

English 7 Activity Sheet

Quarter 3 – MELC 2

Use the Appropriate Oral Language, Stance and Behavior
When Giving Information, Instructions,
Making Explanations and Narrating Events
in Factual and Personal Recounts



REGION VI – WESTERN VISAYAS

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English 7

Activity Sheet Quarter 3 – MELC 2: Use the Appropriate Oral Language, Stance and Behavior When Giving Information, Instructions, Making Explanations and Narrating Events in Factual and Personal Recounts First Edition, 2021

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Introductory Message

Welcome to English 7!

The **Learning Activity Sheet** is a product of the collaborative efforts of the Schools Division of Cadiz City 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 7 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 7 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.

Learning Activity Sheets (LAS) (For English MOI LA)

Name of Learner: _____
Grade Level: _____ Section: _____
Date: _____

ENGLISH 7 ACTIVITY SHEET 2

Use the Appropriate Oral Language, Stance and Behavior When Giving Information, Instructions, Making Explanations and Narrating Events in Factual and Personal Recounts

I. Learning Competency with Code

Use the Appropriate Oral Language, Stance and Behavior When Giving Information, Instructions, Making Explanations and Narrating Events in Factual and Personal Recounts (EN7OL-IV-a-3)

II. Background Information for Learners

Have you ever talked in front of a number of people to explain something or to give instructions? How did you feel? Were you able to convey your message clearly and confidently to your audience?

Oftentimes, you introduce yourself to your classmates on the first day of classes. During group tasks, you give a series of instructions to your members if you are the group leader. When Christmas is over and classes resume, you share with your classmates how you celebrated Christmas and New Year. All of these activities involve the use of spoken words.

When we use spoken words to express knowledge, feelings, and ideas, that is **oral language**. We use words to translate our thoughts and emotions.

Whether you give information or instructions, make explanations or narrate events based on facts or personal experiences, the following are ways to improve your verbal communication skills:

1. **Think before you speak.** Organize your thoughts in your mind before you start speaking.
2. **Be clear and concise.** Make it simple. Use words appropriate to your topic and audience. Do not use complex words.
3. **Speak with confidence.** You can only speak with confidence if you know what you present so make sure to do a research on your topic.
4. **Vary your vocal tone.** If you speak in a monotone voice, you will bore your audience. Vary the pitch of your voice to express emotion. Use voice inflection if you want to emphasize a point. Get the attention of your audience through a lively way of speaking.

As we speak, we tend to move some parts of our body to emphasize our point. Some people lean forward, some stand or sit straight, or slouch. Your **stance** or posture can greatly affect how people will perceive you as you speak. This is part of your body language. **Body language** is how your body communicates without the use of words. It refers to eye contact, facial expressions, head movements, hand gestures and body posture.

- **Eye contact** – Eye contact is when you look at your audience while you speak.
- **Facial expressions** – How you look in front of your audience based on your face can affect how they perceive you. If you are nervous and cannot control it, your fear often shows on your face. If you smile at them while you talk, they will think that you are happy talking to them.
- **Head movements** – This is how you move your head as you face your audience. When you agree on something, you tend to nod your head. If you disagree, you shake your head. When you look up at the ceiling as you talk, your audience might think you are not interested in them because you look up at the ceiling rather than at them.
- **Hand gestures** – There are people who move their hands a lot while they talk, and there are people who keep their hands still as they speak.
- **Body posture** – How you stand or sit tells about your body posture. Do you stand or sit straight? Is your back rigid as you talk? Are your shoulders slouching?

The following are tips to project confidence through a positive body language. The pictures show how you should sit or stand, move your hands, and position your head and feet.

1. **Have a positive posture.** Stand or sit up straight with your shoulders back. Your arms are unfolded by your sides or in front of you. Don't put your hands in your pockets and do not slouch.



2. **Keep your head up.** Have your head in an upright, level position. Don't lean too far or backward. You might look aggressive or arrogant if you do so.



3. **Practice and perfect your posture.** Keep one foot slightly in front of the other as you stand in a relaxed manner, with your weight distributed evenly.
4. **Use open hand gestures.** Keep your upper arms close to your body as you speak while you spread your hands apart, in front of you, with palms facing slightly toward your audience. This means you are willing to communicate and share ideas with them.

When something is delivered to the audience, they respond best when the presenter is energetic, whose movements are meaningful and supportive of the message. Simplicity of the words work well, too. Remember these simple tips when you are tasked to give information, instructions, make explanations or narrate factual events or personal recounts:



1. **Smile often.** You can easily engage your audience when you smile rather than frown.
2. **Stand or sit straight.** Don't slouch. Whether you sit or stand, pull your shoulders back, tuck your stomach in, and lift your chin up.
3. **Put space to good use.** Move around naturally from one spot to another.
4. **Be facially expressive.** What the audience see on your face will be how they perceive you. Show them they can trust you. Use facial expressions appropriately.
5. **Speak clearly and confidently.** Practice your speech. Use simple words so your audience can understand you easily.
6. **Don't forget to breathe.** Pause or stop between ideas through proper breathing.
7. **Face your audience.** Make eye contact. Scan the crowd and look at someone momentarily. Don't turn your back on them.
8. **Point at your presentation slides.** Don't forget to point at your visual aids if you have them.
9. **Practice.** It always pays forward to practice in front of a mirror or record yourself to see how you do. Constant practice gives room for improvement.

III. Exercises / Activities

A. Read and understand each sentence. On the space before the number, write **T** if it is true. If it is false, write **F**.

- _____ 1. People like to listen to a speaker who talks in a monotone voice.
- _____ 2. Make eye contact when you face your audience.
- _____ 3. Oral language is the use of words to express thoughts and feelings.
- _____ 4. Use simple words so that the audience can easily understand.
- _____ 5. Do not think before you speak.
- _____ 6. Hand gestures refer to whether you look happy or sad.
- _____ 7. Be confident when you speak.
- _____ 8. Never point to your presentation slides when you speak.
- _____ 9. Your weight must be even when you stand straight.
- _____ 10. A person shakes his when he means yes.

For Activities B, C, D and E, choose two activities that you want to perform. Your outputs will be two recorded videos. Read and understand the rubrics to guide you through your performance. You may have your parent/guardian evaluate you if you cannot have a recorded video.

B. Giving Information. You are tasked to give information about a local historical landmark or tourist spot in your community during the Tourism Month. You will give the information as a tourism ambassador of your community to a group of tourists who visit your place.

Goal	Your goal is to give information about a local historical landmark or tourist spot in your community.
Role	You are the tourism ambassador of your local community tasked to promote tourism in your place.
Audience	Your audience are a group of tourists on a vacation.
Situation	Your local government is promoting your community's tourism. A group of tourists visits your place to check on the historical sites and beautiful spots.
Product/Performance	Prepare a one-minute presentation that gives information on a historical site or a beautiful spot found in your local community. <ol style="list-style-type: none"> 1. Record your presentation for submission. 2. Present a picture of the historical landmark or tourist spot. 3. Using your picture of the historical landmark or tourist spot, point out what represents a point, line and plane. (Math – M7GE-IIIa-1)
Standards	You will be evaluated based on the following: Oral Language, Body Language, Organization of Ideas

C. Giving Instruction. You are tasked to instruct a group of cooking enthusiasts how to cook the famous delicacy of your hometown during a contest for Nutrition Month.

Goal	Your goal is to instruct participants of a cooking contest how to cook a famous delicacy of your hometown.
Role	You are a chef that will instruct participants how to cook a famous local delicacy.
Audience	Your audience are participants to the cooking contest.
Situation	Your local government sponsors a cooking contest during Nutrition Month that promotes native delicacies.
Product/Performance	Prepare a one-minute presentation that instructs participants how to cook the famous native delicacy of your local community. <ol style="list-style-type: none"> 1. Record your presentation for submission 2. Present pictures that show step-by-step instruction how to cook the delicacy. 3. Present pictures of appropriate kitchen tools, equipment and paraphernalia to be utilized for the cooking activity (TLE-HECK7).
Standards	You will be evaluated based on the following: Oral Language, Body Language, Organization of Ideas

D. Making Explanations. As a livelihood project chairman, you are tasked to promote the livelihood project of your community during the agro-industrial fair.

Goal	Your goal is to explain to a group of investors the development of crafts in your local community using available local resources (e.g. pottery, weaving, jewelry, basketry) and why it will be a good investment for them.
Role	You are the chairman of the livelihood project in your local community.
Audience	Your audience are a group of investors from a big business company.
Situation	A group of investors is interested in expanding their business. They want to know how they could profit from the community's livelihood project that showcases the locals' expertise in making crafts using available local resources.
Product/Performance	Prepare a one-minute presentation that explains why the community's crafts are ideal for investment, how they developed, the expertise of the locals and the use of available resources. <ol style="list-style-type: none"> 1. Record your presentation for submission. 2. Present a picture of your community's local crafts, the locals that work on those, and the raw materials used. 3. Show through pictures or explain briefly how the development of such crafts is related to the locals' expertise and availability of resources (A7PR-III-f-3)
Standards	You will be evaluated based on the following: Oral Language, Body Language, Organization of Ideas

E. Narrating Events in Factual and Personal Recounts. You are tasked to narrate events involving the role and contribution of a woman or women in your community towards equality, economic growth and political rights.

Goal	Your goal is to narrate events that involved an important woman or women in your community that has/have contributed significantly towards equality, economic growth and political rights.
Role	You are the host of a TV program that promotes empowered women in your community.
Audience	Your audience are viewers of your TV station.
Situation	As a tribute for empowered women on Women's Month, a TV station will air an episode showcasing what a local woman/women in your community has/have done that significantly contribute/s towards equality, economic growth and political rights.
Product/Performance	Prepare a one-minute presentation that narrates an incident where a local woman/women has/have done a significant contribution towards equality, economic growth and political

	rights in your community. 1. Record your presentation for submission. 2. Present a picture of the empowered woman/women. 3. Highlight the role of women towards equality, economic growth and political rights (AP7TKA-III).
Standards	You will be evaluated based on the following: Oral Language, Body Language, Organization of Ideas

IV. Rubric for Scoring

Criteria	10	8	6	4
Oral Language	Language skills are applied effectively.	Language skills are applied more effective.	Language skills are applied effectively.	Language skills are not applied effectively.
Body Language	Use of body language is most appropriate.	Use of body language is more appropriate.	Use of body language is appropriate.	Use of body language is inappropriate.
Organization of Ideas	All of the important ideas are well-organized.	Most of the important ideas are well-organized.	Some of the important ideas are well-organized.	Important ideas are not properly organized.

V. Reflection

Valuing Myself. As a young teen, what values should you apply to help you become a significant member of your local community (EsP7PB-IIIb-9.4)? Write down your thoughts inside the box. Make a one-minute oral explanation following the rubric for scoring provided for the previous tasks.

VI. Reference for learners

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- "Body Language Beyond Words - How to Read Unspoken Signals." n.d. *MindTools*. 30 January 2021. <https://www.mindtools.com/pages/article/Body_Language.htm>
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VII. Answer Key

A.	
1. F	5. F
2. T	4. T
3. T	3. T
4. T	2. T
5. F	1. F
6. F	10. F
7. T	
8. F	
9. T	