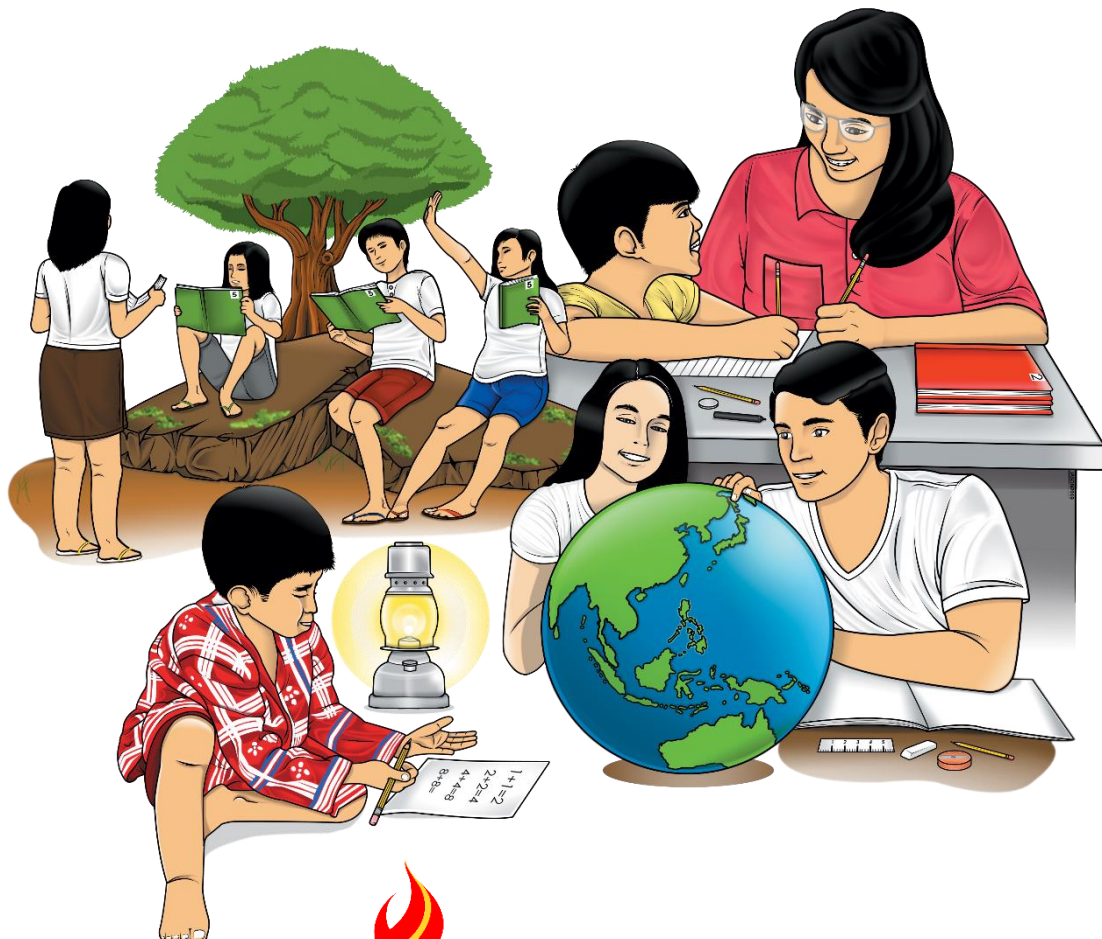


# English

## Quarter 4 – Module 6: Delivering A Self-Composed Speech



**English – Grade 8**  
**Alternative Delivery Mode**  
**Quarter 4 – Module 6: Delivering A Self-Composed Speech**  
**First Edition, 2020**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education  
Secretary: Leonor Magtolis Briones  
Undersecretary: Diosdado M. San Antonio

**Development Team of the Module**

<b>Writer/s:</b>	Mick Mars P. Silvano
<b>Reviewers:</b>	Gladys S. Asis, Tammy C. Catubig, Ricky Pedralba Rhoda M. de los Santos, Gemma B. Espadero, Rowena Ga, Generosa Tolentino,Marvelous Estal, Pinky Rosarie E. Laurente Vanessa R. Natulla, Pepsi C. Lopez,
<b>Illustrator:</b>	Jason Villena
<b>Layout Artist:</b>	LRMS Tandag City
<b>Management Team:</b>	Francis Cesar B. Bringas Isidro M. Biol Maripaz F. Magno Josephine Chonie M. Obsenares Jeanette R. Isidro Gemma B. Espadero

**Printed in the Philippines by** \_\_\_\_\_

**Department of Education – Caraga Region**

Office Address: Learning Resource Management and Development Center (LRMDC)

Teacher Development Center

J.P. Rosales Avenue Butuan City, Philippines 8600

Tel. No: (085) 342-8207, Telefax No.: (085) 342-5969

E-mail Address: caraga@deped.gov.ph

# English

## Quarter 4 – Module 6: Delivering A Self-Composed Speech

# **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 is developed based on the Most Essential Learning Competency (MELC) presented in Week 4 of the English 8 Curriculum Guide for the fourth quarter. The lesson found in this module is split into self-contained units with their own activities and notes for further reading. Specifically, this lesson helps you on how to deliver of a self-composed speech using all the needed speech conventions.

The material can be used for individual study working with different topics through individualized instruction. In this respect, we hope that the module will itself be put to use productively in different ways that nonetheless contribute to its underlying aim: to save our learners from dropping out and to develop an awareness of reading among our learners, where reading the word is a part of reading the world.

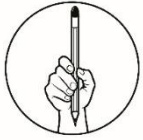
### **Main Learning Competency**

The Most Essential Learning Competency (MELC) covered in this module is deliver a self-composed speech using all the needed speech conventions.

### **Objectives:**

Specifically, you are to:

1. determine the different speech conventions;
2. critic a speech performance;
3. compose one's own speech according to a topic of interest;
4. deliver the self -composed speech; and
5. express suggestions in addressing a concern through a speech.



## ***What I Know***

Before we start discussing the lesson, let us find out how much you know about the coverage of this module. The result of this pre-test will determine whether you will proceed or skip the module. If you get perfect in this assessment, you can skip the module. If you get at least one mistake, you will proceed with the module.

**Directions:** Read carefully the following questions and write the letters of your answers on a separate sheet of paper.

1. Which is NOT TRUE of a purpose statement?
  - A. realistic
  - B. results-oriented
  - C. specific
  - D. varied
  
2. Your text cites five values shared by most Filipino citizens. Which is NOT one of them?
  - A. good citizenship
  - B. materialism
  - C. political views
  - D. work ethics
  
3. A predisposition to respond to something in a favorable or unfavorable way is a/an \_\_\_\_\_.
  - A. attitude
  - B. belief
  - C. demographic
  - D. value
  
4. Which of these is NOT a demographic factor in the delivery of a self-composed speech?
  - A. age
  - B. gender
  - C. group memberships
  - D. speech purpose
  
5. The terms 'passers-by, captives, and volunteers' all refer to types of \_\_\_\_\_.
  - A. audiences
  - B. general purposes
  - C. occasions
  - D. speakers

6. Sound-related parts of conveyance incorporate all the following EXCEPT \_\_\_\_\_.  
A. articulation      B. gestures      C. pitch      D. volume
7. Which of these could be used in researching a speech?  
A. Database  
B. Periodicals  
C. Website  
D. All of these could be used.
8. "The gathering I will be addressing is to be attended by mostly Tandaganons, middle-class guys who have been fruitful in business. Most are young professionals and educated." Those announcements are commonplace of statements from \_\_\_\_\_.  
A. a general purpose  
B. a speaker analysis  
C. a specific purpose  
D. an audience analysis
9. Reviewing your interests is a good step to take when you are \_\_\_\_\_.  
A. analyzing the speaking situation  
B. analyzing the audience  
C. organizing your speech  
D. choosing a topic
10. In developing a speech, it is best to choose a topic...  
A. which is uncommon to you so that it will appear fresh.  
B. where you are not really interested, so you can empathize with the audience and develop their interest.  
C. that can be delayed so that you can spend so much time searching for a good topic.  
D. that interests you so that you can make it interesting for others.
11. Regarding audience purpose, it is generally reasonable to say that...  
A. there might be an assortment of purposes for tuning in inside a group of people.  
B. audience socioeconomics have no relationship to crowd reason.  
C. gender is commonly the best indicator of direction.  
D. all members are always there for the same purpose.

12. Which is NOT a general purpose in the delivery of a self-composed speech?
- A. choose a point wherein you are not so much intrigued, so you can understand the crowd and build up their advantage.
  - B. delay your choice if possible so that you spend as much time as you can be searching for a good topic.
  - C. choose a subject that intrigues you so you can make it fascinate for other people.
  - D. choose a point about which you know nothing so your subject will be new.
13. Which of the following is an effective statement of a purpose?
- A. After my discourse, the crowd will have the option to list four reasons why youngsters join packs.
  - B. My design is to educate you about wrongdoing and to convince you to avoid packs.
  - C. The design is to educate the crowd about wrongdoing.
  - D. The reason for my discourse is to educate.
14. Which of the following is the best thesis statement?
- A. After my discourse the officials (crowd) will have the option to recognize a payoff suggestion from honest casual discussion.
  - B. High school students in my audience will know how to use a search engine.
  - C. Changing the way, we subsidize battles will profit competitors and voters.
  - D. Adapting to a new classmate is like changing a tire.
15. Which of the following considerations should be included in a speaker's belief that time should be part of an audience's analysis?
- A. Whether the speech will be in the morning or after lunch, at the beginning or end of some shared segment of time (semester, retreat), or on a national or religious holiday
  - B. What world or local events might be occurring the same day as the speech
  - C. How much time has been allotted or assigned
  - D. All of these are valid time considerations.



## Lesson

# 1

# Delivering A Self-Composed Speech



## What's In

Hi! Are you done with the pre-assessment test? This time, please continue answering the following exercises in your notebook.

Directions: Determine if the text is narrative, descriptive, expository, or persuasive. Write the letter of the correct answer in your notebook.

- A. **Narrative text** tells us either true or fiction events or connected sequence of events. These events are recounted by the narrator to the readers.
- B. **Descriptive text** shows how something is done. It is written through careful observation. It may pertain to places, persons, animals, featuring their qualities and distinctive aspects to give a clear and complete description of something that happened.
- C. **Expository text** is usually nonfiction and is informational. It is not designed like that of a story but is organized according to purpose or goal of the author. Examples of this text are news articles, books, manuals, or textbooks.
- D. **Persuasive text** has the purpose of presenting a point of view to persuade a reader. This text can be an argument, exposition, discussion, review or it can also be an advertisement.

1. Teacher Raxie works hardly for the Regional Surveillance on School-Based Management. With much tasks to accomplish, her hair looks unfixed and untidy. Her face seems to frown as if no energy is left of her. She barely stands just to cope with all the needed things to accomplish. With tired-looking eyes, she keeps them attended by displaying necessary documents on screen.
2. How many times do I have to tell you? We have to work hand-in-hand in order to sustain our best practices. This recognition defines who we are in everything that we do. Would it be easy for us to just let go of this status? Let us therefore make sure that justice will be serve to our hardworking people!
3. Yesterday, our Principal Madam Dorothy L. Suazo appeared before the Barangay Officials' regular session to make necessary arrangements in preparation for the conduct of Regional Surveillance on the Sustainability of School-Based Management (Advanced Level) at BNHS. Our principal took pride in informing the barangay that Buenavista NHS is the only school in the barangay who had been declared as SBM (Advanced Level) implementer. The principal also communicated

the request to sponsor the utilization of internet cafes for the conduct of ORPT among Grade 7 Learners. The session ended with a manifestation of 100% support from the Barangay Officials on the conduct of the aforesaid event on April 23.

4. Buenavista National High School has gone to its 1st Surveillance after being recognized as the only Advanced (Level 3) Practitioner in School-Based Management (SBM) by DepEd Caraga- Tandag City Division in 2019. Rev. Fr. Moncelito G. Gamosa, IFI parish priest and Hon. Julieta L. Galupo, BLGU Education Committee Chairperson, together with the other stakeholders engaged themselves during the document analysis, observation and discussion processes (DOD) . The DOD processes were headed by the SGOD Chief Dr. Gregorio C. Labrado and the Division SBM Coordinator Dr. Maria Teresa M. Ajos. Dr. Labrado and Dr. Ajos conducted DOD on Principle 1 (Leadership & Governance) and Principle 3 (Accountability & Continuous Improvement) while Division Planning Officer Mr. Ronald Arnego and Education Program Supervisor, Mr Benny Abala worked validated Principle 4 (Management of Resources) and Principle 2 (Curriculum & Instruction), respectively.
5. Kakaiba-yanihan: An Inclusive Psychosocial Support Service for Learners with Disability. Halina't panoorin mo ang Episode 5 ng Kakaiba-yanihan na may paksang "GRATITUDE: WAY TO JOY" kasama sina Mr. Rolando Inocencio at Mr. Chris del Monte. Para sa replay ng episodes at iba pang videos, bisitahin lamang ang opisyal na YouTube channel ng DepEd Philippines: [youtube.com/deped\\_ph](https://www.youtube.com/deped_ph). (DepEd Caraga Region Facebook Page)
6. To implement the SONA directive of President Rodrigo Roa Duterte in building a Public Education Network (PEN) and to strengthen the promotion of quality education during the pandemic, the Department of Education (DepEd) and the Department of Information and Communications Technology (DICT) seal their partnership on this day's signing of the Memorandum of Agreement (MOA). (DepEd Caraga Region Facebook Page)
7. "The pandemic continues to weigh us down but we still have something going on in our Region that will make us excited for our future. This pandemic provided us the right time and ample opportunities for doing action researches. We must take a closer look at these needs to find ways to satisfy our clients. If ever there is the best time to conduct research, this is the time," said Regional Director Dr. Evelyn R. Fetalvero in her message. She also challenged everyone in the department to "embrace research with passion." (DepEd Caraga Region Facebook Page)
8. Libertad National High School Dance Company performed a special pre-recorded dance presentation during the intermission. The dancers harmoniously moved their feet, hands, and body to interplay with the meaning of the dance. The set also complemented the story of the dance with a jeepney in a highway, pertaining to a journey. The show can still be viewed on the DepEd Caraga Region and DepEd Philippines Facebook pages. (DepEd Caraga Region Facebook Page)
9. Time is gold. True, you can buy Gold at shopping malls, jewelry stores, and pawnshops. But can you buy time? NO. Time is even more valuable than the most expensive gold. You cannot turn back time, even if you had zillions. If you lost gold, you could always purchase a replacement. But if you lost time, could you

seek for another time? NO. That is why time is very precious. Every tick-tock is worth the grandest gold karat man has ever bought. (Algien A. Parker)

10. As much as possible, do not just sit there the whole day under the tree waiting for the mango fruit to fall down into your mouth. You are wasting so much time. Instead of being like Juan, think something productive that you can do even in little ways such as cleaning the house, helping your younger siblings in their assignments, and among others. You are never too sure. So wake up, get up and work. Remember that Grasshopper, who just played the whole summer, asked help from little Ant who worked his back to store food for winter. (Algien A. Parker)
11. Mahayag beach is filled with people on weekends. They have the chance to relax and unwind in this beautiful white beach. You can feel you are in Boracay though you are just in Tandag. The white sand, the crystal-clear water, the fresh air, and the wonderful people, all shape your experience in this refreshing beach. Children play, mothers bond, and fathers rest.
12. Here comes another busy day. People sit on their tables. They open their laptops. Some work with music while others listen to news simultaneously. Meetings here and there, attending either virtually or face-to-face. People ask reports from each other, walking fast and furious. They are as busy as the bees.
13. A hundred years ago there lived a king. He had some beautiful daughters, but the youngest daughter was the most beautiful. Close by the king's castle, there was a great dark forest. And under an old lime tree in the forest, there was a well. When the day was warm, the king's youngest daughter usually went out into the forest. When she was bored, she took her golden ball and played with it. (<https://knowitinfo.com/what-is-narrative-text-and-example/>)
14. A beggar found a leather purse that someone had dropped in a market place. Opening it, he discovered that it contained 100 pieces of gold. Then he heard a merchant shouted, "A reward! A reward to the one who find my leather purse!" Being an honest man, the beggar came forward and handed the purse to the merchant saying, "Here is your purse. Will you keep your word to give a reward now?" "Reward?" scoffed the merchant greedily counting the amount of gold. "The purse I dropped had 200 pieces of gold in it. Youve already stolen more than the reward I'll give to you.! Go away or I'll tell you to the police." (The Purse of Gold)
15. There was a young boy named Fred. He was such a happy boy because he loved his mom and dad. One day, his mom and dad told him they would take him fishing. He was so excited. They fished all day and had the best time! (<https://slideplayer.com/slide/6398008/>)



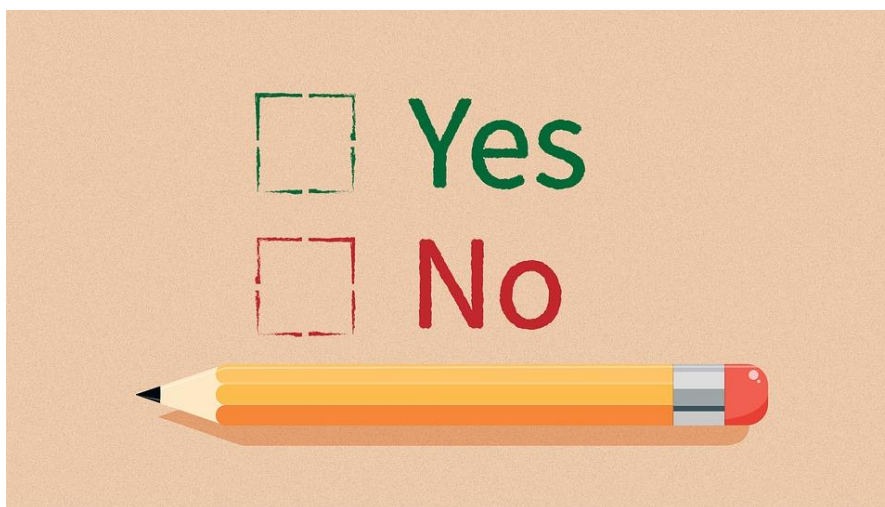
## What's New

It is time for you to know the lesson through the following activities!

### Activity 1

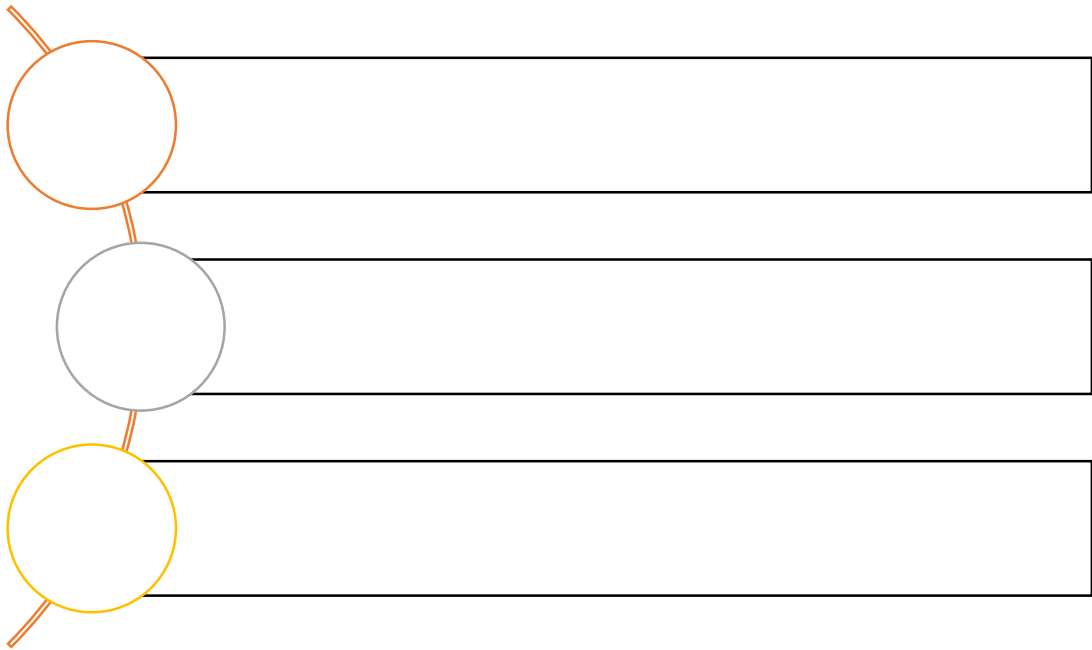
Get ready for a discussion with the following questions:

1. Have you given a speech in front of a class before? How did you prepare for your speech? Enumerate the steps on how you prepared for it.



What were your preparations before you delivered your speech in front of your classmates? List them down below.

2. What do you think are the qualities of a good speaker? Can you give at least three?



## ***What is It***

Let us have a brief discussion of the lesson. The following points will help you discover and understand new concepts and skills in the delivery of a self-composed speech.

### **What is speech?**

Speech is the use of language in human vocal communication. Each language uses phonetic vowel and consonant sound combinations that form the sound of its words. Speakers perform several different deliberate acts of speech, for example, telling, announcing, questioning, persuading, directing. To express meaning, they may use enunciation, intonation, loudness, tempo, and other non-representational or paralinguistic aspects of vocalization.

You may refer to all social interactions in which language plays a significant role as speech events. The interlocutors (the people talking to each other) usually face each other in a discussion and do not speak at the same time. Most people initiate their conversations and greet each other, then continue to talk in a turn-taking way.

Some of the speech events you may be engaged with is when you deliver your speech during the room-to-room campaign for an SSG election, turn-over speech during the Juniors-Seniors Promenade, and welcome address or speech of gratitude during a graduation ceremony. (Hutchinson et al., 2020)

### **What are the characteristics of a good speech?**

A good speech has qualities which can convey a message effectively through words of mouth or spoken words. Expression should be transparent and unambiguous so that it is easy for the public to understand. It should be delivered in an unbiased and unemotional way so that it doesn't drive the audience away from the main theme. A good speech is one that ensures the participation of the audience with the speaker and ensures the audience will ensure their attention through effective listening, expressing their solidarity with the speech and so on. (Based on "Delivering a Speech Lesson Plan" from study.com)

### **How to write an effective speech?**

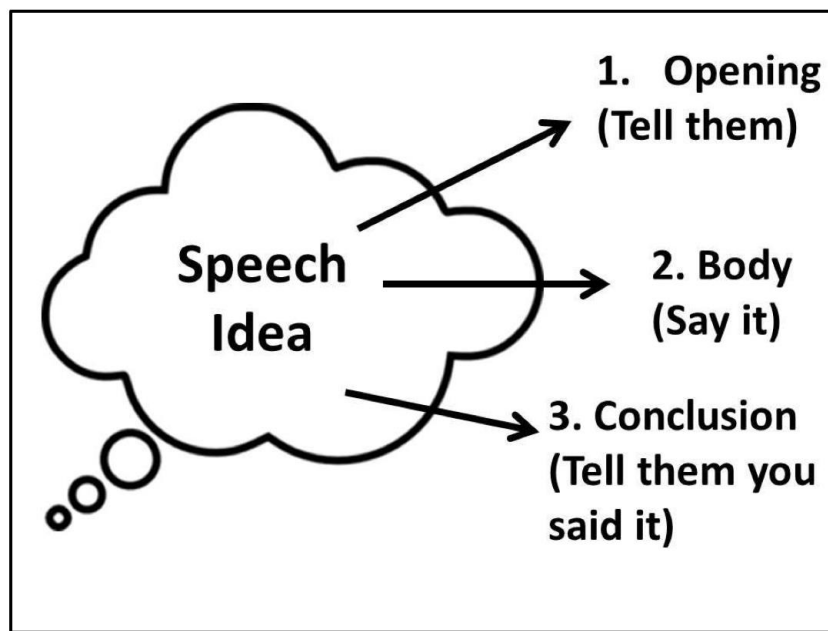
Research indicates that the speeches make people remember so little. People can hear and not understand the voice. Write two simple phrases instead of one long, complicated sentence. Interpret your speech aloud as you write it down. Your question should be a representation of who you are and what you care about. Do analysis. If you have the evidence to back him up, your new policy plan will sound very good.

In writing your speech, always remember the following conventions to help you make your speech an effective one:

- Introduce yourself
- Make a great opening statement (a rhetorical question, a surprising statement, a famous quote)
- Structure your speech
- Begin every paragraph with a topic sentence
- Use very good English
- Express your opinion
- Write from the 1st person and engage your audience
- Use personal details and anecdotes
- Use rhetorical questions
- Use emotive language
- Use figurative language
- Use contrast
- Use repetition
- Use the list of three
- Focus on the topic

(Based on "How to Prepare and Deliver a Speech Effectively," n.d.)

## The Structure of Your Speech



*(<https://www.perthtoastmasters.org/experiences-speech-ideas-example-speech-creative-process-conception-execution/>)*

### **Introduction**

Because the introduction serves as both a sales pitch and a useful outline, it should strike a good balance between hype and content. Get the audience's attention, introduce the subject, clarify its importance to the audience, state a thesis or intent, and outline the key points which are all essential. You can have a road map that outlines your key points by the end of the introduction. (Based on "Boundless Communications" from [courses.lumenlearning.com](https://courses.lumenlearning.com))

### **Body**

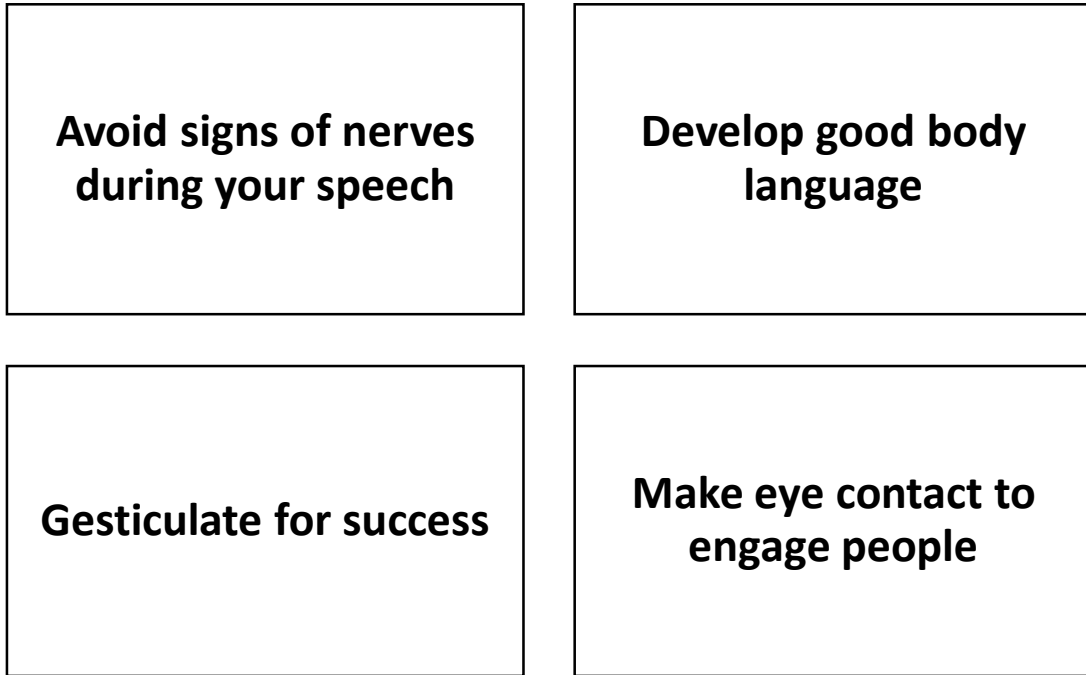
The body of a speech is the central section of the speech in which the main ideas and key concepts of the speech are discussed. Except for the introduction and conclusion, the body is everything. The main points of a speech make up the body of the speech. This is significant because it aids the audience's comprehension of your speech. (Jackson, n.d.)

### **Conclusion**

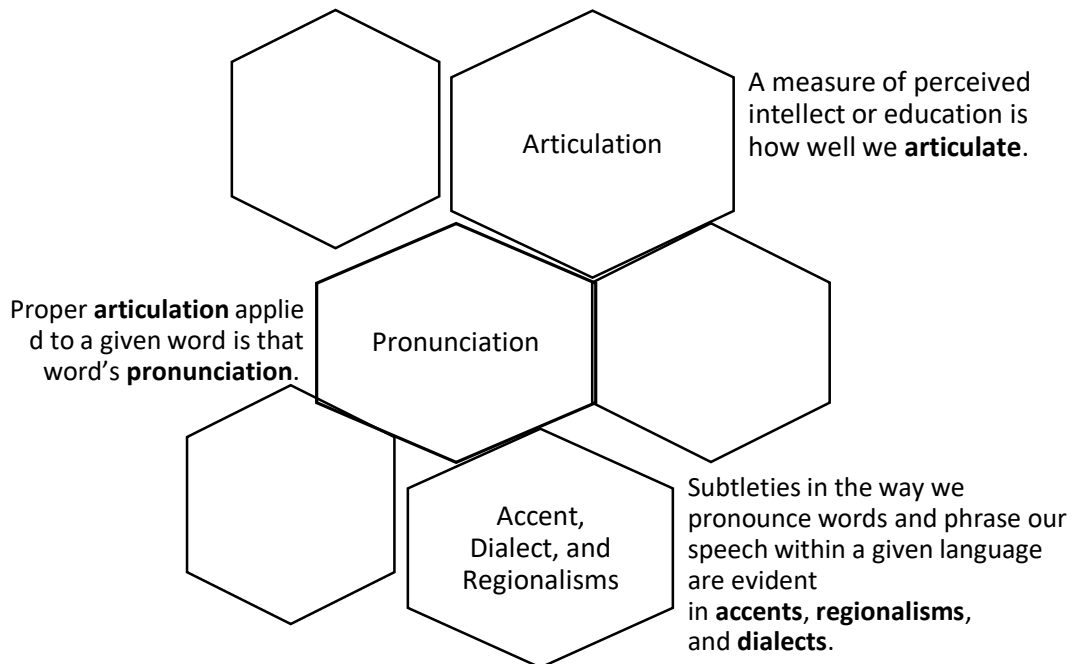
Your speech's conclusion summarizes your main points and purpose while leaving a lasting impression on your audience. The conclusion's purpose is to summarize your main points and prepare the audience for the end of your speech. You'll want to recapture the essence of your speech, including your main points and the reason you spoke. It's especially important to remember that the end of your speech isn't the time to introduce new points or new supporting evidence; doing so will only confuse the audience. Consider your conclusion to be like tying a bow or a ribbon: it's the finishing touch that makes your project stand out. (Based on "Boundless Communications" from [courses.lumenlearning.com](https://courses.lumenlearning.com))

## How to effectively deliver a speech?

Remember the following in delivering a speech effectively:



The conventions in delivering a speech include the following:





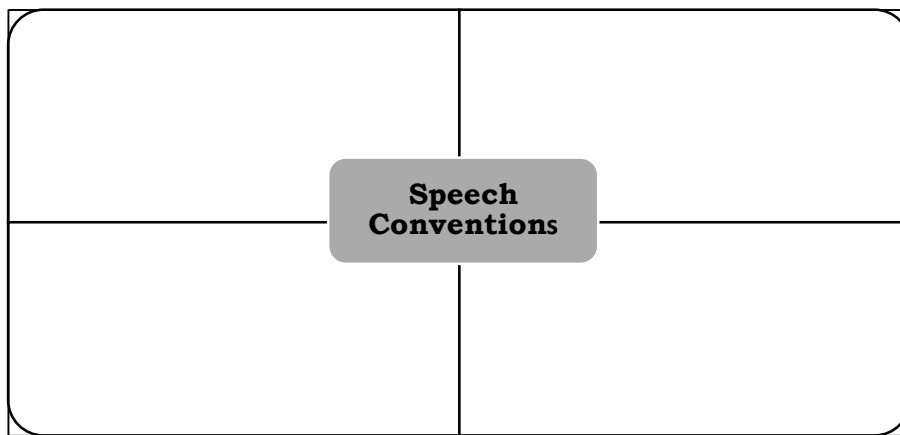


## What's More

Here are some activities for your independent practice to solidify your understanding and skills about delivering a self-composed speech. You may check the answers to the exercises using the Answer Key at the end of the module.

### Activity 1. Concept Map about Speech Conventions

**Directions:** Complete the concept map below about the speech conventions. Write your answers on a separate sheet of paper.



### Assessment 1

I hope currently, you already have an idea of a topic for a speech delivery.

**Directions:** Now, think of the following questions to help you plan for your topic. Write your answers on a separate sheet of paper.

Who will be your audience?
What is your purpose?
What is your topic?

Here is a checklist containing possible topics which you may like. Tick the box of your interest or write it down if not found in the list.

<input type="checkbox"/>	1. Beauty is not only in the eye of the beholder.
<input type="checkbox"/>	2. Books are always better than the movie.
<input type="checkbox"/>	3. Pick-up lines do work.
<input type="checkbox"/>	4. YouTube needs to monitor comments.
<input type="checkbox"/>	5. Online friends show more compassion.
<input type="checkbox"/>	2. Sex education does not work.
<input type="checkbox"/>	3. Global warming is a myth.
<input type="checkbox"/>	4. Video games like Mobile Legends are the blame of violence at school.
<input type="checkbox"/>	5. Celebrities are not role models.
<input type="checkbox"/>	6. Social media fame is a scam.
<input type="checkbox"/>	Others:

Adapted from <https://www.myspeechclass.com/interesting-speech-topics.html>

### Activity 2 – Giving Observation on a Speech Performance

**Directions:** Play using any gadget available, the following video titled “Turnover Speech of Dr. Evelyn C. Bandy & Message of SDS Dr. Imelda N. Sabornido | Turnover Ceremony” through the link <https://youtu.be/wRmJGcqUQRw>.

*(Note to the student: In case you do not have connection to access the link, please contact your teacher to provide you the offline file of the video.)*

Observe the performance of the two speakers while delivering their speeches with the following guide questions.

1. What elements of good speech delivery are exemplified by the speakers?
2. How did they communicate effectively in public speaking?
3. What do you think are the purposes of the speeches of the first and the second speakers?

### Assessment 2

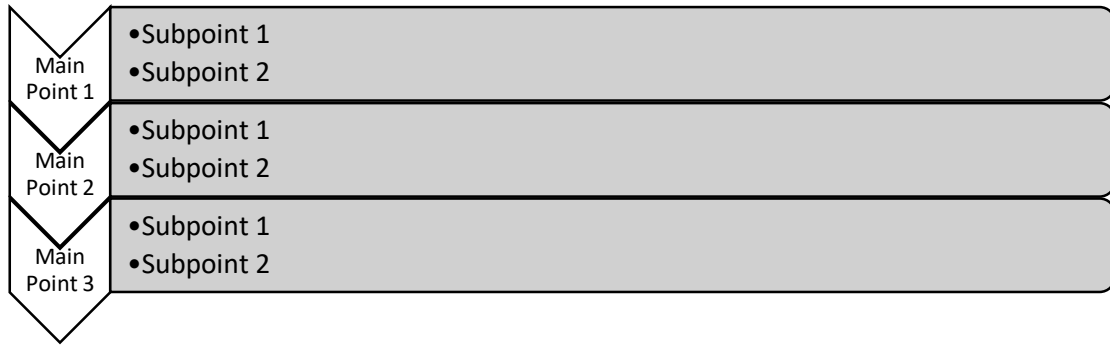
**Directions:** If you were the speaker, what do you think would be the things that you should consider in making the delivery of the speech effective?

Give your suggestions below.

Things to do...
•Things to consider...
Things to do...
•Things to consider...

### Activity 3- Outlining

**Directions:** Make an outline of your topic for speech delivery using the graphic organizer below.



### Assessment 3

**Directions:** WRITING MY SPEECH. Based on your topic outline in Activity 3, you may now write sentences to form paragraphs to come up with a written speech ready for delivery.

A large, rectangular area of lined paper with a torn, aged edge, intended for writing a speech. The paper is light beige and has horizontal lines spaced evenly down its length.



## ***What I Have Learned***

Let us try to process what you have learned from the lesson.

**Directions:** Complete the following chart based from the learnings you gained from this lesson. Write your answers on a separate sheet of paper.

**Three things that you learned from the lesson.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**One question I still want to ask.**

1. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Two things that I liked from the lesson.**

1. \_\_\_\_\_
- \_\_\_\_\_
2. \_\_\_\_\_
- \_\_\_\_\_



## What I Can Do

Your excitement will now come into reality!

**Directions:** Deliver the speech that you have written earlier. Record your performance in either audio or video. Below is the performance rubric for your guidance.

<b>Speech Delivery Rubric</b>				
	Poor Boring 2 points	Fair Alright 3 points	Good Enjoyable 4 points	Excellent Entertaining 5 points
Eye Contact	<i>Student reads the speech and never looks at the audience or hides behind the speech.</i>	<i>Student looks up from their speech a few times, generally contacting only one area of the room.</i>	<i>The student makes eye contact with all sides of the room and looks up repeatedly.</i>	<i>The student uses eye contact to communicate a clearer message by looking at audience members directly to highlight a point.</i>
Voice Volume and Clarity	<i>It is difficult the audience to make out important details because the speaker speaks to quietly or mumbles.</i>	<i>Once or twice, the audience cannot understand an insignificant detail because the speaker speaks too quietly or mumbles.</i>	<i>The audience can always hear the speaker clearly.</i>	<i>The speaker uses the volume of his or her voice to emphasize points and to add meaning to the presentation.</i>
Pace	<i>The speaker's pace makes it difficult to understand the speech because it is too fast.</i>	<i>The speaker maintains a good pace that may be a tad too slow or too fast but may not vary understandable to the audience.</i>	<i>The pace of the speech is easy to follow but may not vary.</i>	<i>The speaker varies the pace in order to emphasize points and add meaning.</i>
Poise	<i>The speaker seems unprepared and unpracticed because he or she stumbles over many words, cannot read the words, or has a conversation with him or herself in front of the class.</i>	<i>The student makes pronunciation errors or become befuddled at one point. May use words like "um" or "like."</i>	<i>While the student may stumble, he or she continues on in a professional manner.</i>	<i>Due to practice and familiarity with the speech, the speaker makes only the smallest of errors like an unnecessary hesitation.</i>

Body Language	<i>The speaker's gestures are distracting. The speaker looks depressed or apathetic.</i>	<i>The speaker's appearance may lack formality because he or she is fidgeting, not standing up straight, or seems insecure.</i>	<i>The speaker's appearance is professional in dress, stance, and gestures.</i>	<i>The speaker's appearance is professional in dress, stance, and gestures. The student uses their body to emphasize points or add meaning.</i>
Voice Intonation	<i>The speech is delivered in a monotone or apathetic voice.</i>	<i>The speaker sounds uninterested in what he or she is presenting.</i>	<i>The speech is delivered with enthusiasm.</i>	<i>The speech is delivered with enthusiasm and the speaker uses intonation in order to emphasize points and add meaning.</i>

Adopted from <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L77877&>

Congratulations! You have made it this far. Aren't you proud of yourself? You have performed varied activities which added more to your knowledge. You are now in the final round. Good luck!

### **1. Practice Inflection**

Gather some children's books (aimed at 6-10 years of age) and read them aloud in class or at home. Using inflection to show the punctuation, the force and the characters. Don't be scared! Remember this is how most kids learn to read and speak.

### **2. Pronunciation**

Put several forms and backgrounds into many books, or publications. Browse through the email and find odd words. Look at them in a dictionary online or offline and see how they are pronounced. It could turn into a 'stump the speaker' game of guessing how every word is pronounced. This can also be used to point out certain common words which are frequently mispronounced.

### **3. Projection**

Think of an interesting topic. Talk to yourself in a mirror. Don't scream. Keep it going for a few minutes (it's going to be loud), then ask someone in your home about his/her observations of what you are doing.



## **Assessment**

**Directions:** Read carefully the following questions and write the letters of your answers on a separate sheet of paper.

1. Which is NOT TRUE of a purpose statement?
  - A. realistic
  - B. results-oriented
  - C. specific
  - D. varied
  
2. Your text cites five values shared by most Filipino citizens. Which is NOT one of them?
  - A. good citizenship
  - B. materialism
  - C. political views
  - D. work ethics
  
3. A predisposition to respond to something in a favorable or unfavorable way is a/an \_\_\_\_\_.
  - A. attitude
  - B. belief
  - C. demographic
  - D. value
  
4. Which of these is NOT a demographic factor in the delivery of a self-composed speech?
  - A. age
  - B. gender
  - C. group memberships
  - D. speech purpose
  
5. The terms ‘passers-by, captives, and volunteers’ all refer to types of \_\_\_\_\_.
  - A. audiences
  - B. general purposes
  - C. occasions
  - D. speakers
  
6. Sound-related parts of conveyance incorporate all the following EXCEPT \_\_\_\_\_.
  - A. articulation
  - B. gestures
  - C. pitch
  - D. volume

7. Which of these could be used in researching a speech?
- A. Database
  - B. Periodicals
  - C. Website
  - D. All of these could be used.
8. "The gathering I will be addressing is to be attended by mostly Tandaganons, middle-class guys who have been fruitful in business. Most are young professionals and educated." Those announcements are commonplace of statements from \_\_\_\_\_.
- A. a general purpose
  - B. a speaker analysis
  - C. a specific purpose
  - D. an audience analysis
9. Reviewing your interests is a good step to take when you are \_\_\_\_\_.
- A. analyzing the speaking situation
  - B. analyzing the audience
  - C. organizing your speech
  - D. choosing a topic
10. In developing a speech, it is best to choose a topic...
- A. which is uncommon to you so that it will appear fresh.
  - B. where you are not really interested, so you can empathize with the audience and develop their interest.
  - C. that can be delayed so that you can spend so much time searching for a good topic.
  - D. that interests you so that you can make it interesting for others.
11. Regarding audience purpose, it is generally reasonable to say that...
- A. there might be an assortment of purposes for tuning in inside a group of people.
  - B. audience socioeconomics have no relationship to crowd reason.
  - C. gender is commonly the best indicator of direction.
  - D. all members are always there for the same purpose.
12. Which is NOT a general purpose in the delivery of a self-composed speech?
- A. choose a point wherein you are not so much intrigued, so you can understand the crowd and build up their advantage.
  - B. delay your choice if possible so that you spend as much time as you can searching for a good topic.
  - C. choose a subject that intrigues you so you can make it fascinate for other people.
  - D. choose a point about which you know nothing so your subject will be new.



13. Which of the following is an effective statement of a purpose?
- A. After my discourse, the crowd will have the option to list four reasons why youngsters join packs.
  - B. My design is to educate you about wrongdoing and to convince you to avoid packs.
  - C. The design is to educate the crowd about wrongdoing.
  - D. The reason for my discourse is to educate.
14. Which of the following is the best thesis statement?
- A. After my discourse the officials (crowd) will have the option to recognize a payoff suggestion from honest casual discussion.
  - B. High school students in my audience will know how to use a search engine.
  - C. Changing the way, we subsidize battles will profit competitors and voters.
  - D. Adapting to a new classmate is like changing a tire.
15. Which of the following considerations should be included in a speaker's belief that time should be part of an audience's analysis?
- A. Whether the speech will be in the morning or after lunch, at the beginning or end of some shared segment of time (semester, retreat), or on a national or religious holiday
  - B. What world or local events might be occurring the same day as the speech
  - C. How much time has been allotted or assigned
  - D. All of these are valid time considerations



## ***Additional Activities***

The true test for this lesson is in the actual presentation of the speech. Like voice and diction, understanding what makes a speech effective without practice is insufficient. It is useless to learn about the efficient delivery of a self-composed speech unless you put it into practice for it reinforces the knowledge. Comprehending the rules for driving on the road is dangerous if the rules are not obeyed in practice. The same is true for this chapter.

Constant correct practice of speaking will make you a more effective speaker!

## Activity: Lights, Camera, Action!

**Directions:** Read each instruction below. While performing the task, record it using your cellphone, or camera. Submit your output to the link provided by your teacher. If you have no gadget, you may borrow from a friend or relative.

### 1. Speak Up

Write a brief speech addressing a concern or problem in your community or things that you should do in this time of pandemic. Record your speech in either audio or video. Use the rubric below to guide you in your performance. Enjoy!

SKILLS	4	3	2	1
<i>Research Analysis</i>	Clear and convincing command of facts and information with insightful explanations that help to illustrate the speaker's ideas and arguments. At least six sources are incorporated into the speech. All six sources are used to strengthen the persuasive argument.	Clear use of facts and information with partially developed explanations in support of the speaker's ideas or arguments. At least six sources are incorporated into the speech.	Partially clear use of facts and information with limited or incomplete explanations to support the speaker's ideas or arguments. At least five sources are incorporated into the speech.	Confusing or incomplete facts with little and/or confusing explanations as to how the facts support the speaker's ideas or arguments. At least four sources are incorporated into the speech.
<i>Organization</i>	Clearly and logically organized speech with an engaging introduction, a logically sequenced body with appropriate transitions, and a clear and convincing conclusion.	Clear attempt at organization with a beginning, middle, and end and an attempt to use transitions	Some inconsistencies in organization and/or a lack of sustained focus throughout the speech with inconsistently used transitions	A lack of organization makes it difficult to follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, or end
<i>Language</i>	Uses sophisticated and varied language that is suited to the topic and audience; word choice is concise, original, and effectively conveys the appropriate tone given the purpose of the speech	Uses appropriate language and word choice, but with less sophistication, expressiveness and/or originality	Use words that may be unsuited to the topic, audience or purpose of the speech; word choice lacks originality and fails to convey an appropriate tone for the speech	Inappropriate use of language distracts the audience because it is too informal or too imprecise given the topic and purpose of the speech
<i>Tropes and Schemes</i>	Artfully incorporates at least six different tropes or schemes to persuade the target audience. Tropes and schemes are fluidly and naturally scattered	Incorporates at least six different tropes or schemes to persuade the target audience	Incorporates at least five different tropes or schemes to persuade the target audience.	Incorporates four or fewer tropes or schemes to persuade the target audience.

	throughout the speech and aid in the persuasive argument. Usage does not feel forced.			
<i>Appeals</i>	All three appeals are fluidly and naturally scattered throughout the speech with a balance that effectively aids in your persuasion without making it feel forced or contrite	All three appeals are clearly used throughout the speech to effectively persuade your audience	An attempt at using all three appeals is made, although there may be some imbalance or the persuasion may be slightly ineffective	Either not all appeals are obvious or they are used ineffectively
<i>Grammar and Conventions</i>	No spelling, punctuation, capitalization, grammar or usage errors.  Written in an artful style with sentence variety. No MLA formatting errors.	Some minor spelling, punctuation, capitalization, grammar or usage errors; some sentence variety; a few errors in MLA formatting.	Multiple spelling, punctuation, capitalization, grammar or usage errors; mechanical errors do not disrupt flow of ideas. Some errors in MLA formatting.	Numerous spelling, punctuation, capitalization, grammar or usage errors which distract reader. Numerous errors in MLA formatting.

Adopted from

<http://www.lindblomeagles.org/ourpages/auto/2012/4/26/52048625/2012%20Written%20Speech%20Rubric.doc>

20Rubric.doc

<b>Speech Delivery Rubric</b>				
	Poor Boring 2 points	Fair Alright 3 points	Good Enjoyable 4 points	Excellent Entertaining 5 points
Eye Contact	<i>Student reads the speech and never looks at the audience or hides behind the speech.</i>	<i>Student looks up from their speech a few times, generally contacting only one area of the room.</i>	<i>The student makes eye contact with all sides of the room and looks up repeatedly.</i>	<i>The student uses eye contact to communicate a clearer message by looking at audience members directly to highlight a point.</i>
Voice Volume and Clarity	<i>It is difficult the audience to make out important details because the speaker speaks to quietly or mumbles.</i>	<i>Once or twice, the audience cannot understand an insignificant detail because the speaker speaks too quietly or mumbles.</i>	<i>The audience can always hear the speaker clearly.</i>	<i>The speaker uses the volume of his or her voice to emphasize points and to add meaning to the presentation.</i>
Pace	<i>The speaker's pace makes it difficult to understand the</i>	<i>The speaker maintains a good pace that may be a tad too slow or</i>	<i>The pace of the speech is easy to follow but may not vary.</i>	<i>The speaker varies the pace in order to</i>

	<i>speech because it is too fast.</i>	<i>too fast but may not vary understandable to the audience.</i>		<i>emphasize points and add meaning.</i>
Poise	<i>The speaker seems unprepared and unpracticed because he or she stumbles over many words, cannot read the words, or has a conversation with him or herself in front of the class.</i>	<i>The student makes pronunciation errors or become befuddled at one point. May use words like "um" or "like."</i>	<i>While the student may stumble, he or she continues on in a professional manner.</i>	<i>Due to practice and familiarity with the speech, the speaker makes only the smallest of errors like an unnecessary hesitation.</i>
Body Language	<i>The speaker's gestures are distracting. The speaker looks depressed or apathetic.</i>	<i>The speaker's appearance may lack formality because he or she is fidgeting, not standing up straight, or seems insecure.</i>	<i>The speaker's appearance is professional in dress, stance, and gestures.</i>	<i>The speaker's appearance is professional in dress, stance, and gestures. The student uses their body to emphasize points or add meaning.</i>
Voice Intonation	<i>The speech is delivered in a monotone or apathetic voice.</i>	<i>The speaker sounds uninterested in what he or she is presenting.</i>	<i>The speech is delivered with enthusiasm.</i>	<i>The speech is delivered with enthusiasm and the speaker uses intonation in order to emphasize points and add meaning.</i>

## 1. My Friend's Fictional Life

What you do in this activity is you stand up before people (you can do it home by yourself as well) and you take one of your friends and introduce them to them. Instead of presenting them in the usual way, though, you are making them up a fictional story.

So, you say, hi this is Samantha, and she moonlights as a guitarist in the church. And you talk about her life, whatever it may be.

## 2. Impromptu Game

Essentially, you just get up in front of people and someone gives you something impromptu in which to ride.

It could be a topic; it could be a sentence, or it could be just a single word or something like that. But we run on just one subject.

For example: You need to talk about the Corona Virus Disease of 2019, or you need to talk about what makes you a great learner, or you need to talk about social distancing or constant proper handwashing. So that's the impromptu game.



# Answer Key

**Assessment**

1.	D
2.	B
3.	A
4.	D
5.	A
6.	B
7.	D
8.	D
9.	D
10.	D
11.	A
12.	D
13.	B
14.	C
15.	D

**What's More**

**Activity-1 (suggested answers)**

avoiding long, complicated sentences; articulation;  
pronunciation; accent, dialect, & regionalisms

**Assessment-1**

Answers may vary

**Activity 2**

Answers may vary

**Assessment 2**

Answers may vary

**Activity 3**

Answers may vary

**Assessment 3**

Answers vary

**What's In**

1.	Descriptive
2.	Persuasive
3.	Expository
4.	Expository
5.	Persuasive
6.	Expository
7.	Expository
8.	Descriptive
9.	Persuasive
10.	Persuasive
11.	Descriptive
12.	Descriptive
13.	Narrative
14.	Narrative
15.	Narrative

**What I Know**

Pre-Test

1.	D
2.	B
3.	A
4.	D
5.	A
6.	B
7.	D
8.	D
9.	D
10.	D
11.	A
12.	D
13.	B
14.	C
15.	D

## Reference

Boundless. (n.d.). Boundless communications. Retrieved April 20, 2021, from <https://courses.lumenlearning.com/boundless-communications/chapter/introduction/#:~:text=The%20introduction%20has%20five%20important,that%20outlines%20your%20main%20points.>  
"Delivering a Speech Lesson Plan." Study.com. November 10, 2016. <https://study.com/academy/lesson/delivering-a-speech-lesson-plan.html>.

Dictionary.cambridge.org. 2020. SPEAK UP | Definition In The Cambridge English Dictionary. [online] Available at: <https://dictionary.cambridge.org/us/dictionary/english/speak-up> [Accessed 15 May 2020].

Englishmate.com. 2020. How To Prepare and Deliver A Speech Effectively – Englishmate Blog. [online] Available at: <https://www.englishmate.com/blog/how-to-prepare-and-deliver-a-speech-effectively/> [Accessed 15 May 2020].

Hutchinson, C., Adler, R. and Rodman, G., 2020. Understanding Human Communication. [online] Oxford University Press. Available at: <https://global.oup.com/us/companion.websites/9780199747382/student/chapter11/tests/quiz/> [Accessed 14 May 2020].

Jackson, C. (n.d.). Take online Courses. earn college Credit. research schools, DEGREES & careers. Retrieved April 20, 2021, from <https://study.com/academy/lesson/the-body-of-the-speech.html#:~:text=The%20body%20of%20a%20speech%20is%20the%20center%20part%20of,made%20up%20of%20main%20points.&text=This%20is%20important%20because%20it%20helps%20the%20audience%20follow%20your%20speech.>

Sccollege.edu. 2020. Identifying Primary and Secondary Resources. [online] Available at: <https://sccollege.edu/Library/Pages/primarysources.aspx> [Accessed 15 May 2020].

UniversalClass.com. 2020. How To Deliver An Effective Speech: Knowing Your Audience. [online] Available at: <https://www.universalclass.com/articles/business/delivering-an-effective-speech-knowing-your-audience.htm> [Accessed 15 May 2020].

2020. Peaceprof4.Files.Wordpress.Com. <https://peaceprof4.files.wordpress.com/2017/10/chapter-12-delivering-your-speech.pdf>.

<http://www.lindblomeagles.org/ourpages/auto/2012/4/26/52048625/2012%20Written%20Speech%20Rubric.doc>

<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L77877&>

**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)