

PRIVATE EDUCATION ASSISTANCE COMMITTEE

SEMESTER: First Semester

CORE SUBJECT TITLE: Oral Communication in Context

GRADE: 11

TOPIC / LESSON NAME	Nature and Elements of Communication 1. Effective Communication Skills 2. Intercultural Communication
CONTENT STANDARDS	The learner understands the nature and elements of oral communication in context.
PERFORMANCE STANDARDS	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.
LEARNING COMPETENCIES	1. Explains why there is a breakdown of communication. 2. Uses various strategies in order to avoid communication breakdown. 3. Demonstrates sensitivity to the socio-cultural dimension of communication situation with focus on culture and gender
SPECIFIC LEARNING OUTCOMES	To be able to communicate effectively using various strategies across different cultures.
SALIENT PREPARATORY SKILLS ADDRESSED	1. Communication 2. Critical and Creative Thinking 3. Planning, Organizing, Initiative
TIME ALLOTMENT	8 Hours

LESSON OUTLINE

By the end of the lesson, the learner will have been able to

1. explain the nature and process of communication;
2. explain why there is a breakdown of communication;
3. apply strategies in overcoming communication breakdowns;
4. practice effective communication skills;
5. evaluate the effectiveness of an oral communication;
6. practice learning and thinking skills, life skills, and ICT literacy;
7. demonstrate effective intercultural communication skills in a speech situation;
8. develop appreciation for different cultural perspectives; and
9. practice effective intercultural communication.

A. Introduction: The students will play charade to elicit the importance of effective communication and to practice effective intercultural communication.

B. Motivation: The students will provide feedbacks based on the given task about effective communication and to practice effective intercultural communication.

C. Instruction/Delivery: The students will critique two videos. The first video shows the non-effective and cultural bias speaker while the second video shows the effective and

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culture sensitive speaker. Then, the teacher will further explain the fundamentals of communication and the definition and importance of cross-cultural communication, cross

cultural risk, ten (10) precautions in cross cultural communication and skills to overcome differences.

D. Practice:

1. The students will perform a five-minute presentation of their favorite scenes from an English movie, TV series, or musical or non-musical stage play.
2. Processing. Buzz Group teaching strategy
3. The students will watch two TV commercials and share their insights about cultural sensitivity.
4. Concept Mapping

E. Enrichment: The students will report on intercultural communication.

F. Evaluation: Reflection Logs

Materials	laptop, projector, VGA connector, scoring rubric
Sources	Sipacio, P. J., & Balgos, A. R. (2016). <i>Oral communication in context for senior high school</i> . Quezon City: C & E Publishing , Inc.

Procedure		Meeting the Learner's Need	Time Allotment
A. Introduction	- Group Activity. Your teacher will divide the class into three groups. This activity follows the format of a charades game, and the objective is to guess unknown words in the shortest time possible.	The teacher will prepare relevant words in relation to the topic. Examples: gender, communication, barrier, listening, speaking, race, religion, ethnic, etc.	15 minutes
B. Motivation	- After the activity, a representative from each group will provide feedbacks based on the given task about effective communication and to practice effective intercultural communication.		15 minutes
C. Instruction/Delivery	Video Analysis - The students will watch two videos of public speaking. The first video shows the non-effective and cultural bias speaker while the second video shows the effective and culture sensitive speaker. Watch the video about Cross Cultural Etiquette - Mr. Baseball. https://www.youtube.com/watch?v=bdeFdFEbuqk and about 2010 Short Film- Communication https://www.youtube.com/watch?v=GvcM7QTVbkk	The teacher will provide Venn diagram template for the activity.	15 minutes
	- The students will compare and contrast the videos to identify the effective communication skills and explain why there is a breakdown and share it in class.	The teacher will give additional reading materials related to the topic. "A Bit of Semantics on Duterte's 'putangina!' – Sonja Chan	30 minutes
	- The teacher will further explain the given answers of the students through a short discussion on fundamentals of communication.		1 hour
	- Discuss the definition and importance of cross-cultural communication, cross cultural risk, ten (10) precautions in cross cultural communication and skills to overcome differences.		1 hour

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D. Practice	Group Roles - Group Activity. With the same group, perform a five-minute presentation of their favorite scene from an English movie, TV series, or musical or non-musical stage play. The chosen scene should show how one or more barriers to communication lead to miscommunication. You have 20 minutes to plan and organize.	The teacher will provide an example of concept map.	1 hour
	- Processing. Buzz Group. 3-6 students will share their insights about the activity specifically on the different techniques on how to solve communication breakdown.		15 minutes
	- Group Activity. Work with your group mates in group activity 1, the students will watch two TV commercials and share their insights about cultural sensitivity. Watch the advertisement about “Racism in a Chinese laundry detergent advertisement” https://www.youtube.com/watch?v=Few8kJ0zfnY and about This Will Change the Way You Think (Racism Experiment) https://www.youtube.com/watch?v=qrhwtRBQ0U or Funniest Call Center Conversation https://www.youtube.com/watch?v=rVYiWnzHORO		1 hour
	- Concept Mapping – Students write keywords onto sticky notes and then organize them into a flowchart. Could be less structured: students simply draw the connections they make between concepts.		15 minutes
E. Enrichment	Report on Intercultural Communication - The students will be grouped according to their ethnicities. They will prepare a 10-minute PowerPoint presentation. 1. Discuss general description of their regions using the following guide questions. a. What is the name of the place/region? What are its citizens called? b. Is it an island or is it landlocked? c. What is its tourist attraction? d. What is your region famous for? e. What are its citizens known for? 2. Describe the way the citizens use language, as well as their general traits. Give specific situations through a demonstration. Make sure to have a description for the following: a. Behavior (Are they reserved? Loud? Generally humorous? Do they smile a lot?) b. Language use (Are they talkative? Soft-spoken? Do they rarely use polite words?) c. Nonverbal cues (Do they think shaking hands is distasteful?) d. Values (What do they find offensive? What positive trait are they known for?)	The teacher will give techniques on how to make an effective power point presentation and guidelines in reporting. https://cher.unc.edu/files/2015/05/10-Tips-and-Techniques-for-More-Effective-Presentations.pdf	2 hours

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F. Evaluation	Reflection Logs Reflect on what you have learned after taking up this lesson by completing the chart below. 1. What were your thoughts or ideas about effective communication and intercultural communication prior to the discussion of these lessons? I thought ... 2. What new or additional ideas did you learn after taking up these lessons? I learned that ...	The teacher will give a worksheet for the reflection logs.	30 minutes
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Prepared By: Roselle G. Aniceto & Maribel V. Belleza

PRIVATE EDUCATION ASSISTANCE COMMITTEE

SEMESTER: First Semester

CORE SUBJECT TITLE: Oral Communication in Context

GRADE: 11

TOPIC / LESSON NAME	Functions of Communication 1. Regulation/Control 2. Social Interaction 3. Motivation 4. Information 5. Emotional Expression
CONTENT STANDARDS	The learner values the functions/purposes of oral communication.
PERFORMANCE STANDARDS	The learner writes a 250-word essay of his/her objective observation and evaluation of the various speakers watched and listened to.
LEARNING COMPETENCIES	1. Identifies strategies used by each speaker to convey his/her ideas effectively. 2. Evaluates the effectiveness of an oral communication activity.
SPECIFIC LEARNING OUTCOMES	To be able to communicate proficiently and competently employing the functions of communication.
SALIENT PREPARATORY SKILLS ADDRESSED	1. Communication 2. Critical and Creative Thinking 3. Planning, Organizing, Initiative
TIME ALLOTMENT	8 hours

LESSON OUTLINE:

During the lesson, the learners will:

- a. distinguishes the different functions of communication
- b. demonstrates politeness and openness as they participate in the assigned communicative context both in written and oral form
- c. applies all the functions in communication as they participate in the panel discussion

I. Introduction:

- A. The class discusses the assignment as review of the previous lesson.
- B. Students watch video clip for think, pair, share activity.
- C. The students share their observations.

II. Motivation:

- A. The teacher presents samples of print ads.
- B. The students analyze the message and its purpose.

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C. The teacher processes the feedback given by the students.

III. Instruction/Delivery:

Using Socratic questioning the teacher facilitates the discussion of the functions of communication using the two previous activities as spring board.

IV. Practice:

- A. The students select an issue from the pictures presented by the teacher.
- B. They are to conduct a panel discussion on the various aspects of the issue.
- C. An open forum follows each presentation.

V. Enrichment:

Each student composes a one-minute paper indicating his/her observations regarding the strengths and weaknesses of each speaker.

VI. Evaluation:

Based on their one-minute paper, the students write a 250-word essay of his/her objective observation and evaluation of the various speakers watched and listened to.

Materials	Video clip, print ads, pictures of issues,
Resources	Prescribed textbook, you tube, magazines and newspapers

Procedure		Meeting the Learner's Needs	Time allotment
Introduction	<p>The class recalls the topic discussed from the previous meeting by discussing the assignment.</p> <p>Students watch a video clip showing a communicative situation where the functions of communication are achieved. Using the following guide questions, the students think, pair and share:</p> <ul style="list-style-type: none">a. What is the purpose of the interlocutors in the video?b. Were they able to achieve their purpose?c. What are some barriers that hinder them from doing so? <p>The teacher facilitates the sharing of each pair regarding their observations and leads the class to the realization of the importance of having a clear and specific purpose for communicating with other people.</p>	Students can choose their own partners.	45 minutes

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Motivation:	<p>Samples of print ads from newspapers and magazines that show both positive and negative messages will be presented to the class. In groups of five, the students analyze the message and the purpose of the ads.</p> <p>The teacher processes the feedback given by the students emphasizing on the dangers of not recognizing some hidden meanings whenever we communicate.</p> <p>The students recall the importance of critical thinking as a product of critical reading so as not to fall victim to the hidden agenda of some writers.</p>	<p>Students will be grouped through count-off.</p> <p>Students are encouraged to give both their objective and subjective feedback on the print ads.</p>	1 hour and 15 minutes
Instruction/Delivery	<p>Using Socratic questioning the teacher facilitates the discussion of the functions of communication using the two previous activities as spring board.</p> <p>The following questions may be asked:</p> <ul style="list-style-type: none"> • What prompts people to communicate? • What are the different ways people express themselves? • What are some factors to consider when we communicate with different people? • How do we respond to varied reactions we get from the people we communicate with? <p>Why do miscommunications occur?</p>	This should lead to the students' realization of how communication functions in the real social setting.	1 hour
Practice	<p>In groups of five, the students select an issue (personal, social, political, environmental) from the pictures presented by the teacher. They are to conduct a panel discussion on the various aspects of the issue (causes, effects, possible solutions). An open forum follows each presentation.</p> <p>A specific group will be assigned as evaluators for each group of panelists.</p> <p>After each group presentation, the assigned group evaluates the effectiveness of the strategies used by each speaker in conveying his/her ideas and in achieving his/her purpose.</p>	<p>Update about social issues.</p> <p>Note details and formulate comments and reactions.</p> <p>Students are reminded of the proper facilitation of a panel discussion.</p> <p>Students will be given a copy of the rubric that they can use to evaluate the speakers.</p>	<p>Preparation time: 20 minutes</p> <p>Panel discussion: 20 minutes/group</p> <p>Open forum: 10 mins./grp</p> <p>Evaluation: 5 mins./group</p> <p>TOTAL: 5 hrs.</p>
Enrichment	Based on their evaluation of the panelists assigned to them, each student composes a one-minute paper indicating his/her observations regarding the strengths and weaknesses of each speaker in an outline	Fair assessment of students' performance.	20 minutes

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	form.	The teacher provides a short feedback on students' outlines.	
Evaluation	Based on their one-minute paper, the students write a 250-word essay of his/her objective observation and evaluation of the various speakers watched and listened to.	Mechanics: - Provide an appropriate title. - Use the three-part essay format.	40 minutes

Prepared by:

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SEMESTER: First Semester

CORES SUBJECT TITLE: Oral Communication in Context

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TOPIC	C. Communicative Competence Strategies in Various Speech Situations 1. Types of Communicative Strategy a. Nomination b. Restriction c. Turn-taking d. Topic control e. Topic shifting f. Repair g. Termination
CONTENT STANDARDS	The learner recognizes that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy.
PERFORMANCE STANDARDS	The learner demonstrates effective use of communicative strategy in a variety of speech situations.
LEARNING COMPETENCIES	1. Engages in a communicative situation using acceptable, polite and meaningful communicative strategies
SPECIFIC LEARNING OUTCOMES	1. The students create communicative scenarios using nomination and restriction as communicative strategies. 2. The students understand language form, duration of interaction, relationship of speaker, role and responsibilities of the speaker, and message during communicative situations. 3. The student will be able to engage in various meaningful conversations. 4. The learner will be able to demonstrate effective techniques managing the topics of conversation. 5. The learners will be able to demonstrate effective techniques in maintaining a conversation and in managing its conclusion.
SALIENT PREPARATORY SKILLS ADDRESSED	1. Communication 2. Critical and Creative Thinking 3. Planning, Organizing, Initiative
TIME ALLOTMENT	14 hours

LESSON OUTLINE:

During the lesson, the learners will:

1. identify nomination and restriction;
 - a. follow the guidelines in applying nomination and restriction communicative strategy;
 - b. create meaningful conversations;
2. define turn-taking;
 - a. participate in interactive turn-taking activities;
 - b. observe the do's and don'ts in turn-taking;
 - c. identify the significance of turn-taking;
 - d. explain the effects of topic control and topic shifting in a conversation;

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3. apply the appropriate communicative strategies in a simulation of a real-life situation;
4. Demonstrate politeness and openness in various communicative situations;
5. Identify repair solutions in a conversation;
6. Apply the appropriate communicative strategies in a simulation of a real-life situation; and
7. Demonstrate politeness and openness in various communicative situations.

A. Introduction:

1. Think/Pair/Share: The class will be grouped having five members and will discuss the skills and strategies essential for the interview based on the given real interview scenarios and personal experiences.
2. Fast Talk: The students will exchange thoughts about each other rapidly in one minute.
3. The value of the ability to sustain a conversation, concentrating on the topic at hand, will be presented.
4. The value of the ability to sustain and/or close the conversation, despite linguistic and contextual challenges, will be presented.

B. Motivation:

1. The students will do a simple and short skit about employer and applicant interview.
2. The teacher will ask the difficulties they have encountered in the fast talk.
3. The learners will do a self-assessment of their conversation habits.
4. The learners will share conversation pet peeves.

C. Instruction/Delivery:

1. The teacher will process the activity emphasizing on the role of the employer and the applicant, and gradually introducing the concepts of nomination and restriction as communicative strategies.
2. The teacher will discuss the definition and the do's and don'ts in turn-taking.
3. The learners will fill in a table detailing the effects of topic control and topic shifting on the conversation of movie characters.
4. The learners will provide the solution for the identified conversation pet peeves.

D. Practice:

1. The students will work by twos and simulate an interview.
2. Story Generator: The students will take turn in creating a meaningful story.
3. The learners will be paired and will use disjunctive markers in an impromptu 2-minute conversation.
4. The learners will be paired and will complete a given dialog with an appropriate closing.

E. Enrichment:

1. The teacher will ask some students to show in class what they have done in the previous pair work and allow some students to give their comments based on how the following were observed:
2. Pantomime Story: The student will retell the story using non-verbal communication that includes facial expressions, gestures displayed through body language and the physical distance between the communicators.
3. The learners will evaluate the uses of disjunctive markers in real-life situations.
4. The learners will present a skit using repair techniques.

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F. Evaluation:

1. Reflection Log: The students will reflect on the importance of nomination and restriction in an interview and other real-life situations.
2. One-Minute Paper. The students will write in a ¼ sheet of yellow paper the importance of turn-taking.
3. The learners will be grouped into 3 and will sustain a 3-minute conversation showcasing topic control and topic shifting.
4. The learners will be grouped into 4 and will have an informal debate.

Materials	laptop, projector, VGA connector, scoring rubric, video clips
Sources	Sipacio, P. J., & Balgos, A. R. (2016). <i>Oral communication in context for senior high school</i> . Quezon City: C & E Publishing , Inc.

Procedure		Meeting the Learner's Need	Time Allotment
A. Introduction	The teacher will give the performance task and elaborate on the skills and strategies essential for the interview. The teacher will give real interview scenarios that will guide the students in their Think/Pair/Share activity. Think/Pair/Share: The class will be grouped having five members and will discuss the skills and strategies essential for the interview based on the given real interview scenarios and personal experiences.		10 Minutes
	Fast Talk: The students will be paired and will exchange thoughts about each other rapidly in one minute. They are free to say anything about their partners so long as there are no foul words.		10 Minutes
	Whenever you find yourself in a conversation, you know that there will be occasions when someone will attempt to change the topic and you must learn how to deal with this in a good way. For instance, when you sit down for your job interview, the prospective employer may move the conversation along before you are even ready. Upon completing this lesson, you will have opportunities to assess your usual methods of communication and prepare for speaking activities that will hone your use of communicative strategies for the job fair and beyond.		1 Minute
	As you proceed either to the world of employment or the world of higher learning, you will experience situations where you have to remedy the flow of conversation and/or close the conversation. In a job interview, for instance, despite linguistic and contextual challenges, it is important that you know how to politely fix and correct anything that has gone wrong during the conversation. In the same manner, it is also important that you know how to end the conversation in a meaningful and polite way.		1 Minute
B. Motivation	The teacher will ask for volunteers in the class to do a simple and short skit about employer and applicant interview. After the short skit, the teacher will process what have transpired by asking the		15 Minutes

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	<p>following questions to the student.</p> <ol style="list-style-type: none"> 1. Who started the interview? How did the interview go? 2. What were the limitations of the questions being asked? 3. How did the applicant respond to the questions? 4. What were the aspects considered by the applicants in answering the questions? 		
	After the Fast Talk activity, the teacher will ask the students about what they like the most about the activity and the difficulties that they have encountered in the fast talk.		15 Minutes
	<p>1. Bear in mind that in previous meetings you had some practice on a few communicative strategies for the beginning of conversations.</p> <p>2. Have you thought about how you perform or behave in your everyday dealings with people?</p> <p>Before we proceed with the lesson, please do this self-assessment of your conversation habits. [see worksheet]</p>	Worksheets will be used as instructional materials.	5 Minutes
	<ol style="list-style-type: none"> 1. Think of those expressions/habits of the people you talk to that you find annoying/irritating. 2. Share those pet peeves to the class. (While the learners are sharing, the teacher will list them down on the board.) 		5 Minutes
C. Instruction/ Delivery	<p>The teacher will process the activity emphasizing on the role of the employer and the applicant, and gradually introducing the concepts of nomination and restriction as communicative strategies.</p> <p>The teacher will further discuss the meaning, guidelines and examples of nomination and restriction communicative strategies through interactive discussion.</p>		30 Minutes
	<p>The teacher will discuss the definition and the do's and don'ts in turn-taking.</p> <ol style="list-style-type: none"> 1. Ways of turn-taking and turn-giving <ol style="list-style-type: none"> a. Create silence b. Ask a question c. Use gestures d. Make eye contact 2. Conversation Violations <ol style="list-style-type: none"> a. Overlap b. Interruption c. Grabbing the floor d. Hogging the floor e. Silence 		30 Minutes
	1. From your self-assessment, how often do you wait for your turn before you speak?	Video clip and PowerPoint presentations will be used as	30 Minutes

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	<p>How do you change the topic in a conversation?</p> <p>2. Topic control is directing and regulating the flow or development of the interaction and topic shifting is changing the topic or its direction and emphasis. [see PowerPoint]</p> <p>3. You will be watching clips from 4 movies.</p> <p>4. Pay attention to the conversations of the movie characters.</p> <p>5. On the provided table, fill in the blanks with the corresponding details. [see worksheet]</p> <p>After 10 minutes, share to the class some of your observations.</p>	instructional materials.	
	<p>1. Think of the possible solutions to the identified pet peeves.</p> <p>2. Focus on the strategies on how to “repair” and “end” those conversations without offending the other person.</p> <p>3. Repair is a term that means fixing and correcting anything negative or providing any kind of amends and remedy to something that has gone wrong in the exchange between the two speakers, and this is made to maintain a good relationship with the person offended.</p> <p>Topic termination is ending, concluding, or closing the conversation or interaction, also using verbal and nonverbal signals to end the interaction. [see PowerPoint]</p>	PowerPoint presentation will be used as instructional material.	15 Minutes
D. Practice	The students will work by twos and simulate an interview applying what they have learned under nomination and restriction communicative strategies considering language form, duration of interaction, relationship of speaker, role and responsibilities of the speaker, and message during communicative situations.	The teacher will prepare a simple rubric for the activity.	20 Minutes
	Story Generator: The students will take turn in creating a meaningful story. The class will be divided into 5 groups. The first group will start the story, then the next groups will continue the story, then the last group will end the story (vice versa).		15 inutes
	<p>1. With a partner, conduct a 2-minute conversation on any topic</p> <p>2. You must use at least one of the following disjunctive markers:</p> <ul style="list-style-type: none"> a) Anyway b) Alright c) Oh, speaking of d) That reminds me of e) Oh, say f) I tell you what g) One more thing, h) You know what? 		20 Minutes

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	<p>i) Before I forget, j) By the way, k) Incidentally,</p>		
	<p>1. Find a partner and complete the dialog with an appropriate closing:</p> <p>Dialog 1 Mark: Hi, John. John: Hi, Mark. Did you go to the basketball game yesterday? Mark: No, I went to the movies with my friends. Did our team win? John: No, they didn't. They lost. Mark: Did they lose by much? John: They lost by twelve points. Mark: Oh, that's awful. I'm glad I didn't go. John: _____ Mark: _____</p> <p>Dialog 2 Drew: Would you like to go dancing with me this evening? Anne: I'd love to, but I'm just getting over the flu. Drew: Well, why don't we do something else like go to a movie? Anne: Oh, no thanks, really, I'm still too weak for anything. Drew: Ok. How about dinner and dancing next Friday night? Anne: That sounds great. I'm sure I'll be all right by then. Drew: Great. See you then. Anne: _____ Drew: _____</p> <p>2. Write your answers in a ¼ sheet of paper. 3. After 5 minutes, present it to the class.</p>		20 Minutes
E. Enrichment	<p>The teacher will ask some students to show in class what they have done in the previous pair work and allow some students to give their comments based on how the following were observed:</p> <ol style="list-style-type: none"> 1. language form 2. duration of interaction 3. relationship of speaker 4. role and responsibilities of the speaker, and 5. message during communicative situations 		10 Minutes
	<p>Role Play: The class will stay in their previous groupings and will create a communicative scenario applying nomination and restriction as communicative</p>		15 Minutes

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	<p>strategies based on the specific setting they will pick.</p> <ul style="list-style-type: none"> a. Home b. School c. Department Store d. Restaurant e. Church f. Street g. Market 		
	<p>1. How do you feel after the conversation? As a speaker/listener, what do you think is the importance of using disjunctive markers in real-life situations?</p>		5 Minutes
	<p>1. Find a different partner and present a 3-minute skit using repair techniques. The presentation should be real-life situations, such as in an office that reflect how repair techniques were employed in the conversation.</p> <ul style="list-style-type: none"> -A boss did not allow you to file a leave. -An employee refused to render overtime. -An employee came late to the office. -A presider of a meeting noticed that some members of the audience are not listening. -An irate client continually interrupts your explanation. -An officemate suddenly joins your friendly conversation with another officemate. <p>2. You have 5 minutes to prepare before presenting in class.</p> <p>3. What do you think is the importance of repair in a conversation?</p> <ul style="list-style-type: none"> a) From the perspective of employer b) From the perspective of an employee c) From the perspective of a colleague d) From the perspective of a client 		30 Minutes
F. Evaluation	<p>Reflection Log: The students will reflect on the importance of nomination and restriction in an interview and other real-life situations.</p> <p>The teacher will pick some outputs to be shared in class.</p>		5 Minutes
	<p>One-Minute Paper. The students will write in a ¼ sheet of yellow paper the advantages and disadvantages of turn-taking.</p> <p>The teacher will pick some written outputs to share in class.</p>		5 Minutes
	<p>1. You will now be grouped into 3 and each member of the group will pick a topic from the box.</p> <p>2. In front of the class, conduct a 3-minute conversation on the topic that you've picked, taking note to showcase topic control and topic shifting.</p> <p>3. You will be graded according to the following criteria:</p>	The teacher will provide a list of topics and the scoring rubric.	30 Minutes

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	<p>4. That activity helped you maintain a conversation among perceived equals.</p> <p>5. How will you respond to a prospective employer whose topic of conversation you wished to depart from?</p> <p>6. What have you learned from our lesson on topic control and topic shifting that will help you in the job fair?</p>		
	<p>1. You will be grouped into 4: one pair will take the affirmative side while the other pair will take the negative side.</p> <p>2. In an informal debate, each pair will take its side on a given topic.</p> <p>Suggested topics:</p> <ul style="list-style-type: none"> a. It is never appropriate for the government to restrict freedom of speech. b. All citizens who do not vote should pay a fine. c. The driving age should be raised. d. All parents should be required to attend parenting classes before having a child. e. People should be fined for not recycling. f. Medical marijuana should be legalized. g. Criminal liability should be set for children aged 9. h. Homework should be banned. i. School uniforms should be required. j. Physical education should be required of all students throughout high school. k. Schools should block YouTube. l. Single-sex schools are better for students. m. Teachers should not be allowed to contact students through social media. n. Social media should be banned for teens below 18. o. Same sex marriage should be legalized. p. Divorce should be legalized in the Philippines. q. Technology harms our future. r. Animal dissections have to be prohibited in schools s. Mobile phones should be allowed in schools. t. Students should be prohibited in playing online games. <p>3. You only have 2 minutes to prepare, and 4 minutes for the informal debate.</p> <p>4. You will be graded using the rubric.</p> <p>5. How will you respond to job interview questions which make you uncomfortable?</p> <p>6. How will you apply pre-closing and terminal exchange in a job interview?</p>	The teacher will provide the scoring rubric for the debate.	30 Minutes
Performance Check	- After discussing the communicative strategies, the teacher will elaborate more on the performance check		8 Hours

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(Informal Debate)	<ul style="list-style-type: none">- The teacher will discuss the guidelines.- The teacher will give time for the students to prepare.- Performance Task Proper: Debate		
Total			54 Hours

Prepare By: English Group/Oral Communication 02/02/19

PRIVATE EDUCATION ASSISTANCE COMMITTEE

SEMESTER: First Semester

CORE SUBJECT TITLE: Oral Communication in Context

GRADE: 11

TOPIC	Types of Speeches (according to purpose) and Principles of Speech Delivery
CONTENT STANDARDS	The learner realizes the rigors of crafting one's speech.
PERFORMANCE STANDARDS	The learner proficiently delivers various speeches using the principles of effective speech delivery.
LEARNING COMPETENCIES	<ul style="list-style-type: none">-The learner distinguishes types of speeches.-The learner uses principles of effective speech delivery focusing on:<ul style="list-style-type: none">o Articulationo Modulationo Stage Presenceo Facial Expressions, Gestures and Movementso Rapport with the audience
SPECIFIC LEARNING OUTCOMES	The learners will be able to: enumerate characteristics in distinguishing the different types of speeches as observed from sample speech deliveries; apply the principles of effective speech delivery; and appropriately conduct themselves in a simulated job interview.
SALIENT PREPARATORY SKILLS ADDRESSED	<ul style="list-style-type: none">1. Communication2. Critical and Creative Thinking3. Planning, Organizing, Initiative
TIME ALLOTMENT	24 hours

LESSON OUTLINE:

Objectives:

At the end of the quarter, the students will be able to:

- Enumerate characteristics in distinguishing types of speeches from sample speech deliveries;
- Apply the principles of effective speech delivery;
- Conduct themselves appropriately in a simulated job interview;
- Improve in their manner of speaking through vocal exercises;
- Identify the qualities that make a good speaker;

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- f. Orally present in a variety of suggested situations; and
- g. Develop sufficient self-assurance in order to
 - think on their feet and
 - respond satisfactorily in any given situation.

1. **Introduction:** The importance and the future real-world application of the lesson will be declared.
2. **Motivation:** Voice practice will be done as primer for different speaking engagements or opportunities; a sample video of demonstrative speech will be shown for the students to examine; and a video of a speaker will be shown to the students for them to criticize if the speaker is effective in speech delivery.
3. **Instruction/Delivery:** The sample for each type of speech according to purpose will be viewed and taken notes on regarding respective contents and the manner of delivery; the process and features of the demonstrative speech will be introduced; and the principles of effective speech delivery will be discussed.
4. **Practice:** Observations that distinguish one speech from another will be discussed; the learners will be asked to draft simple instructions for comparison; and the learners the learners will have an impromptu speech
5. **Enrichment:** The characteristics of each type of speech will be determined; the students will collaborate on a mock demonstration; and the students will write a script for their vlogs.
6. **Evaluation:** The distinctions among the three speech types will be synthesized as a final summary of the lesson; the learners will watch their vlogs in the class and will let them critique each other's work; and the students will be interviewed in a job fair.

Materials	Video clips
Resources	Teacher-made handouts; Ted Talk channel on YouTube https://www.ted.com/talks/deepika_kurup_a_young_scientist_s_quest_for_clean_water https://www.ted.com/talks/james_veitch_the_agony_of_trying_to_unsubscribe https://www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm

Procedure		Meeting the Learners' Need	Time Allotment
Introduction	As you proceed either to the world of employment or the world of higher learning, you know that there will be a variety of real-world situations in which you will find yourself communicating with at least a small group of people. Maybe you will have to do a report in a college class. Perhaps you will have to present a proposal in your place of work. Probably your organization will host a night of specials and you will have to speak as part of the program. Whichever the case, you can rest assured that upon completing this course you will have had opportunities to prepare for speaking in public and speaking for the purpose of employment.		Day 1

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Motivation	<ol style="list-style-type: none"> 1. In order to prepare for more speaking activities, you will be doing voice practice every day. 2. Let us begin by saying the alphabet all in one breath. 3. On your own, practice this some more to improve your breath control. 		Day 1
Instruction/ Deliveries	<ol style="list-style-type: none"> 1. You will now be viewing three successive speeches from the TED Talks YouTube channel. <ol style="list-style-type: none"> a. “A Young Scientist’s Quest for Clean Water” by Deepika Kurup b. “The Agony of Trying to Unsubscribe” by James Veitch c. “How Fake News Does Real Harm” by Stephanie Busari 2. Focus on the content for this viewing. 3. Pencil in some notes in the table to help you decide what type of speech each is. 	Video clip and PowerPoint presentations will be used as instructional materials.	Day 1
Practice	<p>After about a minute to label them accordingly, the students will answer the following questions:</p> <ol style="list-style-type: none"> a. What aspect of Deepika Kurup’s speech makes you think it is mainly the informative type? b. What aspect of James Veitch’s speech makes you think it is mainly the entertainment type? c. What aspect of Stephanie Busari’s speech makes you think it is mainly the persuasive type? 		Day 1
Instruction /Delivery	<ol style="list-style-type: none"> 1. You will again be viewing the three successive speeches from the TED Talks YouTube channel. 2. Focus on the delivery for this viewing. 3. Complete the table. 		Day 2
Enrichment	<ol style="list-style-type: none"> 1. On the chalkboard, fill in the respective sections according to the characteristics of the three types of speeches. 2. The class column/seating arrangement will determine the portion of the board assigned to you (and consequently, the type of speech to describe). 3. Do this without consulting your handouts, just your worksheet with the noted observations from the videos. 		Day 3
Evaluation	<ol style="list-style-type: none"> 1. Let us have one volunteer per group of columns summarize the information on the board. 2. What fundamentally distinguishes one type of speech from another? (<i>purpose</i>) 		Day 3

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Motivation	<p>Watch this beauty vlog and afterward, answer the following questions:</p> <ol style="list-style-type: none"> What makes it a funny video? How should it have been done? What tips can you give to improve the vlog? 		Day 4
Instruction /Delivery	-The process and features of demonstrative speech will be discussed.		Day 4
Practice	<ol style="list-style-type: none"> Write the steps on how to boil an egg. Three volunteers will orally deliver the steps in front of the class Compare the volunteers' work: what made their giving of instructions work very well? 		Day 4 and 5
Enrichment	<ol style="list-style-type: none"> In pairs, choose a topic for a 2-minute mock demonstration. You have 10 minutes to prepare. Present it to the class in a creative but informative way. 		Day 6 and 7
Evaluation	<ol style="list-style-type: none"> You will be creating a demonstrative speech and delivering it through a vlog. The topic of your choice must be one in which you are reasonably an expert. Present your topic ideas for teacher approval. 		Day 8
Motivation	<ol style="list-style-type: none"> Who is your favorite speaker? What qualities do they have that you admire? Watch the video of Connor Rothschild and give comments on his speech delivery. 		Day 9
Instruction/Delivery	-The principles of speech delivery will be discussed.		Day 9
Practice	<ol style="list-style-type: none"> You will be delivering a 1-minute impromptu speech. Draw a piece of paper from a box and use the prompt on the paper as your speech topic by: <ol style="list-style-type: none"> Expounding on a subject, or Answering a question. Your ability to think on your feet and sustain your speech for 60 full seconds will give you recitation points. 		Day 10 and 11

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Enrichment	<ol style="list-style-type: none">1. Draft the script for your vlogs, based on the approved topic.2. Once this is ready, start recording, making sure that your vlogs will only have a 2- to 3-minute run time.3. After editing, upload your vlogs on Facebook.		Day 12-15
Evaluation	<ol style="list-style-type: none">1. We will view 10 vlogs in class per day.2. Students will critique one another's work based on the principles of effective speech delivery.3. Creators of their respective vlogs will have an opportunity to respond to the feedback they receive.		Day 16-18
	Culminating Task Preparation <ol style="list-style-type: none">1. In two days' time, you will be participating in the Job Fair.2. Make sure that you have prepared your application letters and resumes for the interviewers to peruse.3. Recall the concepts you have learned from the lesson on Communicative Strategy and prepare for your job interview at the Job Fair.		Day 19-20
	Culminating Task: Job Fair <ol style="list-style-type: none">1. Selected faculty members will take the role of interviewers.2. On a predetermined schedule, you will have around 5 minutes with one of them.3. They will be guided by the same rubric you have been given for a successful job interview.		Day 21-24

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