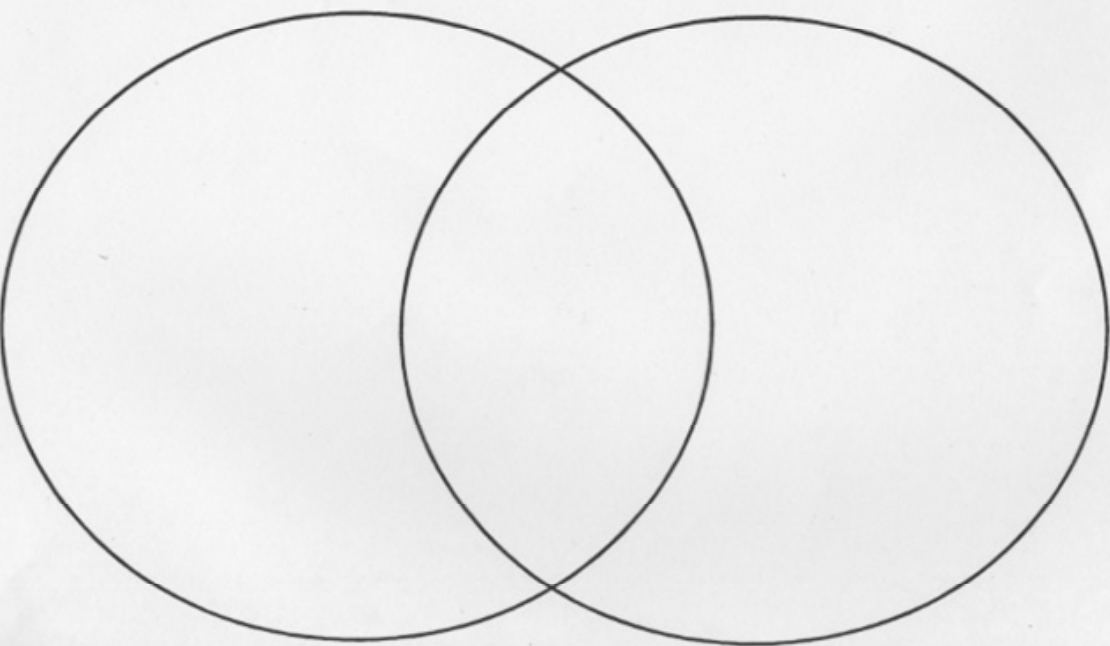
Apply your knowledge about the different strategies of verbal and non-verbal communication as reflected in the materials you read and viewed. There were a lot of concepts you probably met as you walked through those materials but be able to use your notes effectively in completing this comparison and contrast organizer by filling-out the necessary data.

Name _____

Venn Diagram-1

VERBAL STRATEGIES

NON-VERBAL STRATEGIES



Process Questions to Answer:

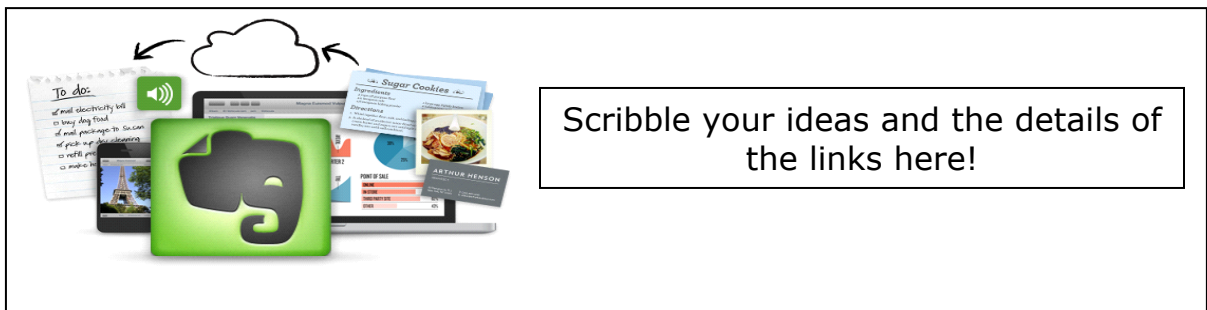


1. What are the similarities of the two concepts you learned previously?
2. How do they differ from each other?
3. Which between the two is very effective to use in delivering speeches? Support your stance.
4. What significant realization did you discover after doing this activity?
5. Which between these two strategies was commonly used in Krisel's and Katniss' speeches?
6. How effective were they in using these strategies? Justify your answer.

ACTIVITY 9. PITCH PERFECT



Are you excited for your next travel? Just sit back and relax because after this activity, surely you will encounter wonderful places and amazing people. Just like in the previous activity, you learned about the importance of verbal and nonverbal strategies in communication as well as in delivering speeches. At this juncture, you are tasked to zero in to verbal communication as it unfolds different techniques on how to improve your speech facilities. These are called the prosodic features of speech. Use the following materials to enhance your knowledge about this topic and take down notes of important details by writing them in your online notebook at www.evernote.com.



Click this link <https://www.youtube.com/watch?v=fLMcSGDM7A8> to watch a video clip about prosodic features.

Moreover, click this link https://www.youtube.com/watch?v=Kpdgi6_qeU4 to give you more concepts about these features.

Wait! This is very interesting! Click this link <http://www.rit.edu/ntid/speechlang/slpros/assessment/speechvoice/training/6> to help you assess yourself and the people you meet in this lesson. This material gives you a level of proficiency in the use of prosodic features. There is a sound button and click it in each level to listen to the sample feature. Have fun and enjoy!

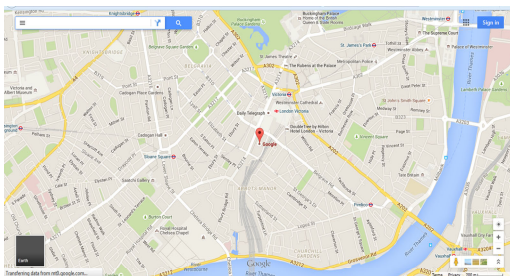
Process Questions to Answer:



1. What are the different prosodic features of speech?
2. How do the features differ from each other?
3. Which among them is very important in delivering speeches?
4. What significant realization did you discover after doing this activity?
5. Which between Krisel Mallari and Katniss Everdeen made use of these features effectively? Justify your claim.

ACTIVITY 10. THAT WAS GREAT IN GREAT BRITAIN!

Congratulations! You have just completed two important activities. Your reward is a trip to Great Britain. Isn't that exciting? In your next travel, bring with you again the essential tools and do the tasks that await you there. Get ready to meet King George VI and his people as you time travel back to their era in the 18th century. Observe the way he speaks and what prosodic problems he has. To give you a brief idea about their era and to help you understand the context of Great Britain and King George VI before you travel back to their time, click this link <http://www.telegraph.co.uk/culture/film/8223897/The-Kings-Speech-the-real-story.html>.



<https://www.google.com.ph/maps/place/Google/@51.4930997,-0.1464806,15z/data=!4m2!3m1!1s0x0:0x94aca49ba6695c>



The King's Speech: the real story

The story of the stuttering sovereign: the epic events that inspired the Oscar-tipped film, 'The King's Speech'.

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Are you ready to explore Great Britain in the 18th century? Here's your passport and click this link to time travel: <https://www.youtube.com/watch?v=vPPtCpwy8U8>. After watching King George VI and how he recovers from his prosodic problems, try to do the next worksheet.

WORKSHEET #3: PROVE IT!

Congratulations! You have just finished your time travel in Great Britain. However, for you to go back to your own country, the Embassy has asked you to complete this task first. Good luck to you!

Apply your knowledge about the different prosodic features. In the previous activities, you learned how to assess a person's ability to use prosodic features effectively. Use that tool again in evaluating King George VI's speech and be able to make a claim about his condition and support it with evidences. Complete the given organizer and fill it out with the necessary information from watched and listened to in King George VI's life.



Claims, Evidence, and Reasoning -																			
Question:																			
Claim:																			
Evidence: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr><td style="width: 25%; height: 20px;"></td><td style="width: 25%; height: 20px;"></td><td style="width: 25%; height: 20px;"></td><td style="width: 25%; height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </table>																			
Other important data:																			
Reasoning:																			

Process Questions to Answer:



1. What prosodic problems did King George VI have?
2. Was he able to overcome them? How? Who helped him?
3. From his life story, how important is a speech? Justify your answer.
4. What significant realization did you discover after doing this activity?
5. Based on the King's experience, how did a speech help him express himself? Prove your answer.

ACTIVITY 11. LANGUAGE MUTATION



Welcome home! How was your experience in Great Britain? Definitely, you learned something from that country. That's great!

By the way, have you checked the language they used? Like in other countries you've been to in this lesson, they all follow a structure in their language. Moreover, this structure is not constant and like speeches, they do not have a concrete structure. Sometimes, they are modified. Do you want to know more about this?

Click this link

<http://webcache.googleusercontent.com/search?q=cache:iN8WK7YWwPYJ:https://smuttagin.files.wordpress.com/2010/10/meeting-4-structure-of-modification2.ppt+&cd=4&hl=en&ct=clnk&gl=ph> to download the powerpoint presentation of the structures of modification. Be able to take down notes of the important details for you to answer the next tasks. Use your online notebook at www.evernote.com.

Moreover, click this link <https://www.youtube.com/watch?v=kWBEHF-SVSg> to watch a video clip explaining the sentence structures in English. Be able to take note of important information that will help you complete your concepts of language structures. Use your online notebook at www.evernote.com.

Generative Syntax 4.2-4.4: Sentence Structure

Linguistics and English Language at the University of...

Afterwards, do the following exercises to master the skill needed to vary your sentences in writing your speeches soon. Click the following link to visit the online quizzes and exercises.

Link to Noun as Modifiers quiz: http://www.grammar-quizzes.com/adj_nounmodifiers.html

Link to Adjective clause quiz: <http://www.grammar-quizzes.com/adjclausequiz.html>

Link to Sentence Structure quiz: https://www.classzone.com/books/lnetwork_gr07/page_build.cfm?id=quiz&ch=8

Link to Sentence Structure quiz: <http://www.funtrivia.com/playquiz/quiz125805e69020.html>

Process Questions to Answer:



1. What are the structures of modification in language?
2. How are they reflected in the speeches you encountered in this lesson?
3. In your opinion, are the structures of modification important? Why? In what way/s?
4. By learning this, will you be able to write an effective speech? Support your stance.

ACTIVITY 12. NO TO PLAGIARISM!



Wonderful! In the previous activity, you have answered different tasks that challenged your ability to modify and improve your sentence structures. Those activities are very helpful as you make the final tasks of this lesson. Keep them in mind and you can use them in writing your own speeches. Nevertheless, it is not enough to just write your speeches based on your own language and thoughts. Sometimes you need others' works and ideas to make your speeches more valid and reliable. This is called text citation in written forms.

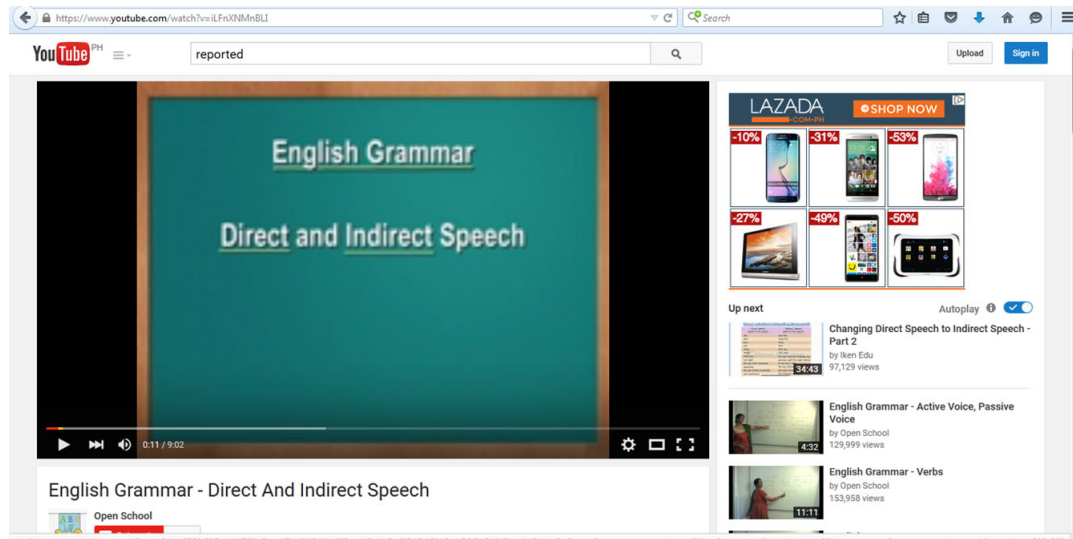
Below are links that you can visit to further enhance your understanding on how to cite authors and quote people with their informative and reliable works. Be able to use your online notebook at www.evernote.com to take down important information about this strategy.



Scribble your ideas and the details of the links here!

Click this link <http://www.citationmachine.net/> to expand your knowledge on the different strategies in citing authors and texts.

Likewise, click this link <https://www.youtube.com/watch?v=iLFnXNMnBLI> to watch a video clip on how to use direct and indirect speech in your speech delivery soon.



After viewing the materials above, prepare for some exercises for practice. Be able to use the concepts you learned to answer the quizzes in the links provided.

Link to Citation quiz: http://www.grammar-quizzes.com/writing_citations.html

Another link to Citation quiz: <http://library.williams.edu/citing/game/>

Link to Direct and Indirect Speech quiz: <http://www.proprofs.com/quiz-school/story.php?title=direct-indirect-speech-quiz>

Another link to Reported Speech quiz: <http://a4esl.org/q/h/9901/tm-reported1.html>

Process Questions to Answer:

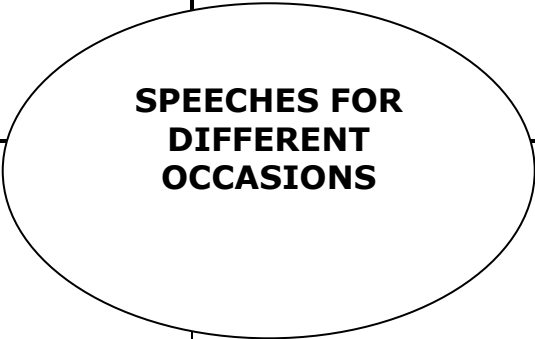




1. What are the strategies to cite authors and works of others?
2. How are they reflected in the speeches?
3. How do these strategies help you in delivering your own speeches?
4. By learning this, will you be able to write/deliver an effective speech? Support your stance.

ACTIVITY 13. KNOWLEDGE IS POWER!

Congratulations! You did great in the previous activities. You have done a lot of things that equip you to succeed and fulfill your goal. At this point, you might have experienced an information overload. So, to facilitate all the things and concepts you learned previously, answer the next activity. Be able to use your online notebook at www.evernote.com to review your lessons and answer the questions that follow.

For this activity, you are tasked to summarize your learning about speeches, their types according to occasion, their structures and styles of delivery. Be able to use the details in your notes for you to complete the organizer below.

Essential Characteristics			Nonessential Characteristics
Examples			Non-examples
 Write the concepts here that you learned well.			
 Write the concepts here that you think you need more help.			



Write the concepts here that you wished you had more time with.



If you answered in the row for “need more help”, then proceed to activity no.14. If you answered in the row for “need more time”, please click the back button below and go back to the concepts you missed. If all concepts were learned well and you got all of them clearly, then proceed to activity 15.

ACTIVITY 14. CALL A FRIEND

Previously in activity no.13, you completed the organizer that summarized your learning about the concepts you acquired. Nevertheless, there were concepts you missed and have not mastered well. Hence, you are given a chance to redeem what you missed and this will be done by doing this activity. You are asked to call a friend or somebody who you think knows very well the concepts you did not understand well. Get ready with your essential tools to complete this activity.



Evernote account

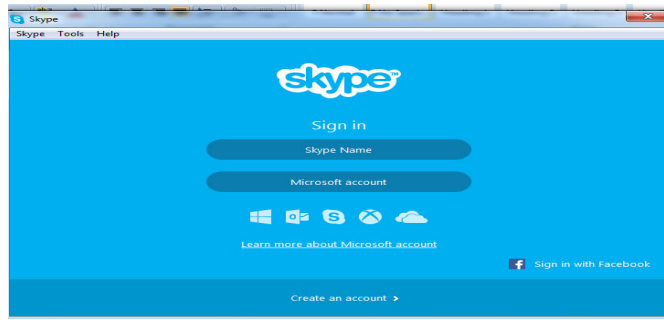


Dictionary



Camera/Phone

Use this link <http://www.skype.com/en/> to direct you to the main application that will help you call and connect to others even abroad. Create your account in Skype and start with your one-on-one session with your friend. Do not hesitate to ask for help. Be courteous in asking questions and be polite in your speaking engagements.



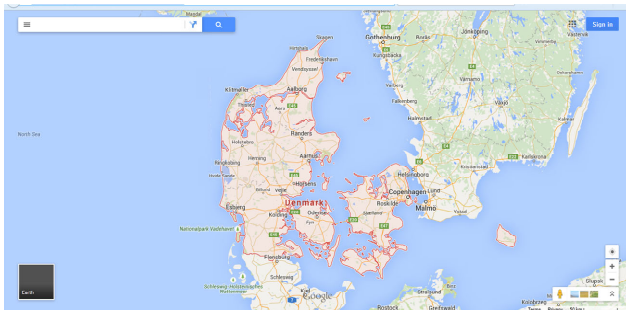
Process Questions to Answer:



1. How did you find the activity? Was it helpful to you? In what way/s?
2. Are the concepts clear to you now? Explain.
3. What did you realize while doing this activity? How has your level of confidence become when asking for help for concepts you missed to learn?

ACTIVITY 15. DENMARK'S TO BE OR NOT TO BE!

Indeed, you have completed the concepts of speeches for different occasions or situations. Now, let's make use of these concepts to understand the people of society from various places around the world. Are you ready to travel back time once again? Learn from their speeches and how they differ in terms of their structure, style and intention. Get ready with your passport and experience a one-of-a-kind journey. Your next destination is Denmark. Here's a map to guide you to get there. Click this link <https://www.google.com.ph/maps/@56.1554671,10.4330899,7z>.



Moreover, get ready to meet a famous author and personality of England who wrote the play entitled, "Hamlet". Click this link <http://www.biography.com/people/william-shakespeare-9480323> to follow him. So now, begin your journey and meet Hamlet in person through the link below.

Click the link here to time travel back to the time of Hamlet, the Prince of Denmark: http://nfs.sparknotes.com/hamlet/page_138.html (This contains the

famous soliloquy Hamlet delivered in the play.) For the summary of the entire play, click <http://www.sparknotes.com/shakespeare/hamlet/summary.html>.



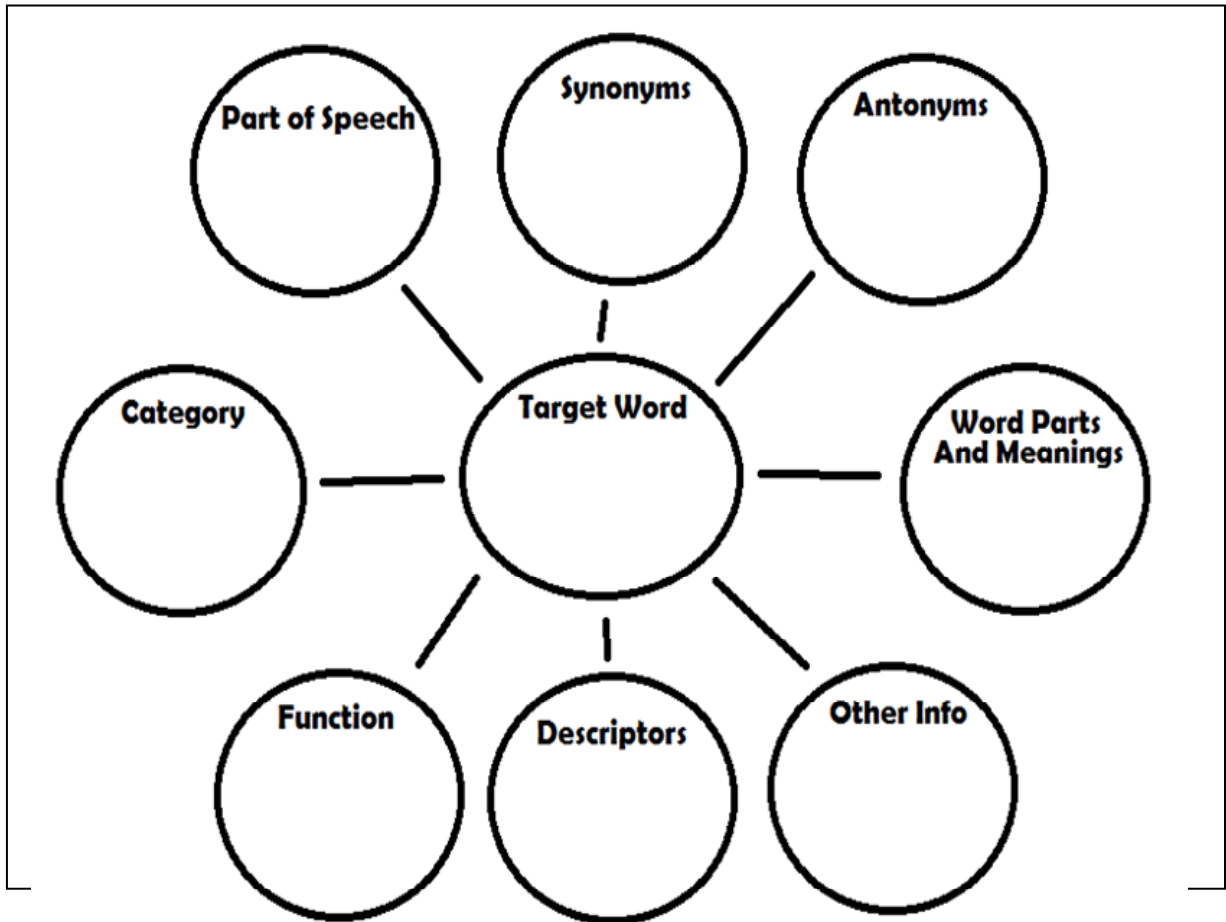
How do you find the materials you read? Are they helpful to you in discovering Hamlet's speech? What have you learned from his speech? What did he do that made his speech very famous to a lot of people? What parts of his speech seem to be blurry to you until now? Do the next worksheets to help you clarify things.

WORKSHEET #4: WORD EXTENSION

Well done! You are half way to finishing your time travel in Denmark. However, for you to completely tour around, Prince Hamlet of Denmark has asked you to complete this task first. Good luck to you!

Apply your knowledge about word meanings. In the previous activities, you have been reading and viewing speeches for various occasions. You also answered activities that relate to the language used in speeches and the manner of delivery. At this juncture, allow yourself to be indulged to activities that will test your ability to define words using word extensions. Complete the organizer below and click the links that follow to experience more exercises to master this skill.

Click this link <http://www.vocabulary.com/lists/253626#view=notes> to direct you to the site wherein difficult words from the speech of Hamlet are given meanings. Be able to familiarize them and this will help you do the next worksheet. Choose one word to expand in the next worksheet.



Process Questions to Answer:




1. How did you find the activity? Was it helpful to you? In what way/s?
2. How did the expansion of word definition help you understand the context of the speech?
3. What did you realize while doing this activity? Is this significant to writing or delivering your speeches in the future? Explain your stance.

WORKSHEET #5: DISSECTING HAMLET'S SPEECH

Good job! You are almost done with your time travel in Denmark. And for you to completely finish it, William Shakespeare of England has asked you to do this task. Break a leg!

Apply your knowledge about speeches for various occasions and their structures and styles to analyze the speech of Prince Hamlet. Also use the previous concepts of verbal and non-verbal strategies as well as the structure of modification to do the worksheet below. Be able to complete the organizer by filling-out the necessary data. You can go back to your notes at www.evernote.com to refer to the concepts you already forgot.



Analyzing a Speech

Point of View

What does the speaker believe?
What is his/her attitude toward the topic?

Context

Date

The Intended Audience

Who is the speaker speaking to?

What is happening
socially/culturally?

What is happening
economically?

Speaker's Name

Motivation

What is motivating the speech? What is the speaker responding to?

Process Questions to Answer:

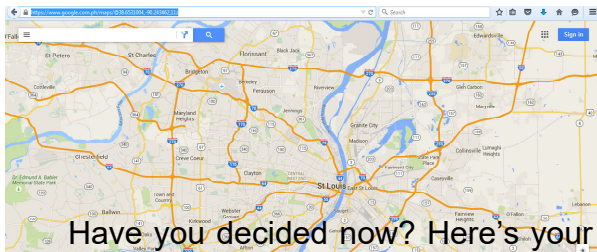


1. Given the speech you analyzed, how did it help the speaker express himself before his audience?
2. What are the special qualities of Hamlet's speech that made it famous to all people?
3. What language and manner of delivery did Hamlet use to express himself? Did they fit to what he really wanted to express?
4. What was Hamlet's intention in doing the speech? Was he effective? Prove your claim.
5. When does a speech become effective?

ACTIVITY 16. A MYSTERIOUS WOMAN IN ST. LOUIS, MISSOURI

Congratulations! Your journey in Denmark was worth a million dollar experience. How was your meeting with Hamlet and Shakespeare? Surely, you

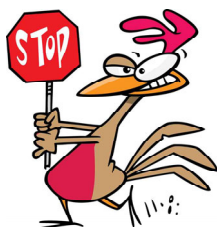
had a great time with them. Do you want to travel more? There's an agency that offers a promo fare for a trip to St. Louis, Missouri. Are you familiar with the place? Do you want to check it? Click the link here <https://www.google.com.ph/maps/@38.6531004,-90.243462,11z> for you to have background information before going there.



Have you decided now? Here's your passport and travel back time to the 20th century. Get ready to meet Ms. Kate Chopin, a famous woman in that era who served as one of the first feminist authors. Click this link <http://americanliterature.com/author/kate-chopin/bio-books-stories> to review her bibliography before finally meeting her.



Click the link here to time travel back to the story of Mrs. Mallard, an image of modern feminism: <http://www.vcu.edu/engweb/webtexts/hour/>.



How do you find the materials you read? Are they helpful to you in discovering Mrs. Mallard's speech? What have you learned from her speech? What parts of her speech seem to be unclear to you until now? Do the next worksheet to help you clarify things.

WORKSHEET #6: ANALYZING MRS. MALLARD'S SPEECH

Wonderful! Kate Chopin is very happy to meet you. By the way, she would like to ask for your help. She needs someone in this generation to give her feedback about the story she wrote a few years ago. She is now your friend. Can you grant her request?

Apply your knowledge about speeches for various occasions and their structures and styles to analyze the speech of Mrs. Mallard. Also use the previous concepts

of verbal and non-verbal strategies as well as the structure of modification to do the worksheet below. Be able to complete the organizer by filling-out the necessary data. You can go back to your notes at www.evernote.com to refer to the concepts you already forgot.

Speech Analysis Matrix		
	From the story	From today's society
1. Who is the speaker? What is the context of the speech?		
2. What is the speaker's intention of delivering the speech?		
3. Who is the speaker's target audience?		
4. What group does the speaker represent?		
5. What is the speaker's language to express herself in speech?		
6. What is her manner of delivery?		

Process Questions to Answer:

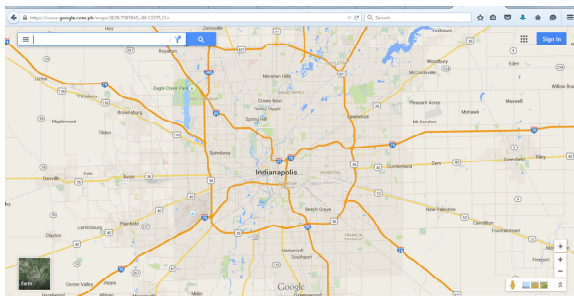


1. Given the speech you analyzed, how was the speech of Mrs. Mallard similar/different to that of Prince Hamlet?
2. What are the special qualities of Mrs. Mallard's speech?
3. Did the language and actions she used in delivering her speech help her express her intention? Justify your answer.
4. Was she effective in doing so? Why?
5. When does a speech become effective?

ACTIVITY 17. HERE I COME, INDIANA!

Perfect! Ms. Kate Chopin is so proud of you. You have just given her what she needed. You have proven to her that the youth of today's generation still values her masterpiece and of those other authors and artists around the world. Because of that she recommends you to visit her close friend who lives in Indianapolis,

Indiana. He is no other than, Mr. John Green who was born on August 24, 1977. Are you interested about her offer? Click this link <http://johnngreenbooks.com/bio-contact/> to get to know Mr. Green before visiting him in Indianapolis. Also, here's a map to guide you in your trip. Click this link: <https://www.google.com.ph/maps/@39.7797845,-86.13275,11z>.



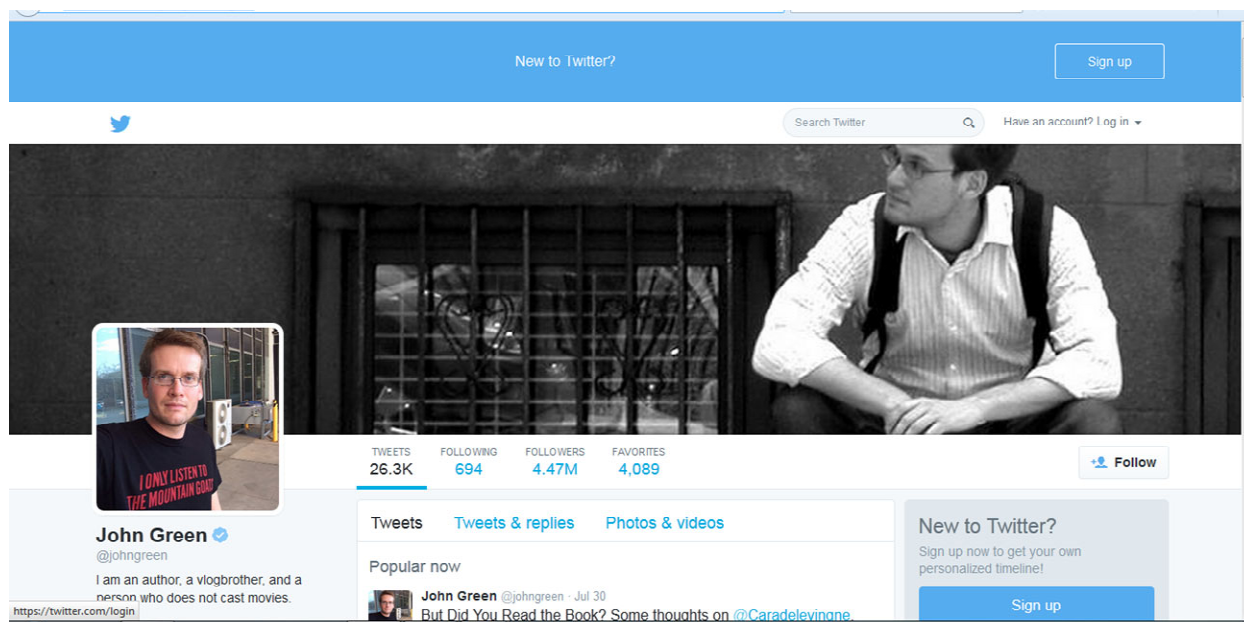
Grab the opportunity now! Here's your passport and travel back time to the generation of Mr. John Green. Get ready with your essential tools as you meet the characters of his famous novel, "The Fault in our Stars." Click the link <http://megsignorelli.weebly.com/hazel-grace-lanchester.html> to travel back to the time when Hazel Grace delivered her eulogy for Augustus Waters. You can also listen to her as she delivers her speech through <https://www.youtube.com/watch?v=ck1v6gkJTDE>.



How do you find the materials you read and listened? Are they helpful to you in discovering Hazel Grace's speech? What have you learned from her speech? How did she express her intention of delivering that eulogy? Do the next activities to express thoughts.

WORKSHEET #7: EMPHATIZING WITH HAZEL GRACE'S EULOGY

Splendid! Mr. John Green was very surprised to see you in Augustus Water's funeral. As you observed, many attendees were moved by the way Hazel Grace delivered her speech. Now, Mr. Green wants to hear your comments. Tweet him your comments about what you just read and listened about his famous novel, "The Fault in our Stars." Click the link here to direct you to his Twitter account: <https://twitter.com/johngreen?lang=en>.



WORKSHEET #8: EXAMINING HAZEL GRACE'S EULOGY

That was great! How was the feeling tweeting the author of the most-loved novel in 2012? But wait, he needs more from you. He asks you to do him a favor by doing the next activity. He needs it for his gallery of fans' works. Are you ready?

Apply your knowledge about speeches for various occasions and their structures and styles to analyze the speech of Hazel Grace. Also use the previous concepts of verbal and non-verbal strategies as well as the structure of modification to do the worksheet below. Be able to complete the organizer by filling-out the necessary data. You can go back to your notes at www.evernote.com to refer to the concepts you already forgot.



**AUGUSTUS WATERS'
RESPONSE IF HE COULD
HAVE LISTENED**

HAZEL GRACE'S EULOGY

**In terms of the language
she used**

**In terms of her manner in
delivering the eulogy**

**In terms of the message she
expressed in the eulogy**

**In terms of the audience's
satisfaction after listening to
her**

Process Questions to Answer:



1. How did the speech of Hazel Grace differ from the two previous speeches you read and listened?
2. What are the special qualities of Hazel Grace's speech?
3. Did all the speeches you read and listened show the same intention? Explain your answer.
4. Which among them has shown the best way of expressing oneself? Support your stance.
5. How do you gauge an effective speech?

ACTIVITY 18. GIMME GIMME!



Very good! Mr. John Green was absolutely delighted about your tweets and comments to Hazel Grace's eulogy. He extended even his warmest congratulations for a job well done. What you did in the previous activities actually gave the authors an idea that their works are really relevant in the field of education. Moreover, the speeches that you read and listened to are examples of speaking engagements that are categorized as formal and informal speeches. These speeches for special occasions belong to any of the two. To further enhance your understanding about this lesson, click the following links and use your online notebook at www.evernote.com to take down important information.

Click <http://www.englishpractice.com/improve/formal-informal-speech-writing/> to read about formal and informal speech and writing.

Moreover, click <https://averagelinguaphile.wordpress.com/2012/06/28/formal-vs-informal-speech/> to read about formal and informal speeches.

Likewise, click <http://dictionary.cambridge.org/us/grammar/british-grammar/formal-and-informal-language> to read about appropriate language used for formal and informal speech.

In addition, click <http://www.espressoenglish.net/formal-semi-formal-and-informal-english/> to read about formal and informal English.

Wait! There's more! Click <http://www.slideshare.net/egonzalezlara/formal-and-informal-language2> to watch a powerpoint presentation about formal and informal language.

Lastly, click <https://www.youtube.com/watch?v=vhxJe7tejKg> and <https://www.youtube.com/watch?v=vXmTnMvXRB8> to watch about sample speeches of for formal and informal occasions.



How do you find the materials you read and watched? Are they helpful to you in differentiating formal and informal speeches? Which between the two do you usually use in your conversations or in your day-to-day experiences? How can formal and informal speeches help you express yourself? Do the next worksheet to guide you.

WORKSHEET #9: FORMAL VS. INFORMAL SPEECH

Apply your knowledge about the two forms of speech, the formal and informal speeches in comparing the two and in analyzing the speeches you read and listened to previously. Be able to complete the graphic organizer below by filling-in the necessary details.

	Formal Speech	Common	Informal Speech
Language/Expression			
Style/Manner			
Posture			
Purpose/Intention			
Audience			
Attire			
Occasion			
Classify here the speeches you read, listened to and watched previously.			

Process Questions to Answer:



1. How do distinguish formal from informal speech?
2. When does a speech become formal and informal?
3. Which between the two you find easy to do? Why?
4. How do their differences help you understand the essence of speech?
5. Given their differences and similarities, how do you measure their effectiveness? Explain your answer.

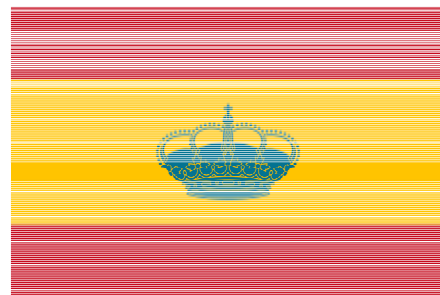
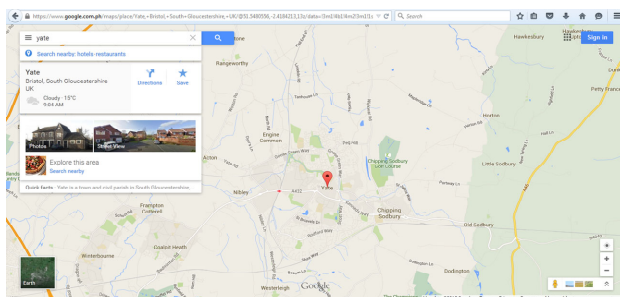
ACTIVITY 19. ROWLING IN THE DEEP, A WOMAN IN YATE



Wonderful! You have classified successfully the speeches you've read and watched. Furthermore, you were able to examine the characteristics of informal and formal speeches. Definitely, you learned that speeches vary in form and style based on some factors that affect them like the intention or purpose of the speech, the audience, the nature of the event or occasion and the environment.

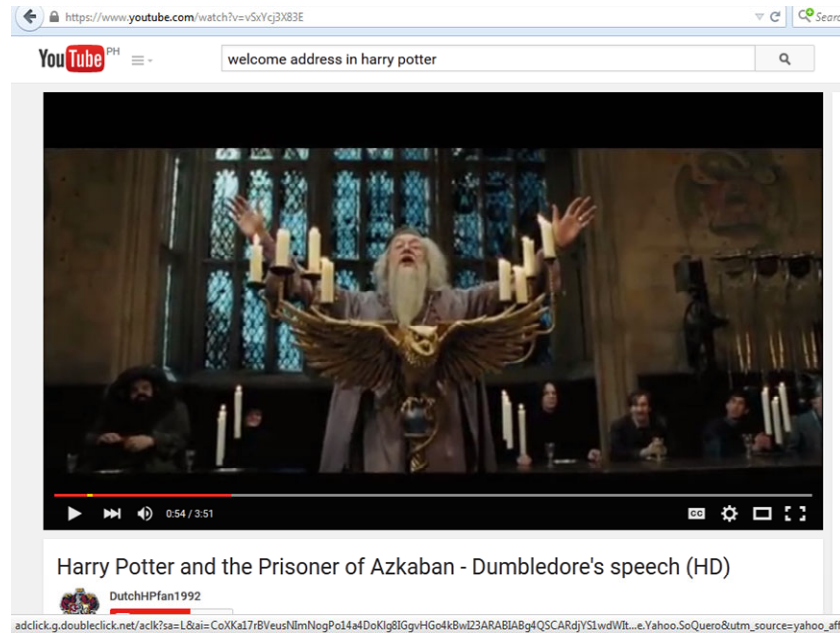
Nevertheless, identifying and classifying them is not the end of it. You have to train yourself in writing and delivering them based on what you've learned. Are you ready to try making different speeches? In the next series of activities, you will experience writing and delivering your own speeches based on occasions or events. Hence, let's start with formal speeches.

In your previous time travel experiences, you've been to different places in America, Great Britain, Philippines and many more. This time you are offered another trip to Yate, England to meet a famous personality there who had produced one of the most famous movie series in the world. Her name is J.K Rowling. Click this link <http://www.biography.com/people/jk-rowling-40998> to get to know her more before your visit in Yate and familiarize the place by clicking this map found at <https://www.google.com.ph/maps/@51.5480556,-2.4184213,13z>.



Well done! Your main task in going there is to ask J.K Rowling about her famous series book entitled, "Harry Potter" particularly the part when Dumbledore, the headmaster of Hogwarts delivered his welcome remarks. Are you excited to meet Dumbledore and become one of his audiences? Wear your robe now and be prepared to enter the world full of enchantment. Fasten your seatbelt and enjoy!

Click this link to travel back time to the world of Harry Potter:
<https://www.youtube.com/watch?v=vSxYcj3X83E>.



Now, finally meet J.K. Rowling and start your interview with her about the book and Dumbledore's experience as he delivered his welcome remarks. Answer the worksheets below to finish your tasks in Yate, England.

WORKSHEET #10: ONE MILLION DOLLAR QUESTION

Apply your knowledge about formal speeches in conducting an interview with Ms. J.K. Rowling. Be able to ask her questions about Dumbledore's speech for you to be clarified. Fill-out the bubble boxes and complete the interview sheet with your questions.

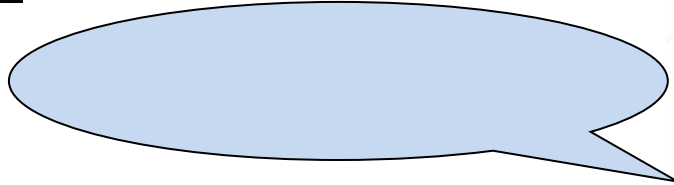


Hello there! Welcome to Yate! I am glad that you finally arrived. I've been waiting for you. Anything that I can do?

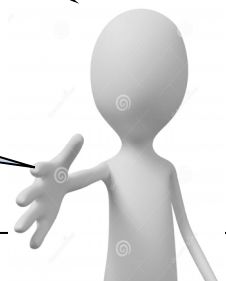
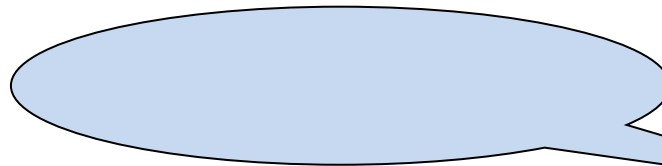
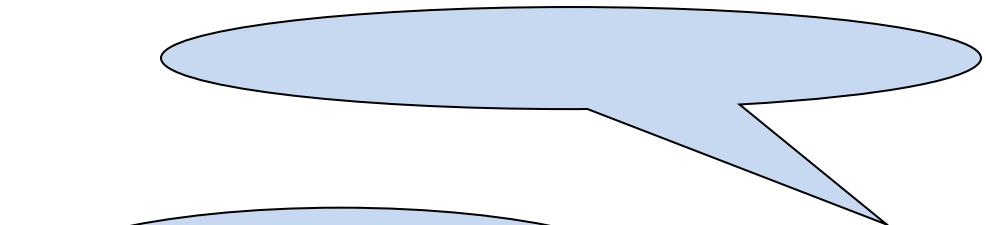
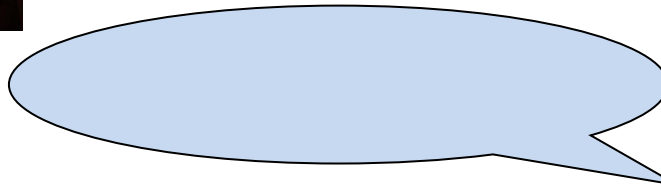


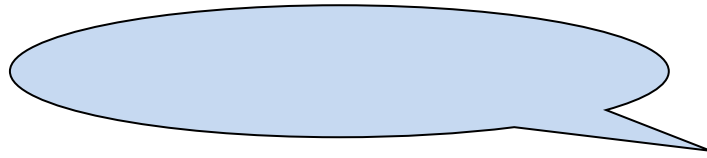


Well, I am very happy to hear that you've watched the series of my books. I understand that you have questions regarding some of its



What about Dumbledore's speech?
What else do you want to know?





Great job! Your interview was well-appreciated by J.K Rowling. Do the next worksheets to complete your task in Yate. From the interview, examine the speech again and dissect its parts. Can you do that?

WORKSHEET #11: WELCOME REMARKS

Apply your knowledge about formal speeches in delivering welcome remarks. Be able to identify the parts of Dumbledore's speech for you to have an idea how to write your own welcome remarks in the future. Fill-out the graphic organizer with the necessary details from Dumbledore's welcome remarks.

BLANK ELEVATOR SPEECH SHORT OUTLINE FORM (4X6 CARD)

I. INTRODUCTION

- Grab the listener's attention.....
- Tell them where you are going.....

II. BODY

- Talking point #1.....
- Talking point #2.....
- Talking point #3.....

III. CONCLUSION

- Wrap up. (Allude to a couple of strong points you wish to discuss in detail if given additional time.)

IV. CLOSE: CALL TO ACTION

- Ask for an appointment time to give them a longer, more in-depth presentation.

WORKSHEET #12: I WELCOME YOU TO THIS EVENT!

Apply your knowledge about formal speeches in writing welcome remarks. Be able to supply the necessary information to write your draft in making a welcome remarks speech.

OCCASION/EVENT:



The office of the Department of Education invites you to deliver a welcome remarks in behalf of Br. Armin Luistro FSC. Being his executive assistant, he requested you to welcome the delegates of the 1st K-12 Forum in the Philippines. Use the organizer below.

Parts of the Speech	Your thoughts here....
Introduction	
Body (First Point)	

Body (Second Point)	
Body (Third Point)	
Conclusion	
<i>In writing a welcome remarks speech, I learned that...</i>	

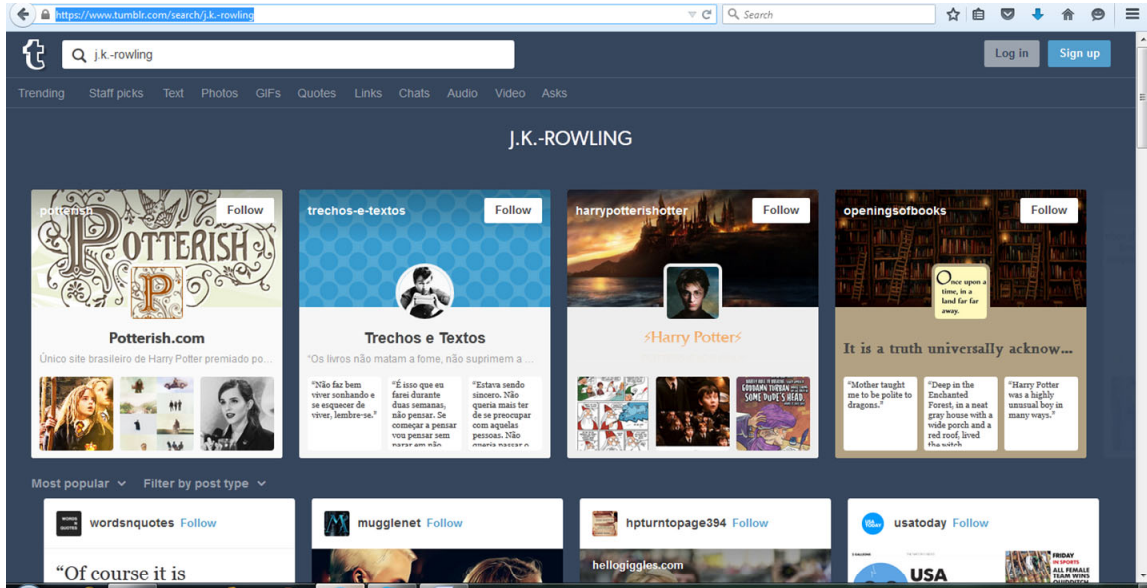
Process Questions to Answer:



1. How was your experience examining and writing your own welcome remarks speech?
2. Were you able to express your intention in doing such? How?
3. What makes your own welcome remarks formal?
4. Do you think it was effectively written? Support your claim.

ACTIVITY 20. ON MY OWN

Congratulations! Your trip to Yate was very fruitful and Ms. J.K Rowling was astounded by your outputs. Now she sent another message in your inbox requesting you to finalize the draft of your welcome remarks. This is to prepare you for the event you shared to her. Log in to your tumblr account now at www.tumblr.com and share your final speech to J.K Rowling's tumblr page. Click this link <https://www.tumblr.com/search/j.k.-rowling> to direct you to her account.



Afterwards, deliver your welcome remarks to a friend who can help you evaluate your performance so that you can give your best shot during the final event. Use the tips below as your guide in delivering your speech.



Ten Commandments in Speaking Extemporaneously

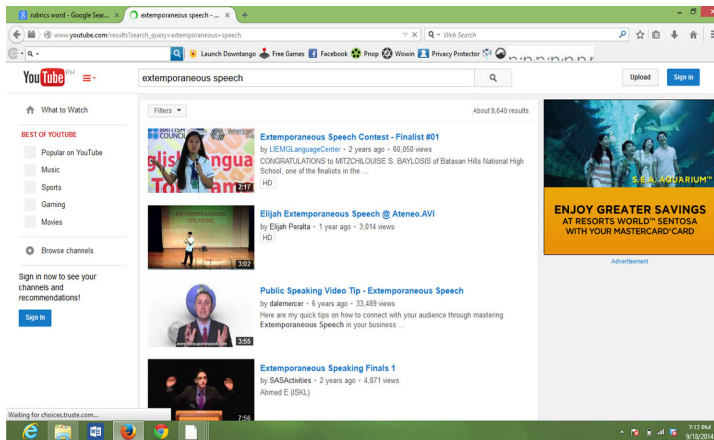
1. Exude Confidence
2. Relax
3. Simplicity is Key
4. Slow Down! Slow Down! Slow Down!
5. Remember Shakespeare's "Speak the Speech"...which continues
6. Convey Passion
7. Nothing is pleasant that is not spiced with variety
8. Let it Flow!
9. Look the audience in the eye - always!
10. Love what you do!



For more details of these tips, click the link here:
<https://debate.uvm.edu/NFL/rostrumlib/EbelingMar99.pdf>

Be able to take note of the important details that will help you deliver your speech effectively. Write your notes in your notebook linked at www.evernote.com. Review your notes once in a while so that you will be guided accordingly in the next speech activities.

Now that you have asked a friend to help you assess your delivery, Ms. J.K Rowling wants to see your performance so she can also give you her feedback. Videotape yourself while delivering your welcome remarks and download it in www.youtube.com. Then, send the link to Ms. J.K Rowling's tumblr account.



Process Questions to Answer:

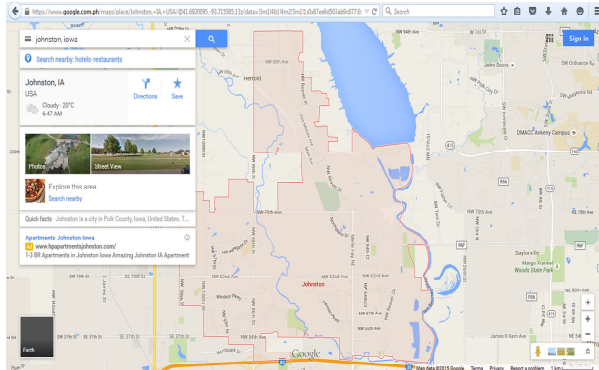


1. Describe your experience of delivering a welcome remarks. What were the comments you received from your friends?
2. Were you able to express yourself effectively in delivering the speech?
3. What were the challenges you encountered while doing it?
4. Was it effective if it were done during the event itself? Why?

ACTIVITY 21. SARAH B. AT JOHNSTON, IOWA

You're doing great! J.K Rowling was very impressed with your performance. With that, she emailed her friend, Ms. Sarah Brown Wessling in Johnston, Iowa that you have an event in your country that gathers all teachers to talk about the K-12 Basic Education Curriculum. Fortunately, she expressed that she was actually invited to be your resource speaker for the said event. What a coincidence! Hence, you are invited to visit her in Johnston, Iowa to see her interview after winning the prestigious award of being the National Teacher of the Year in 2010. The interview will surely help you gather the necessary information about her for you to make your "introduction of speaker" speech

during the forum that you will attend. Don't worry because she gave you this link <https://www.google.com.ph/maps/place/Johnston,+IA,+USA/@41.6920095,-93.715585,13z/data=!3m1!4b1!4m2!3m1!1s0x87ee9d503ab9c677:0xeb605d54127c1a1c> to guide you in locating her place. Also, click this link <https://www.linkedin.com/pub/sarah-brown-wessling/26/a5/aa6> to have a short background information of Ms. Sarah Brown Wessling.



Are you ready now to get to Johnston, Iowa and witness an interview of her? Click this link to time travel back to the year after she was awarded the National Teacher of the Year in 2010: <https://www.youtube.com/watch?v=kFnWS6TGR4s>.



How do you find the materials you read and watched? Are they helpful to you in making a speech that introduces a speaker? To guide you in formulating your speech, do the next worksheet and use the organizer to fill-out necessary information.

WORKSHEET #13: LADIES AND GENTLEMEN, OUR GUEST SPEAKER!

Apply your knowledge about formal speeches in writing a speech to introduce speakers. Be able to supply the necessary information to write your draft.

Parts of the Speech	Your thoughts here
Introduction	
Speaker's basic information	
Speaker's Credentials	
Speaker's Achievements	

Speaker's Current Affiliations	
Introduce the Name of the Speaker	
<i>In writing a welcome remarks speech, I learned that...</i>	

Good job! Now that you already have a draft, you may use it as you deliver that speech before a friend. Be ready to accept comments and suggestions for you to become more effective in introducing your resource speaker for the K-12 National Forum. Afterwards, take a video of yourself delivering that speech as if it were the final day of the event. Download it in www.youtube.com and send Ms. Sarah Brown Wessling a copy for her to check if you missed some important details in your speech.

Process Questions to Answer:



1. What did you feel while delivering your speech to introduce Ms. Sarah Brown Wessling?
2. Were you able to express yourself effectively in delivering that speech?
3. What were the challenges you encountered while doing it?
4. Based on your experience, what is the best way to introduce a guest speaker?



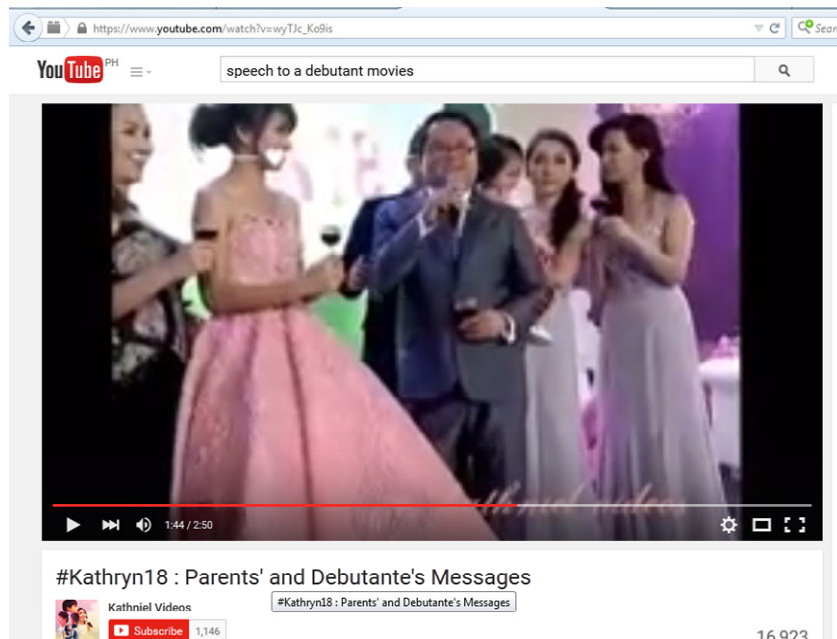
The speeches you made in the previous activities are examples of formal speeches. Furthermore, there are still other examples you might encounter in the future depending on the nature of the occasion or event and the people or audience you are talking to. Nevertheless, if you notice, these formal speeches have more or less the same tone of language and the structure varies according to the kind of speech you deliver.

ACTIVITY 22. LET'S GET THE PARTY STARTED!



Congratulations! You've completed your formal speech activities and you met a lot of personalities who helped you learn the concept. Now that you're back, indulge yourself to another form of speech and experience a more loosen speech compared to the previous ones. These speeches are called informal ones. They are usually delivered during parties and special occasions that are not so formal like birthdays, anniversaries, funerals, weddings and many more. In the next activities, you will experience to write and deliver such speech. Are you ready?

Start this activity by looking at our own culture when a lady celebrates her 18th birthday. Click this link https://www.youtube.com/watch?v=wyTJc_Ko9is to witness the debut of Ms. Kathryn Bernardo and the video clip presents the part when her father delivered a birthday speech for her. Listen attentively to the content of the speech and check how it differs from the previous speeches you heard.



WORKSHEET #14: TO THE DEBUTANTE

Apply your knowledge about informal speeches in extracting important details from the father's speech to the debutante. These information might help you characterize an informal speech. Use the organizer below as your guide in making an analysis.

Name _____

Double Entry Journal

Record important details and events from the text, then record your thinking voice's response

Event

Speaker

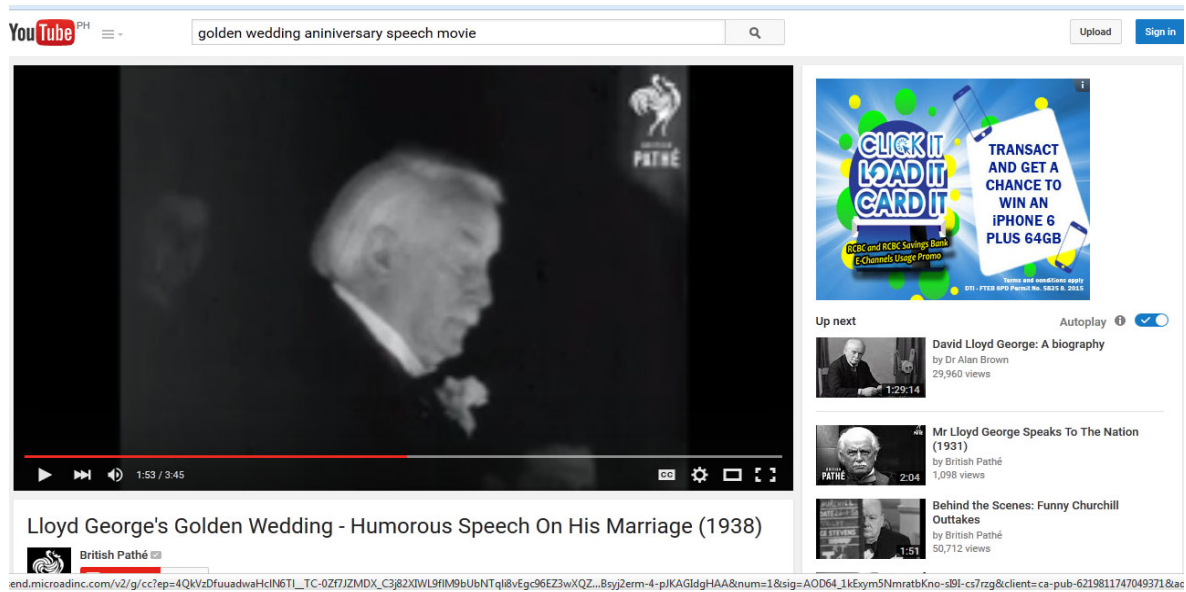
Details (Events)

My Thinking Voice

Questions, Thoughts (Connections)

→ → →

Good job! Now, you already have an initial idea about informal speeches and how to deliver them. Nevertheless, what you saw is not yet enough to make inferences about delivering an informal speech. Here's another video clip that shows an old couple celebrating their golden wedding anniversary. Get ready with your essential tools because you will travel to United Kingdom and witness the ceremony. Click this link to time travel back to 1938: <https://www.youtube.com/watch?v=6uv82yo3DjQ>. Remember to start playing your video at 1:50 in its whole duration. Afterwards, answer the next worksheet.



WORKSHEET #15: CHEERS! MORE YEARS TO COME!

Apply your knowledge about informal speeches in extracting important details from the wedding speech of Lloyd George in 1938. These information might help you characterize an informal speech. Use the organizer below as your guide in making an analysis.

Stuff I Know About _____	
I Know	
I Wonder	

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That was a fun trip in United Kingdom! What's the feeling of witnessing a golden wedding in 1938? Was their wedding similar to ours? What did you get from the groom's speech? Surely, your knowledge about informal speeches has ballooned now and you can use them for your next activities. However, you still have to consider another event that uses an informal speech. From UK, let's move again to United States of America and witness a woman who delivered a eulogy speech. To most of us, funerals are serious and melancholic. Moreover, others find it a tear-jerker event especially when somebody gives his or her eulogy speech. Try to watch this video clip that will surely surprise you as to how the speech made everybody feel more relaxed. Click the link here to watch the video and answer the worksheet that follows: <https://www.youtube.com/watch?v=73Qc9D3m8y8>.

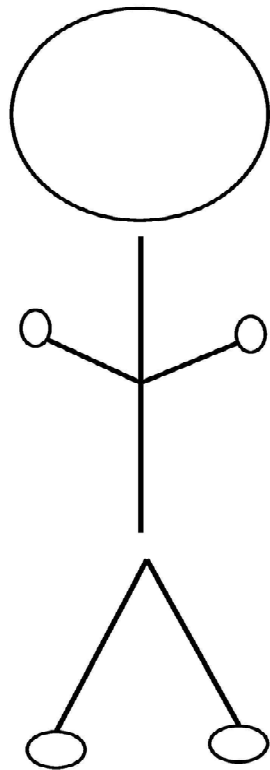


WORKSHEET #16: YOU'VE GOT TO BE A COMEDIANNE

Apply your knowledge about informal speeches in extracting important details from the eulogy speech of Sarah Thompson. These information might help you characterize an informal speech. Use the organizer below as your guide in making an analysis.

**But Wait...
THERE'S
MORE!**

Show, Don't Tell Sentences



Trait or Emotion:

What does your character's face look like?

What is their body doing?

How does your character move?

My show, don't tell sentence(s)

Process Questions to Answer:



1. What do all videos have in common?
2. Do they manifest qualities of an informal speech? Elaborate your answer.
3. Did each occasion allow the speaker to express himself/herself? In what way/s?
4. What language and manner of delivery did the speakers use in the videos you watched? How different are these speakers to the ones who delivered formal speeches?
5. For you, which between them allows the speaker to be more effective in expressing one's self? Do the next worksheet to summarize your thoughts.

WORKSHEET #17: AHA! I GOT IT!

Apply your knowledge about the three video clips you watched previously and consolidate all your observations to make inferences about informal speeches. Be able to supply the necessary information to complete your generalization.

Components of an Informal Speech	My thoughts...
Intention	
Occasion/Event	
Audience	
Language	
Manner of Delivery	
Structure	
<i>From the materials I watched, I learned that an informal speech...</i>	
<i>It is different from a formal speech because...</i>	
<i>Thus, a speech may be formal or informal if...</i>	

ACTIVITY 23. EXTEMPORANEOUSLY

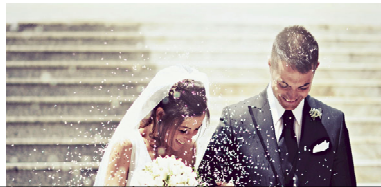
How was your tour around United Kingdom and United States of America? You definitely have a good time and you surely enjoyed the activities there. At this juncture, you are going to use your knowledge and the information you got from the materials you discovered previously about how to write and deliver an informal speech. The people you met in those places will absolutely be glad to see your informal speech delivery. Are you excited to share your own piece?

In this activity, you are going to write an outline of your informal speech. Sometimes, informal speeches are done extemporaneously and with less preparation. It is also not memorized just like in other formal speeches you watched. Nonetheless, others just read their short informal speeches using an outline. Click this link <http://blc.uc.iupui.edu/Academic-Enrichment/Study-Skills/Note-Taking-Strategies/Outlining-Method> to help you review your skills in outlining and answer the next activities that follow. Pick one situation and make an outline of your informal speech based on the situation you chose.

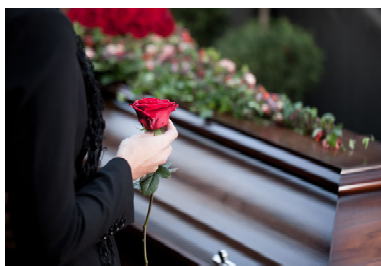
SITUATIONS



Your friend is celebrating her 18th birthday and you are asked to deliver a birthday message to the debutante.



The wedding day of your friend has finally arrived. Being his/her best man/maid of honor, you are asked to give your best wishes speech to the lovely couple.



Your friend's father died. She asked help from you in writing and delivering her eulogy speech. Share your knowledge in outlining and in delivering a eulogy speech.

Outlining Important Information
GASTPE PROGRAM

Title _____

1. _____
a. _____
b. _____

2. _____
a. _____
b. _____

3. _____
a. _____
b. _____

4. _____
a. _____
b. _____



Well done! You just have completed your outline. At this point, you are going to deliver your chosen speech to a friend and ask him or her to make comments and suggestions on how you can improve for your final performance. Make use of your online notebook at www.evernote.com to take notes of your friend's evaluation. Then, take a video of your last performance to critic your own self. Download it at www.instagram.com for the others to see. Moreover, use the

evaluation tool below for your personal comments.

Before	Criteria	After
<i>Write your comments here</i>		<i>Write your comments here</i>
	Voice quality is appropriate to the situation	
	Volume is appropriate	
	Words are pronounced Correctly	
	Speed of delivery is appropriate	
	Secures audience attention at the beginning	
	Portrays credibility	
	Does not distract with physical mannerisms	
	Does not distract with verbal habits	
	Speech is well organized	

	Uses appropriate transitions when proceeding from one topic to another	
	Summarizes key points at the close	
	Uses phrases, facts, or stories to increase audience interest	
	Appears poised	
	Uses body language to add interest	
	Pauses appropriately to emphasize points	
	Displays energy and enthusiasm	
	Answers questions with ease and confidence	
	Communication is at the correct level of formality	



Congratulations! Now that you have already posted your final performance in www.instagram.com, review it again and answer the last column of the evaluation tool in the previous activity. Be able to take note of your observations and write them in your online notebook in this link www.evernote.com.

Process Questions to Answer:



1. What did you feel after accomplishing your task which is to deliver an informal speech?
2. What qualities did you develop in delivering such speech? How are the qualities different/similar to the way you deliver formal speeches?
3. Did each occasion allow you to express yourself effectively? In what way/s?
4. How did the language and the manner of delivery differ in every occasion?
5. Was the outline helpful to you in delivering your speech? How?

ACTIVITY 24. LET'S STOP AND TALK FOR AWHILE

Congratulations for a job well-done! You've tried a lot of interesting activities with an educational time travel experience for a very minimal cost. You've been to different parts of the world and met people who taught you concepts of speeches for various occasions and how to deliver them depending on their nature. Surely, you have experienced jet log and information overload. Thus, to help you summarize all the things you learned previously, here's a synthesis activity for you to reflect on. Simply supply the parts with the necessary data and later you will discover your own journey to achieving your goal in this lesson.

<p>Before you started</p> <p><i>Recall the things you wanted to learn from this lesson. Write them here...</i></p>	<p>+</p>	<p>While doing the activities</p> <p><i>Recall the things you acquired from this lesson. Write them here...</i></p> <p>=</p>
<p>After doing the activities</p> <p><i>After learning all those concepts you acquired from this lesson, how can you use/apply them in the future? Write them here...</i></p>		

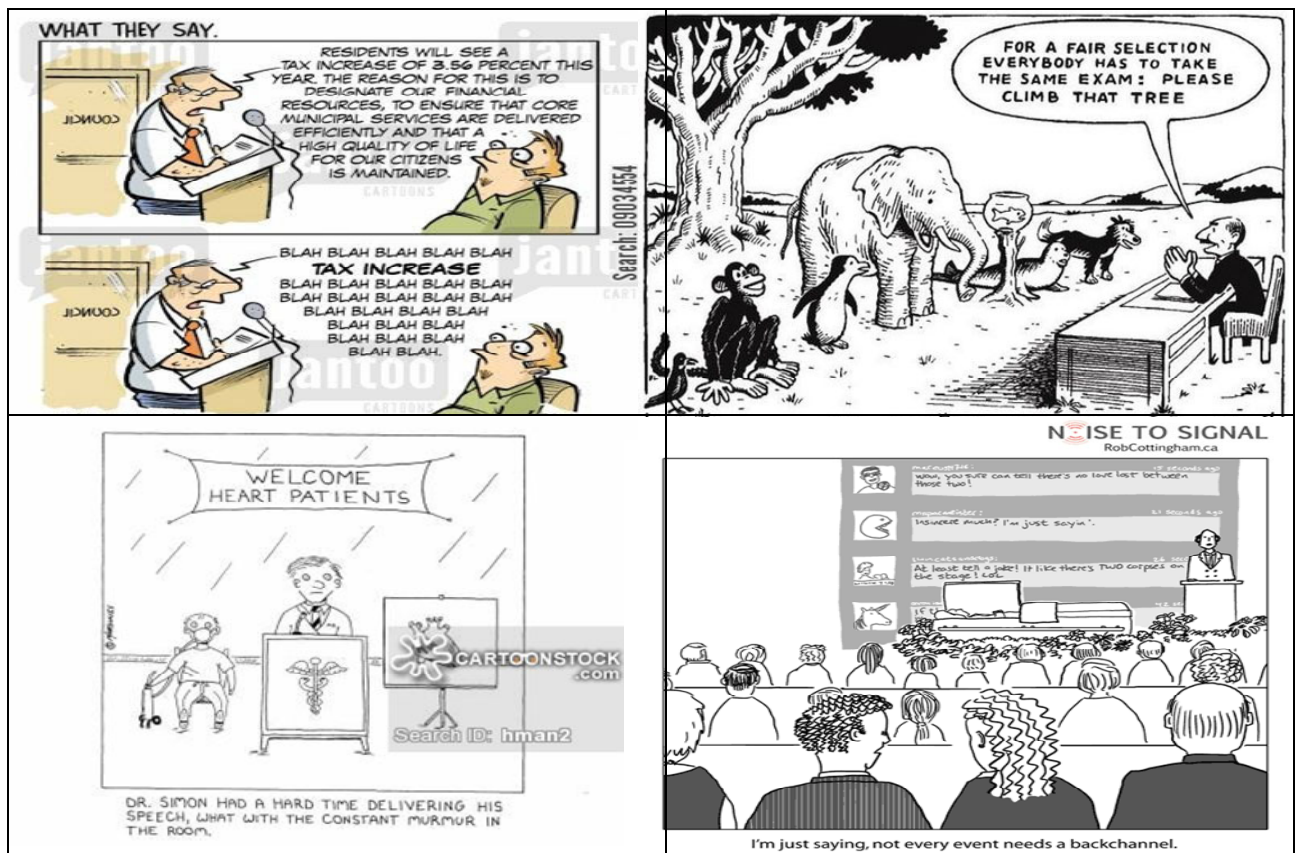
Process Questions to Answer:



1. What significant discoveries were added to your initial knowledge about this lesson?
2. How did you learn those concepts? What challenges did you encounter?
3. How did you overcome them?
4. Which concepts are still unclear to you? How will you go about them?
5. How can you use these concepts in the future? Or in real life situations?

ACTIVITY 25. REVISITING THE 4 PICS 1 PHRASE

Fabulous! You realized for sure that you've got a long way to reach this far. Nonetheless, you still have to check if you missed some important points before moving on to your next journey. Now, it's just so timely that you go back to your previous answer to the 4 PICS 1 PHRASE activity. Check if concepts have changed after all the tests you have been through in this lesson. Be able to take note of the changes and write them in your online notebook in this link www.evernote.com.



Process Questions to Answer:



1. What do the pictures show about speeches? Write a **1 PHRASE** below.

2. Was there a change in the concept you wrote inside the box compared to your first answer before?
3. What is the cause of the change and/or of retaining the same phrase?
4. Which part of the lesson really triggered your mind to change your answer?
5. How can you use that revised concept in the future?

ACTIVITY 26. HAVE I PROGRESSED?

As you observed in the previous activities, you experienced revisiting your initial concepts and answers. That is very important in any journey because it will help you distinguish your progress as a learner, adventurer, tourist or what may have you in this lesson. Hence, you are asked to revisit the self-improvement plan organizer that you filled-out earlier in this lesson for you to check your development and if there are concepts that you missed to master. In that case, you still have the opportunity to learn them more and mitigate risks in the future. Thus, look at your comments before the competencies column and write your observations on what happened to you after learning all the concepts. Write them after the competencies column.

Before	Competencies	After
<i>Write your comments here</i>		<i>Write your comments here</i>
I only knew few transitional devices that refute or affirm. I still need to know more about textual references.	1. Identify textual details that affirm or refute a claim	I have already mastered this as I experienced exercises from the previous activities.
I need to practice this more. I don't really know any strategy to examine biases.	2. Examining biases	I already know how to identify biases.
	3. React intelligently and creatively to the text listened to	

	4. React to the falsity or soundness of an argument	
	5. Describe the emotional appeal of a listening text	
	6. Disclose the personal significance of a material viewed	
	7. Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	
	8. Give expanded definitions of words	
	9. Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	
	10. Draw similarities and differences of the featured selections in relation to the theme	
	11. Use structures of modification	

Process Questions to Answer:



5. What competencies have you mastered in this lesson? What competencies still need much attention?
6. What do the competencies tell you about speeches for different occasions?
7. What will you do with those competencies in the future?
8. Do you want to go back to learn again those competencies that you had difficulty with? Click the back button and go back to the activities you missed out.

End of FIRM-UP:

In this section, the discussion was about the different styles and structures of speeches for various and special occasions. Go back to the previous section and compare your initial ideas with the discussion. How much of your initial ideas are found in the discussion? Which ideas are different and need revision? What new learning goal should you now try to achieve?

Now that you know the important ideas about this topic, let's go deeper by moving on to the next section.



DEEPEN

Now that you have learned about the different purposes, manners/styles and structures of speeches for various and special occasions, it's time for you to apply all the concepts you have learned into meaningful tasks and integrate your personal experience based on the situations given.

Your goal in this section is to take a closer look at these aspects of the lesson.

ACTIVITY 27. CAMPAIGN FOR CLIMATE CHANGE

In the previous activities, you analyzed speeches delivered by characters in the literary genres you read and watched. That experience helped you discover that speeches vary for special occasions. At this point, you will use those concepts to solidify your understanding and eventually make your own generalization. What you will do now is to understand the three video clips of speeches that talk about climate change. As a task, you will use your knowledge about speeches for special occasions to respond to the speakers of the videos and make your affirmations and/or negations. Be able to identify biases and prejudices in making your response speech. Also, analyze the nature of the speech for you to choose appropriately your language and manner of delivery whether it is a formal or an informal one.



Click the links below to watch the three video materials on climate change.



<https://www.youtube.com/watch?v=OgkrEXQCVA>



<https://www.youtube.com/watch?v=j5cGqzxlo28>



<https://www.youtube.com/watch?v=GKJ1XSKSqf4>

Furthermore, below is an organizer that will serve as your guide for you to genuinely assess your performance and your learning before and after the activities in this stage. Be able to fill-out the necessary information so that you can easily identify the development and progress of your performance. Be able to take note of your observations in your online notebook at www.evernote.com. Also, to guide you in completing this activity, the first two items were done for you.

Before	Competencies	After
<i>Write your comments here</i>		<i>Write your comments here</i>
<i>This is what I have to learn more because I need more practice on this...</i>	1. Show respect for intellectual property rights by acknowledging citations made in the critique	
	2. Use writing conventions to acknowledge sources	
	3. Use quotation marks or hanging indentations for direct quotes	
	4. Compose speeches for special occasions.	

Now that you are done watching the different video materials and writing your expectations in the table above, write your speech as a response to the speakers by using the Stop and Dare template as your guide. Then afterwards, use the blank space to write your final draft.

STOP & DARE Planning Sheet

Premise (Summary of the Context/Situation):

Suspend judgment (List ideas for and against the premise)

FOR	AGAINST
_____	_____
_____	_____
_____	_____
_____	_____

Take a side (read ideas on each side and choose a side to defend):

Organize ideas (substantiate the ideas you plan to use):

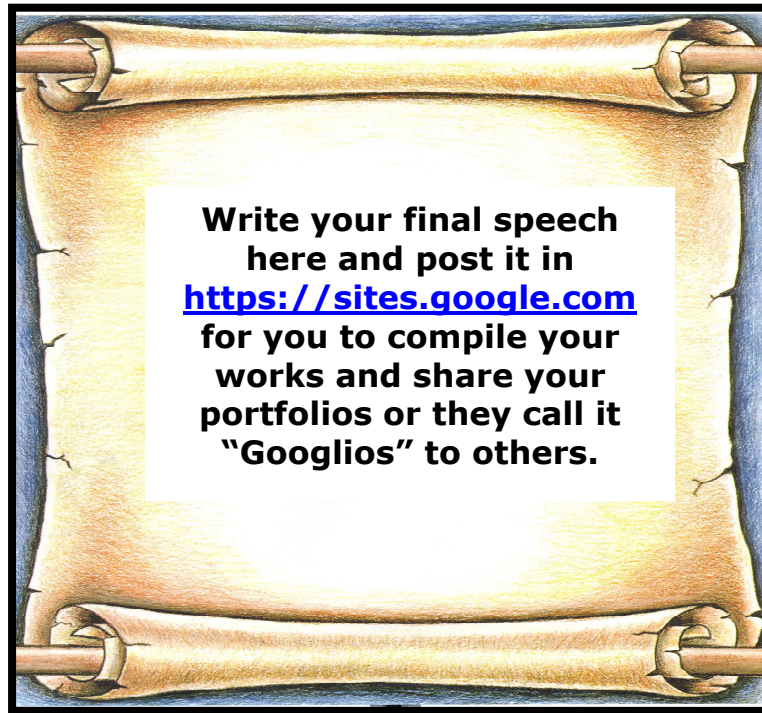
Plan more as you write (follow DARE):

Develop a position statement: _____

Add supporting ideas:

Report and refute counterarguments:

End with a strong conclusion:



Process Questions to Answer:



1. How did you make a stance on the given issue? What were the bases of your decision?
2. What are the language and structure you used in responding to the speakers through your speech?
3. How did that activity help you express yourself? Were you effective in forwarding your intention to your desired audience/readers?
4. How important is that speech in educating and inspiring others to make a change? Explain your answer.

ACTIVITY 28. LISTEN, THIS IS SOMETHING URGENT!




You are absolutely right! Your speech has moved a lot of people to act for change. How about delivering it to convince more people to make a change? Your task now is to deliver your written speech in the previous activity. Be able to use your knowledge on how to deliver a speech for different occasions. Now, think of the situation and your possible audience so that you can determine your manner and style of delivery. Wear something that is also appropriate to the speech and you choose your own place where you think is very relevant to be your background while delivering it. Moreover, you can make use of the rubric below to be your guide before you start taking a video of your speech. Read and understand the standards well to help you deliver your speech effectively.

RUBRIC

	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Content (40%)	The presentation focused on one or two major issues and described those issues thoroughly.	The presentation focused on one or two major issues, and explained them clearly.	The presentation focused on more than two issues but did not fully explain them.	The presentation was unclear and did not explain any of the issues thoroughly
Delivery (30%)	The speaker spoke in a loud, clear voice and was expressive. Uses variance in pitch, rate, and volume to appropriately and engagingly convey their meaning throughout. Exhibits confidence and mastery.	The speaker was loud and clear. Uses variance in pitch, rate, and volume to appropriately convey their meaning. Exhibits control.	The speaker was hard to hear at times and was not expressive. Uses some variance in pitch, rate, and volume to appropriately enhance their meaning.	The speaker could not be heard and understood.
Effectiveness (30%)	The presentation was exciting and insightful and informative. It convinced the audience which led to making a change	The presentation was adequately informative. It convinced the audience to make a change	The presentation was superficial. It was not convincing	The presentation is dull and erroneous in many parts.

SCORE				
--------------	--	--	--	--

Now that you have already oriented yourself on how to make your speech effective, you may now take a video of yourself delivering your prepared speech. Afterwards, review your performance and make an evaluation of yourself. Use the tool below.

My feelings...	My comments...
	<i>Write your observations here about the things that make you happy about your speech delivery...</i>
	<i>Write your observations here about the things that make you sad about your speech delivery</i>
	<i>Write the things here that you can still recommend to yourself the next time you deliver another speech...</i>

Process Questions to Answer:



1. What are the good points that you observed in your speech delivery?
2. What is usually challenging you in delivering your speeches?
3. How will you overcome those challenges? What will you do next time?
4. How did the activity help you in expressing yourself? Did it justify your intention? Elaborate your answer.



Very good! You have completely tried evaluating your own performance. Now that you have a good basis for improving yourself, try doing it again. This time, finalize your manner of delivery and start taking another video again. Then, edit your video for clarity and post it in <https://sites.google.com>. That website allows you to make your online portfolio and share it to other people. Isn't that great? After you post it, rate your confidence level using the organizer below.



I think my confidence has become... because...

ACTIVITY 29. THEREFORE...

That was awesome! It's nice to know that your level of confidence has grown based on your personal assessments. Indeed, the activities you that you encountered previously like reading and watching sample speeches for different occasions, writing and delivering them really helped a lot. At this point, you will answer the activity below to check how much you understood the concepts explained in this lesson. Be able to follow instruction and answer the questions comprehensively.

ESSENTIAL QUESTION	TEXT 1	TEXT 2	TEXT/VIDEO 3
What is the best way to express one's self?	<p>http://nfs.sparknotes.com/hamlet/page_138.html</p> <p>Hamlet By William Shakespeare</p> <p>POLONIUS Ophelia, come here.— (to CLAUDIUS) Your Majesty, we will hide. (to OPHELIA)— Read from this prayer book, so it looks natural that you're all alone. Come to think of it, this happens all the time— people act devoted to God to mask their bad deeds.</p> <p>CLAUDIUS (to himself) How right he is! His words whip up my guilty feelings. The whore's pockmarked cheek made pretty with make-up is just like the ugly actions I'm disguising with fine words. What a terrible guilt I feel!</p>	<p>The Story of an Hour By Kate Choppin</p> <p>Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death. It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had</p>	<p>Watch the video clip at https://www.youtube.com/watch?v=CSiJv-LM49k</p> <p>The Fault in our Stars By John Green</p> <p>Excerpt of Hazel's eulogy speech during Augustus' funeral:</p> <p>"My name is Hazel. Augustus Waters was the great star-crossed love of, of my life. Ours was an epic love story, and I won't be able to get more than a sentence into it without disappearing into a puddle of tears. Gus knew. Gus knows. I will not tell you our love story, because</p>

	<p>POLONIUS I hear him coming. Quick, let's hide, my lord.</p> <p>(CLAUDIUS and POLONIUS hide.) (HAMLET enters.)</p> <p>HAMLET (Original Speech) To be, or not to be? That is the question— Whether 'tis nobler in the mind to suffer The slings and arrows of outrageous fortune, Or to take arms against a sea of troubles; And, by opposing, end them? To die, to sleep— No more—and by a sleep to say we end The heartache and the thousand natural shocks</p> <p>That flesh is heir to—'tis a consummation Devoutly to be wished! To die, to sleep. To sleep, perchance to dream—ay, there's the rub; for in that sleep of death what dreams may come; when we have shuffled off this mortal coil; must give us pause. There's the respect that makes calamity of so long life. For who would bear the whips and scorns of time,</p> <p>Th' oppressor's wrong, the proud man's contumely, the pangs of despised love, the law's delay, the insolence of office, and the spurns that patient merit of th' unworthy takes, when he himself might his quietus make With a bare bodkin? Who would fardels bear,</p> <p>To grunt and sweat under a weary life, But that the dread of something after death,</p>	<p>hastened to forestall any less careful, less tender friend in bearing the sad message. She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her. There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul. She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves. There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window. She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams. She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was</p>	<p>like all real love stories, it will die with us. As it should. I'd hoped that he'd be eulogizing me, because there is no one I'd rather have. I can't talk about our love story, so I will talk about math. I am not a mathematician, but I know this. There is an infinite between 0 and 1. There's .1 and .12 and .112 and an infinite collection of others. Of course there is a bigger infinite set of numbers between 0 and 2, or between 0 and a million. Some infinities are bigger than other infinities. A writer we used to like taught us that. There are days, many days of them, when I resent the size of my unbounded set. I want more numbers than I'm likely to get, and God, I want more numbers for Augustus Waters than he got. But, Gus, my love, I cannot tell you how thankful I am for our little infinity. I wouldn't trade it for the world. You have me a forever within the numbered days, and I'm grateful."</p> <p><i>The speaker, Hazel Grace expressed herself by</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____ for the intention of</p> <p>_____.</p>
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	<p>The undiscovered country from whose bourn</p> <p>No traveler returns, puzzles the will And makes us rather bear those ills we have Than fly to others that we know not of? Thus conscience does make cowards of us all, And thus the native hue of resolution Is sicklied o'er with the pale cast of thought, And enterprises of great pith and moment With this regard their currents turn awry, And lose the name of action.—Soft you now, The fair Ophelia!—Nymph, in thy orisons Be all my sins remembered.</p> <p>OPHELIA Hello, my lord, how have you been doing lately?</p> <p>HAMLET Very well, thank you. Well, well, well.</p> <p><i>The speaker, Hamlet expressed himself by</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____ <i>for the</i></p> <p><i>intention of</i></p> <p>_____.</p>	<p>fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought. There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air. Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will—as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under hte breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body. She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms</p>	
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		<p>out to them in welcome. There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.</p> <p>And yet she had loved him--sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!</p> <p>"Free! Body and soul free!" she kept whispering.</p> <p>Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission.</p> <p>"Louise, open the door! I beg; open the door--you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."</p> <p>"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window. Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.</p> <p>She arose at length and opened the door to her sister's importunities. There</p>	
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		<p>was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom. Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife. When the doctors came they said she had died of heart disease--of the joy that kills. <i>The speaker, Mrs. Mallard expressed herself by</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____ for the intention of _____.</p>	
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Process Questions to Answer:



1. Look at your answers in the essential question in the table above. What do all answers have in common?
2. Did all the speakers show the same manner of delivering their speech? If yes, explain. If not, then how did each speaker deliver and express his/her words and actions for a certain context/situation? What did the differences of their manner show? Discuss and cite examples.
3. Since there are different manners of delivering speeches, how would you know that you are effective in expressing yourself to a certain context/situation? What determines the effectiveness of such manner? Complete the following statements and support your answer with examples from the above texts and videos.

The best way to express one's self...

Supporting reasons and examples:

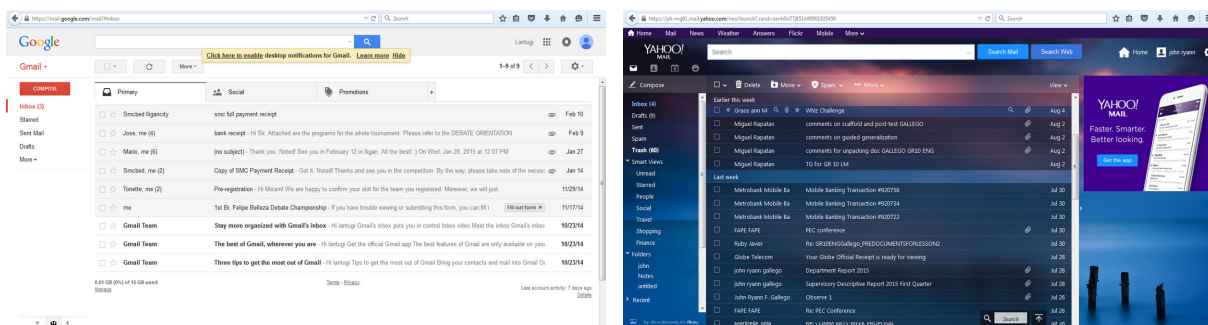


ACTIVITY 30. THE FINAL INTERVIEW

How did you find the previous activity? Was it helpful in deepening your understanding about speech for various and special occasions? Definitely, at this stage you probably have already a solid concept of this lesson. And to help you practice more your skills in delivering speeches, you will try to conduct a live interview with your family and friends about the issues on bullying. We know very well that this issue has been prevalent around the world and many cases of suicide nowadays are caused by it. So, to enlighten people about this and to educate the youth how to handle this problem, you are challenged to be an “Agent” of a Bullying Free Environment. This activity will allow you to integrate all your skills in writing and delivering speeches and will greatly enhance your verbal and non-verbal strategies. So, to start this activity, write your questions first on the blank space provided and submit it in the email address of your teacher for checking at www.yahoo.com or www.gmail.com.

Write your probable questions here:

Then, submit your questions to your teacher's email address. Wait for your teacher's response and after you finalize it, conduct the final live interview.



Moreover, to guide you in conducting your final interview, use this rubric at <http://www.rcampus.com/rubricshowc.cfm?sp=true&code=BB325X> and check how you can effectively deliver it.

That's it! Good luck and start your interview with oozing confidence and everything will follow. Take a video of your live interview and edit your material for clarity. Now, to educate people about the issue on bullying, post your video at www.youtube.com to let others view it and in one way or another, it can inspire them to make a change.

Mock Interview Rubric

	Excellent 5 pts	Good 4 pts	Fair 3 pts	Poor 2 pts
Relevance 30 %	Excellent Relevant questions are asked. Manager stays on topic and does not wander from question. Recognizes key words in resume and candidates answers regarding interviewee skills by mentioning them in introduction.	Good Most of the questions are relevant and connected. Manager stays mostly on topic. Identifies at least two skills from resume or introduction.	Fair Some of the questions are relevant and connected. Manager stays mostly on topic but may stray occasionally.	Poor Questions are all over the place, does not seem relevant to interviewer or interviewee. OR the interview is not conducted.
Quality Questions 30 %	Excellent The interviewer asks 5 or more insightful, in-depth questions that may not be answered in one word. There is a sequence to the questions.	Good The interviewer asks 2-3 mostly insightful, in-depth questions that may not be answered in one word. There is some sequence to the questions.	Fair The interviewer asks 1-2 insightful, in-depth questions. There is little sequence to the questions.	Poor The interviewer asks questions that are answered in one word. There is no sequence to the questions.
Follow-up/preparation 30 %	Excellent Interviewer communicates well and knows what s/he is going to say. Interviewer asks questions in a clear, concise manner. There is a sequence to the questions.	Good It is obvious, most of the time, that interviewer practiced. S/he communicates clearly and asks questions in a clear, concise manner.	Fair It is not quite obvious the interviewer practiced. S/he communicates clearly and asks questions in a clear, concise manner.	Poor It is obvious the interviewer has not practiced. S/he did not communicate clearly and asks questions in a clear, concise manner.
Style 30 %	Excellent Interviewer is confident, does not fidget, speaks clearly, and loud enough for everyone to hear.	Good Interviewer is confident, does not fidget much, speaks clearly, and loud enough for everyone to hear.	Fair Interviewer is somewhat confident, does not fidget much, speaks clearly, and loud enough for everyone to hear.	Poor Interviewer is not confident, fidgets, does not speak clearly, nor loud enough for everyone to hear.

You Tube


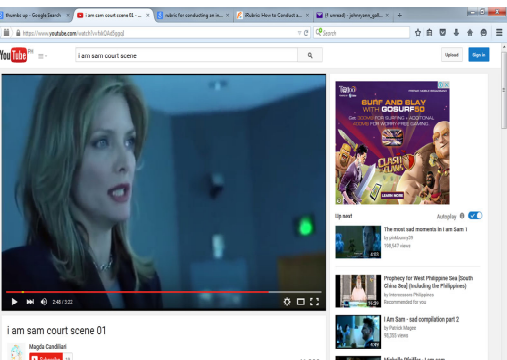
Process Questions to Answer:



1. What are the good points that you observed in the interview?
2. What challenged you the most during the interview?
3. What skills in conducting an interview helped you in delivering speeches?
4. Was the interview helpful in expressing yourself? In what way/s?
5. Were you effective in delivering it? What are your bases?

ACTIVITY 31. SYNTHESIS JOURNAL

Congratulations! You have done great things! In the previous activities, you did a lot of speaking engagements and speech analyses. You have also solidified your understanding of the concepts you learned in this lesson by answering series of questions. Now, to put all of these together into one meaningful generalization, you will do the next activity. Let's put together in the table below our answers to the essential question that we asked for each video. Click the links below the pictures to watch them.

ESSENTIAL QUESTION	What is the best way to express one's self?	
VIDEO 1	 <p>https://www.youtube.com/watch?v=Wl0Twt1aek</p>	<p><i>The speaker expressed himself by</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>for the intention of</i></p> <p>_____</p> <p>_____</p>
VIDEO 2		<p><i>The speakers expressed themselves by</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>for the intention of</i></p> <p>_____</p> <p>_____</p>

	https://www.youtube.com/watch?v=fxkQAd5gggI	_____.
VIDEO 3	 <p>https://www.youtube.com/watch?v=LyOyAYQaOu8</p>	<p>The speaker expressed himself by</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____ for</p> <p>the intention of</p> <p>_____.</p>



Process Questions to Answer:



- Look at your answers in the essential question in the table above. What do all answers have in common?
- Did all the speakers show the same manner of delivering their speech? If yes, explain. If not, then how did each speaker deliver and express his/her words and actions for a certain context/situation? What did the differences of their manner show? Discuss and cite examples.
- Since there are different manners of delivering speeches, how would you know that you are effective in expressing yourself to a certain context/situation? What determines the effectiveness of such manner? Complete the following statements and support your answer with examples from the above texts and videos.

The best way to express one's self...

Supporting reasons and examples:

How did you find your answers to the questions above?	Why?
	
	


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ACTIVITY 32. THINK PAD

Awesome! You did great! Now, before you proceed to the next level of this lesson, it is always necessary to pause once in a while and check how far you have gone in this module. Answer the organizer below to see how you have developed as an effective speaker, what you learned so far and what insights you gained.

What significant insights have you learned from this lesson?
Express yourself by filling out the boxes with the intended response.

WORD	SYMBOL
ABSTRACT	PICTURE



Process Questions to Answer:



4. What significant discoveries did you have while doing this lesson?
5. How did it help you in doing the activities?
6. How about in expressing yourself? What have you learned and discovered about yourself?
7. How can you use these skills in real life situations?
8. When do you become an effective speaker?

ACTIVITY 33. HAVE I PROGRESSED

Good job! Below is an organizer that will serve as your guide for you to genuinely re-assess your performance and your learning after the activities in this stage. Be able to fill-out the necessary information in the column after the competencies so that you can easily identify the development and progress of your performance. Be able to take note of your observations in your online notebook at www.evernote.com. Also, to guide you in completing this activity, the first item was done for you.

Before	Competencies	After
<i>Write your comments here</i>		<i>Write your comments here</i>
	1. Show respect for intellectual property rights by acknowledging citations made in the critique	<i>I already know how to acknowledge sources and I know how to value the works of others.</i>
	2. Use writing conventions to acknowledge sources	
	3. Use quotation marks or hanging indentations for direct quotes	
	4. Compose speeches for special occasions.	

ACTIVITY 34. REVISITING YOUR TIME TRAVELER'S PASSPORT

Welcome back home! It seemed that you have enjoyed your journey so far. How were the places you visited? What about the people you met? It's so nice to see you again so full of beautiful experiences. What you will do now is to deposit back your passport because the immigration officer has to check it for the last time and it will also prove that you really go back to your own country. Wait, a minute and this will not take a long time.



Congratulations! You may now get your passport back and answer the question that follows as a form of our survey. Please answer honestly and concisely the highlighted row.

What is the best way to express one's self?
Initial Response:
Revised Response:
Final Response:

ACTIVITY 35. HOW'S YOUR GOAL?

Well done! You are now gradually reaping the fruits of your labor based on your answer to the I-R-F sheet. And to help you go back to your root, try to revisit another document that you filled-out at the start of this lesson. Try to assess yourself and see where you are exactly now in your goal. Try to answer also the charts directed to you.

Your goal Buttoned Up™

Sticking to the goals we set for ourselves is hard to do. This can be especially true for New Year's resolutions. This form is designed to help you articulate your goal clearly, create an easy to follow roadmap by breaking it down into a series of mini tasks, and most importantly, help you plan ahead for the inevitable slip-ups so they don't cause you to throw up your hands in defeat. Before you know it, you'll have arrived at your destination.

The diagram illustrates a goal-setting process. It starts with a 'goal' box, which leads to a large purple box for the goal description. Below this is a 'do by' box, which leads to a series of five tasks. Each task is represented by a numbered circle (#1 to #5) and a purple box for the task description. To the right of each task box are two small circles labeled 'done' and 'not done'. Below the tasks is a 'tips to get back on track' box, which leads to a large blue box for tips. To the left of the tips box is a 'notes' box with several lines for writing. Below the tips box is a 'reward' box, which leads to a purple box for the reward. Finally, a 'next goal!' box leads back to the 'goal' box, completing the cycle. A red bracket on the right side of the diagram groups the 'do by' box, the tasks, the 'tips to get back on track' box, and the 'reward' box, with a label that says 'Fill out these parts only'.

goal → [Goal Description Box]

do by → [Task List]

tasks → [Task #1] → [Task #2] → [Task #3] → [Task #4] → [Task #5]

tips to get back on track → [Tips Box]

notes → [Notes Box]

reward → [Reward Box]

next goal! → [Next Goal Box]

Fill out these parts only

Process Questions to Answer:



1. Where are you now in your goal?
2. What tasks were you able to accomplish? What did you do to fulfill them?
3. What about those you missed out? What can still be done?
4. Based on this, can you say that you are on your way to achieving your goal? Defend your answer.

End of DEEPEN:

In this section, the discussion was about how to apply your basic skills in delivering speeches for special occasions. You noticed that these speeches vary in terms of their structure, style/manner of delivery and purpose.

What new realizations do you have about the topic? What new connections have you made for yourself? What helped you make these connections?

Now that you have a deeper understanding of the topic, you are ready to do the tasks in the next section.



TRANSFER

Your goal in this section is apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding. Be able to make use of the concepts you learned previously and the generalization you drew out as you made meaning to the different activities that prepared you to deliver speeches for various and special occasions.

ACTIVITY 36. SELF-IMPROVEMENT PLAN

Below is an organizer that will serve as your guide for you to genuinely assess your performance and your learning before and after the activities in this stage. Be able to fill-out the necessary information so that you can easily identify the development and progress of your performance. Be able to take note of your observations in your online notebook at www.evernote.com. Also, to guide you in completing this activity, the first item was done for you.

Before	Competencies	After
<i>Write your comments here</i>		<i>Write your comments here</i>
<i>I need to improve on this especially in my intonation and pitch control.</i>	1. Employ the appropriate prosodic features of speech	
	2. Use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks	
	3. Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied	
	4. Produce the sounds of English correctly and effectively	
	5. Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	
	6. Use polite expressions when giving a roast	
	7. Use structures of modification	

ACTIVITY 37. AND THE BEST ACTOR GOES TO...

In support to your previous activities in this lesson, try doing the next activity and apply all the knowledge and skills you learned about delivering various speeches for special occasions. You are given a situation below to respond to and read the instruction carefully so that you will get what is asked for.

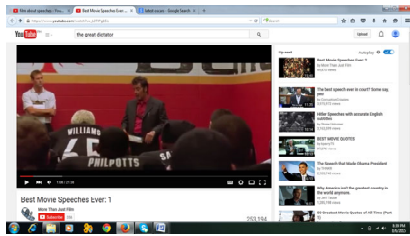


The OSCARS committee for the next year's 88th Academy Awards invites you to be a member of its board of judges in determining for best actors. One of the materials that was submitted to you contains the compilation of the great speeches that were delivered by the nominees in the film they starred for. As a juror, your task is to make a sound decision as to whom you will give the best actor based on your evaluation. So to help you decide on this matter without any prejudice and bias, a rubric was also sent to you. Below is a rubric for you to follow in making your evaluation. Afterwards, make a descriptive report about your choice and explain in details the reasons of choosing your best actor. Then, post your work in your discussion board.

Rubric

	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Use of Verbal and Non-verbal Strategies (30%)	The speaker speaks in a loud, clear voice and was compelling in the use of appropriate and effective gestures for emphasis of the intention. Uses variance in pitch, rate, and volume to appropriately and engagingly	The speaker is loud and clear. Uses variance in pitch, rate, and volume to appropriately convey their meaning. Exhibits control in the use of gestures for emphasis of the intention.	The speaker is hard to hear at times and is not expressive. Uses limited gestures for emphasis and some are inappropriate and distracting. Uses some variance in pitch, rate, and volume	The speaker cannot be heard or understood. The voice is uncontrolled and the use of gestures is inappropriate that manifests lack of confidence.

	convey their meaning throughout. Exhibits confidence and mastery.		to appropriately enhance their meaning.	
Relevance to the theme/occasion (30%)	The speech is significantly related to the occasion. It is insightfully aligned with the theme and is developed in a compelling way.	The speech is adequately related to the occasion. It is aligned with the theme and is developed in a clear way.	The speech is partially related to the occasion. It is less focused on the topic at hand and inconsistent in some parts.	The speech is not related to the occasion. It is not focused on the topic/theme at hand.
Organization (20%)	The speaker communicates the main idea in a logical and interesting order.	The speaker communicates the main idea in a logical order.	The speaker shows inconsistencies in the way the main idea is communicated. The flow of ideas at times veers away from the main idea.	There is no clear order in the presentation of the main ideas.
Appeal to Audience (20%)	The speaker captures and engages the interest of the audience.	The speaker captures the interest of the audience.	The speaker in some parts is unable to hold audience's interest.	The speaker is unable to have the audience pay attention
SCORE				



To start your evaluation, click the link here to watch the compilation of videos of the nominees for best actor.

<https://www.youtube.com/watch?v=L3TIPq15is>

Write your final descriptive evaluation of your chosen best actor here:

Process Questions to Answer:



1. How did you choose your best actor? What triggered you to choose him?
2. How did the rubric help you in choosing for best actor?
3. Were you moved by their speeches? Why?
4. Based on their speech delivery, who among them is very effective? Explain your stance.
5. How did this activity help you apply the rubric in your final performance task?



ACTIVITY 38. I CHALLENGE YOU!

In the previous activity, you made use of a rubric to evaluate someone who delivered a speech. With that, you now have a full grasp of how to be an effective speaker so that in this next activity, you can apply what you've discovered from the result of your evaluation. Hence, you are asked to do the activity below by applying the concepts you learned from this lesson to the given situation and by using the rubric in delivering your speech to improve your performance.



Your school's Student Council holds a local TEDTALKS in line with your school's 100 years. The council invites all students, faculty and staff and administrators to give their share in inspiring others to be an agent of change in the community. In this regard, you have to come up with a speech to inspire and educate people about the following topics:

- a. Year of the Poor
- b. Youth in today's generation
- c. Bangsamoro Basic Law
- d. K-12 Curriculum in the Philippines
- e. Bullying

You deliver your speech and record it for submission. The council asks you to post your video in www.youtube.com and the student body will be the one to vote for the material to be delivered live in your school's centennial culminating activity. Your speech will be evaluated according to the use of verbal and non-verbal strategies, relevance to the theme/occasion, organization, and appeal to audience.

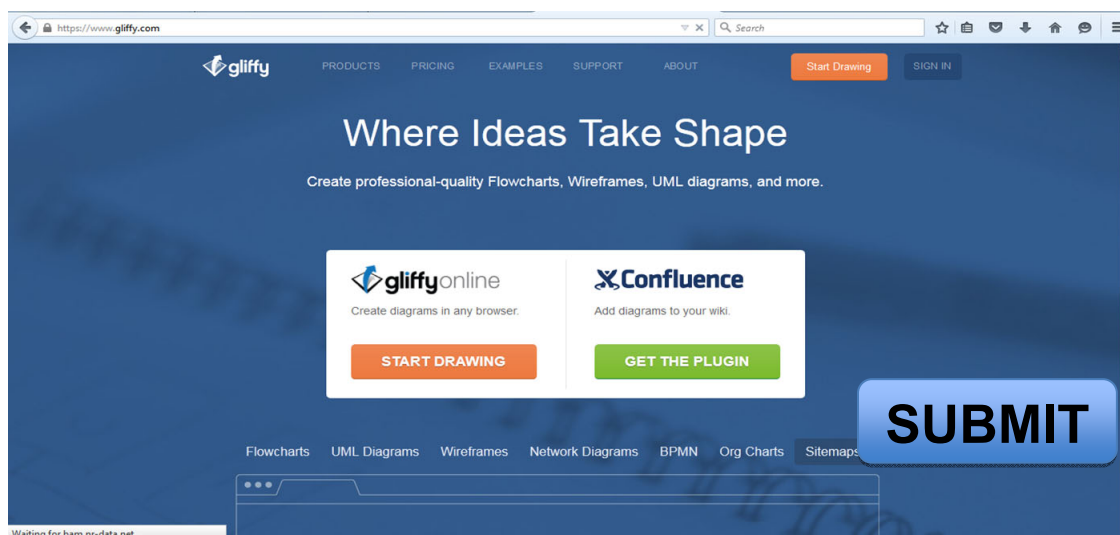
Process Questions to Answer:



1. How did your performance improve compared to the speeches you delivered previously?
2. If you were to rate your performance, what rating would you give yourself? Justify your rating.
3. How did that speech help you express yourself? Were you effective in forwarding your intention before your audience?
4. If there's still a room to improve your performance, what is that area and how will you do that?

ACTIVITY 39. CONCEPT THEORY

You are almost done with the module. Try to review what you have been through in learning the concepts of speeches for special occasions. Summarize everything you learned through a concept map and connect one concept to another. Label your concepts appropriately to show the flow of your presentation. Visit this link, www.gliffy.com to navigate your concept map. Then, post your work in the discussion board.



ACTIVITY 40. TOASTMASTERS BONANZA

Congratulations! You've finally reached your final performance task for this lesson. With the concepts, activities, rubrics, and worksheets you did previously, you are expected to put them into a more genuine, realistic and differentiated tasks. Choose any of the following tasks below by responding to what it calls for. Use the rubric as your guide in making your own performance.

TRANSFER TASK SCENARIO GOAL: Use appropriate verbal and nonverbal strategies in delivering a speech for special occasions.			
ROLE 1 Best friend	ROLE 2 Brother/Sister	ROLE 3 Commencement Speaker	ROLE 4 Son/Daughter
AUDIENCE People attending the burial	AUDIENCE Debutant and guests	AUDIENCE Graduating class, parents, faculty and staff, and guests	AUDIENCE Parents and guests

<p>SITUATION</p> <p>You and your best friend have been together since childhood. You have shared secrets, stories and personal struggles together as you grow up. One day, you noticed that your best friend has acted unusual and has not communicated with you for a couple of weeks already. Thus, you consulted her family for perusal and reference. Nevertheless, you have also not received any information from them. Until one day, you received a message from her siblings that she committed suicide. With this, you are invited to attend her funeral and are tasked to make a eulogy speech as a way to give tribute to your best buddy.</p>	<p>SITUATION</p> <p>Your sister is celebrating her 18th birthday and you are tasked to be one of her 18 roses/candles. Being the closest sibling to her, she personally requested you to give a birthday message before the guests. On the day of her debut, you discovered that your prepared speech was lost and the emcee had already called your name to have your turn. Consequently, you are to deliver an impromptu speech to give tribute to your most loved sister who is celebrating her birthday.</p>	<p>SITUATION</p> <p>Your Alma Mater saw your name in one of the famous magazines in the Philippines being its editor-in-chief. One day, you received an invitation through your email address informing you about your Alma Mater's intention of having you as the commencement speaker during the graduation day. Hence, you responded positively because you intent really to give tribute and thanks to the school that molded you to become who you are now.</p>	<p>SITUATION</p> <p>Your parents will be celebrating their silver wedding anniversary next month. As the eldest of the family, you called for a meeting with your other siblings to plan for a surprise party. You made special committees to work on logistics, food and invitations to make the party something memorable and meaningful to them. On the day of their 25th wedding anniversary, you brought them to a special place where all the invited guests and relatives gathered together to surprise them. And as the party started, being the main organizer and the eldest of the family, you were tasked to welcome them</p>
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			to the celebration.
<p>PRODUCT 1 Deliver a eulogy speech before your best friend's family and the people attending the funeral and inform them of the things you know about her. Take this opportunity to educate people about how to handle personal problems at a young age and be able to inspire people through the good things your best friend had contributed to this world. Use your knowledge on verbal and non-verbal strategies to deliver the speech effectively.</p>	<p>PRODUCT 2 Deliver an informal impromptu speech informing the guests who attend your sister's debut about her journey and the life she will be facing after the celebration. Take a moment to inspire her and the guests about how to handle life's challenges as being the elder brother/sister who has already experienced them. Use your knowledge on verbal and non-verbal strategies to deliver the speech effectively.</p>	<p>PRODUCT 3 Deliver an inspirational speech before the graduating class. Savor this moment to educate and inspire the graduates about the responsibilities they would face ahead as they take a new journey after graduation. Be able to make your speech engaging to hold audience's attention. Thus, use your knowledge on verbal and non-verbal strategies to deliver the speech effectively.</p>	<p>PRODUCT 4 Deliver a welcome remarks before the audience and take this opportunity to inform their parents about the said celebration and how it came to reality. Furthermore, make this day an avenue to inspire the guests and relatives about the good things that your parents have shared with you to make your family stand amidst obstacles. Use your knowledge on verbal and non-verbal strategies to deliver the speech effectively.</p>
<p>STANDARDS Your performance will be evaluated according to the use of verbal and non-verbal strategies, relevance to the theme/occasion, organization, and appeal to audience.</p>			

Rubric

	ADVANCED 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1
Use of Verbal and Non-verbal Strategies (30%)	The speaker speaks in a loud, clear voice and was compelling in the use of appropriate and effective gestures for emphasis of the intention. Uses variance in pitch, rate, and volume to appropriately and engagingly convey their meaning throughout. Exhibits confidence and mastery.	The speaker is loud and clear. Uses variance in pitch, rate, and volume to appropriately convey their meaning. Exhibits control in the use of gestures for emphasis of the intention.	The speaker is hard to hear at times and is not expressive. Uses limited gestures for emphasis and some are inappropriate and distracting. Uses some variance in pitch, rate, and volume to appropriately enhance their meaning.	The speaker cannot be heard or understood. The voice is uncontrolled and the use of gestures is inappropriate that manifests lack of confidence.
Relevance to the theme/occasion (30%)	The speech is significantly related to the occasion. It is insightfully aligned with the theme and is developed in a compelling way.	The speech is adequately related to the occasion. It is aligned with the theme and is developed in a clear way.	The speech is partially related to the occasion. It is less focused on the topic at hand and inconsistent in some parts.	The speech is not related to the occasion. It is not focused on the topic/theme at hand.
Organization (20%)	The speaker communicates the main idea in a logical and interesting order.	The speaker communicates the main idea in a logical order.	The speaker shows inconsistencies in the way the main idea is communicated. The flow of ideas at times veers away from the main idea.	There is no clear order in the presentation of the main ideas.

Appeal to Audience (20%)	The speaker captures and engages the interest of the audience.	The speaker captures the interest of the audience.	The speaker in some parts is unable to hold audience's interest.	The speaker is unable to have the audience pay attention
SCORE				

Congratulations! You did a great job! After your final performance, rate your level of self-confidence.



I think my confidence has become... because...

ACTIVITY 41. HAVE I PROGRESSED?

Below is an organizer that will serve as your guide for you to genuinely re-assess your performance after the activities in this stage. Be able to fill-out the column after the competencies and take note of your observations in your online notebook at www.evernote.com. Also, to guide you in completing this activity, the first item was done for you.

Before	Competencies	After
<i>Write your comments here</i>		<i>Write your comments here</i>
	1. Employ the appropriate prosodic features of speech	<i>I got it. My intonation and pitch control improved a lot</i>
	2. Use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks	

	3. Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied	
	4. Produce the sounds of English correctly and effectively	
	5. Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	
	6. Use polite expressions when giving a roast	
	7. Use structures of modification	

ACTIVITY 42. IT'S THE FINAL COUNTDOWN

That was an awesome performance! You're almost through with this lesson but before that, given below is an I-R-F sheet. Fill in the third row with your answer to the question presented and observe if there are changes compared to your revised response.

What is the best way to express one's self?
Initial Response:
Revised Response:
Final Response:

ACTIVITY 43. AT LAST!

Previously, you engaged yourself into various activities that tested your knowledge and skills on how to deliver speeches for different occasions. And finally, you are about to exit and face another journey in the future. With that, it is just timely to assess yourself if you have really reached your goal. To help you do that, you are asked to revisit for the last time your “Goal Buttoned Up” organizer and fill-out the parts to complete your assessment regarding the goal you set earlier in this lesson module.

Your goal Buttoned Up:

Sticking to the goals we set for ourselves is hard to do. This can be especially true for New Year's resolutions. This form is designed to help you articulate your goal clearly, create an easy to follow roadmap by breaking it down into a series of mini tasks, and most importantly, help you plan ahead for the inevitable slip-ups so they don't cause you to throw up your hands in defeat. Before you know it, you'll have arrived at your destination.

goal

do by

tasks

#1

☐ done
☐ not done

#2

☐ done
☐ not done

#3

☐ done
☐ not done

#4

☐ done
☐ not done

#5

☐ done
☐ not done

tips to get back on track

notes

reward

next goal!

Fill out these parts only

www.goalbuttonedup.com

Process Questions to Answer:



1. Have you fulfilled your goal in this lesson?
2. What tasks helped you achieve your goal?
3. What are your realizations upon completing this lesson?
4. What significant discovery is added to your system now that you have learned a lot of concepts?
5. Would you recommend this lesson to your friends and significant others? Why?

End of TRANSFER:

In this section, your task was to express yourself for various situations by choosing appropriate speeches based on real life contexts. You were able to summarize your learning and apply the necessary skills in delivering speech for special occasions to educate and inspire other people.

Thus in doing so, how did you find the performance task? How did the task help you see the real world use of the topic?

Finally, you have completed this lesson. Before you go to the next lesson, you have to answer the following post-assessment questions.

POST-ASSESSMENT:

It's now time to evaluate your learning. Click on the letter of the answer that you think best answers the question. Your score will only appear after you answer all items. If you do well, you may move on to the next module. If your score is not at the expected level, you have to go back and take the module again.

- (A) 1. Choose the correct reference format for the following source that you retrieved from an online journal: Social Work and Research, 1995, Vol. 68(2), 127-137 SSN: 1948-CCX DOI:10.1037/swr/127 . Students and the Problem of Entitlement . Jeffrey T. Swan Dennard Q. Rail Mary N. Bushcombe University of Georgia
- A. Swan, J. T., Rail, D. Q., & Bushcombe, M. N. (1995). Students and the problem of entitlement. *Social Work and Research*, 68(2), 127-137.
 - B. J. T. Swan, D. Q. Rail, & M. N. Bushcombe. (1995). Students and the problem of entitlement. *Social Work and Research*, 68(2), 127-137. ISSN: 1948-CCX doi:10.1037/swr/127
 - C. Bushcombe, M. N., Rail, D. Q., & Swan, J. T. (1995). Students and the problem of entitlement. *Social Work Research*, 68(2), 127-137. doi:10.1037/swr/127
 - D. Swan, J. T., Rail, D. Q., & Bushcombe, M. N. (1995). Students and the problem of entitlement. *Social Work and Research*, 68(2), 127-137. doi:10.1037/swr/127

- (A) 2. Look at the picture below. What connotative meaning does it suggest?



- A. cloudy
 - B. cold
 - C. gloomy
 - D. solitude
- (A) 3. Which of the following sentences below uses a pronoun correctly?
- A. It's up to we students.
 - B. We talked to he and Rudy.
 - C. Talk to Stephon and they before making a decision.
 - D. She did the report by herself.
- (A) 4. When you get to the beach insisted Betty please call me to let me know you made it there.
- A. When you get to the beach insisted Betty, please call me to let me know you made it there.
 - B. "When you get to the beach," insisted Betty, "please call me to let me know you made it there."
 - C. "When you get to the beach," insisted Betty, "Please call me to let me know you made it there."
 - D. "When you get to the beach," insisted Betty, please call me to let me know you made it there.
- (A) 5. Which of the following are valid generalizations about the differences between open- and closed-mindedness?
- A. Open-mindedness means carefully examining every claim made by a speaker; closed-mindedness means discarding a claim previously found to be false even when a speaker tries to argue the point
 - B. Open-mindedness means following where the evidence leads; closed-mindedness means refusing to examine one's beliefs and points of view when there is compelling evidence contradicting them
 - C. Open-mindedness means listening to controversial beliefs even when evidence for these beliefs is weak or invalid; closed-mindedness is refusing to listen to controversial beliefs
 - D. None of the above

- (A) 6. Which of the following are not criteria for evaluating reasoning and evidence when critically listening?
- A. credibility
 - B. sufficiency
 - C. relevance
 - D. vividness
- (A) 7. Analyze the two poems below and find out their common themes. Then answer the question that follows.

Poem A

All That's Bright Must Fade
by Thomas Moore

All that's bright must fade, --
The brightest still the fleetest;
All that's sweet was made
But to be lost when sweetest.
Stars that shine and fall;
The flower that drops in springing;
These, alas! are types of all
To which our hearts are clinging.
Who would seek or prize
Delights that end in aching?
Who would trust to ties
That every hour are breaking?
Better far to be
In utter darkness lying,
Than to be blest with light and see
That light forever flying.

Poem B

Be Not Content
by Ella Wheeler Wilcox

Be not content -- contentment means inaction;
The growing soul aches on its upward quest;
Satiety is twin to satisfaction;
All great achievements spring from life's unrest.
The tiny roots, deep in the dark mould hiding,
Would never bless the earth with leaf and flower
Were not an inborn restlessness abiding
In seed and germ, to stir them with its power.
Were man contented with his lot forever,
He had not sought strange seas with sails unfurled,

And the vast wonder of our shores had never
Dawned on the gaze of an admiring world.
Prize what is yours, but be not quite contented.
There is a healthful restlessness of soul
By which a mighty purpose is augmented
In urging men to reach a higher goal.
So when the restless impulse rises, driving
Your calm content before it, do not grieve;
It is the upward reaching of the spirit
Of the God in you to achieve -- achieve.

Which of the following themes is appropriate for the poems above?

- A. Change and Mutability
 - B. Passion and Love
 - C. Time and Season
 - D. Life and Death
- (A) 8. You are a speaker and the emcee forgot to introduce you or made a mistake in the introduction? Which of the following is logical to do?
- A. As the person giving a speech, you are the center of attention. Thus, forget the introduction anyway.
 - B. Briefly introduce yourself before your planned opening attention getter or correct the introduction if it contained a mistake. You to decide if it's worth correcting. If it impacts your credibility, then tactfully make the correction.
 - C. Try to do the introduction of yourself briefly but also make comments regarding the emcee who forgot to introduce you. Perhaps, use satire or sarcasm in saving yourself before starting your speech.
 - D. You cancel the speaking engagement and report the incident to the head of the school.
- (M) 9. Read the story below and answer the questions that follow.

A Summary of the story, "The Bet"

By Anton Chekhov

"The Bet" is the story of a bet that stakes a banker's two million rubles against fifteen years of a young lawyer's life. As the story opens, the banker is recalling the occasion of the bet fifteen years before. Guests at a party that he was hosting that day fell into a discussion of capital punishment; the banker argued that capital punishment is more humane than life imprisonment, while the young lawyer disagreed, insisting that he would choose life in prison rather than death. As the argument became more heated, the banker angrily wagered two million rubles that the lawyer could not endure imprisonment, a challenge that the lawyer accepted, setting the term

of his voluntary captivity at fifteen years, at the end of which he would receive the two million rubles.

The lawyer was imprisoned in the banker's garden house in complete solitude, permitted no visitors, no letters, no newspapers. He could write letters, however, and he was permitted books, music, wine, and tobacco. The banker observed the progress of the young lawyer's adaptation to his imprisonment. During the first year, he read fight books and played the piano. In the second year, he ceased being interested in music but turned to great literature. In the fifth year, he loafed, drank wine, and played the piano. Then for four years he studied languages, history, and philosophy before moving to the New Testament and to theology. Finally, his reading became eclectic.

At the beginning of the story, the day on which the banker is recalling the events of these fifteen years, he is within a day of the final accounting, when, no longer rich but oppressed by debt, he will be ruined by paying the two million rubles. Desperate, the banker resolves to unlock the garden house door and to kill his captive, throwing the blame on the watchman. When he enters the room, he sees an emaciated man, old before his time, asleep at his table. Before him is a paper, on which he has stated that he despises everything in human life, even the books from which he has learned about it, and that, therefore, he intends to leave his room five minutes before the fifteen-year period elapses, thus forfeiting the bet.

After reading the paper, the banker despises himself. The next morning, he learns that the lawyer has indeed left the garden house. So that no one will suspect him of a crime, the banker puts the paper in his safe.

Evaluating as a reader, which of the following will you also do if you were in the shoes of the lawyer?

- A. To compensate for my confinement for 15 years, I will try to improve my mind through reading, thinking, and writing. I will choose whatever books available to improve myself.
- B. To compensate for my confinement for 15 years, I will befriend the banker by doing all the things he wanted me to do. Accomplish all the tasks at hand and serve him to the best that I can do.
- C. To compensate for my confinement for 15 years, I will use my skill in persuasion as a lawyer to deceive the banker. I will use my professional background to make change the course of the story to make him believe that I am not guilty.

- D. To compensate for my confinement for 15 years, I will spy on the banker and attempt to poison him and make up stories to relieve myself from the act of murder.
- (M) 10. Based on the story above, which of the following generalizations is TRUE to the author?
- A. It is reading that changes all of us. If we read great writers we acquire some of their greatness.
 - B. *If the gatherer gathers too much, nature takes out of the man what she puts into his chest; swells the estate, but kills the owner.*
 - C. If a person achieved the highest human wisdom, he wouldn't care about money or material things at all.
 - D. Life is no longer happy enough to make the gesture meaningful once you committed a mistake once.
- (M) 11. What is the moral of the story?
- A. Wise decision
 - B. Greediness
 - C. Redemption
 - D. Contentment
- (M) 12. The story begins on a dark rainy night and that the banker's temptation to murder occurs on a dark, cold, rainy night, that he passes a bare bed and a cold stove on the way to the sealed room, and that the prisoner's room is dark, with a dimming candle.
From the excerpt above, which of the following does it best reflects?
- A. Author's point of view
 - B. Author's psychological condition
 - C. Author's interests
 - D. Author's love affair
- (M) 13. Read and understand the poem entitled, "The Road Not Taken" by Robert Frost and answer the question that follows.

The Road Not Taken

By [Robert Frost](#)

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,

Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Which of the following is not TRUE about the author's point of view in the poem?

- A. The persona of the poem faced dilemma in choosing which road to take.
- B. The persona made a difference by not taking any road which means in real life he did not confine himself with only two choices.
- C. The persona discerned a lot and even made some meditations to really make a balanced decision at the end of the day. He weighed equally both sides of the situations he is faced with.
- D. The persona chose a road to take and in reality he made a choice that made a difference from those who went through the same experience like him.

(M) 14. Below are some facts that Martin Luther King did in his speech that he delivered in the past century. Analyze them and answer the question that follows.

- When the Rev. Martin Luther King Jr. took the lectern at the March on Washington 50 years ago to deliver his "I Have a Dream" speech, the text in his hand didn't contain the words "I have a dream." That refrain, and the part of the address it punctuated and propelled, was improvised on the spot. Having written a good speech — a working title was "Normalcy — Never Again" — King instead gave one of the greatest of the 20th century.
- Martin Luther King finished writing the speech a few hours before dawn.
- King skipped whole paragraphs of the prepared text.
- Coretta Scott King said her husband's words flowed "from some higher place."

Based on the texts above, do you still consider him effective? Why?

- A. Yes, because he is just an ordinary person and anyone commits mistakes in delivering speeches. Perhaps, what he prepared was not really appropriate for that day.
- B. No, because an effective speaker deliberately prepares and researches for words that would inspire and educate people. If changes came along his way by the time he delivered the speech, it means that the preparation was not done thoroughly.
- C. Yes, because skilled speakers are flexible and logical people. If they think that what they prepare seemed to be not effective and persuasive, then a change may come in logical order. So long as it does not destroy the essence and the intention of the speech. Besides, no fixed written speeches to be more effective.
- D. No, because the speaker seemed to confuse the audience and brought more chaos after he delivered his speech.

- (T) 15. Your school's Student Council holds a local TEDTALKS in line with your school's 100 years. The council invites all students, faculty and staff and administrators to give their share in inspiring others to be an agent of change in the community. In this regard, you have to come up with a speech to inspire and educate people about the following topics:
- A. Year of the Poor
 - B. Youth in today's generation
 - C. Bangsamoro Basic Law
 - D. K-12 Curriculum in the Philippines
 - E. Bullying

You deliver your speech and record it for submission. The council asks you to post your video in Youtube and the student body will be the one to vote for the material to be delivered live in your school's centennial culminating activity. Your speech will be evaluated according to the use of verbal and non-verbal strategies, relevance to the theme/occasion, organization, and appeal to audience.

If you were invited to deliver in their local TEDTALKS, what kind of speech will you submit?

- A. Informative Speech
- B. Entertaining Speech
- C. Inspiring Speech
- D. All of the above

- (T) 16. The owner of the best speech will be given an opportunity to deliver his or her speech in their local Ted Talks.

How will you catch the attention of your listeners?

- A. Make your voice loud.
 - B. Use appropriate stance and behavior.
 - C. Use many gestures.
 - D. Vary your volume, projection, pitch, stress, intonation, juncture, and speech rate.
- (T) 17. How does one evaluate the effectiveness of one's speech delivery?
- E. It is effective when one's language and manner of delivery suit the intention of the speaker.
 - F. It is effective when the speaker gets a loud and warm applause from the audience.
 - G. It is effective when the speech was prepared and memorized by the speaker himself/herself.
 - H. It is effective when it entertains the audience.
- (T) 18. As the emcee in your school's commencement exercises, you are to introduce the guest speaker. What should you do first?
- A. Make an outline of the guest speaker's life story.
 - B. Conduct a research about the guest speaker's achievements and other pertinent data.
 - C. Start your introduction with an intriguing statement about the guest speaker.
 - D. All of the above
- (T) 19. Being the principal, you are invited to give an opening remarks during the start of the school year. Which of the following should you consider first?
- A. Audience
 - B. Theme
 - C. Day and time
 - D. All of the above
- (T) 20. Which of the following greatly affects the delivery of one's speech?
- A. Stage fright
 - B. Fillers
 - C. Mannerisms
 - D. Mental block

GLOSSARY

Accuracy. Freedom from mistake or error: the quality or state of being accurate

Affiliation. To closely connect (something or yourself) with or to something (such as a program or organization) as a member or partner

Bespoke. Made to fit a particular person; *also*: producing clothes that are made to fit a particular person

Bonanza. Something that produces very good results for someone or something

Bosom. A person's chest when it is thought of as the place where secret thoughts and feelings are kept

Citation. A formal public statement that praises a person for doing something good or brave

Communication. The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else

Concept. An abstract or generic idea generalized from particular instances

Credential. Warranting credit or confidence —used chiefly in the phrase *credential letters*

Credibility. The quality of being believed or accepted as true, real, or honest

Curriculum. The courses that are taught by a school, college, etc.

Dissect. To study or examine (something) closely and carefully

Elixir. A magical liquid that can cure illness or extend life

Elusive. Hard to understand, define, or remember

Era. A memorable or important date or event; *especially*: one that begins a new period in the history of a person or thing

Eulogy. A speech that praises someone who has died

Forestall. To stop (something) from happening or to cause (something) to happen at a later time

Forum. A meeting at which a subject can be discussed

Indulge. To allow (yourself) to have or do something as a special pleasure

Hasten. To cause (something) to happen more quickly

Juncture. The manner of transition or mode of relationship between two consecutive sounds in speech

Mannerism. A characteristic and often unconscious mode or peculiarity of action, bearing, or treatment

Modification. The act or process of changing parts of something : the act or process of modifying something

Mutation. A new form of something that has changed

Occasion. A special event or time

Perchance. Maybe but not definitely

Persona. The way you behave, talk, etc., with other people that causes them to see you as a particular kind of person : the image or personality that a person presents to other people

Premise. A statement or idea that is accepted as being true and that is used as the basis of an argument

Prosody. The rhythm and pattern of sounds of poetry and language

Proficiency. Advancement in knowledge or skill

Puddle. A small amount of water, mud, etc., on the ground

Redeem. To make (something that is bad, unpleasant, etc.) better or more acceptable

Reminisce. To talk, think, or write about things that happened in the past

Roast. To subject to severe criticism; to honor (a person) at a roast

Scribble. To write (something) quickly and in a way that makes it difficult to read

Speech. A spoken expression of ideas, opinions, etc., that is made by someone who is speaking in front of a group of people

Spurn. To refuse to accept (someone or something that you do not think deserves your respect, attention, affection, etc.)

Strategy. A careful plan or method for achieving a particular goal usually over a long period of time

Toast. One that is highly admired

Tumultuous. Loud, excited, and emotional

Vivid. Relating to a picture, memory, etc.: seeming like real life because it is very clear, bright, or detailed

References

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<http://www.biography.com/people/jk-rowling-40998>

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<http://johngreenbooks.com/bio-contact/>

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<http://americanliterature.com/author/kate-chopin/bio-books-stories>

Biography of Norman Vincent Peale

<http://www.biography.com/people/norman-vincent-peale-9435749>

Biography of Sarah Brown Wessling

<https://www.linkedin.com/pub/sarah-brown-wessling/26/a5/aa6>

Biography of Shakespeare

<http://www.biography.com/people/william-shakespeare-9480323>

Citations

<http://www.citationmachine.net/>

Compilation of actor's speeches in films

<https://www.youtube.com/watch?v=L3TIPg15is>

Direct and Indirect Speech

<https://www.youtube.com/watch?v=iLFnXNMnBLI>

Entire play of Hamlet

<http://www.sparknotes.com/shakespeare/hamlet/summary.html>

Eulogy Speech of Hazel Grace, "The fault in our Stars"

<http://megsignorelli.weebly.com/hazel-grace-lanchester.html>

Excerpt of Hamlet

http://nfs.sparknotes.com/hamlet/page_138.html

Extemporaneous Tips

<https://debate.uvm.edu/NFL/rostrumlib/EbelingMar99.pdf>

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<https://averagelinguaphile.wordpress.com/2012/06/28/formal-vs-informal-speech/>

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Google map of Denmark

<https://www.google.com.ph/maps/@56.1554671,10.4330899,7z>

Google map of Great Britain

<https://www.google.com.ph/maps/place/Google/@51.4930997,-0.1464806,15z/data=!4m2!3m1!1s0x0:0xac94aca49ba6695c>

Google map of Indiana

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Google map of Louis, Missouri

<https://www.google.com.ph/maps/@38.6531004,-90.243462,11z>

Google map of Sto. Nino Parochial School

<https://plus.google.com/107976184069526412399/about?gl=ph&hl=en>

Google map of USA

<https://www.google.com.ph/maps/place/United+States/>

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<https://www.google.com.ph/maps/@51.5480556,-2.4184213,13z>

“I am Sam” video clip

<https://www.youtube.com/watch?v=fxkQAd5ggqI>

Interview of Sarah Brown Wessling

<https://www.youtube.com/watch?v=kFnWS6TGR4s>

Katniss Everdeen’s Speech

<https://www.youtube.com/watch?v=eF1bEJVeL2E>

Krisel Mallari’s Speech

<https://www.youtube.com/watch?v=QoIPJI01j0>

Online notebook

www.evernote.com

Online rubric

<http://www.rcampus.com/rubricshowc.cfm?sp=true&code=BB325X>

Outlining

<http://blc.uc.iupui.edu/Academic-Enrichment/Study-Skills/Note-Taking-Strategies/Outlining-Method>

Pictures and organizers used in the module

www.google.com

Prosodic Features

<http://www.rit.edu/ntid/speechlang/slpros/assessment/speechvoice/training/6>

Prosodic Features

<https://www.youtube.com/watch?v=fLMcSGDM7A8>

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Quiz on Citation

<http://library.williams.edu/citing/game/>

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<http://www.proprofs.com/quiz-school/story.php?title=direct-indirect-speech-quiz>

Quiz on Reported Speech

<http://a4esl.org/q/h/9901/tm-reported1.html>

Quiz on Structures of Modification

http://www.grammar-quizzes.com/adj_nounmodifiers.html

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Sample eulogy speech

<https://www.youtube.com/watch?v=73Qc9D3m8y8>

Speech of Dumbledore in the film, "Harry Potter"

<https://www.youtube.com/watch?v=vSxYcj3X83E>

Sample speech to the debutante

https://www.youtube.com/watch?v=wyTJc_Ko9is

Sample TedTalks Speech

<https://www.youtube.com/watch?v=WI0Twt1aek>

<https://www.youtube.com/watch?v=6uv82yo3DjQ>

Speeches for special occasions

<http://2012books.lardbucket.org/books/public-speaking-practice-and-ethics/s21-02-special-occasion-speeches.html>

Speeches for special occasions

<https://www.boundless.com/communications/textbooks/boundless-communications-textbook/introduction-to-public-speaking-1/types-of-public-speeches-22/speeches-for-special-occasions-108-898/>

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Structures of Modification

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Speech on climate change

<https://www.youtube.com/watch?v=OgkrEXQCVA>

Speech on climate change

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Speech on climate change

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The King's Speech movie

<https://www.youtube.com/watch?v=vPPtCpwy8U8>

The King's Speech Real Story

<http://www.telegraph.co.uk/culture/film/8223897/The-Kings-Speech-the-real-story.html>

The Story of an Hour

<http://www.vcu.edu/engweb/webtexts/hour/>

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<http://www.livestrong.com/article/156961-the-importance-of-verbal-non-verbal-communication/>

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<https://www.youtube.com/watch?v=Kc2yRqat7q8>

Verbal and Non-verbal Strategies

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Video of Hazel Grace's eulogy in the film, "The Fault in our Stars"

<https://www.youtube.com/watch?v=ck1v6gkJTDE>

Video on Formal and Informal Speeches

<https://www.youtube.com/watch?v=vhxJe7tejKg>

Video on Formal and Informal Speeches

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Vocabulary in Hamlet

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VP Binay's "True SONA"

<https://www.youtube.com/watch?v=LyOyAYQaOu8>

Web 2.0 tool used for organizers and charts

www.gliffy.com

Web 2.0 tool used for portfolio online making

<https://sites.google.com>

Web 2.0 used for SRL

www.gmail.com

Web 2.0 tool used for SRL

www.twitter.com

Web 2.0 used for SRL

www.yahoomail.com

Web 2.0 tool used for video postings

www.instagram.com

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www.youtube.com

Web 2.0 tool used for written speeches

www.tumblr.com