

## Lesson 2: Strengthening Environmental Bonds

### EXPLORE



In this lesson, you will focus on the theme “Strengthening Environmental Bonds” through written and oral text. As you continue to explore the lesson, keep in mind the following questions:

***What influences the content of a literary text?***  
***What makes a great speech presentation?***

### **ACTIVITY NO. 1: Singing Bee**

Let's begin by reading this excerpt from Earth Song by Michael Jackson



Hey, what about yesterday  
What about the seas  
The heavens are falling down  
I can't even breathe  
What about apathy  
I need you  
What about nature's worth  
It's our planet's womb

*Sinaina bee. Retrieved from <http://www.dreamstime.com/stock-photoaravfy-sinaina-bee-imaae26091982>*



Questions to answer:

1. What does the song say about the world?
2. What does the song say about human actions?
3. What does the song say about the present state of the environment?
4. What lines in the song struck you? Why do you think these caught your attention?

5. Why do you think the song was able to capture your attention?

6. What do think makes a powerful presentation?



**My Thinking Box**

Why do some themes remain as living influence to other genres? Does presentation of these texts affect its content? Write your answers on the IN THE BOX provided below.

**IN THE BOX**



**End of EXPLORE**

You gave your initial ideas on how genres capture readers and listeners attention. Before you get to know more about these things on the next segment, answer the Rekindling My Goal Matrix that follows.

Go back to your goal before the beginning of the quarter. Are there other things that you want consider? Rekindle these goals as you continue your journey for this quarter.

**What I need to learn?**

**How will I try to learn it?**

**How will I measure my learning?**

**What can I do to achieve my goal?**

**My Goal**

**FIRM-UP**



Your goal in this section is to read texts which have environment as its theme.

As you do so, keep in mind the following questions.

***What influences the content of a literary text?  
What makes a great speech presentation?***



Reading 1

**Verses from the Book of Tao**  
**Lao-Tse tr. by Lin Yutang**  
**VII. Living for Others**

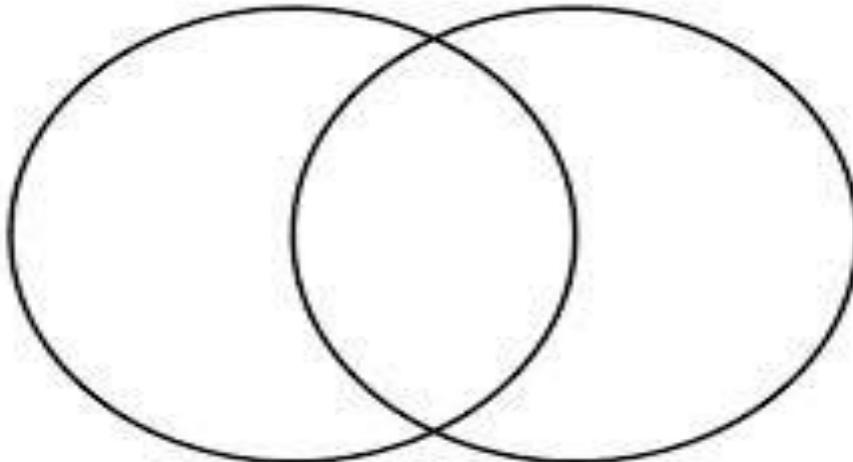
The universe is everlasting.  
The reason the universe is everlasting  
Is that it does not live for Self.  
Therefore it can long endure.  
Therefore the Sage puts himself last,  
And finds himself in the foremost place;  
Regards his body as accidental,  
And his body is thereby preserved.  
Is it not because he does not live for Self  
That his Self achieves perfection?

*Ribo, L., Galvez, N., & Malicsi, M. (2013). Language in literature II Afro-Asian literature. Philippines: Vibal Publishing House, Inc.*



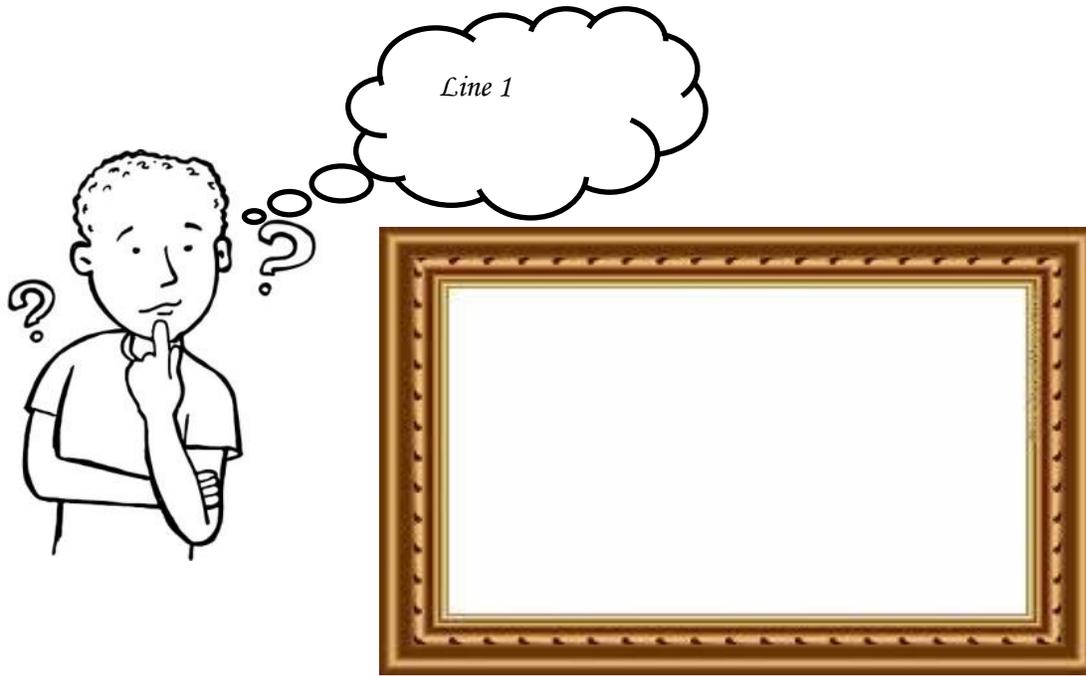
Questions to answer:

1. Why is the universe considered to be “everlasting”?
2. In what way does the universe live forever? Support your answer.
3. What does the line “*It does not live for Self*” mean?
4. The verses juxtapose two things. Identify these things and show the similarities and differences through a Venn diagram.

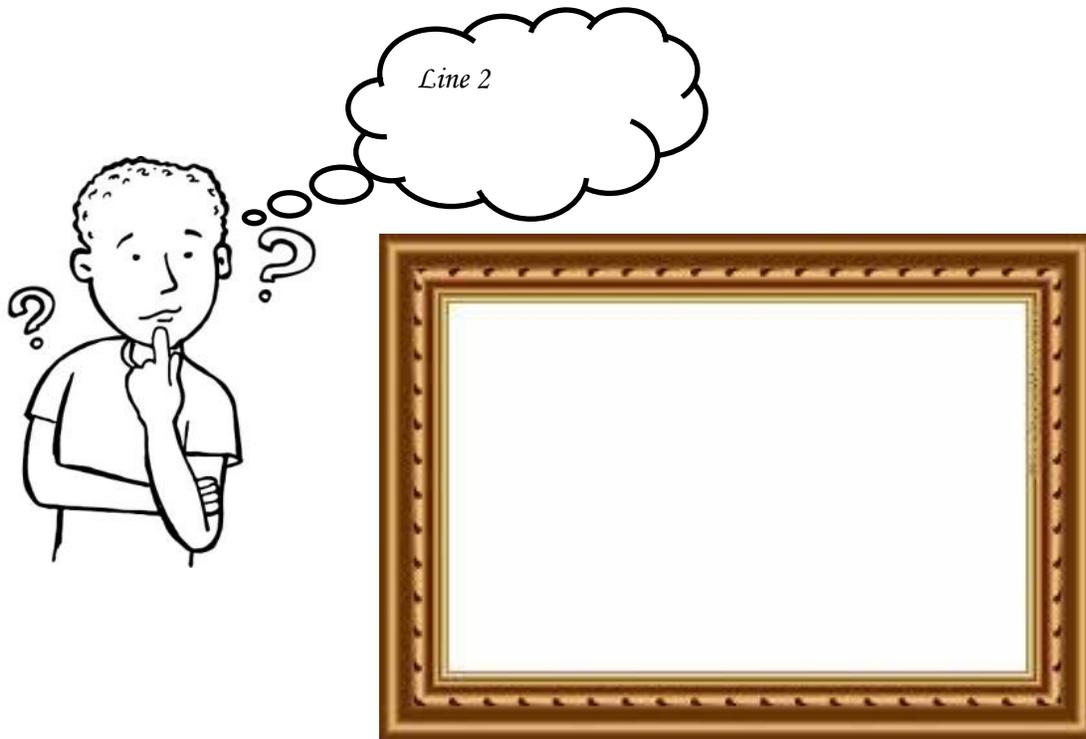


**ACTIVITY NO. 2: Imagery**

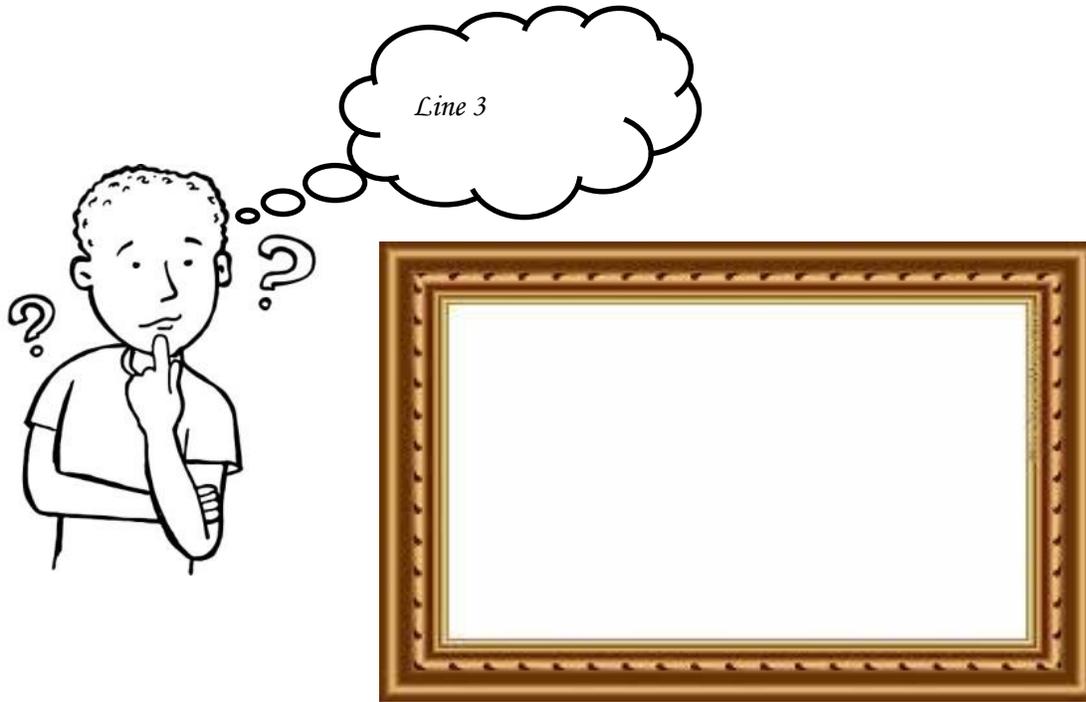
What images can you picture out based from the lines of the verse? Pick out three lines from the verse and picture out the images through descriptive words.



A cartoon illustration of a man with a thoughtful expression, his hand on his chin, with a question mark above his head. A thought bubble above him contains the text "Line 1". To the right of the man is a large, empty, ornate picture frame with a gold border and a white center.

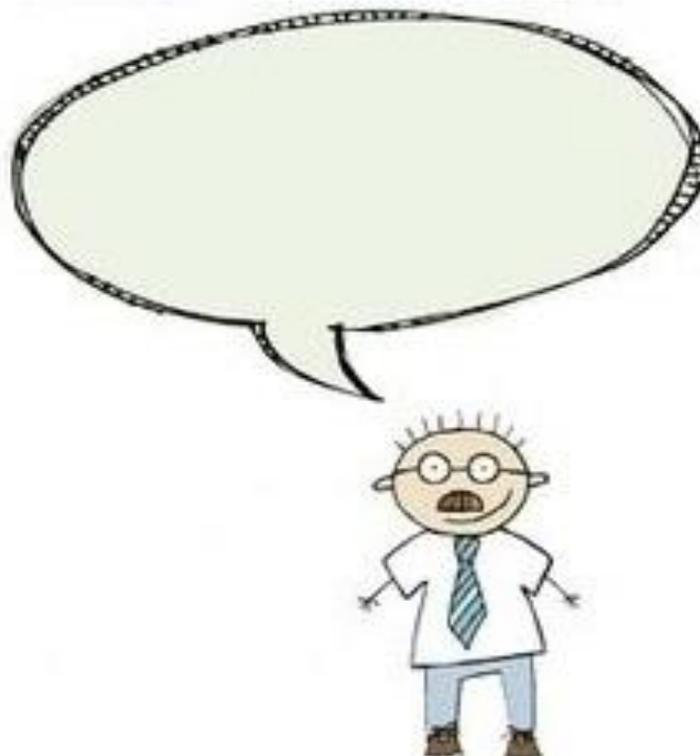


A cartoon illustration of a man with a thoughtful expression, his hand on his chin, with a question mark above his head. A thought bubble above him contains the text "Line 2". To the right of the man is a large, empty, ornate picture frame with a gold border and a white center.



**ACTIVITY NO. 3: Thy Purpose**

Considering the thoughts forwarded by the verse, what do you think is the purpose of such text? Write your answer on the callout.





Questions to answer:

1. Do you think the author is successful in achieving his purpose? Why?
2. Do you think the manner of presentation affects the impact of the text? Explain.
3. What should be considered in terms of presenting one's thought?

**ACTIVITY NO. 4: Restating the Text**

One way to show understanding is by being able to restate what was heard or what was read. In relation to the thought of the universe as everlasting, click the link and watch the video clip. Be able to restate the message of the clip without altering its real message.

Everlasting existence. (February, 2012). Retrieved from

*click* → <https://www.youtube.com/watch?v=4OnV1VsSx8M>

*This link provides an explanation on how the earth is considered to be everlasting.*





Reading 2

**Opening Speech  
Dr. Ruben C. Umaly  
Executive Director, ASEAN Foundation**

I welcome with much honor and pleasure this opportunity to be with you this morning, in the opening ceremony of the Regional Workshop on Networking and Collaboration among Non-Governmental Organizations of Asian Countries in Disaster Reduction and Response.

I am fairly new in this post of executive director of the ASEAN Foundation. Although this is only my first month in office, I have already represented the ASEAN Foundation publicly three times. The first was on sustainable development for farming systems, and the second was also a similar NGO conference in Jakarta. This NGO networking was very much involved in the promotion of the welfare of deprived children. And this morning, I am very pleased to be associated with another NGO that is tackling the very important problem of natural disasters.

Like Mr. Nishikawa, I would also mention that Asia is the area that has the highest number of natural disasters, and therefore we need this networking and cooperation in facing the problems that would result from such natural disasters. These disasters have caused a lot of pain, loss of a lot of lives and also economic resources. And it cannot be solved by one organization or by one country. We need to work together, to cooperate, and to establish a network of international organizations like the United Nations, UN-OCHA, UNDP, local governments, different agencies involved in disaster alleviation, and also the NGOs. We have to work together. Therefore, I am very pleased that the ASEAN Foundation is affiliated with this kind of activity. I am inheriting this work from my predecessor, Ambassador WisberLoeis, and I am very pleased to promise that I will continue the support to the NGOs, especially to the ADRC, in this promotion.

In my previous work, I was in Thailand for ten years, before this new work in Jakarta. I have also been associated with another organization that is involved in disaster reduction. This is the Asian Disaster Preparedness Center, which is based at the Asian Institute of Technology. My work there was more technological in the sense that our emphasis was more on the use of technologies, like remote sensing GIS, in the assessment of the extent of the damage. So, this one is very new to me --- working at the grass-roots level with the NGOs. And I welcome this new opportunity to be involved in this kind of activities.

The ASEAN Foundation is also a relatively young organization. It started functioning in 1998, and I am only the second executive director of the institution. Its major missions are two. One is the promotion of the ASEAN within the ASEAN member countries and also outside of the ASEAN. In another words, we have to work not only with the ten

countries of the region, but also with our neighbors and partners like Japan, Korea and China, and, hopefully, even further with the European Union, Australia, Canada, United States and Latin America. But for the time being, we are focusing mostly on the ten ASEAN countries, East Asia and South Asia. The second mandate is human resource development. And I think this is where we can work together in the training of personnel – from the universities, from the community, from NGOs and other organizations – that will be necessary to undertake the tasks that are before us wherever there is a disaster. There are so many tasks to be done: management; mobilization of resources; actual grass-roots activities like provision of sanitation, especially after the disaster; control of diseases and epidemics; rehabilitation of the community in terms of food security, and even political and social security. So, one group cannot do it. We have to work together. Therefore, we completely support the ADRC principle of cooperation and networking. We are very happy to be associated with this group.

The ASEAN Foundation also would like to take this opportunity to acknowledge, with much appreciation and gratitude, the generous help that the government of Japan has extended to the ASEAN Foundation in the form of the ASEAN-Japan Solidarity Fund. This workshop has been made possible through funding support from the Solidarity Fund. This cooperation has been with us for the last three years. And as you have seen this morning, the ASEAN Foundation is still committed from 2001 to 2004 in supporting the ADRC activities. So we look forward not only to the organization of meetings and networking as we have this morning, but also to really rolling up our sleeves, working at the grass-roots level, and training the necessary people that will be able to do the work that is necessary in alleviating the pain caused by natural disasters.

So, again, I would like to express my sincerest gratitude to you, to UN-OCHA and to ADRC for giving the opportunity to the ASEAN Foundation to be of service to the community. And I look forward to working with you. My last request is: we are very lucky to be here, but there are more NGOs and organizations that could not be invited. So please share whatever experience, whatever expertise, whatever new knowledge that you will get from this conference, with those who were not able to join us. So, when you go back home, please propagate and share whatever you have acquired in this conference. Thank you very much.

*Regional Workshop on Networking and Collaboration among NGOs of Asian Countries in Disaster Reduction and Response 20-22 February 2002*



Questions to answer:

1. Why is there a need to establish a Disaster Reduction and Response Team?

2. When and where was the speech delivered?

3. What important points were addressed in the speech?

4. Considering yourself as one of the audience in the conference, do you feel that the speaker was able to address his purpose?

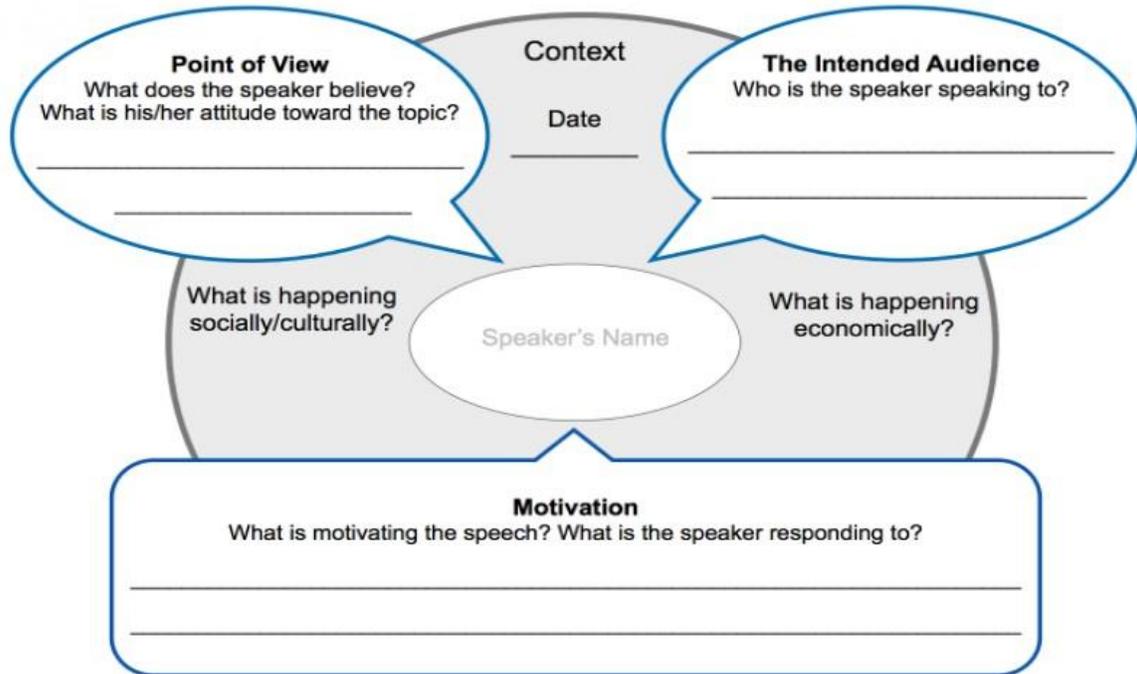
5. What important points should you keep in mind to make a speech effective?

### **ACTIVITY NO. 5: Speech Analysis**

Access the link provided before you do the speech analysis.

 [http://www.readwritethink.org/files/resources/lesson\\_images/lesson885/speech-analysis.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson885/speech-analysis.pdf)

*This link will provide you with guide questions in analyzing a speech.*



*Natalie, C. (2013). New tools for analyzing speeches. Retrieved from <http://www.literacyta.com/ecoach/new-tools-analyzing-speeches>*

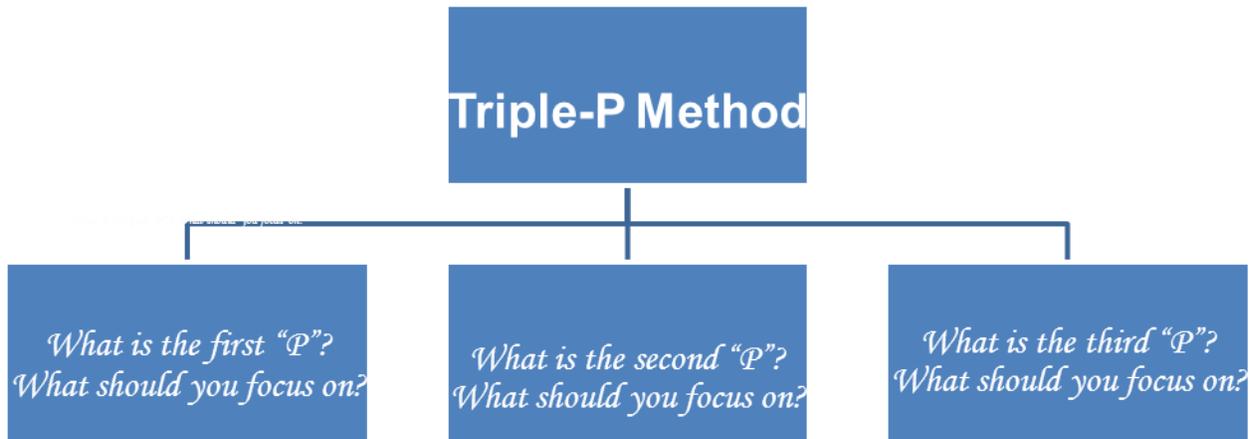
### **ACTIVITY NO. 6: In Becoming a Public Speaker**

Even if a speech is well composed, it will not be effective unless it is delivered well.

A. Access the following websites to know more about speech presentations.

 [https://www.youtube.com/watch?v=tShavGuo0\\_E](https://www.youtube.com/watch?v=tShavGuo0_E)  
*This link will provide you with techniques on how to conquer your fear of public speaking. Fill in the following graphic organizer.*





Access the following sites to know more about speech presentation. Fill the graphic organizer that follows by listing main points that you got from the different websites.



Presentation Tip 1

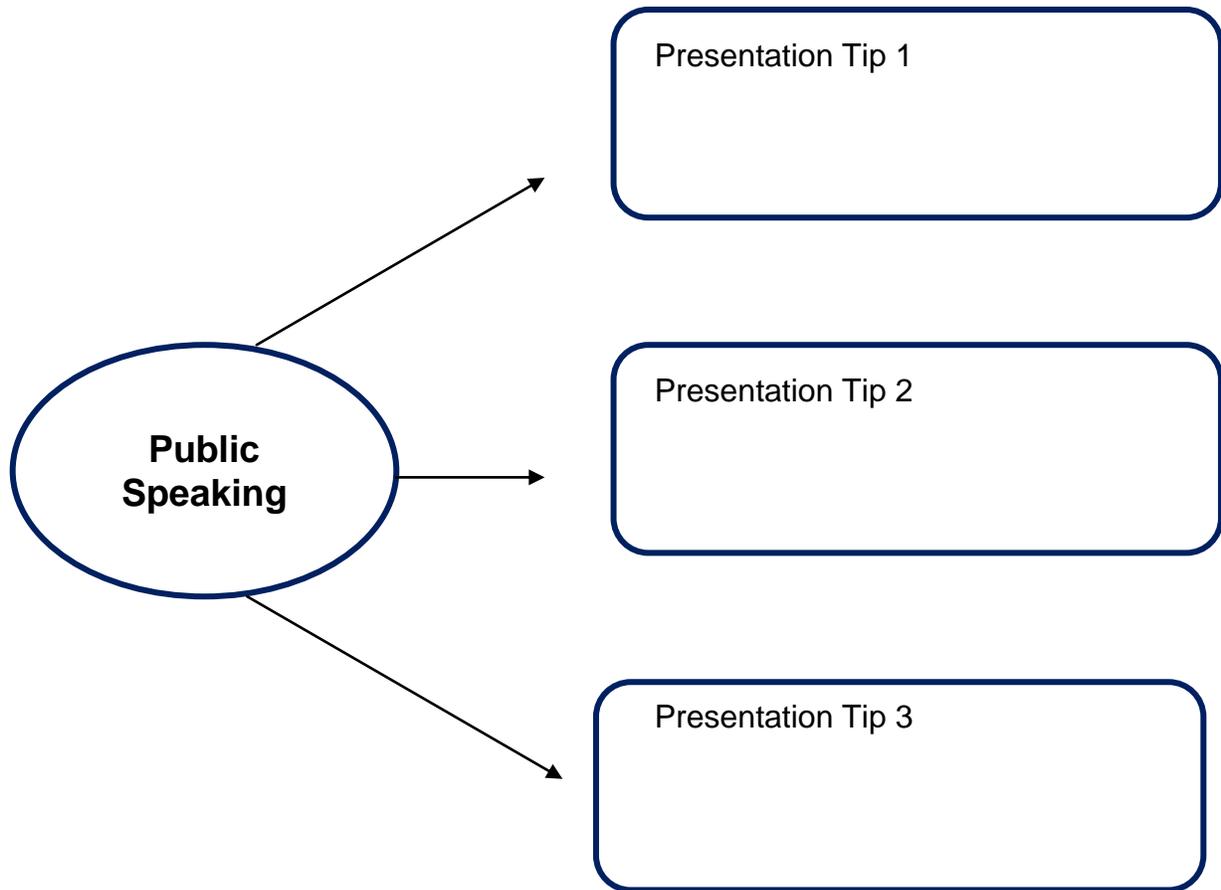
[http://www.washington.edu/doit/TeamN/present\\_tips.html](http://www.washington.edu/doit/TeamN/present_tips.html)

Presentation Tip 2

<http://www.aresearchguide.com/3tips.html>

Presentation Tip 3

<http://www.toastmasters.org/mainmenucategories/freeresources/needhelp/givingaspeech/tipstechniques/10tipsforpublicspeaking.aspx>



Questions to answer:

1. What insights can we draw from the different speech presentation tips?
2. How can these tips be helpful especially to you? Cite a scenario.
3. In what way does the manner of presentation affect the content of the written speech?

4. What makes a great speech presentation?

Highlight important points addressed in the article. Mention at least three.

### **ACTIVITY NO. 7: Observing Proper Stress and Intonation**

In oral communication, it's important to consider proper stress and intonation. Access the link below and do the provided the activity.

#### A. Stress and Intonation

 <http://www.learning-english-online.net/areas/pronunciation/stress-and-intonation/>

Practise the pronunciation of the words above. Speak them out loud several times.

Look at the exercise below and listen to the audio files. Then decide via drag and drop whether the first or the second syllable of the word you listened to is stressed.

listen	explore
bathroom	jacket
evolution	recording
computer	paper
remove	

STRESS ON FIRST SYLLABLE	STRESS ON SECOND SYLLABLE
<input type="checkbox"/>	<input type="checkbox"/>

Check ( 1 )

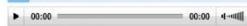
Check and show solutions

#### STRESS

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch.

English is a stress-timed language. That means that stressed syllables appear at a roughly steady tempo, whereas non-stressed syllables are shortened.

Look at the examples of stress in words. The stressed syllables are represented by bold writing. If you want to, you can listen to the words to hear the stress.



Audio file as mp3

holiday, alone, admiration, confidential, degree, weaker, nervous, parents

In spoken language, grammatical words (auxiliary verbs, prepositions, pronouns, articles, ...) usually do not receive any stress. Lexical words, however, (nouns, verbs, adjectives, adverbs, ...) must have at least one stressed syllable.

There is no rule, however, about which syllable is stressed in a word with more than one syllable. You will need to learn the stress of words by heart.

#### INTONATION

The entire variation of pitch while speaking is called intonation. A very obvious difference in intonation can be observed when looking at statements and questions. Take for example American English:

- When someone utters an echo or asks declarative questions (like **He found it on the street?**), the intonation (i.e. the voice) is rising to a higher pitch at the end.
- When someone asks a wh-question (like **Where did he find it?**) or utters a statement (like **He found it on the street.**), the intonation (i.e. the voice) is falling to a lower pitch at the end.
- Yes or no questions (**Did he find it on the street?**) often have a rising end, but not always.

Intonation also deals with the stress of words. Words are stressed to make a certain emphasis. A sentence can be spoken differently, depending on the speaker's intention.

## B. Meaning Signaled by Stress and Intonation

Access the link [http://bogglesworldesl.com/askthomas\\_intonation.htm](http://bogglesworldesl.com/askthomas_intonation.htm) and read about stress in oral proficiency. After engaging with the notes, consider the sentence below. Read each of the following, and listen to yourself as you emphasize the word in bold letters. Then, explain how the meaning of the sentence changes in each case.

1. **I am** not attending the event on Saturday.

Meaning:

2. I am **not** attending the event on Saturday.

Meaning:

3. I am not attending the **party** on Saturday.

Meaning:

**Thought to ponder:** How does stress can be a factor in effective speech delivery?



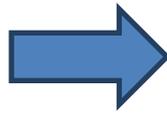
Questions to answer:

1. What is the relevance of stress and intonation in oral communication?
2. What factors can affect the use of proper stress and intonation?
3. What would be the effect of faulty pronunciation in oral presentations?
4. How does intonation convey both attitude and meaning?
5. How will you cope with the challenge in delivering your speech?

### **ACTIVITY NO. 8: Speech Presentation**

It is important to be aware of the rudiments in public speaking to be able to effectively convey the message to the audience. Do the following activities and be observant with to the important points that you have to remember.

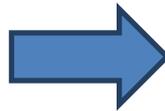
- A. Watch the following speech presentation from different events and comment on how the speakers delivered their speeches.



**Comment Box**

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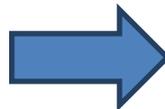
**click** ⇒ Tektonivideo. (January, 2008). *Robert F Kennedy Jr. speech on environmental issues*. Retrieved from <https://www.youtube.com/watch?v=RBy9-fgTS5Y>. This link provides the video of Kennedy Jr's speech.



**Comment Box**

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**click** ⇒ Kiselev, A. (March, 2012). *Public speaking, Jim Key never too late*. Retrieved from <https://www.youtube.com/watch?v=kBdWyzjrjK0>. This link provides the video of Key's speech.



**Comment Box**

A large, empty rounded rectangular box with a dark blue border, intended for a comment.



The Book Archive. (May, 2012). *Environmental protection agency staff: President Obama speech*. Retrieved from

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

This link provides the video of Obama's speech.



Questions to answer:

1. Based from your observations, what was common among the speech presentation?

2. How will you make sure that the audience will be able to convey your message?

3. What indicator would mean that you captured audience attention?

4. What important points should you keep in mind to make a speech effective?

### **ACTIVITY NO. 9: Giving Life to Written Script**

A written script offers a whole wide range of experiences. Written script becomes more meaningful if we give life to it through verbal and non-verbal strategies.

#### **Verbal Strategies**

1. Study the words in the written script and unlock the meaning of those unfamiliar to you.
2. Read aloud the lines to yourself and determine the mood.
3. Listen to your tone and intonation and figure out the appropriateness of how you sound.

**Non-verbal Strategies**

1. Review your lines and apply the necessary and appropriate facial expression, hand gestures, and bodily movement.
2. Practice your lines with your non-verbal gestures.

- A. Choose a line or part from the script which appeals to you most. Using verbal, and nonverbal strategies, animate your chosen part and record it. Use your phones or cameras to record your performance. Create an account and upload your video to this site <https://vimeo.com/>. Send the link of your uploaded video to your teacher.

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So, again, I would like to express my sincerest gratitude to you, to UN-OCHA and to ADRC for giving the opportunity to the ASEAN Foundation to be of service to the community. And I look forward to working with you. My last request is: we are very lucky to be here, but there are more NGOs and organizations that could not be invited. So please share whatever experience, whatever expertise, whatever new knowledge that you will get from this conference, with those who were not able to join us. So, when you go back home, please propagate and share whatever you have acquired in this conference. Thank you very much.

*Regional Workshop on Networking and Collaboration among NGOs of Asian Countries in Disaster Reduction and Response 20-22 February 2002*



Questions to answer: Respond to the following questions after you do the task.

- ✓ *What difficulty did you encounter in accomplishing the task?*
- ✓ *What part of the activity did you find engaging?*
- ✓ *What challenges do you foresee if ever you will face a real crowd?*



*How can these verbal and non-verbal strategies help me in having an effective presentation? In what way does delivery alter the meaning of the speech? What makes a great speech presentation?*



**ACTIVITY NO. 10: What If it was me?**

Write a reflective journal considering the given prompt. Write at least 2 paragraphs.



- **What If am the one who will deliver the speech, what will help me to ensure that I will be able to effectively deliver it?**

A large, empty rounded rectangular box with a dark blue border, intended for the student to write their reflective journal response.

**End of FIRM UP**

In this section, the discussion focused on texts reflecting environment as a source of inspiration. Before we proceed to the next segment, respond to the SRL activity that follows.

Concepts I learned		
Explanations I Understand		
Examples I Can Provide		

**DEEPEN**



In this section, you will continue to engage yourself with activities in relation to the previous literary and language focus activities. Keep in mind this question:

***What makes a great speech presentation?***

**ACTIVITY NO. 11: Practice Makes Perfect**

Respond to the given scenario.



You are aspiring to be one of the trainers for the Public Speaking Congress. To prepare yourself, you are to record a sample presentation as a basis of your strengths and weaknesses. Upload the file on [www.youtube.com](http://www.youtube.com) and send the url to the teacher.

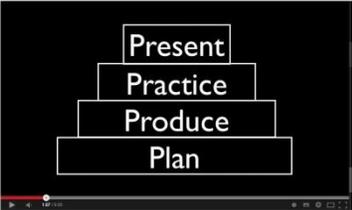


Questions to answer:

1. What is your speech all about?
2. What do you think are your strengths and weaknesses?
3. In what way can you address the things that need improvement?
4. How do you think the manner of presentation affects the message of the text?

**ACTIVITY NO. 12: Directing My Speech**

Bearing in mind your strengths and weaknesses, visit the following links and answer the guide questions that follow.

<p><u>Your sample video here</u></p>	<p><u>URL of your sample video</u></p>	<p>What do you think are your areas for improvement?</p>
	<p><a href="https://www.youtube.com/watch?v=XxR8lh9riFg&amp;list=PL1995FA96E3A311FD">https://www.youtube.com/watch?v=XxR8lh9riFg&amp;list=PL1995FA96E3A311FD</a></p> <p>This link provides an explanation on the different principles of effective presentations.</p>	<p>What makes a speech effective?</p>
	<p><a href="https://www.youtube.com/watch?v=53HTS-gxD9w">https://www.youtube.com/watch?v=53HTS-gxD9w</a></p> <p>This link provides a guide on effective presentation gestures.</p>	<p>When can we say that the gestures we used are effective?</p>

	<p><a href="https://www.youtube.com/watch?v=-3ywrqCA-1I">https://www.youtube.com/watch?v=-3ywrqCA-1I</a></p> <p>This link provides a guide on honing speaking skills by channeling it through purposeful movements.</p>	<p>In what way does the manner of delivery influences the content of the speech?</p>
	<p><a href="https://www.youtube.com/watch?v=conLkx9GEUY">https://www.youtube.com/watch?v=conLkx9GEUY</a></p> <p>This link provides an explanation on how to begin your speech.</p>	<p>Does the manner of presentation influence the message conveyed to the audience?</p> <p>What makes a great speech presentation?</p>
	<p><a href="https://www.youtube.com/watch?v=YzpgXdj2Zmo&amp;list=PL48E36F9792663F1A">https://www.youtube.com/watch?v=YzpgXdj2Zmo&amp;list=PL48E36F9792663F1A</a></p> <p>This link provides a sample speech presentation.</p>	



**End of DEEPEN**

In this section, the discussion was centered on performance techniques and other important points in speech presentation. Now that you are equipped, you are ready for the culminating task. Before you proceed to the next segment, respond to the *Rate It!* chart.

**Rate It!**

You are about to do the final task. Using the rating scale below, rate yourself in terms of how ready you are to face the final task. Rate yourself, 1 as the lowest and 5 being the highest.



**Those who answered 1 and 2**

What concepts are not clear to you that you feel would affect in accomplishing the task?



**Those who answered 3 – 5**

What important things do you keep in mind in going through the different tasks?

**TRANSFER**



Your goal in this section is to apply the things you have learned to real life situations. You will be given a task which will demonstrate your understanding. You are now ready to begin this section.



**PERFORMANCE TASK**

As a famous orator, you have been invited to be a guest presenter in a National Orators' Training with the theme *“Awareness on Environmental Detriments through Public Speaking.”* The participants are the best orators in their regions. The organizer requests you to share a creative and entertaining speech about the theme. You are also expected to deliver this speech to the audience. The trainees will be reminded to pay close attention to the trainer’s self-composed speech and the speech presentation.

**SELF-COMPOSED SPEECH**

	<b>Excellent 4</b>	<b>Satisfactory 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>
<b>Relevant</b>	The written speech insightfully reflects the theme of the training. The speaker is able to make vivid and varied real world connections and relate environmental action plans.	The written speech reflects the theme of the training. The speaker is able to make vivid real world connections and relate environmental action plans.	The written speech reflects minimally the theme of the training. The speaker in some parts makes superficial real world connections and relates environmental action plans.	The written speech does not reflect the theme of the training. The speaker is not able to make real world connections and relate environmental action plans.
<b>Well-developed</b>	The written speech is clearly organized with an engaging introduction, a logically sequenced body with appropriate transitions, and strong and convincing closure.	The written speech is organized with a sufficient introduction, a logically sequenced body with appropriate transitions, and adequate closure.	The written speech shows inconsistencies in organization and lack of sustained focus throughout the speech with inconsistent use of transitions.	The written speech lacks organization and there is no clear transition. There is no clear beginning, middle or end.

<b>Tone</b>	The speech maintains a consistent persuasive tone throughout the piece.	The speech demonstrates a persuasive tone.	The speech lacks a consistent persuasive tone.	The tone of the speech is unclear.
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**SPEECH PRESENTATION**

	<b>Excellent 4</b>	<b>Satisfactory 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>
<b>Effective</b>	The speaker shows impressive and admirable performance of the rudiments of public speaking. He/She has strong stage presence and maintains audience interest, and effortlessly achieves the purpose of the speech.	The speaker shows performance of the rudiments of public speaking. He/She sustains audience interest, and achieves the purpose of the speech.	The speaker shows little performance of the rudiments of public speaking. In some parts, he/she captures audience interest, and achieves the purpose of the speech.	The speaker shows no performance of the rudiments of public speaking. Audience interest is evidently not on the speaker.
<b>Delivery Dynamics</b>	The speaker confidently speaks with clarity and has commanding voice projection during entire speech delivery. The speaker uses varied and interesting tones, pace	The speaker speaks with clarity and has adequate voice projection during entire speech delivery. The speaker uses appropriate tone, pace and emphasis to enhance	The speaker seldom speaks with clarity and seldom projects voice during entire speech delivery. In some parts, the speaker shows problems in using the	The speaker has problems enunciating and speaking with clarity. Voice is inaudible in many parts. The use of tone, pace and emphasis is distracting in many parts. The speaker

	and emphasizes to enhance the overall speech performance.	the overall speech performance.	proper tone, pace and emphasis for his/her speech performance.	does not use appropriate tone, pace and emphasis.
<b>Engaging</b>	The speaker with his or her enthusiasm effectively sustains the attention of the audience all throughout the speech presentation.	The speaker maintains the attention of the audience all throughout the speech presentation.	The speaker in certain parts loses the attention of the audience during the speech presentation.	The speaker cannot maintain the attention of the audience all throughout the speech presentation.



**My Thinking Box**

Why do some themes remain as living influence to other genres? Does presentation of these texts affect its content? Write your answers on the IN THE BOX provided below.

**IN THE BOX**



I think...

**OUT OF THE BOX**



**End of TRANSFER**

As you are about to engage in different activities for the next quarter, continue to explore other related concepts to what you have learned in this quarter. Keep in mind these things as you will need them for the following quarter.

**PUSH TOWARD LEARNING**

You have accomplished all the activities and tasks for this quarter. Before another fun quarter begins, share your learning experience by filling in the star tract below.

*Solution ...*

*Challenges ...*

*Solution ...*

*My Hesitations ...*

*I did it ...*

## POST-ASSESSMENT



Let's find out what you have learned in this unit. Answer the following the questions.

1. I saw pile of books in your room and I heard the books shouted to be read.
  - A. Onomatopoeia
  - B. Metaphor
  - C. Personification
  - D. Litotes
2. In preparation for the next lesson, your teacher showed you this picture. What do you think will be the lesson all about? The discussion will . . .



*Panchatantra. Retrieved from <http://thepanchatantratales.com/>*

- A. be about how animals in India manage to survive.
  - B. focus on how animals adapt to the environment.
  - C. revolve around different tales that have moral.
  - D. speak of how Indians value the different animals.
3. Which among the following paragraphs include an unrelated sentence?
    - A. Most tree planting efforts over the last several decades have aimed at increasing supplies of marketable timber, pulp, and fuel wood for cities—forest products that yield obvious economic benefits. By contrast, reforestation for reasons that lie outside the monetized economy has been vastly under attended. Yet trees quite literally form the roots of many natural systems. With the inexorable march of deforestation, the ecological integrity of many areas is disintegrating – causing severe loss, aggravating droughts and floods, disrupting water supplies and reducing the productivity of land.
    - B. Several English words dealing with numbers and measurement came originally form Arabic. The Arabic word sifr, ‘empty,’ became the English word

- for zero. The word al-jabr, “bone-setting,” became algebra, a branch of mathematics concerned with reducing parts to a whole. The English words zenith and nadir, meaning the point (in the heavens) directly over an observer’s head and the point directly opposite to it, come from Arabic words meaning just that.
- C. The photograph is of Chicago’s lakefront in winter. In the foreground slanting upward to the left is a partially buried snow fence. In the upper left corner is a portion of the city’s skyline. In the upper right corner is a brilliant full moon.
- D. My father taught me how to read when I was 3 years old. He taught me like he did my twin sisters before me, by taking me on his lap each night and gently leading me through the simple rhymes of my favorite Dr. Seuss books. Eventually I caught on and graduated to more advanced works, but even after I had learned to read by myself, he would always find time to tell a story. Bedtime was something we never resisted, and on certain special nights, my litter sister and I would jump into our beds and wait expectantly for his stories of pirates and princesses, and my personal favorite, a funny, slightly shy cowboy named Bob.
4. The teacher provided you with an image and asked you to come up with a paragraph which will reflect the image shown. What pattern will best help you in crafting your paragraph?
- A. Definition
  - B. Description
  - C. Illustration/Example
  - D. Narration
5. “He had no idea of the disastrous chain of events to follow”. Given the statement, what literary device is used by the writer?
- A. Foreshadowing
  - B. Flashbacking
  - C. Juxtaposition
  - D. Symbolism
6. Mark and his brother decided to go for a fishing trip. They prepared all the things needed for fishing. They decided not to take much food with them on the trip. When they arrived at the place, they were very excited to set things up and start fishing. They had a lot of catch and ended the day with their tummy full. They had a great time together and agreed to do it often.
- Why did they decide not to take much food with them on the trip?
- A. They did not have any food to bring.
  - B. They did not want to eat too much.
  - C. They were planning to eat the fish they caught.
  - D. They were planning to buy food along the way.

We have become untrue to ourselves, we have become traitors to the brave Filipinos who fought and died so that liberty might live in the Philippines. We have betrayed the trust that Rizal reposed on us, we are not true to the faith that energized Bonifacio, the faith that made Gregorio del Pilar cheerfully lay down his life at Tirad Pass.

*—We Have Become Untrue to Ourselves by Félix Bautista*

7. Given the excerpt, what is the author trying to address?
- A. Filipinos are proud of their identity.
  - B. The Philippines has a lot of heroes who fought for freedom.
  - C. Most of the Filipinos lost pride in the Philippines.
8. You decided to watch a movie but when you opened the television it's almost the end of the film. The main character was lost in a jungle. She doesn't have any idea where she was and where could the rest of the campers be. She had left the map in the tent and could not find any familiar landmark. As a viewer, what do you think is the reason why she is in the jungle?

The main character. . .

- A. decided to have a vacation at her Grandparent's place.
  - B. joined a camping trip together with her friends.
  - C. went to take pictures of the different trees in the jungle.
  - D. attended an environmental campaign for the preservation of wildlife.
9. In any literary piece, how does language in relation to one's culture becomes the vehicle of expression?
- A. The ideas of writer are transmitted through the use of language.
  - B. The tradition and beliefs carried out by a particular movement are acted out through language.
  - C. The values of a certain community are passed on to the next generation through the form of oral tradition.
  - D. The life of a society is handed down from generation to generation through communication.
10. As a speaker, how does organization of your speech affect your audience?
- A. It helps in enhancing one's perception of the entire speech.
  - B. It allows easier memorization of the lines to be delivered.
  - C. It makes the points of the speech easier to comprehend.
  - D. It provides a guide to what point should be discussed next.

11. Which among the following scenarios will most likely translate into an effective speech presentation?
- A. Mike prepared himself by reading the materials many times and planned out the gestures to be able to convey the message of the speech.
  - B. Troy prepared himself by thinking of “delivering a speech”. He focused on memorizing every word of the speech so that he will not have to look at a copy when he will be in front.
  - C. Luke thought of possible lines that he can use to apologize if ever he will forget some lines because of being nervous.
  - D. James practiced “talking to people” in delivering his speech. He wanted to keep the audience involved.
12. How does one’s voice provide clues to one’s emotional state?
- A. The speaker’s voice can command attention from the audience.
  - B. The speaker’s vocal production directs the content of the speech
  - C. The speaker’s voice changes as reflected in one’s understanding of the piece.
  - D. The speaker’s personal history is reflected through the effect of breath on voice and speech.
13. All but ONE are the core elements of vocal production that one needs to understand to become an effective speaker.
- A. When talking to a crowd, one should develop a strong voice rather than a loud voice to consistently be heard by those furthest away.
  - B. To have a good articulation, open the mouth and give full benefit to each sound you make.
  - C. In conveying feelings and emotions, one should use vocal variety to address authority and confidence.
  - D. In addressing the crowd, one should consider speeding up to avoid nervousness and achieve clarity.
14. When do we consider one’s manner of speaking as effective?
- A. When the speaker is able to use vocal variety.
  - B. When the speaker is able to properly pronounce the words.
  - C. When the speaker is able to address clarity and reflect in one’s personality.
  - D. When the speaker is able to pause occasionally for emphasis of one’s understanding of the piece.

15. The League of Public Speakers sees connectedness of the thought in the speech as a difficult thing to teach the members. As head of the training committee, how will you address such difficulty?
- A. He should conduct a weekly practice on speech presentation.
  - B. He should train members using transition devices in writing their speeches.
  - C. He should initiate a one on one interview to assess one's speaking capacity.
  - D. He should provide a workshop on writing thesis statements for their speeches.
16. As a beginner who is approaching the speaking situation, what should one consider least?
- A. Speakers communicate differently to different audiences; hence, one should consider how to convey the message to different audiences.
  - B. Speeches occur at a specific time and place; hence, one should consider why the speech is happening and for which the audience is gathered.
  - C. Speakers aim to accomplish their purpose when they communicate; hence, one should structure the speech having specific purpose.
  - D. Audiences for public speeches do not have the benefit to go back to what was said; hence, one should say the introduction and the background of the speech clearly.
17. It was Jake's first time to deliver a speech and the audience notice that he was nervous. Which among the following scenes reflect Jake's nervousness?
- A. Jake spoke slowly when he presented his speech.
  - B. Jake missed some lines but managed to be composed.
  - C. Jake showed a defensive posturing as he delivers the speech.
  - D. Jake maintained eye contact with the audience all throughout the delivery.
18. You were invited to judge a speech writing competition. You want to focus on how the writer effectively conveys the appropriate tone given the purpose of the speech?
- A. Speech Delivery
  - B. Language Use
  - C. Content/Purpose
  - D. Organization

19. James knew that public audiences have a limited capacity to comprehend complicated ideas and to take in long sentences and difficult or dense language. He made sure that the three principles in public speaking are considered. Which among the following is NOT part of it?
- A. Audacity
  - B. Clarity
  - C. Repetition
  - D. Simplicity
20. The Youth Alliance invited you to represent the youth cluster in a forum on “Detrimental on the Environment”. Considering the said event, what particular pressing issue will you address?
- A. Crime Rate
  - B. Transmittable Diseases
  - C. Cyber Crime
  - D. Garbage Disposal

## **GLOSSARY OF TERMS**

**ASEAN** – *abbr.* Association of Southeast Asian Nation.

**Antagonist** – is a character, group of characters, or institution that represents the opposition against which the protagonist or protagonists must contend.

**Commune** – is to experience deep emotional or spiritual relationship with something.

**Imagery** – The usage of metaphors, allusions, descriptive words and similes amongst other literary forms in order to “tickle” and awaken the readers’ sensory perceptions is referred to as imagery.

**Intonation** – refers to the rise and fall of the voice in speaking.

**Non-verbal Strategies** – comprise our facial expressions, hand gestures, and bodily movements.

**Point of View** – this refers to the perspective used by the author in delivering the content of the text.

**Protagonist** – is the main character (the central or primary personal figure) of a literary, theatrical, cinematic or musical narrative, who enters conflict because of the antagonist.

**Speech** – this is referred to as an address to be given to an audience.

**Stress** – is the emphasis placed on a syllable. The process of stressing a syllable is when you give a louder sound, a higher pitch, and a greater duration to a syllable.

**Verbal Strategies** – involve our tone and intonation, enunciation and pronunciation of words or lines in a script.

**Verse** – this is a short poem.

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