

English

Quarter 4 Module 12

Use Varied Verbal and Non-Verbal Communication Strategies When Performing in a Full Length Play



English – Grade 9
Alternative Delivery Mode
Quarter 4 Module 12: Use Varied Verbal and Non-Verbal Communication Strategies
When Performing in a Full Length Play
First Edition, 2020

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**Use Varied Verbal
and Non-Verbal Communication
Strategies When Performing in a
Full Length Play**

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

The preliminary aim of providing varied mode in performing full length play must always be considered. In relation, the following objectives must be comprehensively understood and used by the student by the end of this module.

Learning Objective:

- Use varied verbal and non-verbal communication strategies when performing in a full length play.

Lesson

1

Types and Features of Verbal and Non-Verbal Communication



What's In

In the recent development of using technology in distant learning, it is a must that you will be able to identify and use different forms of media communications and varied platforms in expressing ideas.

Read and understand carefully the different platforms and media technology that follows.

The word multimedia comes from two Latin roots, multi and media: *multi-*, meaning several or many, and *media-*, meaning in the middle. Multimedia is a broad term for combining multiple media formats. Whenever text, audio, still images, animation, video and interactivity are combined together, the result is multimedia. Slides, for example, are multimedia as they combine text and images, and sometimes video and other types.

A multimedia system consists of at least two, and perhaps all, of the following types of communication.

1. Text Materials

It takes us back quite a bit further, as pretty much every office memo ever written has mostly consisted of text. Text is still a primary way to transmit information, although nowadays, it is also used to augment other forms of communication, such as a text description of a photograph.

2. Photographs and Other Still Images

Illustrations are perhaps the oldest form of media, harking back at least as far as the prehistoric paintings on cave walls found in various locations around the world. The growth of electronic communications has meant that older text-only forms of communication could be enhanced with photographs and images as well.

3. Audio Files

Your website or presentation can add sound, from a musical background to a spoken explanation, by including audio files.

4. Video Presentations

Video presents moving pictures and typically combines images and sound for a compelling multimedia experience. Of course, videos can include text as well, which often appears as captioning for spoken words or as text in an image, as in the case of a slide presentation.

Matching Type. Answer the following questions below to see how far you have understood the previous lesson.

First, unscramble the letters in Column B and write the word on the line next to it. Match the words in Column B to the questions in Column A. Write the letter of your answer before each blank.

A	B
____ 1. Multimedia means the use of more than one ____ in communication.	A. anydcim _____
____ 2. ____ multimedia is a combination between multimedia technology and Internet technology.	B. cationedu _____
____ 3. A combination of ____ and entertainment makes learning enjoyable in schools.	C. adime _____
____ 4. Video, audio and animation are moving objects. We call it ____ elements.	D. ebw sedba _____
____ 5. Text is a ____ element	E. citats _____



What's New

How do you know how a person truly feels? Do you look at a person's face or do you listen to the words that a person says? Our answers could really depend on a lot of things. Let's take a look at the pictures below.

Task 1 "Picture Talk"

What do the pictures tell you? Choose from the following sentences and write them on the box opposite the picture.

That's perfect!

That's okay!

I'm bored.

I'm sad.

I'm happy

I'm angry!



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Why do you think it is important to read other people's actions and expressions? Do these actions tell us a message? Can we communicate through these actions and expressions? Find out in the next activity.

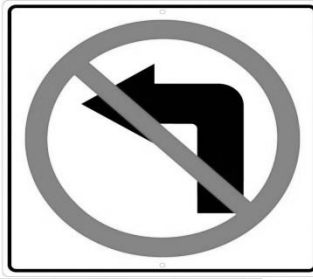


What is It

There are two ways we can send or express a message (or communicate) to someone. It could either be **VERBAL** or **NON-VERBAL COMMUNICATION**. In **verbal communication**, thoughts, emotions or information are exchanged by individuals through the use of speech (spoken words), as shown in the pictures below:

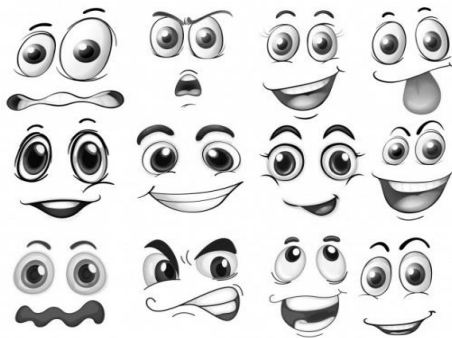


In a **non-verbal communication**, (https://www.youtube.com/watch?v=Nhg1_6NdDfo) , sending of messages and information is done by wordless clues, which means there are no spoken words involved. Take a look at the pictures below.



TYPES OF NON-VERBAL COMMUNICATION

There are many different types of nonverbal communication. Together, the following nonverbal signals and cues communicate your interest and investment in others.

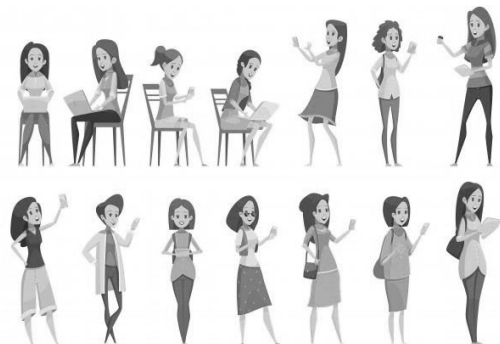


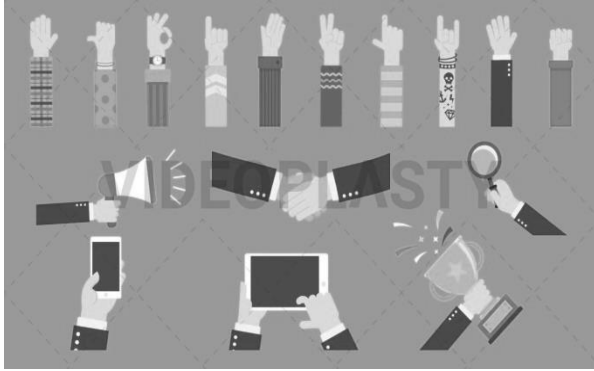
Facial Expressions

Unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

Body Movements and Posture

The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.



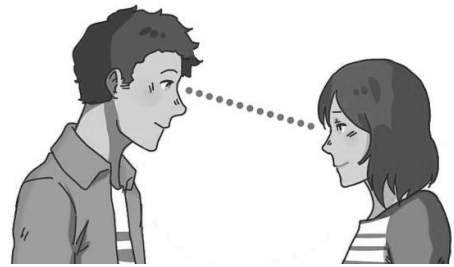


Gestures

We wave, point, beckon, and use our hands when we're arguing or speaking animatedly—expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Eye Contact

Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction.



Touch

We communicate a great deal through touch. Think about the messages given by the following: a weak handshake, a timid tap on the shoulder, a warm bear hug, a reassuring slap on the back, a patronizing pat on the head, or a controlling grip on your arm

Voice

It's not just what you say, it's **how** you say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." Think about how someone's tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.



Nowadays, modern technology allows us to communicate in so many ways. Can you name a few? Now that you know the different types of non-verbal expressions, what do you think is the most effective way in sending a message? Why do you think so?

Task 2: “Actions Speak”

Use words from the list as well as any others you can think of to describe e these pictures

Bored, uninterested, frightened, angry, sad, happy annoyed, disgusted, joyful, pleased, elated, excited surprised, welcoming, pleased



This person is;



This person is;



This person is;



This person is;



This person is;



This person is;



This person is;



This person is;



This person is;

<https://www.pinterest.ph/pin/108860515973463636/>

Task 3: "Taste Your Words"

What feelings are evoked in the lines below? Try saying them out loud and figure out how it feels to say them. Choose your answers from the words listed inside the box and write it on the blank just beside the dialogue box.

disinterested	annoyed	proud
worried	angry	excited

1.

Oh my, these puppies are so lovable! Can I keep them?

2.

How can you do this to me? You said you will always be my friend!

3.

Okay. Sure. Fine. Whatever.

4.

Can you please stop calling me? I am busy working on my paper.

5.

How come she's not here yet? It's late. Could something have happened to her?



What is It

Do you think verbal and non-verbal expressions play a vital role in our daily interactions with family and friends? You are definitely right! In fact, we use these expressions no matter where we are and who we are with. Let us try to use them in varied situations.

(Note to the learner: In Tasks 4, 5 and 6, you will be using a video recorder in your mobile phone and an internet connection so you can send them to your teacher for feedback).

Task 4: “Let’s Practice”

Read and familiarize the dialogue below. Act out the whole dialogue using expressions, gestures and posture. Use the rubric below as your guide. Give plenty of time for thought and rehearsal.

You don’t have to memorize the lines. You can read while reading and acting. When you are ready, record your performance using your smart phone. Send the file to your teacher at for feedback.

Dialogue:

A: Excuse me. Can you take a picture of me?

B: Yeah, sure.

A: Just press that button.

B: Er, which one?

A: The one on the top.

B: OK, right. Er.... can you move back a bit.

A: Is this OK?

B: Fine, now smile. That’s it. Very nice.

A: Thanks.

B: Not at all. You’ve got a lovely smile. Er... fancy a drink?

A: OK, but I’ve got no money on me.

B: That’s OK. I’ll pay.

How would you rate your performance? Do you think you have used appropriate non- verbal expressions? Whose role is easy to perform?

In the next activity, you will find yourself in a particular situation. React to that situation as you would in real life. Feel free to use verbal and non-verbal expressions. Good luck and have fun!

Task 5 : “This Is Me”

Reactions to different situations illustrate the different modes of communication such as verbal or non-verbal. Showing your reaction to a given situation will enrich your skill in verbal and non-verbal communication.

How would you react if you were in the situations cited below? Record your performance. You can ask a few members in the family to play the other roles, if not, then you could always act on your own. Choose one situation only.

Situation 1: You are now 28 years old. On your way home from work, you saw your little brother being bullied by 3 boys bigger than him. You can see your younger brother, helpless and crying for help. What would you do?

Situation 2: You are now in grade 10. Your English teacher just said goodbye and requested you to bring her things to the office. You were surprised to see a lot of books and folders, but you managed to carry every bit of it. You almost made it to the office, when all of a sudden, you stumbled on a rock and fell on your knees. All the books and papers went thru the air and down the muddy ground. You cannot afford to stand on your own because of embarrassment, but then someone came to help you and offered his/her hand. It was your crush.

Situation 3: You have a pet dog named Iggy. He is a labrador given to you by your parents as a gift on your 5th birthday. You grew up with Iggy and now he is 10 years old and he has grown weak of old age. He doesn't play a lot anymore and prefers to stay by your bedside. One day, you came home from school. You immediately went to your room to check on Iggy. He was there lying on his favorite spot near your bed, no longer breathing.



What's More

In this activity, you will master expressing yourself verbally and non-verbally through a scene from a play, “Les Miserables”.

Task 6: “The Play”

Jean Valjean is one of the characters of the play “Les Miserables” written by Victor Hugo. Set in early 19th-century France, *Les Misérables* is the story of Jean Valjean, a French peasant, and his desire for redemption after serving nineteen years in jail for having stolen a loaf of bread for his sister's starving child. Valjean decides to break his parole and start his life anew after a bishop inspires him by a tremendous act of mercy, but he is relentlessly tracked down by a police inspector named Javert. Along the way, Valjean and a slew of characters are swept into a revolutionary period in France, where a group of young idealists attempt to overthrow the government at a street barricade in Paris ([https://en.wikipedia.org/wiki/Les_Mis%C3%A9rables_\(musical\)](https://en.wikipedia.org/wiki/Les_Mis%C3%A9rables_(musical)))

The scene below tells us of how the character, Jean Valjean, finds the child, Cosette and his desire to love her and keep her as his own. Try your best to say the character's lines with the appropriate intonation and enunciation. Feel free to express yourself also with the use of non-verbal expressions.

Les Miserables (Act 1a)

The Bargain

Valjean:

I found her wandering in the wood
This little child, I found her trembling in the shadows
And I am here to help Cosette
And I will settle any debt you may think proper
I will pay what I must pay
To take Cosette away.
There is a duty I must heed,
There is a promise I have made
For I was blind to one in need
I did not see what stood before me
Now her mother is with God
Fantine's suffering is over
And I speak here with her voice
And I stand here in her place
And from this day and evermore



What I Have Learned

This activity will sum up your learning in the previous activity.

Submit A video output of the tasks below. Make sure to deliver the lines properly and portray gestures and actions well.

Activity! An Actor/Actress at Work

These monologues are from "FENCES" by August Wilson. (BOYS)should do only the monologue for boys , as well as the girls)

(BOYS)

TROY: A man's got to do what's right for him. I ain't sorry for nothing I done. It felt right in my heart. (To the baby.) What you smiling at? Your daddy's a big man. Got these great big old hands. But sometimes he's scared. And right now your daddy's scared cause we sitting out here and ain't got no home. Oh, I been homeless before. I ain't had no little baby with me. But I been homeless. You just be out on the road by your lonesome and you see one of them trains coming and you just kinda go like this...

(GIRLS)

ROSE: You can't be nobody but who you are, Cory. That shadow wasn't nothing but you growing into yourself. You either got to grow into it or cut it down to fit you. But that's all you got to make life with. That's all you got to measure yourself against that world out there. Your daddy wanted you to be everything he wasn't... and at the same time he tried to make you into everything he was. I don't know if he was right or wrong... but I do know he meant to do more good than he meant to do harm. He wasn't always right. Sometimes when he touched he bruised. And sometimes when he took me in his arms he cut.

ACTIVITY 2. Ask someone to do the scenes below with you . Video your work and submit.

SCENE 1 PLAY: Hamlet

Enter Ghost and Hamlet.

Hamlet. Whither wilt thou lead me? Speak! I'll go no further

Father's Ghost. Mark me.

Hamlet. I will.⁷³⁵

Father's Ghost. My hour is almost come,

When I to sulph'rous and tormenting flames

Must render up myself.

Hamlet. Alas, poor ghost!

Father's Ghost. Pity me not, but lend thy serious hearing

To what I shall unfold.

Hamlet. Speak. I am bound to hear.

Father's Ghost. So art thou to revenge, when thou shalt hear.

Hamlet. What

SCENE 2 PLAY : LES MISERABLES

Javert approaches Jean Valjean.

JAVERT

Now Prisoner 24601.

Your time is up

And your parole's begun.

You know what that means?

VALJEAN

Yes. It means I'm free.

JAVERT

No! It means you get
Your yellow ticket-of-leave.

He hands Valjean a folded yellow paper.

JAVERT

This badge of shame
You'll show it everywhere.
It warns you're a dangerous man.

VALJEAN

I stole a loaf of bread
My sister's child was close to death
And we were starving.



What I Can Do

The activity that will follow will further your knowledge of verbal and non- verbal communication by performing the tasks below.

The scenes below are real day to day experiences. Portray it together with people at home and make sure that face and body gestures accompany the lines you deliver (Focus of rating will be on you and not on anyone else) Submit a video for these.

ACTIVITY 1

SCENE : Mother is sweeping the floor while you are sitting comfortably and busy with your cellphone.

Mother: Can you please help me in cleaning all these mess?

You : But Mama, I feel so tired.

Mother: Hmmm, I know that you slept very late last night . I could hear you squirming like a pregnant cat.Are you not feeling well.

You : Yes mama ,I have this persistent headache and colds .My throat feels like it is burning.

Mother: What? Why didn't you tell me .

You: I just don't want to alarm you . I hope I'd be okay after taking my medicines . I;m so sorry I cannot help you now mama.

ACTIVITY 2

SCENE : In the kitchen , you and your sister / brother are cooking something for lunch.

Sister / Brother: What are we going to cook ? Papa loves something with soup especially during lunch.

You : Okay , beef sinigang .

Sister / Brother: Do you know how to do it?

You : Yes ,Mama taught me.

Sister / Brother: Good . What should we prepare first?

You. Find some vegetables in the ref while I'll cut these beef into cubes.(Get the chopping board and knife)

Ouccch ! This knife is so sharp I cut my finger ! My God ! (Blood trickling from the fingers)

Sister / Brother: You should have been careful ! Okay , wash it with wter and soup ,while I look for some first aid .(Gets out of the kitchen and returns right away with some medecine) Here, let me help you.

You : Thank you so much ! I could have been nervous without you.

Sister / Brother: Hmmm , it's what siblings are for.

ACTIVITY 3

SCENE : In the sala or living room , you are looking for your slippers everywhere.

Your father is watching tv with your mama and little sister/brother.

Sister / Brother: Ate / Kuya what are you looking fpr?

You : My slippers . Did you see it?

Sister / Brother: No I don'.

You : Ohhh ! Where is it ? I leave it here at the back of the door.

Papa: Is it a red slippers?

You: Yes papa, did you see it?

Papa: Yes ,I put it in the kitchen .

You : Okay .Thank you papa. I'll go get it.

Mama: Wait ? The red slippers in the kitchen ? I know it's yours so I put it in your room.

Sister / Brother: You should have asked us . Theres's no harm in asking .

You : Yes ,so foolish of me. Thank you everyone.



Answer Key

Pretest	What's In -	What's New -	Task 1	What is it - Task 2	What is it - Task 3	Post Test
1. D	1. C media	1. I'm happy	1. angry	1. excited	1. D	1. D
2. B	2. D web based	2. I'm sad	2. joyful, pleased	2. angry	2. A	2. A
3. A	3. B education	3. That's perfect/That's okay	3. surprised	3. disinterested	3. C	3. C
4. D	4. A dynamic	4. That's perfect	4. joyful	4. annoyed	4. D	4. D
5. B	5. E static	5. I'm bored	5. angry	5. worried	5. B	5. B
6. D		6. I'm angry	6. bored, uninterested		6. B	6. B
7. A			7. surprised, elated		7. D	7. D
8. A			8. sad		8. A	8. A
9. C			9. joyful		9. A	9. A
10. B					10. B	10. B

Reference

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