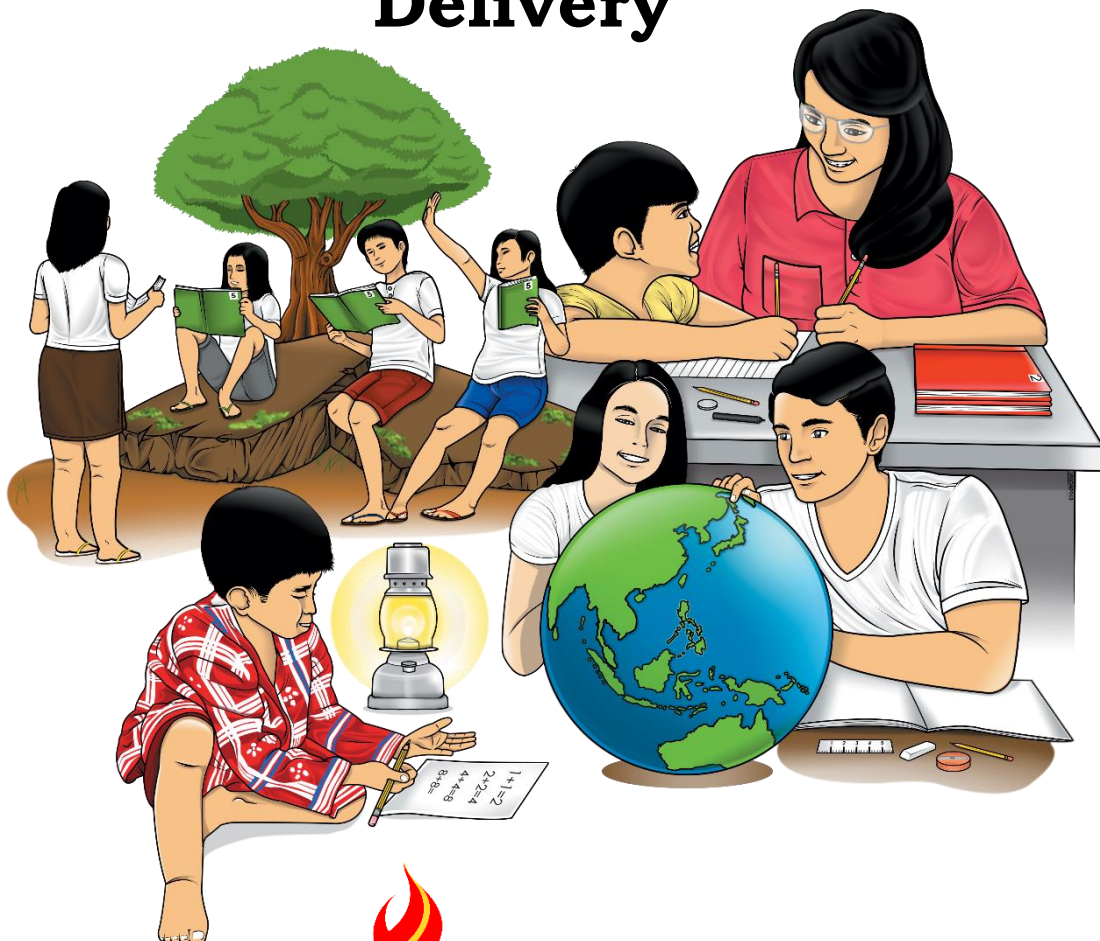


English

Quarter 3 – Module 2: Basic Factors of Delivery



English – Grade 7 Alternative Delivery Mode
Quarter 3 – Module 2: Basic Factors of Delivery
First Edition, 2020

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English

Quarter 3 – Module 2:

Basic Factors of Delivery

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

This module was designed and written with you in mind. It is here to help you master *The Basic Factors of Delivery*. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module contains:

Lesson – Basic factors of delivery

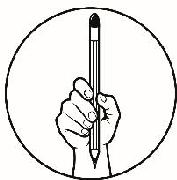
Learning Objectives:

After going through this module, you are expected to:

1. narrate events in factual and personal recounts using the basic factors of delivery; and,
2. deliver a speech using the appropriate oral language, stance and behavior when making explanations and giving information.

Most Essential Learning Competency:

This module will help you understand the use of appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts.



What I Know

Activity 1: Pretest

Let us find out if you already know our lesson for today. You will answer the statements below by writing the correct word/s that correspond/s to the given definition of the *basic factors of delivery* found inside the box. Copy and answer this in your notebook.

<i>Clarity</i> <i>Platform behavior</i>	<i>Delivery</i> <i>Posture</i>	<i>Loudness</i> <i>Pronunciation</i>
--	---	---

- _____ 1. The position of the speaker's body when sitting / standing.
- _____ 2. The way you pronounce the word with your voice.
- _____ 3. The enunciation of the words more deliberately than in ordinary conversation where words must be easily heard and expressed in an exact way.
- _____ 4. The way the speaker acts and behaves before his/her audience that tells of a good reason for any pause or for any movement.
- _____ 5. The attribute of a sound that determines the magnitude of the auditory sensation produced.

What is your score? Do you already have an idea of our lesson?

Lesson

1

Basic Factors of Delivery

In this lesson, you will learn the basic factors of delivery that will help you be a better public speaker in the future so expect a lot of speaking activities.



What's In

Activity 2: Let us review our previous lesson. Then, answer the questions below in your notebook.

1. What multi-media resources do we use in giving information, instructions, making explanations and narrating events?

2. How could we use this multimedia resources in delivering information?

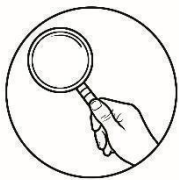
Very good! You remember our previous lesson well!



What's New

Activity 3: Who gave you your first name? Is it your parents or your grandparents? In this activity, you will share the origin of your name. Make a draft in your notebook. You will be given a minute to deliver your answer by recording it through your cellphone's video camera.

How do you feel about the activity? What are your observations while viewing your performance?



What is It

In this module, you will learn the Basic Factors of Delivery but before that, let's discuss first what are the Methods of Speech Delivery. It is very important that you know all of these because these are the bases of the activities that you are going to perform.

Speech delivery is an important part of public speaking. No matter how inspiring, informative or persuasive the speech you have written, poor delivery will leave your audience as if nothing happens, and your presentation will simply be forgettable.

There are some individuals who are capable enough to deliver speech effectively in public while others need to be coached and directed to deliver speeches more articulately and memorably.

It takes time to become a professional speaker but with the help of the following practical speech delivery tips, it will certainly help you on your way to becoming a more effective and dynamic speaker.

Delivery refers to the presentation of the speech you studied, planned, described, and practiced in the form of public speaking. It is relevant because it is the most important for the audience. It relies on both verbal communication and nonverbal communication.

Verbal communication is about language, both written and spoken. In general, verbal communication refers to our use of words while nonverbal communication refers to communication that occurs through means other than words, such as body language, gestures, and silence. Both verbal and nonverbal communication can be spoken and written.

Speech delivery is an art, not a science. What works for one speaker may fail for another. But there are general methods that one can employ for effectiveness of delivery and they are the following:

Methods of Delivery

There are four basic methods of delivering a speech:

1. Reading verbatim from a manuscript
 - Manuscript speech is that which is written out and read word for word to the audience.
 - An example can be the President giving a message for Congress.
2. Reciting a memorized text
 - Memorized speaking consists of reciting a scripted speech from memory. Memorization allows the speaker to be free of notes.
 - Actors, generally, recite from memory whenever they perform from a script in a stage play, television program, or movie scene. When it comes to speeches, memorization can be useful when the message needs to be exact and the speaker does not want to be confined by notes.
3. Speaking impromptu
 - An impromptu speech, by definition, is the one that a speaker delivers without any prior preparation on the topic. Impromptu itself means, "doing something without preparation".
 - The interviews of politicians, the presidential debate, or even the panel discussions on TV channels are all examples of impromptu speaking.
4. Speaking extemporaneously
 - Extemporaneous speech is that which is prepared and practiced in advance. The speaker only uses a brief set of notes or a speaking outline to jog the memory.
 - This type of speech is mostly used in business, education, preaching, and political affairs.

Now, that you already have a background about the different methods of delivery, let us focus on the Basic Factors of Delivery. You need to remember these factors while delivering your speech in the future.

Basic Factors of Delivery

1. **Platform Behavior.** It is everything that the speaker does and does not do on the stage that must have proper motivation. There should be reason for every movement. Avoid mannerisms.
2. **Posture.** It refers to the way a speaker stands. Balance the weight of body on both feet.
3. **Loudness.** Speak loud enough to be heard. Pay attention to the people at the last row and ensure that they can hear the speech.

4. **Clarity.** Speak clearly. Speech must be delivered relatively slower than in an ordinary conversation.
5. **Pronunciation.** Use correct pronunciation. When in doubt about the pronunciation of a word, consult a modern dictionary.
6. **Grammar.** Use correct grammar. Expose oneself to language through practice.

Tips for Better Body Language and Stance
by ¹Gail Zack Anderson

1. Stand tall from the ribcage; this looks confident–strong yet relaxed. Keep your head straight but not rigid.
2. Plant your feet, weight distributed evenly between both feet and place your feet just a little apart for balance.
3. Don't rock, sway, or shift from foot to foot. Instead, try to balance on both feet for a position that signals confidence and control without rigidity.
4. Stand in the center of the front of the room for your opening, move every 2-3 minutes or at the start of each new topic, then return to center for a strong close.
5. Like to move around? Try this: move from point A to point B deliberately, then stop and plant your feet again.
6. Stand still or move? Standing frozen in place; not good. Pacing; not good. Try to achieve a balance between stillness and movement
7. Still not sure? Ask someone to video record your presentation (or a rehearsal) and then watch it to see if you move too much or too little.

For further understanding of the lesson, you may watch the videos about the methods of delivery and sample of extemporaneous speech. Access the links below:

<https://www.youtube.com/watch?v=XfedtBIYau8m%2Fwatch%3Fv%3DxGfukDMuhdQ&t=30s>.

<https://www.youtube.com/watch?v=xGfukDMuhdQ&t=30s>.

Did you understand the lesson already? If yes, then you will apply what have you learned in the next activity.

Note: In every speech activity that you are going to perform, you need to record it using your cellphone's video camera and send your output to your teacher.

Activity 4: Let's have an impromptu speaking activity. Say something positive and negative about the given pictures. You may use your cellphone's video camera to record yourself.

What do you like and dislike about cities?

¹ Anderson, Gail Zack "Quick Tips For Better Body Language And Stance - Business Communications". Business Communications. <https://managementhelp.org/blogs/communications/2014/09/23/quick-tips-for-better-body-language-and-stance>.



<https://ayalalveoland.wordpress.com/projects-in-metro-manila/makati>

1. Skyscrapers

- + _____
- + _____
- _____
- _____



<http://metronewscentral.net/in-and-around-the-metro/san-miguel-plans-to-build-edsa-expressway>

2. Expressways

- + _____
- + _____
- _____
- _____



<http://www.bonggaba.com/luneta-rizal-park-then-and-now.html>

3. Park

- + _____
- + _____
- _____
- _____

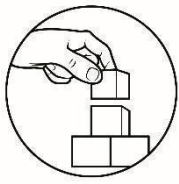


<https://www.pinterest.ph/pin/270145677626084240/>

4. City People

- + _____
- + _____
- _____
- _____
- _____

What have you observed about the activity? What are the difficulties that you have encountered while doing the activity?



What's More

Let's check if you understand our lesson well, do activities 5, 6 and 7.

Activity 5: Set a timer on your phone for one minute and record your voice using the cellphone's voice recorder. Make an impromptu speech on some topics that concerns you. The only rule is that there is no way you can plan for it. This is to help you talk more confidently and alleviate the discomfort that comes from being worried that you may have nothing to say. Listen to your recorded speech and answer the following questions:

1. How do you feel when you listen to your recorded speech?
2. What have you notice in delivering your impromptu speech?
3. What are your suggestions to improve your delivery?

Activity 6: Interview your family members about the positive and negative traits/characteristics of a Filipino. Then applying the Basic Factors of Delivery and the Tips for Better Body Language and Stance, deliver a report using your cellphone's video camera. Please refer to attachment number 1 for the rubric. Memorize your report so that you will not have to read your notes.

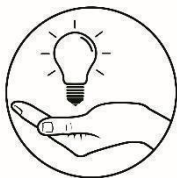
Activity 7: In this activity, you are going to apply the basic factors of delivery while narrating a personal recount. Pick one topic and use the given outline below for the details. Write it in your notebook. You may hold the copy of your outline while you deliver your manuscript speech. Then, record your narration in your cellphone's video camera. Please refer to attachment number 1 for the rubric.

Topics:

1. My "new normal" learning experience.
2. How's my modular learning experience? Online learning experience?
3. What is my contribution to my community during pandemic?
4. What is something new about myself that I discovered in the new normal?
5. If I met God today, what would I tell him?

Recount A recount tells about events that have happened to you or other people.		
Title		
Orientation	Tells when and where the event began and who was there.	
Events	Tells the events in sequence.	
Ending	Tells how the experience ended and some thoughts you may have about it.	

The teacher will give you a feedback about your performance.



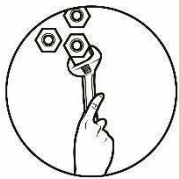
What I Have Learned

Answer the activities below and apply what you have learned about our lesson. Copy the questions and put your answers in your notebook.

Activity 8: Fill in the blank the correct word/words to complete the sentence.

1. Consult a modern dictionary if you have a doubt with your _____.
2. When a speaker gives a speech without prior planning or preparation, it is called a/an_____.
3. Using your whole body to communicate is called _____.
4. Stand at the center of the front of the room for your opening, move every _____minutes or at the start of each new topic.
5. _____ speech can be read word for word.

Activity 9: What are the things that you have to consider for effective speech delivery?



What I Can Do

Activity 10: Now that you know how to deliver a speech, let's have another speaking activity. This time, think of an item at home and create a one-minute commercial about it. You are going to explain by addressing the guide questions below. Then, when done, deliver a report using your cellphone's video camera. Please refer to attachment number one for the rubric of this activity.

Guide questions:

What makes it special?

How can it enhance lives?

Why does everyone need that item in their home?

Very good! You already know important information of the items in your home.



Assessment

Activity 11:

A. Write an informative speech following the given outline. You may choose your topic from the given list and deliver your speech using the *appropriate oral language, stance and behavior*.

You will be rated based on the basic factors in delivering a speech such as *eye contact, facial expressions, language, body movements and gestures, content and central idea*. Please refer to the rubric below. You are given 2-3 minutes delivery time. Record your performance using your cellphone's video camera. Copy the outline below in your notebook.

Rubric for Informative Speech

	1	3	5
Eye Contact	Attempts to establish eye contact but sometimes appears distracted or tied to notes.	Consistently engages audience with eye contact.	Effectively, consistently engages audience with sustained eye contact.
Facial Expressions	Facial expressions are somewhat consistent with the intent of the message	Facial expressions are consistent with the intent of the message throughout most of the presentation.	Facial expressions enhance the message and are consistent with the intent of the message for the entire presentation.
Language	Language is plain, uninteresting; several grammar/pronunciation errors.	Language is understandable with a few grammar/pronunciation errors.	Language is vivid, enhances clarity; grammar/pronunciation correct.
Body Movement and Gestures	Attempts to use body movement and gestures. Appears uncomfortable.	Body movement and gestures appropriate but infrequent.	Natural use of body movement and gestures reinforce speech throughout presentation.

Organization	Has an introduction, body, and conclusion, but the boundaries between them are unclear.	Has a clear explanation between introduction, body, and conclusion.	Introduction, body, and conclusion are very clear. The flow and transitions between the sections is smooth and enhances the audience understanding.
Central Idea	Central idea is clearly informative but not clearly or concisely stated.	Central idea is clearly informative in nature and is clearly stated. Central idea is not concisely stated. Central idea is not original.	Central idea is clearly informative in nature. States central idea clearly and concisely. Central idea is original.

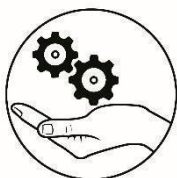
List of topics:

1. Health is wealth
2. My father is my hero
3. Life is better with friends
4. How to be a model student?
5. Your life is what you make it
6. Laughter is the best medicine
7. The importance of social media.
8. How to be a good citizen of our country
9. Challenges in the new normal education
10. How to improve your conversation skills?
11. Useful things my parents have taught me
12. The best ways to protect the environment
13. How life changed as a result of COVID-19?
14. How does the “new normal education” affect student’s life?
15. Problems you encountered as student in the time of pandemic

Title:	
Introduction: Starts with something interesting to get the attention of the audience.	
Body: Consists of three major parts, including sub points, examples, arguments, and stories.	
Conclusion: Summarizes the points made in the body of the speech and makes some closing remark.	

B. Tell whether the following statements are True or False. Copy and answer the items in your notebook.

- _____ 1. Posture refers to the way you stand and sit.
- _____ 2. Impromptu speech is well prepared and the speaker uses notes to outline the speech.
- _____ 3. Distribute the weight of your body on your two feet evenly when delivering a speech.
- _____ 4. For your opening speech, stand in the center of the front of the room and move every new idea.
- _____ 5. Speak loud enough to be heard especially by the people at the back.



Additional Activities

Activity 12:

Watch an evening news in your television. Then, observe the news anchors and the field reporters. What differences do you observe as they deliver the news? Write your observation in your notebook

Activity 13:

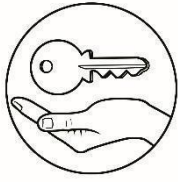
Memorize the speech of Carlos P. Romulo “I am a Filipino.” You may get your copy from ²<http://malacanang.gov.ph/75480-i-am-a-filipino-by-carlos-p-romulo/> . Presentation of the output will be the end of the quarter. Please refer to attachment number one for the rubric.

² “I Am a Filipino, by Carlos P. Romulo,” Presidential Museum and Library, accessed May 24, 2020, <http://malacanang.gov.ph/75480-i-am-a-filipino-by-carlos-p-romulo/>.

Attachment number one:

Rubric for Oral Delivery

<i>Delivery</i>	<i>1</i>	<i>3</i>	<i>5</i>
Voice	Voice and language are adequate for the delivery of the speech.	Voice and language are skillful and effective.	Volume, tone, timing, inflection, and language are used to enhance speech.
Body language	Body language, facial expressions and gestures lack variety and spontaneity	Body language, gestures, and facial expressions compliment message	Body language, gestures, and facial expressions adds greatly to the message
Content	Mentions topic and briefly explains its significance.	Mentions topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that link back to the topic.	Demonstrates command of the topic throughout the speech. Discusses the topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that enhance the understanding of the topic.
Language	Multiple grammar errors and use of inappropriate vocabulary	One or two minor grammar errors. Vocabulary use is too elementary or not effective	Correct use of grammar Effective use of appropriate vocabulary for the purpose and for the audience



Answer Key

<p>What I Can Do Activity 10 Refer to the attached rubric</p> <p>Assessment Activity 11 A. Refer to the attached rubric B. 1. True 2. False 3. True 4. True 5. True</p> <p>Additional Activities Activity 12 Student's answers may vary</p> <p>Activity 13 Refer to the attached rubric</p>	<p>What's New Activity 3. Students' answers may vary What is It Activity 4 Students' answers may vary What's More Activities 5 , 6 and 7 Students' answers may vary Refer to the attached rubric</p>	<p>What's in Activity 2 Laptop, flash drive, tv, printer, video and etc. Multimedia resources are really a big help in delivering information because they serve as tool for effective speech delivery. Students' answers may vary.</p>	<p>What I know: Activity 1 Posture Pronunciation Clarity Platform Behavior Loudness</p>
<p>What I Have Learned Activity 8 1. pronunciation 2. impromptu speech 3. body language 4. 2-3 5. Manuscript</p> <p>Activity 9: Possible answer: There are so many things to consider for effective delivery like we need to follow the basic factors of delivery (eye contact, posture, body language, pronunciation, clarity, grammar and flat form behavior) and the tips for better body language and stance.</p>			

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