

**PRIVATE EDUCATION ASSISTANCE COMMITTEE**

**SEMESTER:** First Semester

**CORE SUBJECT TITLE:** Oral Communication in Context

**GRADE:** 11

<b>TOPIC / LESSON NAME</b>	1. Types of Communicative Strategy a. Nomination b. Restriction
<b>CONTENT STANDARDS</b>	The learner recognizes that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy.
<b>PERFORMANCE STANDARDS</b>	The learner demonstrates effective use of communicative strategy in a variety of speech situations.
<b>LEARNING COMPETENCIES</b>	1. Engages in a communicative situation using acceptable, polite and meaningful communicative strategies.
<b>SPECIFIC LEARNING OUTCOMES</b>	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.
<b>SALIENT PREPARATORY SKILLS ADDRESSED</b>	1. Communication 2. Critical and Creative Thinking 3. Planning, Organizing, Initiative
<b>TIME ALLOTMENT</b>	1 Hour and 30 Minutes

**LESSON OUTLINE**

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

1. identify nomination and restriction;
2. follow the guidelines in applying nomination and restriction communicative strategy; and
3. create meaningful conversations.

A. Introduction: 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.

B. Motivation: The students will do a simple and short skit about employer and applicant interview.

C. Instruction/Delivery: 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.

D. Practice: The students will work by twos and simulate an interview.

E. Enrichment: 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:

F. Evaluation: Reflection Log: The students will reflect on the importance of nomination and restriction in an interview and other real-life situations.

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

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Procedure		Meeting the Learner's Need	Time Allotment
<b>A. Introduction</b>	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
<b>B. Motivation</b>	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 following questions to the student. 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?		15 Minutes
<b>C. Instruction/Delivery</b>	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.  The teacher will further discuss the meaning, guidelines and examples of nomination and restriction communicative strategies through interactive discussion.		30 Minutes
<b>D. Practice</b>	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.		20 Minutes
<b>E. Enrichment</b>	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: 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

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<b>F. Evaluation</b>	Reflection Log: The students will reflect on the importance of nomination and restriction in an interview and other real-life situations.  The teacher will pick some outputs to be shared in class.		5 Minutes
<b>Total</b>			1 Hour and 30 Minutes

Prepared By:  
Roselle G. Aniceto & Maribel V. Belleza  
02/02/19

**SEMESTER:** First Semester  
**CORE SUBJECT TITLE:** Oral Communication in Context  
**GRADE:** 11

<b>TOPIC / LESSON NAME</b>	1. Types of Communicative Strategy c. Turn-taking
<b>CONTENT STANDARDS</b>	The learner recognizes that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy.
<b>PERFORMANCE STANDARDS</b>	The learner demonstrates effective use of communicative strategy in a variety of speech situations.

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<b>LEARNING COMPETENCIES</b>	1. Engages in a communicative situation using acceptable, polite and meaningful communicative strategies
<b>SPECIFIC LEARNING OUTCOMES</b>	1. The student will be able to engage in various meaningful conversations.
<b>SALIENT PREPARATORY SKILLS ADDRESSED</b>	1. Communication 2. Critical and Creative Thinking 3. Planning, Organizing, Initiative
<b>TIME ALLOTMENT</b>	1 Hour and 30 Minutes

**LESSON OUTLINE**

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

1. define turn-taking;
2. participate in interactive turn-taking activities;
3. observe the do's and don'ts in turn-taking; and
4. identify the significance of turn-taking.

A. Introduction: Fast Talk: The students will exchange thoughts about each other rapidly in one minute.

B. Motivation: The teacher will ask the difficulties they have encountered in the fast talk.

C. Instruction/Delivery: The teacher will discuss the definition and the do's and don'ts in turn-taking.

D. Practice: Story Generator: The students will take turn in creating a meaningful story.

E. Enrichment: 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.

F. Evaluation: One-Minute Paper. The students will write in a ¼ sheet of yellow paper the importance of turn-taking.

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

<b>Procedure</b>		<b>Meeting the Learner's Need</b>	<b>Time Allotment</b>
<b>A. Introduction</b>	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
<b>B. Motivation</b>	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
<b>C. Instruction/Delivery</b>	The teacher will discuss the definition and the do's and don'ts in turn-taking. 1. Ways of turn-taking and turn-giving a. Create silence b. Ask a question		30 Minutes

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	<ul style="list-style-type: none"> <li>c. Use gestures</li> <li>d. Make eye contact</li> </ul> <p>2. Conversation Violations</p> <ul style="list-style-type: none"> <li>a. Overlap</li> <li>b. Interruption</li> <li>c. Grabbing the floor</li> <li>d. Hogging the floor</li> <li>e. Silence</li> </ul>		
<b>D. Practice</b>	<p>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).</p>		15 Minutes
<b>E. Enrichment</b>	<p>Role Play: The class will be grouped into five groups and will create a communicative scenario applying turn-taking as a communicative strategy based on the specific setting they will pick.</p> <ul style="list-style-type: none"> <li>a. Home</li> <li>b. School</li> <li>c. Department Store</li> <li>d. Restaurant</li> <li>e. Church</li> <li>f. Street</li> <li>g. Market</li> </ul>		15 Minutes
<b>F. Evaluation</b>	<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
<b>Total</b>			1 Hour and 30 Minutes

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 02/02/19

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**SEMESTER:** First Semester

**CORE SUBJECT TITLE:** Oral Communication in Context

**GRADE:** 11

<b>TOPIC / LESSON NAME</b>	1. Types of Communicative Strategy d. Topic control e. Topic shifting
<b>CONTENT STANDARDS</b>	The learner recognizes that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy.
<b>PERFORMANCE STANDARDS</b>	The learner demonstrates effective use of communicative strategy in a variety of speech situations.
<b>LEARNING COMPETENCIES</b>	1. Engages in a communicative situation using acceptable, polite and meaningful communicative strategies
<b>SPECIFIC LEARNING OUTCOMES</b>	The learner will be able to demonstrate effective techniques managing the topics of conversation.
<b>SALIENT PREPARATORY SKILLS ADDRESSED</b>	1. Communication 2. Critical and Creative Thinking

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	3. Planning, Organizing, Initiative
<b>TIME ALLOTMENT</b>	1 Hour and 30 Minutes

**LESSON OUTLINE**

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

1.

- A. Introduction: The value of the ability to sustain a conversation, concentrating on the topic at hand, will be presented.
- B. Motivation: The learners will do a self-assessment of their conversation habits.
- C. Instruction/Delivery: The learners will fill in a table detailing the effects of topic control and topic shifting on the conversation of movie characters.
- D. Practice: The learners will be paired and will use disjunctive markers in an impromptu 2-minute conversation.
- E. Enrichment: The learners will evaluate the uses of disjunctive markers in real-life situations.
- F. Evaluation: The learners will be grouped into 3 and will sustain a 3-minute conversation showcasing topic control and topic shifting.

<b>Materials</b>	laptop, projector, VGA connector, scoring rubric
<b>Sources</b>	Sipacio, P. J., & Balgos, A. R. (2016). <i>Oral communication in context for senior high school</i> . Quezon City: C & E Publishing , Inc. Santos, et. al. (2016). <i>Basic principles and practices of effective oral communication</i> . Lower Ground Unit LG 10 Tower D, Victoria Towers, Mother Ignacia St., Brgy. Paligsahan, Quezon City. Inteligente Publishing Inc. p. 91

<b>Procedure</b>		<b>Meeting the Learner's Need</b>	<b>Time Allotment</b>
<b>A. Introduction</b>	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
<b>B. Motivation</b>	<ol style="list-style-type: none"> <li>1. Bear in mind that in previous meetings you had some practice on a few communicative strategies for the beginning of conversations.</li> <li>2. Have you thought about how you perform or behave in your everyday dealings with people?</li> </ol> <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
<b>C. Instruction/Delivery</b>	<ol style="list-style-type: none"> <li>1. From your self-assessment, how often do you wait for your turn before you speak?</li> <li>2. How do you change the topic in a conversation?</li> </ol>	Video clip and PowerPoint	30 Minutes

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	<div><div><div>1. 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]</div><div>2. You will be watching clips from 4 movies.</div><div>3. Pay attention to the conversations of the movie characters.</div><div>4. On the provided table, fill in the blanks with the corresponding details. [see worksheet]</div></div></div> <div>After 10 minutes, share to the class some of your observations.</div>	presentations will be used as instructional materials.	
D. Practice	<div><div><div>1. With a partner, conduct a 2-minute conversation on any topic</div><div>2. You must use at least one of the following disjunctive markers:<div><div>a) Anyway</div><div>b) Alright</div><div>c) Oh, speaking of</div><div>d) That reminds me of</div><div>e) Oh, say</div><div>f) I tell you what</div><div>g) One more thing,</div><div>h) You know what?</div><div>i) Before I forget,</div><div>j) By the way,</div><div>k) Incidentally,</div></div></div></div></div>		20 Minutes
E. Enrichment	<div><div><div>1. How do you feel after the conversation?</div><div>2. As a speaker/listener, what do you think is the importance of using disjunctive markers in real-life situations?</div><div>3. In an interview situation, how would you try to talk about something that concerns you when the employer has not brought it up yet? What disjunctive markers will you use?</div></div></div>		5 Minutes
F. Evaluation	<div><div><div>1. You will now be grouped into 3 and each member of the group will pick a topic from the box.</div><div><div><div>SOCIAL MEDIA</div><div>EDUCATION</div><div>TIME</div><div>HAPPINESS</div><div>FAMILY</div><div>FRIENDSHIP</div><div>MOTHER</div><div>FATHER</div><div>LOVE</div><div>CHILD</div></div><div><div>RAINBOW</div><div>HOME</div><div>ENVIRONMENT</div><div>LIGHT</div><div>GOD</div><div>CHURCH</div><div>FAITH</div><div>HONESTY</div><div>LOYALTY</div><div>ACCEPTANCE</div></div></div></div></div>		30 minutes



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DREAM CELLPHONE CHRISTMAS SHS LIFE REQUIREMENTS CLASS SUBJECT TEACHER COLOR ARTS LGBT PRES. DUTERTE PHILIPPINES SOCIETY	VACATION SUMMER QUALITY EDUCATION POVERTY GENEROSITY MOVIE SONG TERRORISM ACCOMPLISHMENT FAKE NEWS CONFIDENCE SELF-WORTH STRENGTH
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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.

3. You will be graded according to the following criteria:

Criteria	Description	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
Use of Communicative Strategy	-The speakers were able to showcase topic control and topic shifting clearly and logically.					
Grammar	-The members observed grammatical structures and diction.					

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		Delivery	-The members spoke audibly and clearly. -Appropriate non-verbal cues were used to express the message.							
		TOTAL POINTS:								
		SCORING	Poor-3 Fair- 4-6 Good- 7-9	Very Good- 10-12 Excellent- 13-15						
		4. That activity helped you maintain a conversation among perceived equals.								
		5. How will you respond to a prospective employer whose topic of conversation you wished to depart from?								
		What have you learned from our lesson on topic control and topic shifting that will help you in the job fair?								

Prepared By:

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02/01/19

**SEMESTER:** First Semester

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**GRADE:** 11

<b>TOPIC / LESSON NAME</b>	1. Types of Communicative Strategy f. Repair g. Termination
<b>CONTENT STANDARDS</b>	The learner recognizes that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy.
<b>PERFORMANCE STANDARDS</b>	The learner demonstrates effective use of communicative strategy in a variety of speech situations.
<b>LEARNING COMPETENCIES</b>	1. Engages in a communicative situation using acceptable, polite and meaningful communicative strategies
<b>SPECIFIC LEARNING OUTCOMES</b>	The learners will be able to demonstrate effective techniques in maintaining a conversation and in managing its conclusion.
<b>SALIENT PREPARATORY SKILLS ADDRESSED</b>	1. Communication 2. Critical and Creative Thinking 3. Planning, Organizing, Initiative

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<b>TIME ALLOTMENT</b>	1 Hour and 30 Minutes
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**LESSON OUTLINE**

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

1.

- A. Introduction: The value of the ability to sustain and/or close the conversation, despite linguistic and contextual challenges, will be presented.
- B. Motivation: The learners will share conversation pet peeves.
- C. Instruction/Delivery: The learners will provide the solution for the identified conversation pet peeves.
- D. Practice: The learners will be paired and will complete a given dialog with an appropriate closing.
- E. Enrichment: The learners will present a skit using repair techniques.
- F. Evaluation: The learners will be grouped into 4 and will have an informal debate.

<b>Materials</b>	laptop, projector, VGA connector, scoring rubric
<b>Sources</b>	Sipacio, P. J., & Balgos, A. R. (2016). <i>Oral communication in context for senior high school</i> . Quezon City: C & E Publishing , Inc. Padilla, M. C. et. al. (2016). <i>Speak right &amp; make a difference: Oral communication in context for senior high school</i> . 105 Engineering Road, Araneta University Village, Potrero, Malabon City. p. 122 Fernandez, et. al. (2016). <i>Oral communication for senior high school</i> . 839 EDSA, South Triangle Quezon City: C & E Publishing. p. 64

<b>Procedure</b>		<b>Meeting the Learner's Need</b>	<b>Time Allotment</b>
<b>A. Introduction</b>	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>B. Motivation</b>	<ol style="list-style-type: none"> <li>1. Think of those expressions/habits of the people you talk to that you find annoying/irritating.</li> <li>2. Share those pet peeves to the class. (While the learners are sharing, the teacher will list them down on the board.)</li> </ol>		5 Minutes
<b>C. Instruction / Delivery</b>	<ol style="list-style-type: none"> <li>3. Think of the possible solutions to the identified pet peeves.</li> <li>4. Focus on the strategies on how to “repair” and “end” those conversations without offending the other person.</li> <li>5. Repair is a term that means fixing and correcting anything negative or providing any kind of amends and</li> </ol>	PowerPoint presentation will be used as	15 Minutes

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	<p>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>	instructional material.	
<b>D. Practice</b>	<p>1. Find a partner and complete the dialog with an appropriate closing:</p> <p><b>Dialog 1</b>  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><b>Dialog 2</b>  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
<b>E. Enrichment</b>	<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"> <li>-A boss did not allow you to file a leave.</li> <li>-An employee refused to render overtime.</li> <li>-An employee came late to the office.</li> <li>-A presider of a meeting noticed that some members of the audience are not listening.</li> <li>-An irate client continually interrupts your explanation.</li> </ul>		30 Minutes

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	<p>-An officemate suddenly joins your friendly conversation with another officemate.</p> <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> <p>a) From the perspective of employer</p> <p>b) From the perspective of an employee</p> <p>c) From the perspective of a colleague</p> <p>d) From the perspective of a client</p>																
<b>F. Evaluation</b>	<p>6. You will be grouped into 4: one pair will take the affirmative side while the other pair will take the negative side.</p> <p>7. In an informal debate, each pair will take its side on a given topic.</p> <p>Suggested topics:</p> <p>a. It is never appropriate for the government to restrict freedom of speech.</p> <p>b. All citizens who do not vote should pay a fine.</p> <p>c. The driving age should be raised.</p> <p>d. All parents should be required to attend parenting classes before having a child.</p> <p>e. People should be fined for not recycling.</p> <p>f. Medical marijuana should be legalized.</p> <p>g. Criminal liability should be set for children aged 9.</p> <p>h. Homework should be banned.</p> <p>i. School uniforms should be required.</p> <p>j. Physical education should be required of all students throughout high school.</p> <p>k. Schools should block YouTube.</p> <p>l. Single-sex schools are better for students.</p> <p>m. Teachers should not be allowed to contact students through social media.</p> <p>n. Social media should be banned for teens below 18.</p> <p>o. Same sex marriage should be legalized.</p> <p>p. Divorce should be legalized in the Philippines.</p> <p>q. Technology harms our future.</p> <p>r. Animal dissections have to be prohibited in schools</p> <p>s. Mobile phones should be allowed in schools.</p> <p>t. Students should be prohibited in playing online games.</p> <p>8. You only have 2 minutes to prepare, and 4 minutes for the informal debate.</p> <p>9. You will be graded using the rubric below:</p> <table><tr><th>Criteria</th><th>Description</th><th>Poor (1)</th><th>Fair (2)</th><th>Good (3)</th><th>Very Good (4)</th><th>E</th></tr><tr><td>Use of communicative strategy</td><td>• Various communicative strategies</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Criteria	Description	Poor (1)	Fair (2)	Good (3)	Very Good (4)	E	Use of communicative strategy	• Various communicative strategies							30 Minutes
Criteria	Description	Poor (1)	Fair (2)	Good (3)	Very Good (4)	E											
Use of communicative strategy	• Various communicative strategies																

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		are used.								
	Delivery	<ul style="list-style-type: none"> <li>The speakers are able to work around the communicative barriers using appropriate strategies.</li> </ul>								
	Adherence to requirements	<ul style="list-style-type: none"> <li>The presenters spoke audibly and clearly.</li> <li>Appropriate non-verbal cues are used to express the message.</li> </ul>								
	Total Points	<ul style="list-style-type: none"> <li>The debate follows the time limit.</li> <li>The presenters did not exceed the given preparation time.</li> </ul>								
	Scoring:	Poor – 3 Fair – 4-6 Good – 7-9	Very Good – 10-12 Excellent – 13-15							
	Comments/Suggestions:									
10. How will you respond to job interview questions which make you uncomfortable? 11. How will you apply pre-closing and terminal exchange in a job interview?										

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02/01/19

