

English Activity Sheet

Quarter 2 – MELC 6

Delivering a Prepared or Impromptu Talk on an Issue Employing the Techniques in Public Speaking



English 10
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Introductory Message

Welcome to English 10!

The **Learning Activity Sheet** is a product of the collaborative efforts of the Schools Division of Guimaras and DepEd Regional Office VI - Western Visayas through the Curriculum and Learning Management Division (CLMD). This is developed to guide the learning facilitators (teachers, parents and responsible adults) in helping the learners meet the standards set by the K to 12 Basic Education Curriculum.

The **Learning Activity Sheet** is self-directed instructional materials aimed to guide the learners in accomplishing activities at their own pace and time using the contextualized resources in the community. This will also assist the learners in acquiring the lifelong learning skills, knowledge and attitudes for productivity and employment.

For learning facilitator:

The **English 10 Activity Sheet** will help you facilitate the leaching-learning activities specified in each Most Essential Learning Competency (MELC) with minimal or no face-to-face encounter between you and learner. This will be made available to the learners with the references/links to ease the independent learning.

For the learner:

The **English 10 Activity Sheet** is developed to help you continue learning even if you are not in school. This learning material provides you with meaningful and engaging activities for independent learning. Being an active learner, carefully read and understand the instructions then perform the activities and answer the assessments. This will be returned to your facilitator on the agreed schedule.

Name of Learner: _____ Grade and Section: _____

Date: _____

ENGLISH 10 ACTIVITY SHEET NO. 6

Delivering a Prepared or Impromptu Talk on an Issue Employing the Techniques in Public Speaking

I. Learning Competency with Code

Deliver a prepared or impromptu talk on an issue employing the techniques in public speaking

II. Background Information for Learners

In a Nutshell

“There are three things to aim at in public speaking: first, to get into your subject, then to get your subject into yourself, and lastly, to get your subject into the heart of your audience.”

–Alexander Gregg

Public speaking is an indispensable life skill that we should develop. We often speak to express what we feel, to argue our beliefs and principles, to state our needs, etc. Having the confidence to speak and being a good public speaker is an edge in interviews, contests, and many other tasks. It even enhances your skill in winning more friends and in inspiring people.

What is public speaking?

Public speaking is an act of delivering a speech to an audience in a systematic and orderly way in order to disseminate information, entertain people, or persuade others to believe in a certain idea or opinion. Examples are delivering a valedictory address, giving a birthday message to the celebrator, and declaiming, etc.

III. Accompanying DepEd Textbook and Educational Sites

Celebrating Diversity through World Literature English 10 Learner’s Material by Liza R. Almonte, et. al. (2015) pp. 159-160, 261-262

IV. Activity Proper

A. RESERVOIR OF KNOWLEDGE

Public speaking may be done with a little or without any preparation at all like the **extemporaneous** and **impromptu speech**.

To know more about extemporaneous and impromptu speeches, read their definitions as well as the techniques or tips on how to deliver them effectively on page 159 of the English 10 Learner’s Material titled “Celebrating Diversity through World Literature” written by Liza R. Almonte, et. al. (2015).

Furthermore, public speaking may also be delivered in a form of a **memorized speech** which requires a thorough preparation and committing the speech to the memory.

In order to know more on how to deliver a prepared talk (especially memorized speech) from planning and drafting the speech to practicing, revising, polishing and delivering the speech, kindly read pp. 261-262 of the English 10 Learner’s Material titled “Celebrating Diversity through World Literature” written by Liza R. Almonte, et. al. (2015).

B. ASSESSING MYSELF

1. The table below shows the steps in delivering a speech effectively. Copy the table and check (✓) **ALWAYS** if you always do what is stated every time you deliver a speech. Check (✓) **SOMETIMES** if you only do it occasionally and check (✓) **NEVER** if you don't do it at all. This will help you know how well do you speak in front of the public. Write your answers on a piece of paper.

Steps in Delivering a Speech Effectively	Always	Sometimes	Never
1. I use my voice effectively by speaking loud enough to be heard.			
2. I maintain eye contact to my audience.			
3. I use appropriate gestures and facial expressions.			
4. I use visual aids to reinforce my message.			

2. Imagine that you were asked to give a message to your friend's birthday party, but you have not prepared anything to say. What do you think would happen? Would you be able to give an inspiring message without stuttering? Write your answers on a piece of paper.

To learn more about the steps in delivering a speech effectively, read pp 261-262 of the English 10 Learner's Material titled "Celebrating through World Literature".

C. THE TASK I'VE CHOSEN

Choose **only one** from the given tasks below which is more accessible to you.

A. TV Stars	B. YouTube Idols
Watch news programs like 24 Oras, TV Patrol, or Aksyon on TV. Observe how the news anchors deliver their lines and take note what make them a good speaker. Write your observation on a piece of paper.	Watch sample impromptu or extemporaneous speeches in YouTube. Observe how the speakers deliver their lines and take note what make them a good speaker. Write your observation on a piece of paper. Here are some links that you may access: <ul style="list-style-type: none">• http://www.youtube.com/watch?v=Vp4gBmjsH74• http://www.youtube.com/watch?v=xGfukDMuhdQ• http://www.youtube.com/watch?v=bh6xvg_rEUI

While watching the news on TV or videos in YouTube, whichever activity you chose, copy and answer on a piece of paper the checklist for a well-delivered speech on page 160 of the English 10 Learner's Material titled "Celebrating Diversity through World Literature" written by Liza R. Almonte, et. al. (2015). Check YES if the description in each number is observable in the speakers on TV or YouTube video and NO if not.

D. IN THE MIDST OF WHAT'S RIGHT AND WRONG

Read each statement carefully. Write a check mark (✓) if the statement is correct about delivering a speech—may it be an impromptu or a prepared one, and write X if it is wrong. Write your answer on a piece of paper.

1. Make an eye contact to your audience.
2. Use filler words like "uhm", "you know" to increase your credibility as a speaker.
3. Make sure that your ideas are clear and you observe proper etiquette in public speaking.
4. Speak without conviction.

5. Avoid using transitional devices so that the audience can easily follow your ideas.
6. Use effective non-verbal cues like gestures and body language.
7. Make a powerful conclusion to wrap up your speech.
8. Do not provide examples. It is a waste of time.
9. Speak whatever comes to your mind.
10. Consider your audience in making your speech.

E. PONDER YOUR THOUGHTS

Answer the following questions based on what you have learned from the previous activities. Write your answers on the space provided.

1. What does it take to be a good public speaker?
_____.
2. What are some techniques in public speaking?
_____.
3. What are you going to do if you are called to speak extemporaneously or to make an impromptu speech?
_____.
4. How would you prepare in delivering a prepared talk like a memorized speech?
_____.
5. Why do we need to deliver a prepared or impromptu speech effectively?
_____.

F. SPEAK AND SHINE

Choose only one of the tasks below as well as the mode of delivery of the speech.

TASK OPTIONS:

Option 1. Make a prepared speech about your experiences during the COVID-19 pandemic. You may cite your struggles and how you cope with it. You may also tell about the changes you've encountered especially in education wherein there is no face-to-face interaction and how you continue to motivate yourself to pursue your dreams amid all those changes and challenges. After that, memorize your speech. Then, **select one** from the given options on how you are going to deliver your speech.

Option 2. Read and memorize the sample speech titled "Pursuing Quality Education in the New Now" written by Chenny G. Ganancial. Then, **select one** from the given options on how you are going to deliver your speech.

Pursuing Quality Education in the New Now

by: Chenny G. Ganancial

Our lives suddenly take a 360 degree turn with the havoc caused by the COVID-19 Pandemic which brought distraught and anxiety to people all over the world. Government ordered lockdowns; mass gatherings were discouraged; must wearing of masks and other protective equipment are implemented; physical distancing was observed—these are just some of the abrupt changes we encountered the past few months and are still experiencing today. Thus, we need to adapt with the new normal in order to survive.

In the midst of this crisis, the Department of Education continues to make effort to meet the demands of the new normal in the field of education. Since education has always been in the cornerstone of our constitution, we just can't ignore the rights of every Filipino citizen to education. The traditional face-to-face learning or a learning delivery modality where the students and the teacher are both physically present in the classroom, however, is discouraged in this time of pandemic to avoid increased local transmission and worst possible scenarios. But this doesn't mean that learning has to end. It should continue even if it wouldn't take place in school.

Learning is not only limited within the four-walled classroom. It could take place anytime, anywhere. Since face-to-face is not possible at the moment, distance learning could be the safest and most possible way to continue our pursuit for quality education in the midst of pandemic.

What is distance learning or distance education?

According to www.teacherph.com, distance learning or distance education refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. The three types of this modality are Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

These new modes of learning are coupled with birth pains which greatly affected the teachers, learners, parents, and other stakeholders. Teachers endured sleepless days and nights preparing modules, ICT presentations, and TV or radio broadcasts, among others. Learners are overwhelmed with the sudden shift in the education system where they need to learn at home by themselves without the physical presence of their teachers. They can only communicate to them through texts, calls, and online platforms. Parents adjust their daily routine just to assist their kids in doing their school activities. Cries for help are heard everywhere.

The present situation may be tough and we may encounter a lot of challenges along the way as the current modes of learning delivery are new to us, however, taking a step closer to our dreams amidst all odds ignite our passion to continue living and educating ourselves.

Together, let us keep abreast with the call of the times to shift into a new way of learning as we continue our battle against the threat of the COVID-19 Pandemic.

MODE OF DELIVERY OPTIONS:

Option 1. Take a video of yourself delivering the speech you made. Make sure to employ the techniques in public speaking when you deliver your speech. Observe effective verbal and non-verbal cues. Submit the copy of the speech and the video to your teacher via online platforms that you have agreed on like Messenger, Telegram, etc. so that it will be graded.

Option 2. Deliver your prepared or memorized speech in front of your family members or anyone who is capable of rating your speech. Make sure to employ the techniques in public speaking when you deliver your speech. Observe effective verbal and non-verbal cues. Give a copy of the speech to your rater and the rater will evaluate your speech performance based on the given rubric.

Here is an analytic rubric which will be used to rate your speech performance.

CRITERIA	DESCRIPTORS				POINTS EARNED
	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)	
VERBAL SKILLS					
VOICE	The speaker speaks in a monotone voice and is inaudible.	The speaker speaks softly but quite audible and rarely varies pitch and tone.	The speaker speaks audibly, and slightly varies pitch and tone to avoid boring the audience.	The speaker speaks loud enough to be heard, but varies pitch and tone to avoid boring the audience.	
ELOCUTION	The speaker pronounces most words incorrectly and speaks too softly, almost inaudible.	The speaker pronounces few words incorrectly and articulates words in a quite low voice.	The speaker pronounces most of the words correctly and articulates words quite clearly.	The speaker uses precise pronunciation and articulates words clearly.	
NON-VERBAL SKILLS					
EYE CONTACT	The speaker has no eye contact with the audience and is just reading the speech.	The speaker uses minimal eye contact with the audience during the speech.	The speaker consistently uses a direct eye contact with the audience during the speech.	The speaker maintains a direct eye contact with the audience in almost the entire duration of the speech.	
GESTURES, BODY LANGUAGE, AND FACIAL EXPRESSIONS	Maintains a poker face and there are no movements or gestures at all.	Makes little gestures, body language, and facial expressions.	Makes some appropriate gestures, body language, and facial expressions that enhances articulation.	Gestures, body language, and facial expressions are appropriate and helpful in conveying the speaker's message.	
POISE	The speaker shows tension and nervousness and always makes mistakes.	The speaker shows mild tension and often makes minor mistakes.	The speaker shows little or no tension and makes minor mistakes.	The speaker is relaxed and shows self-confidence and mastery of the speech.	
TOTAL POINTS EARNED					
GRADE EQUIVALENT					

Grade Equivalent:

A. Excellent = 17-20 points

B. Good = 13-16points





C. Fair = 9-12 points

D. Needs Improvement = 8 points and below

V. Reflection

THE MIRROR IN ME

Reflect on your past public speaking experiences and the tips you have learned from this lesson. Given a chance, how will you deliver a prepared or impromptu talk in the future? Write your answer on a piece of paper. Be guided by the following holistic rubric while answering the given questions.

Level	Criteria
Exceeding Standards (9-10 pts.)	 The reflection shows great evidence of learning. Main points are clear. Ideas are well-organized. There are very little or no spelling, punctuation or grammatical errors at all.
Meeting Standards (7-8 pts.)	 The reflection shows some evidence of learning. Ideas are somewhat organized. There are some spelling, punctuation or grammatical errors.
Approaching Standards (4-6 pts.)	 The reflection shows a little evidence of learning. Ideas are poorly organized. There are quite many spelling, punctuation or grammatical errors.
Below Standards (1-3 pts.)	 The reflection shows no evidence of learning and main points are too vague. Ideas are very poorly organized. There are a lot of spelling, punctuation or grammatical errors.

VI. Answer Key

<p><i>(Reflections may vary.)</i></p> <p>THE MIRROR IN ME</p> <p><i>(Written speeches may vary. Learners will deliver their speeches on the option they've chosen. They will be guided by the rubric for scoring.)</i></p>	
<p><i>(Answers may vary.)</i></p> <p>SPEAK AND SHINE</p>	
<p><i>(Answers may vary.)</i></p> <p>PONDER YOUR THOUGHTS</p>	<p>1. ✓</p> <p>2. X</p> <p>3. ✓</p> <p>4. X</p> <p>5. X</p> <p>6. ✓</p> <p>7. ✓</p> <p>8. X</p> <p>9. X</p> <p>10. ✓</p>
<p><i>(Answers may vary.)</i></p> <p>IN THE MIDST OF WHAT'S RIGHT AND WRONG</p>	
<p><i>(Answers may vary.)</i></p> <p>THE TASK I'VE CHOSEN</p>	
<p><i>(Answers may vary.)</i></p> <p>ASSESSING MYSELF</p>	