

Oral Communication in Context

For Senior High School



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For Senior High School
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Sipacio and Anne Richie Garcia Balgos

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Cover Design: Victor C. Joaquin
Illustrations: Kenneth G. Sabay
Francis P. Salipande
Layout: Francis A. Casupanan

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Preface

Oral Communication in Context for Senior High School is a response to the revolutionary change in the country's basic education system. Rich in strategies that hone effective communication, this book is geared towards developing listening and speaking skills in any situation.

Written specifically with a 21st century learner in mind, this book aims to guide students to become multi-skilled in different methods of learning and be flexible under different communication circumstances. Furthermore, it is geared towards honing their leadership skills to help them become self-directed and creative in problem-solving. Ultimately, this book aims to instill a lasting commitment to lifelong learning and critical thinking.

Oral Communication in Context for Senior High School meets all the competencies outlined in the K to 12 curriculum and incorporates information and communication technology throughout the text. Each lesson is packed with varied strategies and activities which enhance 21st-century literacies. The book applies different instructional approaches and strategies based on the principles of differentiation, spiral progression, process orientation, collaboration, contextualization, reflective learning, and visual enhancement. Furthermore, it is structured using a Socio-Cognitive Transformative Model in English as a Second Language Pedagogy (Barrot, 2014, 2015) to ensure that lifelong learning is achieved.

Acknowledgements

We are very grateful to the management, staff, and editors of C&E Publishing, Inc. This book could not have been prepared or published without their support.

We are also very thankful to our family, colleagues, students, and friends— particularly Dr. Jessie Barrot, Sean Tabiola, Mari Karen Gabinete, Elaine Masangya, Maria Cequena, Aldrin Salipande, and Joan Agdeppa— for their love, inspiration, and wisdom. We would also like to thank those who offered their time and expertise in the making of this book.

Above all, we are indebted to God Almighty!

Philippe John F. Sipacio
Anne Richie G. Balgos
Authors



Nature and Elements of Communication

This unit lays out the foundational knowledge for studying oral communication. It features essential information including the definition and nature of communication and the rudiments of communicating across cultures.

1 Fundamentals of Communication

2 Intercultural Communication

Fundamentals of Communication

By the end of the lesson, you will have been able to

- explain the nature and process of communication;
- differentiate various models of communication;
- discuss functions of communication;
- distinguish the unique features of one communication process from the other;
- practice effective verbal and nonverbal communication during social interactions;
- explain why there is a breakdown of communication;
- apply strategies in overcoming communication breakdowns;
- practice effective communication skills;
- evaluate the effectiveness of an oral communication;
- practice learning and thinking skills, life skills, and ICT literacy; and
- reflect on your learning on the fundamentals of communication.

Let's Warm Up

1. **Form groups of four to five members.**
2. **Create a two-minute group presentation that reflects your understanding of what “communication” is about.**
3. **Be creative.**
4. **You have five minutes to prepare.**

Debriefing Questions

1. Which groups effectively communicated their message? Give reasons why the presentation was effective.
2. Is effective communication important? Why? Why not?

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I communicate to convey my messages and express my ideas.				
2. I describe communication as a process.				
3. I understand that communication can be expressed in words and/or in actions.				
4. I can distinguish the features of the communication process.				
5. I can differentiate the models of communication.				
6. I effectively convey a message both in words and actions.				
7. I can identify the elements of communication.				
8. I can explain the cause of communication breakdown.				
9. I use strategies to avoid communication breakdown.				
10. I know the functions of communication.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I

Stand up. Think of one fact that you know about communication and share it with everyone. Once you have shared something, you can sit down and listen to what the rest of the class has to share.

Key Takeaways

Communication is a process of sharing and conveying messages or information from one person to another within and across channels, contexts, media, and cultures (McCornack, 2014). There is a wide variety of contexts and situations in which communication can be manifested; it can be a face-to-face interaction, a phone conversation, a group discussion, a meeting or interview, a letter correspondence, a class recitation, and many others.

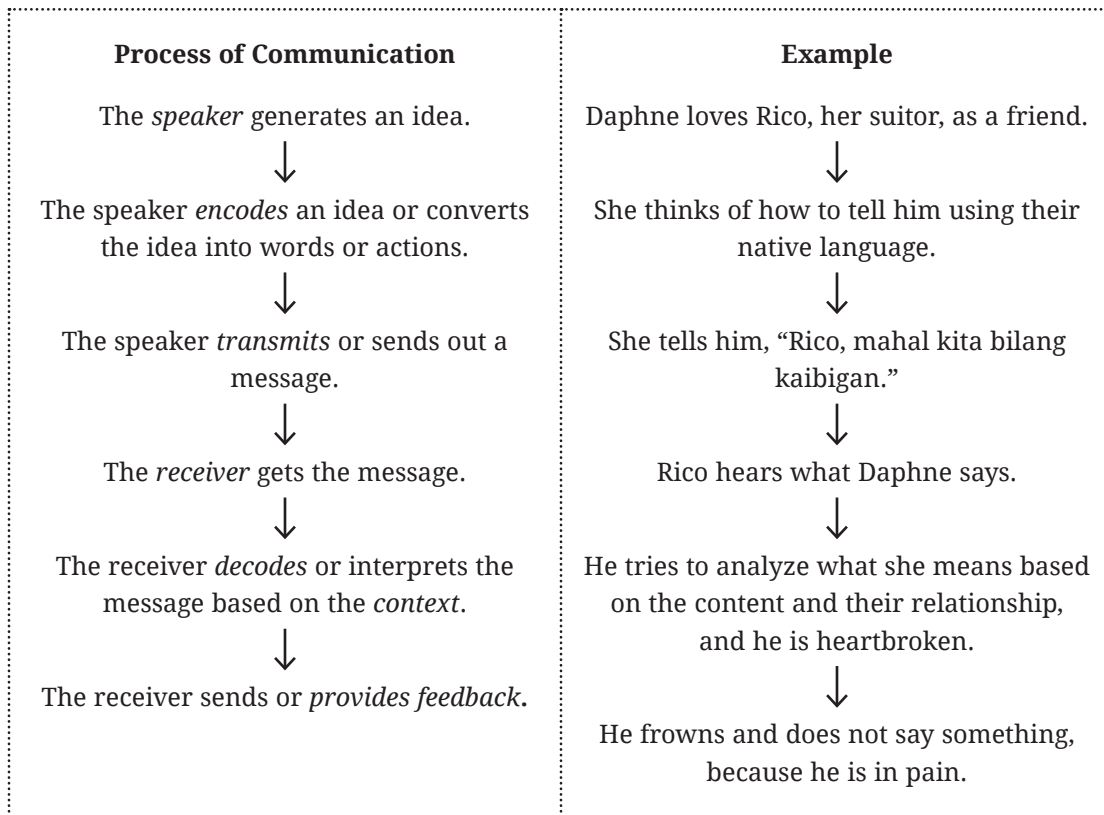
Nature of Communication

1. Communication is a process.
2. Communication occurs between two or more people (the speaker and the receiver).
3. Communication can be expressed through written or spoken words, actions (nonverbal), or both spoken words and nonverbal actions at the same time.

Elements of Communication

Communication is divided into elements which help us better understand its mechanics or process. These elements are the following:

1. **Speaker** – the source of information or message
2. **Message** – the information, ideas, or thoughts conveyed by the speaker in words or in actions
3. **Encoding** – the process of converting the message into words, actions, or other forms that the speaker understands
4. **Channel** – the medium or the means, such as personal or non-personal, verbal or nonverbal, in which the encoded message is conveyed
5. **Decoding** – the process of interpreting the encoded message of the speaker by the receiver
6. **Receiver** – the recipient of the message, or someone who decodes the message
7. **Feedback** – the reactions, responses, or information provided by the receiver
8. **Context** – the environment where communication takes place
9. **Barrier** – the factors that affect the flow of communication



Models of Communication

1. Shannon-Weaver Model

Known as the mother of all communication models, the Shannon-Weaver model (1949) depicts communication as a linear or one-way process consisting of five elements: a *source* (producer of message); a *transmitter* (encoder of message into signals); a *channel* (signals adapted for transmission); a *receiver* (decoder of message from the signal); and a *destination*.

This model, however, has been criticized for missing one essential element in the communication process: *feedback*. Without feedback, the speaker will not know whether the receiver understands the message or not.

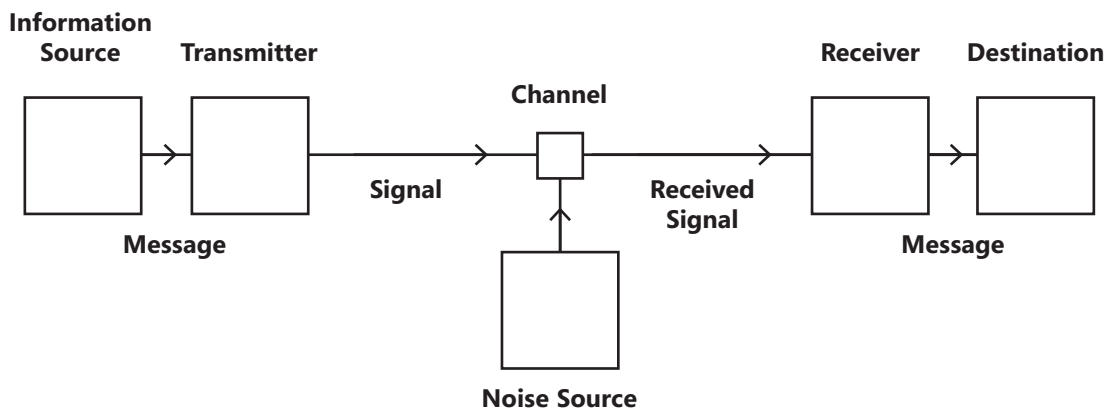


Fig 1. Shannon-Weaver Model

2. Transaction Model

Unlike the Shannon-Weaver Model, which is a one-way process, the Transaction Model is a two-way process with the inclusion of feedback as one element.

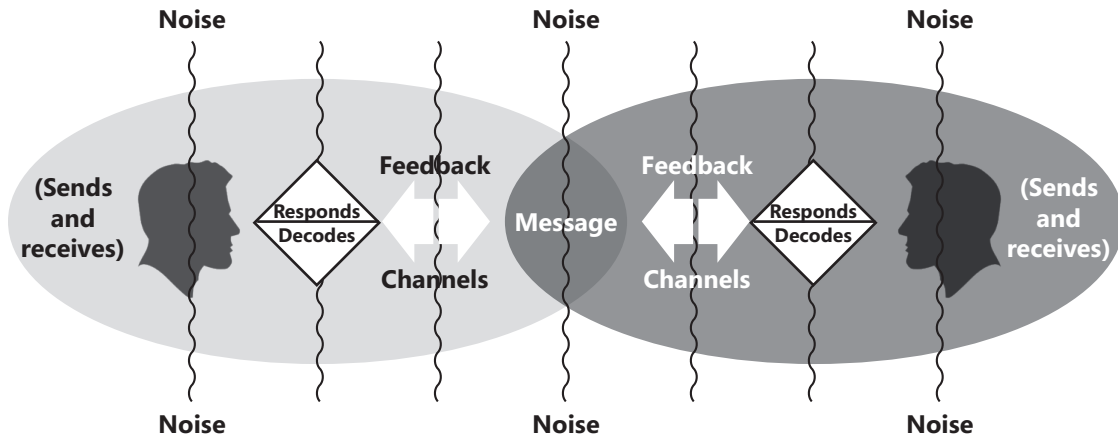


Fig 2. Transaction Model

As shown in Figure 2, this model is more interactive. There is a collaborative exchange of messages between communicators with the aim of understanding each other. It also shows that a barrier, such as noise, may interfere with the flow of communication.

Exercise II (Group)

Work with your group mates in the *Let's Warm Up* activity. As a group, do the following:

Study the diagram below. It represents the Schramm Model.

Schramm (1954) modified the Shannon-Weaver Model. What has Schramm added to the Shannon-Weaver Model? Is the new model more comprehensive? Why do you think so? How is it different from or similar to the Transaction Model?

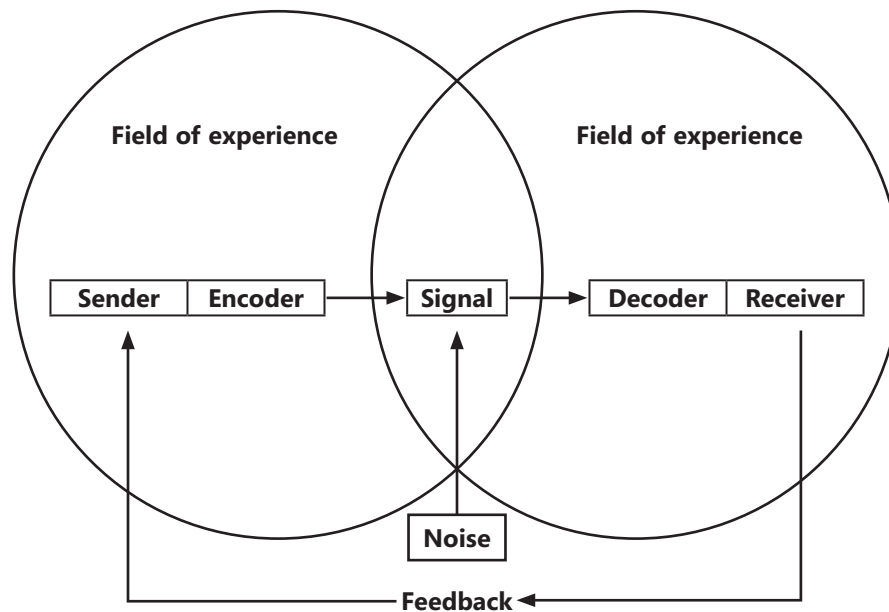


Fig 3. Schramm Model

Functions of Communication

Basically, there are five functions of communication. These are *control, social interaction, motivation, emotional expression, and information dissemination.*

1. Control – Communication functions to control behavior.
2. Social Interaction – Communication allows individuals to interact with others.
3. Motivation – Communication motivates or encourages people to live better.
4. Emotional expression – Communication facilitates people’s expression of their feelings and emotions.
5. Information dissemination – Communication functions to convey information.

Exercise III

Identify the function of communication in each of the following situations. Write your answers on the space provided.

- | | |
|-------|---|
| _____ | 1. The teacher reads and discusses classroom policies to her students. |
| _____ | 2. Ross greets Rachel; then, they start talking about their plans for the holidays. |
| _____ | 3. Phoebe shares her insights on how to live peacefully despite a complicated life. |
| _____ | 4. Monica shares her personal frustrations with Chandler. |
| _____ | 5. The geometry teacher lectures about mathematical concepts. |
| _____ | 6. Sheila delivers her valedictory speech. |
| _____ | 7. The President delivers his last State of the Nation Address. |
| _____ | 8. A television personality thanks the supportive moviegoers during an interview. |
| _____ | 9. The city mayor presents her strategies to execute the plans in a public forum. |
| _____ | 10. A tourist guide orients a group of tourists about a heritage site. |

Features of an Effective Communication

In their pioneer book *Effective Public Relations*, Professors Broom, Cutlip, and Center (2012) list the 7 Cs of Effective Communication. This list is widely used today, especially in public relations and advertising.

1. Completeness

Complete communication is essential to the quality of the communication process in general. Hence, communication should include everything that the receiver needs to hear for him/her to respond, react, or evaluate properly.

2. Conciseness

Conciseness does not mean keeping the message short, but making it direct or straight to the point. Insignificant or redundant information should be eliminated from the communication that will be sent to the recipient.

3. **Consideration**

To be effective, the speaker should always consider relevant information about his/her receiver such as mood, background, race, preference, education, status, and needs, among others. By doing so, he/she can easily build rapport with the audience.

4. **Concreteness**

Effective communication happens when the message is concrete and supported by facts, figures, and real-life examples and situations. In this case, the receiver is more connected to the message conveyed.

5. **Courtesy**

The speaker shows courtesy in communication by respecting the culture, values, and beliefs of his/her receivers. Being courteous at all times creates a positive impact on the audience.

6. **Clearness**

Clearness in communication implies the use of simple and specific words to express ideas. It is also achieved when the speaker focuses only on a single objective in his/her speech so as not to confuse the audience.

7. **Correctness**

Correctness in grammar eliminates negative impact on the audience and increases the credibility and effectiveness of the message.

Barriers to Communication

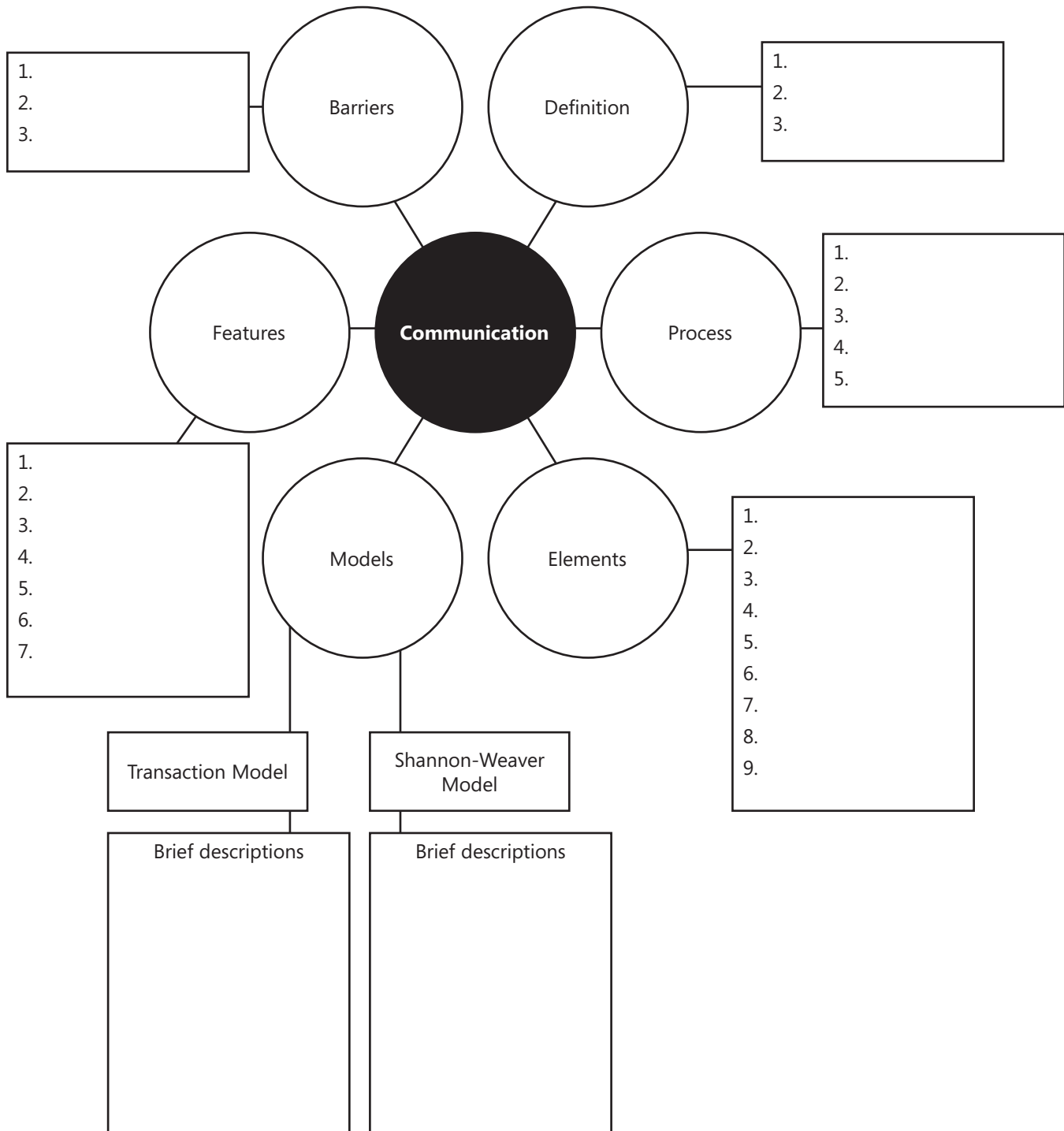
There are instances when miscommunication and misunderstanding occur because of certain barriers. To become an effective communicator, you should recognize these barriers that hinder the communication process. This will enable you to control the situation, reset conditions, and start anew. The table below presents some barriers to effective communication with corresponding solutions.

Barrier	Example	Solution
Emotional barriers	You are having a bad day or you feel frustrated.	Recognize these kinds of emotions, and politely ask the other person to give you a moment so you can relax or calm yourself.
	You sit in a meeting or class where you think the speaker is boring.	Recognize this kind of attitude, reset, and reflect on how you can be interested in what the speaker is pointing out.
Use of jargon	You are a scientist discussing a certain weather phenomenon with your neighbor who does not know much about the topic.	Jargon refers to the set of specialized vocabulary in a certain field. To avoid communication breakdown due to lack of clarity, adjust your language; use layman's terms or simple words.
Lack of confidence	You are asked to share something about your day or weekend, but you are hesitant because you are shy.	Develop self-confidence by joining organizations where you can share and develop your interests. Look for opportunities in your school or community that will help you find your strengths and improve your abilities.
Noisy environment	You are having a conversation with some friends when a song was played loudly.	Recognize that noise is a common barrier. Make some adjustments by asking someone to minimize the volume or by looking for a quiet area where you can resume the conversation.

Note that these are only some of the barriers; many others may arise out of context, language, physical restrictions, and the like.

Exercise IV (Class)

As a class, complete the semantic web below with a word or group of words relevant to communication. You can assign a representative to gather and/or consolidate the responses of the class.



Verbal Communication and Nonverbal Communication

Verbal Communication refers to an interaction in which words are used to relay a message. For effective and successful verbal communication, use words to express ideas which can be easily understood by the person you are talking to. Consider *appropriateness, brevity, clarity, ethics, and vividness* when engaging in this type of communication.

1. **Appropriateness**

The language that you use should be appropriate to the environment or occasion (i.e., whether formal or informal).

2. **Brevity**

Speakers who often use simple yet precise and powerful words are found to be more credible. Try to achieve brevity by being more direct with your words. Avoid fillers and insubstantial expressions which do not add to the message, such as “uh,” “you know,” “I guess,” and others.

3. **Clarity**

The meanings of words, feelings, or ideas may be interpreted differently by a listener; hence, it is essential for you to clearly state your message and express your ideas and feelings.

4. **Ethics**

Words should be carefully chosen in consideration of the gender, roles, ethnicity, preferences, and status of the person or people you are talking to.

5. **Vividness**

Words that vividly or creatively describe things or feelings usually add color and spice to communication. Hence, you are encouraged to find ways to charm your audience through the use of vivid words.

Nonverbal communication refers to an interaction where behavior is used to convey and represent meanings. All kinds of human responses that are not expressed in words are classified as nonverbal communication. Examples of nonverbal communication are stares, smiles, tone of voice, movements, manners of walking, standing and sitting, appearance, style of attire, attitude towards time and space, personality, gestures, and others.

Mastery of nonverbal communication is important for several reasons:

1. It enhances and emphasizes the message of your speech, thus making it more meaningful, truthful, and relevant.
2. It can communicate feelings, attitudes, and perceptions without you saying a word.
3. It can sustain the attention of listeners and keep them engaged in the speech.
4. It gives the audience a preview to the type of speaker you are.
5. It makes you appear more dynamic and animated in your delivery.
6. It serves as a channel to release tension and nervousness.
7. It helps make your speech more dramatic.
8. It can build a connection with listeners.
9. It makes you a credible speaker.
10. It helps you vary your speaking style and avoid a monotonous delivery.

Exercise V

Write T before each number if the statement is true and F if the statement is false.

- _____ 1. Consider ethics in your speech at all times.
- _____ 2. Effective use of nonverbal communication can strengthen your message.
- _____ 3. How you communicate reflects who you are as a person.
- _____ 4. One way to help you build credibility is through effective nonverbal communication.
- _____ 5. There are certain words that are only appropriate at certain times and places.
- _____ 6. To achieve clarity, we must speak the same language as our listeners.
- _____ 7. The use of too many fillers can distract your listeners.
- _____ 8. Verbal communication is better than nonverbal communication.
- _____ 9. When you talk to others, you should not assume too quickly that they understand the message that you convey.
- _____ 10. When you communicate, choose what you want to say and how you want to say it.

Let's Practice

- I. **Group Activity.** Your teacher will divide the class into three groups. This activity follows the format of a charades game, and the objective is to guess unknown words in the shortest time possible.

Your teacher will assign a category for each group. Assign a timekeeper in your group and prepare ten pieces of one-fourth-sized paper and a small empty box or pencil case. Think of words or phrases related to your category and write each word in a piece of paper. Fold each piece to hide the word.

Remember not to choose words that are very difficult to guess. Follow the guidelines below.

- At least two members of the group must be familiar with the word's meaning.
- A word should only be composed of a maximum of eight letters.
- Proper names are not allowed, but they can be used along with other words.
- Foreign words and technical terms are not allowed.

Each round of the activity proceeds as follows:

- Each group will assign two representatives who will act out or describe the unknown word. The remaining group members have to guess the word within one minute.
- To start, the representatives from Team A will draw a piece of paper from Team B's box.
- They have five seconds to view the word, after which Team B's timekeeper will start the timer.
- The representatives will then have their teammates guess the word through gestures. Drawing or writing on the board is not allowed.

- If Team A guesses the word, Team B’s timekeeper has to record the number of seconds it took for Team A to get the correct answer.
- If Team A cannot guess the word, Team B’s timekeeper has to record a time of one minute.
- To proceed, a representative from Team B will draw a piece of paper from Team C’s box. This roundabout game will go on until all the words are used.

The score for each group is the total time that the group accumulated for all the rounds. The group with the shortest time wins.

II. **Group Activity.** With the same group, perform a five-minute presentation of your favorite scene from an English movie, TV series, or musical or non-musical stage play. The chosen scene should show how one or more barriers to communication lead to miscommunication. You have 20 minutes to plan and organize.

III. **Group Activity.** With your group mates, discuss the following:

- Was there a lack of communication or miscommunication within your group when you organized and performed your tasks? What are these?
- Why do you think this happened?
- What are the barriers to communication that occurred?
- What strategies did you use to avoid the barriers and miscommunication?

Make sure that each member gives his/her answer. Overall, you have ten minutes to exchange ideas. Afterwards, assign one person, preferably the shyest member in your group, to share with the class the highlights or the most important points of the discussion.

IV. **Individual Activity.** Your teacher will randomly ask you a question. Once your turn comes, you have to stand in front and answer your teacher’s question, which may range from life goals to personal favorites.

- After you answer, your teacher will give a follow-up question which you have to answer as well.
- Then, he/she will assign two members of the class to respond to your answers.

V. **Individual Activity.** Imagine that you are addressing a group of parents and teachers in an assembly on understanding your generation known as the “Millennial Generation.”

- Prepare a two-minute speech that communicates your ideas about the topic.
- Your speech should highlight who the millennials are and how they are different from other generations.
- Before the speech deliveries, find a partner.
- Evaluate each other’s speech deliveries using the rubrics on the next page.
- Write the strong and weak points of the presentation in the succeeding table.

Rubric for Evaluating Speech Presentations

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The ideas in the presentation are organized.					
2. The message is expressed clearly.					
3. There are sufficient supporting ideas.					
4. The choice of words is appropriate for the audience.					
5. Biases are avoided.					
6. Speech is free from grammatical mistakes.					
7. Ideas are communicated vividly and meaningfully.					
8. Nonverbal cues are appropriate.					
TOTAL					
GRAND TOTAL	/40				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent;
N – Not at all

Scoring:

VGE – 33–40; GE – 25–32; SE – 17–24; LE – 9–16; N – 8

Comments

The good points of the presentation are...	The areas that need to be improved are...

Reinforcement Activity

Observe two of your classes other than English. Find out the nature, process, elements, and models of communication exemplified in each class.

Using a maximum of 500 words, write a report about your observations. Use the following format: font 12, Times New Roman, 1.5 spacing.

E-link

Hone your communication skills by checking the exercises found on the websites below.

Communication Exercises

- ▶ <http://blog.trainerswarehouse.com/communication-and-listening-exercises/>

Exercises on Barriers to Effective Communication

- ▶ <http://www.livestrong.com/article/97647-exercises-barriers-effective-communication/>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

<p>What were your thoughts or ideas about the fundamentals of communication prior to the discussion of this lesson?</p>	<p>I thought...</p>
<p>What new or additional ideas did you learn after taking up this lesson?</p>	<p>I learned that...</p>

Intercultural Communication

By the end of the lesson, you will have been able to

- define intercultural communication;
- demonstrate effective intercultural communication skills in a speech situation;
- develop appreciation for different cultural perspectives;
- practice effective intercultural communication;
- apply learning and thinking skills, life skills, and ICT literacy in understanding intercultural communication;
- communicate sensitively, taking into consideration a listener's gender, religion, beliefs, and traditions; and
- reflect on your learning about intercultural communication.

Let's Warm Up

1. **Work in groups of five.**
2. **Create a fictional country. Discuss for three minutes the general description of your country using the following guide questions.**
 - a. What is the name of the country? What are its citizens called?
 - b. Is it an island or is it land-locked?
 - c. What is its tourist attraction?
 - d. What is your country famous for?
 - e. What are its citizens known for?
3. **Describe the way these citizens use language, as well as their general traits. Make sure to have a description for the following:**
 - a. Behavior (Are they reserved? Loud? Generally humorous? Do they smile a lot?)
 - b. Language use (Are they talkative? Soft-spoken? Do they rarely use polite words?)

- c. Nonverbal cues (Do they think shaking hands is distasteful?)
 - d. Values (What do they find offensive? What positive trait are they known for?)
4. **Based on these general traits, create a list of 5 Dos and 5 Don'ts which your fictional citizens adhere to when they attend a casual dinner party with friends. You have five minutes to come up with the rules and memorize them.**
5. **Then, read the following scenario.**

You are a citizen of your fictional country, and you are attending a dinner party with other nationalities. Your goal is to mingle with and introduce yourself and your fictional country to others.

6. **The “party” will be hosted by your teacher. He/she will give the signal for the “party” to start.**
7. **Once the “party” starts, each of you has to roam around and talk with people from other groups. Keep in mind the following rules.**
- a. Refrain from speaking with your group mates.
 - b. Do not talk about the rules which your group created.
8. **The “party” will last for 5 minutes.**
9. **Afterwards, confer with your group mates and discuss the following:**
- a. Was there a difference between your group’s behavior and others’?
 - b. How did you handle the differences between your behaviors?

Self-audit

After completing *Let’s Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let’s Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I interact, negotiate, and create meaning with others while taking into consideration varied cultural backgrounds.				
2. I do not think that my own culture is better than others’.				
3. I understand that communication can be influenced by culture, gender, age, social status, and religion.				
4. I demonstrate sensitivity when I communicate with others.				
5. I communicate to share information across cultures.				
6. I use effective intercultural communication skills.				

	Usually	Sometimes	Seldom	Never
7. I communicate to understand different cultures and social groups.				
8. I appreciate different cultural perspectives.				
9. I can easily communicate with people from diverse backgrounds.				
10. I respect the values and traditions of other cultures.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Group)

Form five groups. Each group will represent a particular country (Japan, France, China, Philippines, and Mexico). Imagine yourselves as the ambassadors of the country assigned to your group.

You will be provided with some source-based materials like photographs, newspaper clippings, and letters. Using these pieces of information, work together and come up with some interesting data about your country. Write questions (*how, what, why, where, when* and *who*) and provide corresponding answers.

Example:

<p>China</p> <p>Question: When is the best time to visit your country?</p> <p>Answer: _____</p>
<p>France</p> <p>Question: What is the history behind the Eiffel Tower?</p> <p>Answer: _____</p>

Japan

Question: How did you earn the title "The Land of the Rising Sun?"

Answer: _____

Mexico

Question: How would you describe your cuisine?

Answer: _____

Philippines

Question: Why are you called the "Pearl of the Orient Seas?"

Answer: _____

Come up with as many questions and answers as you can. After brainstorming, pretend that you are in an international conference for peace and that you will field a foreign correspondent who will answer questions from the audience about your assigned country.

Choose one of your members to act as the foreign correspondent. The remaining members will act as the audience from other nationalities who will ask the questions you listed. Present this in a three-minute skit.

Exercise Sheet

On the sheet provided, list the questions and answers that will provide pieces of information about the country assigned to your group.

Country: _____

Question 1: _____

Answer: _____

Question 2: _____

Answer: _____

Question 3: _____

Answer: _____

Question 4: _____

Answer: _____

Question 5: _____

Answer: _____

Question 6: _____
 Answer: _____

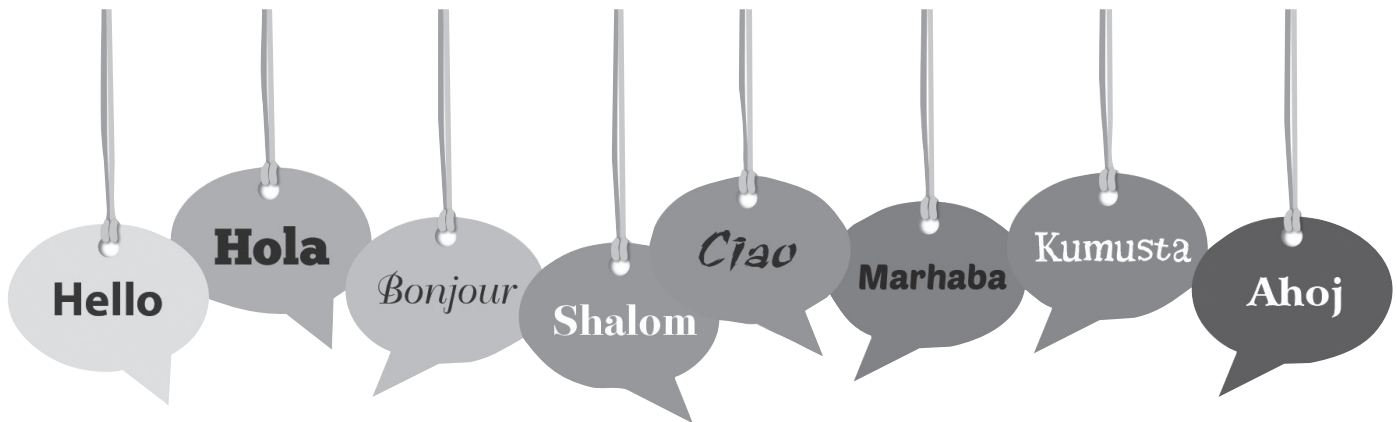
Question 7: _____
 Answer: _____

Question 8: _____
 Answer: _____

Question 9: _____
 Answer: _____

Question 10: _____
 Answer: _____

 **Key Takeaways**



Definition and Nature of Intercultural Communication

Intercultural communication happens when individuals interact, negotiate, and create meanings while bringing in their varied cultural backgrounds (Ting-Toomey, 1999).

For some scholars, intercultural communication pertains to communication among people from different nationalities (Gudykunst, 2003). Still, others look at intercultural communication as communication that is influenced by different ethnicities, religions, and sexual orientations.

Both interpretations show that intercultural communication takes place when people draw from their cultural identity to understand values, prejudices, language, attitudes, and relationships (Gudykunst & Kim, 2003). Moreover, this facet of communication can also be seen as a bargained understanding of human experiences across diverse societies. Simply put, *intercultural communication is the sending and receiving of messages across languages and cultures.*

Sometimes, intercultural communication can flow smoothly and become very interesting for a cross-cultural group. However, things may not go as planned when communication is disrupted by cultural collisions.

When you speak, your speech is continuously accompanied by gestures, facial expressions, and other body movements that add to what you are saying in different ways. For example, nodding means “yes” in the Indian subcontinent, Iran, most of Europe, Latin America, and North America. However, in Greece, Lebanon, Syria, Palestine, Turkey, Macedonia, Bulgaria, and Albania, nodding indicates disagreement. Moreover, in the case of Japanese culture, silence as a form of communication is more integrated in their customs than in Western languages. It is therefore important for you to acknowledge and understand the many communication patterns present in other cultures.

The Developmental Model of Intercultural Sensitivity

The Developmental Model of Intercultural Sensitivity (DMIS) offers a structure that explores how people experience cultural differences. According to Bennett and Bennett (2004), it has six stages. These are the following:

Stage 1: Denial. The individual does not recognize cultural differences.

An individual in the denial stage might be heard saying:

“All cities are the same; they all have tall buildings, fast food chains, and coffee shops.”

Stage 2: Defense. The individual starts to recognize cultural differences and is intimidated by them, resulting in either a superior view on own culture or an unjustified high regard for the new one.

An individual in the defense stage might be heard saying:

“This culture does not view life the way we do; our culture is certainly better.”

“Their ways are better than my own; I wish I were one of them.”

Stage 3: Minimization. Although individuals see cultural differences, they bank more on the universality of ideas rather than on cultural differences.

An individual in the minimization stage might be heard saying:

“Once we see through the cultural differences, we really are just the same!”

Stage 4: Acceptance. The individual begins to appreciate important cultural differences in behaviors and eventually in values.

An individual in the acceptance stage might be heard saying:

“These people and I have different values and experiences, and I think we can learn from one another.”

Stage 5: Adaptation. The individual is very open to world views when accepting new perspectives.

An individual in the adaptation stage might be heard saying:

"To address our issue, I have to adjust my approach to consider both my own and my counterpart's background."

Stage 6: Integration. Individuals start to go beyond their own cultures and see themselves and their actions based on multifarious cultural viewpoints.

An individual in the integration stage might be heard saying:

"I can look at things from the perspective of various cultures."

Once you understand these stages, you may apply it to 1) recognize communication behaviors which differ from your own, 2) take into account what can influence these types of behaviors, and 3) try to analyze how linguistic and cultural communities differ in terms of communication behavior and influencing factors (Allwood, 1985).

Characteristics of Competent Intercultural Communicators

World Bank (2010) identifies the following traits that define a competent intercultural communicator.

1. flexibility and the ability to tolerate high levels of uncertainty
2. reflectiveness or mindfulness
3. open-mindedness
4. sensitivity
5. adaptability
6. ability to engage in divergent thinking (or thinking creatively) and systems-level thinking (or thinking how each one in a system or organization influences each other)
7. politeness

Note that in addition to culture, other elements such as gender, age, social status, and religion must also be taken into consideration when communicating with others. Refrain from showing bias when talking to someone by following the tips below.

1. Avoid stereotypes, i.e., generalizations about a certain group.
2. Challenge gender norms; avoid using "he" and "man" to refer to a general group of people. To remedy this, you may use plural pronouns or rewrite a sentence to avoid using pronouns. The use of his/her is also acceptable.
3. Do not talk down on younger people and the elderly.
4. Be sensitive to the religious practices of others.
5. Be polite at all times; do not belittle people you perceive to be on a lower social class than you.

Exercise II (Individual-Pair)

Read each statement. If it displays bias or insensitivity, write the group/element being misrepresented (gender, social status, age, religion, culture). If not, write "OK." Once done, compare and discuss your answers with a partner.

- _____ 1. "Each employee must wear his ID at all times."
- _____ 2. "You won't understand if I explain; you're too young."
- _____ 3. "Japanese people are so rigid and stoic!"
- _____ 4. "Don't buy those shades; only low-class people wear those."
- _____ 5. "Lolo, this is an iPhone. 'i-Phone.' It is a very complicated device, but I'll explain it to you simply. It is used to talk to people from other places."
- _____ 6. "All staff members have to submit their leave requests before the day ends."
- _____ 7. "My belief is the absolute truth. Other religions simply got it wrong."
- _____ 8. "Manang, let's go, I'll treat you. I bet you haven't eaten sushi in your entire life."
- _____ 9. "Catholics and Protestants do have big differences, but we must respect each other's beliefs."
- _____ 10. "You're the youngest person in the family, but I trust that you can handle the situation well."

Exercise III (Individual)

Write T before each number if the statement is true and F if the statement is false.

- _____ 1. Intercultural communication occurs when there is interaction and negotiation between or among individuals from different cultural backgrounds.
- _____ 2. Intercultural communication refers only to communication that happens between or among individuals from different nations.
- _____ 3. Communication that exists between or among individuals from different ethnic, religious, and regional backgrounds and sexual orientations is not considered as intercultural.
- _____ 4. The DMIS by Bennett and Bennett (2004) can be used to understand those who do not recognize other cultures and cannot communicate intercultural.
- _____ 5. The denial stage could be interpreted as distrust towards other cultures.
- _____ 6. The acceptance stage refers to recognition of cultural differences.
- _____ 7. In the adaptation stage, individuals begin to integrate with other cultures.
- _____ 8. Cultural sensitivity matters in intercultural communication.
- _____ 9. One character trait of a competent communicator is sensitivity to nonverbal cues in other cultures.
- _____ 10. A competent communicator is a person who is effective in intercultural communication.

Let's Practice

- I. **Group Activity.** Work with your group mates in *Let's Warm Up*.
 - A. Look at the following photo which compares an advertisement in Sweden and in Saudi Arabia.



Note your comparison of the advertisements on the space provided below.

B. Now, discuss your answers to the following questions.

- Why do you think was the advertisement edited?
- Is the edit justified? Why or why not?
- If you were members of the advertising team of the company, would you edit the advertisement as well? Why or why not?

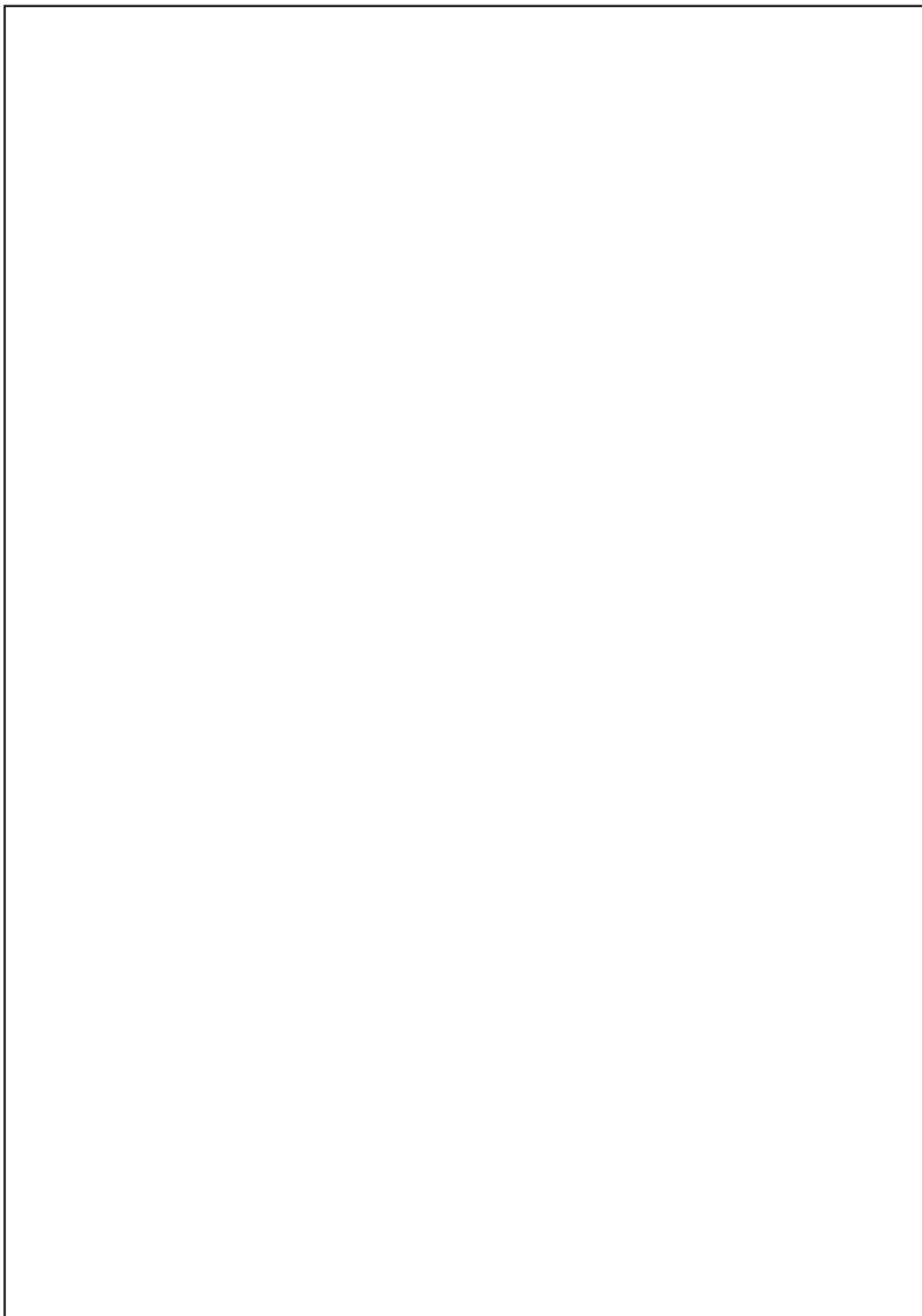
Discuss your answers in 5 minutes.

Choose a representative to present in 3 to 5 minutes.

II. **Group Activity.** With your group mates from the previous exercise, do the following:

- A. 1. Imagine yourselves to be a group of individuals of different nationalities.
2. Think of a business you are interested to put up.
3. Think of a creative name for your business.
4. On the lines below, write what the business is about, who your prospective clients are, and why you put up such business.
5. Do these in 10 minutes.

- B.
1. Brainstorm for a logo for your business that will show an integration of the cultures of the countries you are from.
 2. Draw it on the space below.
 3. Do these in 10 minutes.

A large, empty rectangular box with a thin black border, intended for drawing a logo. The box is centered horizontally and occupies most of the page's vertical space below the instructions.

III. **Group Activity.** Do the following:

- a. Work with your group mates. Assign a number to each member.
- b. Individually, prepare a two-minute speech about this quote taken from *Understanding Cultural Differences* by Edward Hall and Mildred Hall: “*The essence of effective cross-cultural communication has more to do with releasing the right responses than with sending the ‘right’ message.*”
- c. Highlight your speech with your answer to the following question: Why is “releasing the right responses” more important than “sending the right message” in intercultural communication?
- d. Prepare your speech in five minutes.
- e. Based on the sequence of your number, deliver your two-minute speech in your group.
- f. Everyone in the group should present.

Rubric for Evaluating Speech Presentations

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The ideas in the presentation are organized.					
2. The message is expressed clearly.					
3. There are sufficient supporting ideas.					
4. The choice of words is appropriate for the audience.					
5. Biases are avoided.					
6. Speech is free from grammatical mistakes.					
7. Ideas are communicated vividly and meaningfully.					
8. Nonverbal cues are appropriate.					
TOTAL					
GRAND TOTAL	/40				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent;
N – Not at all

Scoring:

VGE – 33–40; GE – 25–32; SE – 17–24; LE – 9–16; N – 8

Reinforcement Activity

Choose an international company which interests you. Visit their website. If a company has multiple websites, visit at least two of them.

Using a minimum of 500 words, write an essay discussing at least two (2) strategies employed by the company to ensure that the right messages on their products and services are sent effectively across cultures worldwide.

Use the following format: computerized, font 12, Times New Roman, 1.5 spacing.

E-link

Hone your intercultural communication skills by checking the websites below.

Intercultural Communication Resources

- › <https://www.salto-youth.net/downloads/4-17-1789/Booklet%20Intercultural%20Communication%20Resource%20Pack.pdf>

Improving Intercultural Communication Skills

- › <http://www.carla.umn.edu/culture/resources/exercises.html>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

<p>What were your thoughts or ideas about intercultural communication prior to the discussion of this lesson?</p>	<p>I thought...</p>
<p>What new or additional ideas did you learn after taking up this lesson?</p>	<p>I learned that...</p>

Strategies in Various Speech Situations

This unit focuses on the various ways and situations in which people communicate. It discusses how a communicator's style of speaking changes according to the context and how statements elicit various responses from listeners.

1 Types of Speech Context and Style

2 Types of Speech Act

3 Types of Communicative Strategy

Types of Speech Context and Style

By the end of the lesson, you will have been able to

- differentiate types of speech contexts;
- explain the importance of effective communication skills;
- practice effective interpersonal skills and intrapersonal skills;
- identify strategies in effective interpersonal skills and intrapersonal skills;
- exhibit appropriate verbal and nonverbal behavior in a given speech context;
- apply learning and thinking skills, life skills, and ICT literacy in understanding the types of speech contexts; and
- reflect on your learning on the types of speech contexts.

Let's Warm Up

1. **Work in groups of eight and read the following scenes.**
 - Scene 1: Someone making an announcement to the public
 - Scene 2: Two small groups of people discussing something separately
 - Scene 3: One person talking to himself
 - Scene 4: Two people speaking with each other on the phone
 - Scene 5: A reporter appearing live on screen
2. **Weave the scenes together into a story. You are free to interchange the order of the scenes.**
3. **Act out your story and present it to the class within five minutes.**

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I am aware of the types of speech contexts.				
2. I can differentiate the types of speech contexts.				
3. I can explain the importance of effective communication in a specific context.				
4. I recognize that competence in communication requires an understanding of speech contexts.				
5. I exhibit appropriate verbal and nonverbal behavior in a given speech context.				
6. I am aware that there are different speech styles.				
7. I can differentiate the types of speech styles.				
8. I can identify the type of speech style someone is using.				
9. I adjust my speech style depending on the context of the situation.				
10. I know that using the appropriate speech style is a key to successful communication.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Group)

With the same group, discuss in three minutes what information can be contained in each of the following types of communication. Fill in each box with the information needed.

<p>Communication with self</p>	<p>Communication between two persons</p>
--------------------------------	--

<p>Communication in a small group</p>	<p>Communication to the public</p>
---------------------------------------	------------------------------------



Key Takeaways

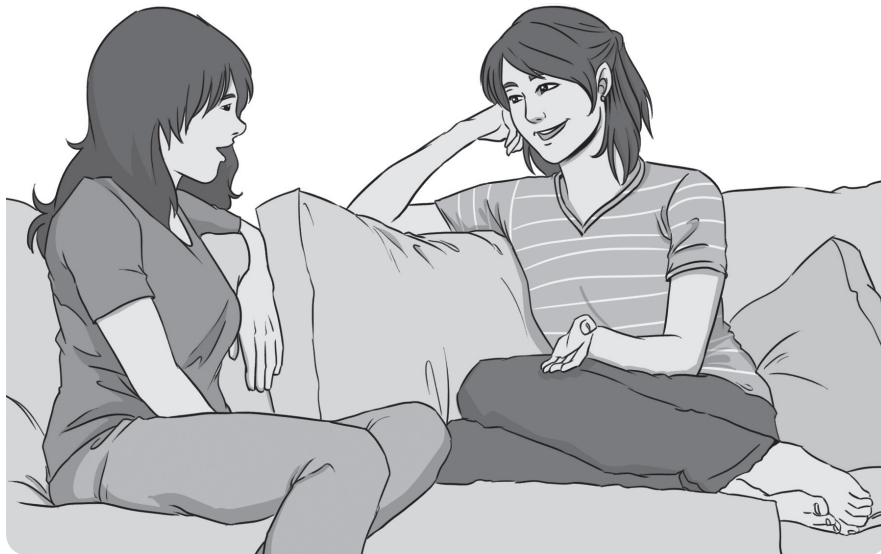
Types of Speech Context

1. *Intrapersonal* – This refers to communication that centers on one person where the speaker acts both as the sender and the receiver of message. “The message is made up of your thoughts and feelings. The channel is your brain, which processes what you are thinking and feeling. There is feedback in the sense that as you talk to yourself, you discard certain ideas and replace them with others.” (Hybels & Weaver, 2012, p 16)

Examples:

- You spent the night thinking and analyzing why a student from the other class talked to you on the way home and you decided it probably meant nothing.
 - You felt happy while thinking about how your teacher appreciated you for submitting your project before the due date and you reflected on why this was so.
2. *Interpersonal* – This refers to communication between and among people and establishes personal relationship between and among them. Solomon and Theiss (2013) state that “the *inter* part of the word highlights how interpersonal communication connects people... when you engage in interpersonal communication, you and another person become linked together... The *personal* part means that your unique qualities as a person matter during interpersonal communication...” (p. 5)

Types of Interpersonal Context



Dyad Communication – communication that occurs between two people

Example:

- You offered feedback on the speech performance of your classmate.
- You provided comfort to a friend who was feeling down.

Small Group – This refers to communication that involves at least three but not more than twelve people engaging in a face-to-face interaction to achieve a desired goal. In this type of communication, all participants can freely share ideas in a loose and open discussion.

Example:

- You are participating in an organizational meeting which aims to address the concerns of your fellow students.
- You are having a discussion with your group mates on how to finish the assigned tasks.



3. *Public* – This type refers to communication that requires you to deliver or send the message before or in front of a group. The message can be driven by informational or persuasive purposes. “In public communication, unlike in interpersonal and small group, the channels are more exaggerated. The voice is louder and the gestures are more expansive because the audience is bigger. The speaker might use additional visual channels such as slides or a Power Point presentation.” (Hybels & Weaver, 2012, p 19)

Example:

- You deliver a graduation speech to your batch.
- You participate in a declamation, oratorical, or debate contest watched by a number of people.



4. *Mass Communication* – This refers to communication that takes place through television, radio, newspapers, magazines, books, billboards, internet, and other types of media.

Example:

- You are a student journalist articulating your stand on current issues through the school’s newspaper.



Exercise II (Pair)

Identify and discuss with your partner the differences among the types of speech contexts using the graphic organizer below.

Type	Description	Examples
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.

Types of Speech Style

The context dictates and affects the way people communicate, which results in various speech styles. According to Joos (1968), there are five speech styles. These are (1) *intimate*, (2) *casual*, (3) *consultative*, (4) *formal*, and (5) *frozen*. Each style dictates what appropriate language or vocabulary should be used or observed.

1. *Intimate* – This style is private, which occurs between or among close family members or individuals. The language used in this style may not be shared in public.
2. *Casual* – This style is common among peers and friends. Jargon, slang, or the vernacular language are used.
3. *Consultative* – This style is the standard one. Professional or mutually acceptable language is a must in this style. Examples of situations are communication between teachers and students, employers and employees, doctor and patient, judge and lawyer, or President and his/her constituents.
4. *Formal* – This style is used in formal settings. Unlike the consultative style, this is one-way. Examples are sermons by priests and ministers, State of the Nation Address of the President, formal speeches, or pronouncements by judges.
5. *Frozen* – This style is “frozen” in time and remains unchanged. It mostly occurs in ceremonies. Common examples are the Preamble to the Constitution, Lord’s Prayer, and Allegiance to country or flag.

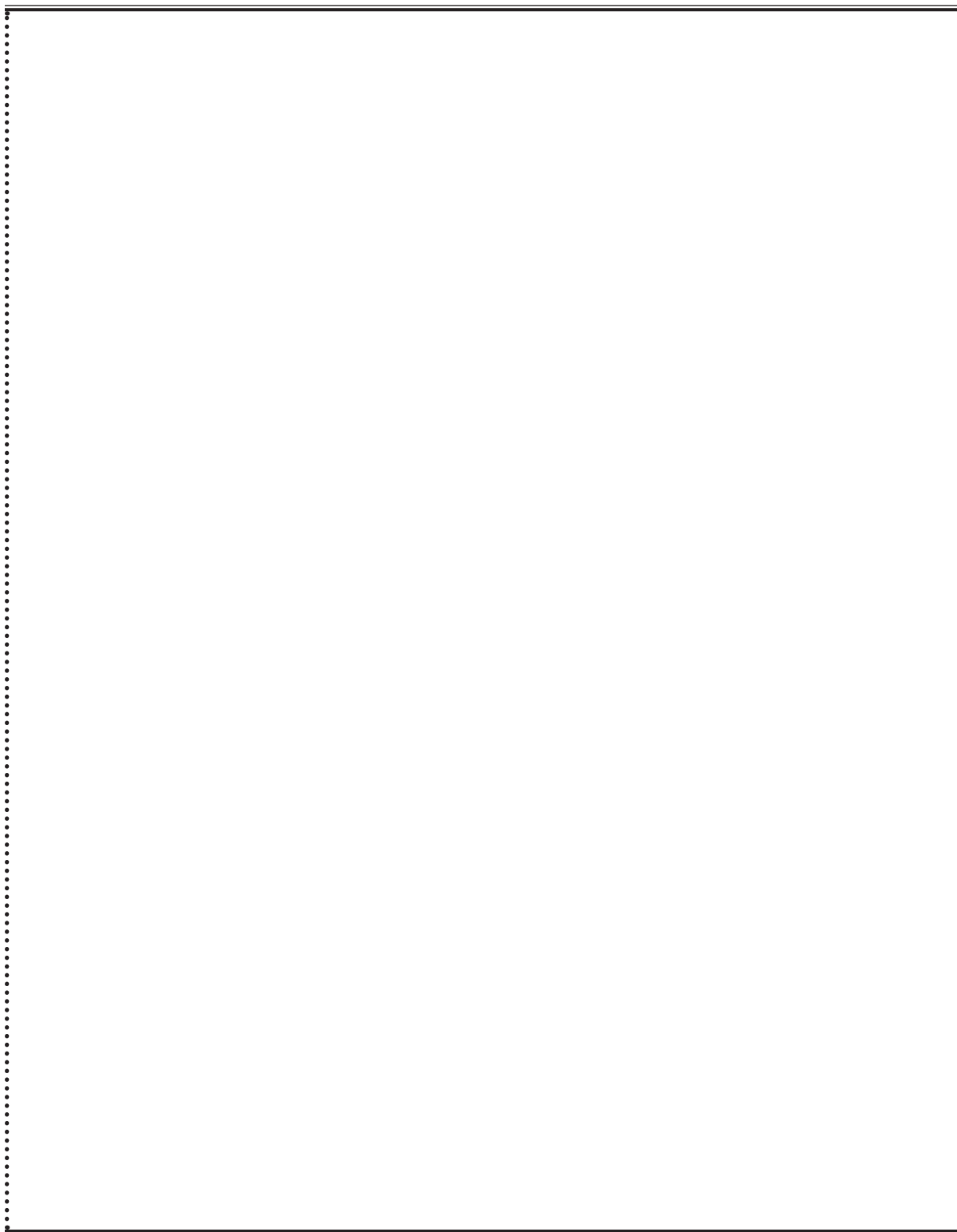
Exercise III (Individual)

Identify the type of speech style appropriate for the following situations. Write your answer before the number.

- _____ 1. talking to a counselor or psychiatrist
- _____ 2. giving last-minute instructions to players
- _____ 3. delivering campaign speeches
- _____ 4. delivering a speech at the UN Summit
- _____ 5. delivering news reports
- _____ 6. talking and laughing about memorable experiences
- _____ 7. communicating while playing sports
- _____ 8. having a one-on-one conversation with a loved one
- _____ 9. delivering an oratorical speech
- _____ 10. leading a prayer before meal
- _____ 11. reading school policies
- _____ 12. talking to a superior
- _____ 13. reading pledge of allegiance to the flag
- _____ 14. talking to a stranger
- _____ 15. inquiring at a hotel

Exercise IV (Pair)

Write in bullet points why appropriate language should be observed in using a particular speech style. Use the space below.



Let's Practice

- I. **Group Activity.** Work with your group mates from *Let's Warm Up*. Your teacher will pass around a box with strips of paper in it. Each strip of paper has a question. Each of you will pick a strip and share your answer with the group. There are no wrong answers, but you have very little time to think about your answer. Speaking from the heart will help you a lot.
- II. **Group Activity.** With the same group, write a short original play which employs the various speech contexts and speech styles. Present it in class.
- III. **Group Activity.**
1. With the same group, use facial expressions and body gestures to create a tableau of the following:
 - a. first day of class
 - b. exams week
 - c. effects of Facebook addiction
 - d. class suspensions
 - e. weekends
 2. After creating these tableaux, come up with three topics which characterize the modern Filipino youth in the home, school, and community. Create a tableau for each of your topics. Take group pictures of your tableaux. Show the photos to your classmates and have them guess your topic.
The group which guesses the most number of tableaux gets the highest score.
- IV. **Group Activity.** Using one of the topics you chose, create a poster or a collage that will represent your ideas on the topic. Employ as many colors, symbols, and signs as you can to make your collage or poster more meaningful. Be ready to explain your output. All members of the group will present in class.
- V. **Group Activity.** Form four to six groups. Each group will be working with another group. All groups will write a story in formal style for five minutes. This can be a simple story from a fairy tale or any book, movie, or television show. Then, exchange stories with another group. Translate the story into casual style. You have five minutes to recreate the story. After completing the stories, assign a volunteer who will share the story's casual version.
- VI. **Group Activity.** Prepare and plan for a small group discussion. Use the following as your guide.
1. Form a group with four to five members.
 2. Imagine that you are officers of a school organization conducting a meeting to address a specific concern. Below are some of the suggested topics which you can discuss.

Policy on wearing school uniform	Education system	Internship opportunities for students
Tuition fee increase	Smoking and drinking within the premises of the school	Teacher-student relationship

3. As a group, discuss the positive and negative effects of the particular issue in 15 minutes.
4. Each member should be given a chance to state his/her stand.

5. Present the results of your discussion as a group. Divide among yourselves the parts of your presentation. Exhibit appropriate verbal and nonverbal behavior and arrange your content logically. Refer to the rubric below as your guide.
6. You have 15 minutes to do your oral presentation.

Rubric for Oral Presentation

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Organization	Ideas were arranged logically.					
	Appropriate organizational pattern was observed.					
	Transitions were smooth.					
Content	Content was relevant.					
	Purpose was well-defined.					
	Main points were stated clearly.					
	Arguments were sound and supported with valid and credible sources.					
	Introduction captured listener's attention.					
	Presentation was ended effectively with a review of the main points.					
Presentation	Voice was audible and pleasant.					
	Proper pronunciation, enunciation, and articulation were observed.					
	Gestures, posture, and facial expressions were expressive, dynamic, and natural.					
	Eye contact with the audience was established and maintained.					
	Attire was appropriate.					
	The student demonstrated mastery of the presentation.					
TOTAL						
GRAND TOTAL		/75				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

Scoring:

VGE – 61–75; GE – 46–60; SE – 31–45; LE – 16–30; N – 15

Reinforcement Activity

Find any professional in your community, and conduct an interview on his/her strategies in developing his/her interpersonal and intrapersonal skills in the workplace. Have a video recording of your interview, after seeking the permission of your interviewee. Consider the following in your interview.

1. **Planning**
 - a. Determine the purpose of the interview.
 - b. State the major points clearly.
 - c. Choose the right person to be interviewed.
 - d. Consider the date, time, and place of the interview.
 - e. Outline the interview.
 - f. Prepare list of questions related to your interview.
2. **Interview Stage**
 - a. Bear in mind the purpose of the interview.
 - b. Relax and be polite, patient, and considerate.
 - c. Show courtesy and respect to your interviewee. Do not give your opinions.
 - d. Thank your interviewee after the interview.

The videos will be assessed by your teacher.

E-link

Hone your knowledge in identifying types of speech contexts by looking into the exercises found on the websites below.

Notes and Exercises on Interpersonal and Intrapersonal Communication

- ▶ <http://faculty.buffalostate.edu/smithrd/UAE%20Communication/Unit4.pdf>

Communication Skills Self-Assessment Exercise

- ▶ <http://relationships101.org/poor-communication/building-effective-interpersonal-communication-skills-self-assessment-exercise>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

What were your thoughts or ideas about the types of speech contexts and styles prior to the discussion of this lesson?

I thought...

What new or additional ideas did you learn after taking up this lesson?

I learned that...

Types of Speech Act

By the end of the lesson, you will have been able to

- define speech acts;
- distinguish types of speech act;
- recognize that communicative competence requires understanding of speech acts;
- demonstrate effective use of communicative strategy in a variety of speech situations;
- apply learning and thinking skills, life skills, and ICT literacy in understanding the types of speech acts; and
- reflect on your learning on the types of speech acts.

Let's Warm Up

With a partner, take the quiz below and check if you can discern the meaning behind the utterance. You have five minutes to answer the exercise. Encircle the letter of your answer.

1. Consider the phrase: "I now declare Martial Law." Who among the following can say this phrase and make martial law actually happen?
 - a. President of the country
 - b. My pregnant neighbor
 - c. A retired veterinarian
 - d. A famous rock star
2. What do you think does the speaker mean when he/she says, "Can you open the door?"
 - a. The speaker wants to know if I have the ability to open the door.
 - b. The speaker is requesting me to open the door.
 - c. The speaker does not make sense.
 - d. The speaker is asking me a question.

3. You and your friend who has a fever enter your room. She shivers and tells you, “It’s cold in here!” How would you interpret what she said?
 - a. She feels cold.
 - b. She wants me to increase the temperature in the room.
 - c. She does not feel well because of the cold.
 - d. She is complimenting the temperature in my room.
4. Based on the scenario in item number 3, what would your next action be?
 - a. I will thank my friend.
 - b. I will agree with her and say that the room is cold.
 - c. I will increase the temperature to decrease the coldness.
 - d. I will ignore my friend.
5. In which of the following statements is the speaker making a commitment?
 - a. “I checked her Facebook profile yesterday.”
 - b. “I’m in love and I’m happy!”
 - c. “I promise to love you for better or for worse.”
 - d. “I think following my suggestion will get us a high grade.”

Self-audit

After completing *Let’s Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let’s Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I know what a speech act is.				
2. I can distinguish the types of speech acts.				
3. I recognize that to fully understand speech acts, I need to have communicative competence.				
4. I respond appropriately and effectively to a speech act.				
5. I consider the various social meanings behind an utterance.				
6. I understand why speech acts are difficult to perform when using a second language.				
7. I understand what each type of speech entails.				

	Usually	Sometimes	Seldom	Never
8. I try to decode speech acts based on the context of the situation.				
9. I understand the intended meaning of indirect speech acts.				
10. I can tell when a speech act is being used during communication.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Pair)

1. Watch the first video of telephone conversations through this link.
Video 1 : <https://www.youtube.com/watch?v=hpZFJctBUHQ>
2. With your partner, discuss your answers to the following questions.
 - a. What greeting is used by the customer service agent?
 - b. What form of personal identification is used by the agent?
 - c. What pre-closing signals are used by the agent?
 - d. What closing is used by the agent?

Key Takeaways

Definition of Speech Acts

A *speech act* is an utterance that a speaker makes to achieve an intended effect. Some of the functions which are carried out using speech acts are offering an apology, greeting, request, complaint, invitation, compliment, or refusal. A speech act might contain just one word or several words or sentences. For example, “Thanks” and “Thank you for always being there for me. I really appreciate it” both show appreciation regardless of the length of the statement.

Three Types of Speech Act

According to J. L. Austin (1962), a philosopher of language and the developer of the Speech Act Theory, there are three types of acts in every utterance, given the right circumstances or context. These are:

1. *Locutionary act* is the actual act of uttering.

"Please do the dishes."

2. *Illocutionary act* is the social function of what is said.

By uttering the locution "*Please do the dishes,*" the speaker requests the addressee to wash the dishes.

3. *Perlocutionary act* is the resulting act of what is said. This effect is based on the particular context in which the speech act was mentioned.

"*Please do the dishes*" would lead to the addressee washing the dishes.

There are also indirect speech acts which occur when there is no direct connection between the form of the utterance and the intended meaning. They are different in force (i.e., intention) from the inferred speech act.

For example, read the following utterance.

"*Can you pass the rice?*"

Inferred speech act: *Do you have the ability to hand over the rice?*

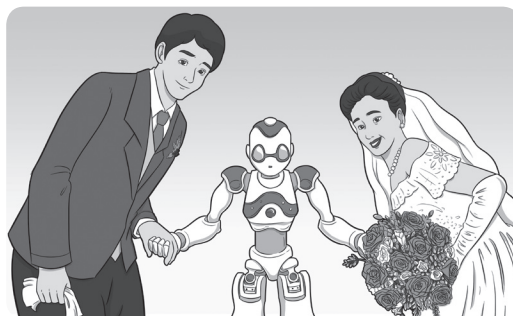
Indirect speech act: *Please pass the rice.*

So while the utterance literally asks the addressee if he or she has the ability to hand a plate of rice, it actually indirectly requests the addressee to pass the rice to the speaker.

Performatives

Austin also introduced the concept of performative utterances: statements which enable the speaker to perform something just by stating it. In this manner, verbs that execute the speech act that they intend to effect are called *performatives*. A performative utterance said by the right person under the right circumstances results in a change in the world. Note that certain conditions have to be met when making a performative utterance.

For example, the phrase "*I now pronounce you husband and wife,*" when uttered by an authorized person such as a judge will have the actual effect of binding a couple in marriage. However, if the same statement is uttered to the same couple in the same place by someone who is not authorized to marry them—as in the case of the accompanying picture, a robot—then there is no effect whatsoever because a condition was not met.



Searle's Classifications of Speech Act

As a response to Austin's Speech Act Theory, John Searle (1976), a professor from the University of California, Berkeley, classified illocutionary acts into five distinct categories.

1. *Assertive* – a type of illocutionary act in which the speaker expresses belief about the truth of a proposition. Some examples of an assertive act are suggesting, putting forward, swearing, boasting, and concluding.

Example:

No one makes better pancakes than I do.

2. *Directive* – a type of illocutionary act in which the speaker tries to make the addressee perform an action. Some examples of a directive act are asking, ordering, requesting, inviting, advising, and begging.

Example:

Please close the door.

3. *Commissive* – a type of illocutionary act which commits the speaker to doing something in the future. Examples of a commissive act are promising, planning, vowing, and betting.

Example:

From now on, I will participate in our group activity.

4. *Expressive* – a type of illocutionary act in which the speaker expresses his/her feelings or emotional reactions. Some examples of an expressive act are thanking, apologizing, welcoming, and deploring.

Example:

I am so sorry for not helping out in our group projects and letting you do all the work.

5. *Declaration* – a type of illocutionary act which brings a change in the external situation. Simply put, declarations bring into existence or cause the state of affairs which they refer to. Some examples of declarations are blessing, firing, baptizing, bidding, passing a sentence, and excommunicating.

Example:

You are fired!

By saying that someone is fired, an employer causes or brings about the person's unemployment, thus changing his external situation.

Always keep in mind that speech acts include **concrete life interactions** that require the appropriate use of language within a given culture. Communicative competence (i.e., the ability to use linguistic knowledge to effectively communicate with others) is essential for a speaker to be able to use and understand speech acts. Idioms and other nuances in a certain language might be lost or misunderstood by someone who does not fully grasp the language yet.

Exercise II (Pair)

Work with your partner from the previous activity. Complete the following table with information related to Searle's Classification of Speech Acts.

Example:

Classification of Speech Act	Specific Situation	Example
Assertive	Chris bought a new gadget, and he shows it off to his friends.	"I'm the only one in school who has this new iPhone model."

Your turn:

Classification of Speech Act	Situation	Example
Assertive		
Directive		
Commissive		
Expressive		
Declaration		

Let's Practice

- I. **Pair Activity.** Work with your partner from the *Let's Work and Learn* activity. Watch the second video below. Pay attention to details like greetings, personal identification, and pre-closing and closing signals.

Video 2: <https://www.youtube.com/watch?v=A2EwBB5McJo>

Compare the greeting, pre-closing, and closing in Video 2 to those in Video 1. How are they similar or different?

II. **Group Activity.** Group yourselves into five members each. Within 15 minutes, prepare a three- to four-minute creative skit which shows at least five examples of Searle’s speech act classifications. You may use any of the examples you listed with your partner in Exercise II.

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. Presentation is organized.					
2. Message is expressed clearly.					
3. Choice of words is appropriate for the audience.					
4. Biases are avoided.					
5. Ideas are communicated vividly and meaningfully.					
6. Nonverbal cues are appropriate.					
TOTAL					
GRAND TOTAL	/30				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

Scoring:

VGE – 25–30; GE – 19–24; SE – 13–18; LE – 7–12; N – 6

Reinforcement Activity

Take a look at the conversation below where the remark by a native English speaker could be misinterpreted by a native Chinese listener.

John: “I couldn’t agree with you more.”

Chen: “Oh....” (Thinking: “He couldn’t agree with me? I thought he liked my idea!”)

In an essay with no less than 500 words, discuss where the confusion originated. Use the following format: computerized, font 12, Times New Roman, spacing 1.5.

E-link

Hone your ability to recognize types of speech acts by checking the exercises found on the websites below.

Speech Act Exercises I

- ▶ http://gul.gu.se/public/pp/public_courses/course61890/published/1388703602109/resourceId/25251194/content/speechacts-exercises-all.pdf

Speech Act Exercises II

- ▶ <http://www.ello.uos.de/field.php/Pragmatics/SpeechActsInUse>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

<p>What were your thoughts or ideas about speech acts prior to the discussion of this lesson?</p>	<p>I thought...</p>
<p>What new or additional ideas did you learn after taking up this lesson?</p>	<p>I learned that...</p>

Types of Communicative Strategy

By the end of the lesson, you will have been able to

- ▶ distinguish various types of communicative strategies;
- ▶ use acceptable, polite, and meaningful communicative strategies;
- ▶ engage in a communicative situation;
- ▶ explain the effects of a shift in communicative strategy;
- ▶ demonstrate effective use of communicative strategy in a variety of speech situations;
- ▶ practice learning and thinking skills, life skills, and ICT literacy; and
- ▶ reflect on your learning on the types of communicative strategy.

Let's Warm Up

- **For the entire lesson, you will go on an imaginary field trip.**
- **Below is the link to “Tara Na Biyahe Tayo,” an MTV performed by various Filipino artists with the common goal of encouraging Pinoys to visit and explore the wonderful places in the Philippines. While watching the video clip, think about what for you is a must-see in the country.**

“Tara Na, Biyahe Tayo” <https://www.youtube.com/watch?v=NbO6LPZ9N8Q>

- **After watching the video, group yourselves into five members each. Decide on the “Most Exciting Tourist Spot” in the country. Assign a speaker who will share your decision and reasons for this with the class. You have 10 minutes.**
- **As soon as all the groups have presented their decisions, you will vote for the “Most Exciting Tourist Spot in the Philippines.”**

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I collaboratively and productively establish a topic during conversation.				
2. I efficiently signal the beginning of a new topic.				
3. I observe limitation in communication.				
4. I give others equal opportunity to speak.				
5. I efficiently sustain a productive conversation.				
6. I patiently wait for my turn to speak.				
7. I am polite when I want to raise a point.				
8. I observe appropriate transitions for effective conversation.				
9. I appreciate others who effectively sustain an effective conversation.				
10. I end a conversation effectively.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn



Key Takeaways

People communicate every day to establish and maintain relationships, know and understand themselves, and find meaning in the daily grind. Moreover, since humans are social beings who survive more effectively through sensible discourses, they are always driven to learn the skills of creating and sustaining meaningful conversations. Successful communication requires understanding of the relationship between words and sentences and the speech acts they represent. However, a conversation may be complex at times; that is why some people get lost along the way and misunderstand each other. It is only when we willingly cooperate and speak in socially-approved ways that we can make a conversation meaningful.

Types of Communicative Strategy

Since engaging in conversation is also bound by implicit rules, Cohen (1990) states that strategies must be used to start and maintain a conversation. Knowing and applying grammar appropriately is one of the most basic strategies to maintain a conversation. The following are some strategies that people use when communicating.

1. Nomination

A speaker carries out nomination to collaboratively and productively establish a topic. Basically, when you employ this strategy, you try to open a topic with the people you are talking to.

When beginning a topic in a conversation, especially if it does not arise from a previous topic, you may start off with news inquiries and news announcements as they promise extended talk. Most importantly, keep the conversational environment open for opinions until the prior topic shuts down easily and initiates a smooth end. This could efficiently signal the beginning of a new topic in the conversation.

2. Restriction

Restriction in communication refers to any limitation you may have as a speaker. When communicating in the classroom, in a meeting, or while hanging out with your friends, you are typically given specific instructions that you must follow. These instructions confine you as a speaker and limit what you can say.

For example, in your class, you might be asked by your teacher to brainstorm on peer pressure or deliver a speech on digital natives. In these cases, you cannot decide to talk about something else. On the other hand, conversing with your friends during ordinary days can be far more casual than these examples. Just the same, remember to always be on point and avoid sideswiping from the topic during the conversation to avoid communication breakdown.

3. Turn-taking

Sometimes people are given unequal opportunities to talk because others take much time during the conversation. Turn-taking pertains to the process by which people decide who takes the conversational floor. There is a code of behavior behind establishing and sustaining a productive conversation, but the primary idea is to give all communicators a chance to speak.

Remember to keep your words relevant and reasonably short enough to express your views or feelings. Try to be polite even if you are trying to take the floor from another speaker. Do not hog the conversation and talk incessantly without letting the other party air out their own ideas. To acknowledge others, you may employ visual signals like a nod, a look, or a step back, and you could accompany these signals with spoken cues such as “What do you think?” or “You wanted to say something?”

4. **Topic Control**

Topic control covers how procedural formality or informality affects the development of topic in conversations. For example, in meetings, you may only have a turn to speak after the chairperson directs you to do so. Contrast this with a casual conversation with friends over lunch or coffee where you may take the conversational floor anytime.

Remember that regardless of the formality of the context, topic control is achieved cooperatively. This only means that when a topic is initiated, it should be collectively developed by avoiding unnecessary interruptions and topic shifts. You can make yourself actively involved in the conversation without overly dominating it by using minimal responses like “Yes,” “Okay,” “Go on”; asking tag questions to clarify information briefly like “You are excited, aren’t you?”, “It was unexpected, wasn’t it?”; and even by laughing!

5. **Topic Shifting**

Topic shifting, as the name suggests, involves moving from one topic to another. In other words, it is where one part of a conversation ends and where another begins.

When shifting from one topic to another, you have to be very intuitive. Make sure that the previous topic was nurtured enough to generate adequate views. You may also use effective conversational transitions to indicate a shift like “By the way,” “In addition to what you said,” “Which reminds me of,” and the like.

6. **Repair**

Repair refers to how speakers address the problems in speaking, listening, and comprehending that they may encounter in a conversation. For example, if everybody in the conversation seems to talk at the same time, give way and appreciate other’s initiative to set the conversation back to its topic.

Repair is the self-righting mechanism in any social interaction (Schegloff et al, 1977). If there is a problem in understanding the conversation, speakers will always try to address and correct it. Although this is the case, always seek to initiate the repair.

7. **Termination**

Termination refers to the conversation participants’ close-initiating expressions that end a topic in a conversation. Most of the time, the topic initiator takes responsibility to signal the end of the discussion as well.

Although not all topics may have clear ends, try to signal the end of the topic through concluding cues. You can do this by sharing what you learned from the conversation. Aside from this, soliciting agreement from the other participants usually completes the discussion of the topic meaningfully.

Exercise I (Individual)

Identify the type of communicative strategy in each statement.

- _____ 1. “Do you have anything to say?”
- _____ 2. “One of the essential lessons I gained from the discussion is the importance of sports and wellness to a healthy lifestyle.”
- _____ 3. “Excuse me? I think we should speak one at a time, so we can clearly understand what we want to say about the issue.”
- _____ 4. “Go on with your ideas. I’ll let you finish first before I say something.”
- _____ 5. “Have you heard the news about the latest achievement of our government?”
- _____ 6. “Hey, how are you? I missed you!”
- _____ 7. “Best regards to your parents! See you around!”
- _____ 8. “Good to see you. Anyway, I came to visit you because I want to personally offer apologies for what I did yesterday.”
- _____ 9. “Sorry, I can’t decide on that now. I am still focused on my writing assignment. Let’s talk next time, okay?”
- _____ 10. “Now, it’s your turn to ask questions.”

Let’s Practice

I. Group Activity. Part A. Imaginary Trip

1. Now that the class has picked the “Most Exciting Tourist Spot in the Philippines” (done in *Let’s Warm Up*), the class will pretend to plan a trip and go there!
2. In your groups (same with *Let’s Warm Up*), pretend that you are members of the Class Field Trip Committee.

Your teacher will assign you to role play one of the prompts below. You have 30 minutes to prepare and 15 minutes to present. Make sure to assign people to play the other characters mentioned in each scene.

- *Scene 1:* While eating in the canteen, you go over the brochures of the tourist spot for the field trip. You talk about various information about the location.
- *Scene 2:* You decide on the final itinerary of the field trip and discuss the details such as transportation, accommodation, meals, and itinerary.
- *Scene 3:* You are tasked to present the final itinerary to the students’ parents during the quarterly parents’ meeting.
- *Scene 4:* Upon arrival at your destination, you talk to the hotel concierge about your reservations. You inquire about breakfast schedules, hotel keys, extra beddings, and room service.

- *Scene 5:* You ask a police officer and a street vendor (on two different instances) for directions to the beach because the class is lost somewhere in town.
- *Scene 6:* The class needs to eat in the nearest fast-food restaurant. After taking all the orders from your classmates, you go to the counter to place the orders. However, some of the orders are not available so you ask for alternate combos from the fast-food crew, and you make decisions for the rest of the class.
- *Scene 7:* You have a free half day before your trip back home, so you decide on what to do as members of the field trip committee. Your ideas and suggestions clash, but ultimately everything is cleared out and you present the final plan to your classmates.

II. Group Activity/Mini-project.

1. Form a group with five to six members.
2. Create a three-minute tourism commercial.
3. Plan and present a tourism commercial about the place you visited in the *Imaginary Trip* activity or any place that you actually visited.
4. Mention the things that make the tourist spot a dream destination. Remember, this activity will help you practice making positive statements about a vacation site and responding to how people see this place differently.

When writing your script for the commercial, answer these 10 questions.

- Why do tourists visit this place?
- What do many visitors like to do here?
- What would be best for a day trip?
- What should one do for a good night out?
- Where can visitors get the best food?
- Where can visitors buy their souvenirs?
- What outdoor activities are famous?
- What is amazing about the weather?
- What is the best thing to do here during summer?
- What do tourists say about this vacation spot?

Tip: Watch the suggested videos in the E-link section. They could help you improve your tourism commercial.

The following rubric will be used in assessing your commercial, so make sure it meets the criteria below.

Rubric for the Commercial

	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. The tourism commercial is creative, effectively written, and presented well.					
2. The tourism commercial clearly explains the reasons why tourists should visit the place.					
3. The tourism commercial makes good use of visual aids or props.					
4. The tourism commercial is presented within the allotted time.					
TOTAL					
GRAND TOTAL	/20				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

Scoring:

VGE – 17–20; GE – 13–16; SE – 9–12; LE – 5–8; N – 4

III. **Pair Activity.** Look for a partner. Think of three scenes from a movie or a TV show where various communicative strategies were employed in one conversation. Watch the scenes and evaluate the effect of the strategy applied to the conversation and to the characters.

List your evaluations in the table below.

Movie (scene and context; characters)	Communicative strategy applied	Effect on the conversation	Effect on the characters

IV. **Pair Activity.** With the same partner, do the following:

1. *Answer this question:* How can the sudden change in communicative strategy in a conversation affect the quality of interaction, the speaker-audience relationship, the role and responsibilities of the speaker, the message, and the delivery?
2. Present your answers in a Powerpoint presentation. Make sure to give examples and to add other types of media to support your answers.
3. Present it in five minutes.
4. Before the presentations, find another pair whose presentation you will evaluate using the rubric below.

Rubric for Assessing an Oral Presentation

Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
1. Presentation is organized.					
2. Message is expressed clearly.					
3. There are sufficient supporting ideas.					
4. Choice of words is appropriate for the audience.					
5. Biases are avoided.					
6. Speech is free from language mistakes.					
7. Ideas are communicated vividly and meaningfully.					
8. Nonverbal cues are appropriate.					
9. The speaker observed effective communicative strategy.					
TOTAL					
GRAND TOTAL	/45				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

Scoring:

VGE – 37–45; GE – 28–36; SE – 19–27; LE – 10–18; N – 9

Name (Student 1): Name (Student 2):	
Their presentation has the following strong points:	The following aspects of the presentation could be improved:

Reinforcement Activity

Think of a time when you had to explain one message in two different instances with varying contexts. For example, you might have told your parents over dinner how badly you want to study in your dream university and in another instance, you talked about the same thing with your friends while having coffee.

In an essay with a minimum of 500 words, discuss why your communicative strategies change as there are adjustments in every speech context, speech style, and speech act. Discuss your language, duration of interaction, your relationship to the listener, your roles and responsibilities as a speaker, your message, and your delivery and how these differ in the two varying instances and contexts.

Use the following format: font 12, Times New Roman; spacing, 1.5.

E-link

Hone your ability to recognize types of speech acts by checking the exercises found on the following websites:

It's More Fun in the Philippines (Department of Tourism)

- ▶ <https://www.youtube.com/watch?v=ADNgEHFDYzo>

Philippines: Beautiful People, Beautiful Country (BBC Documentary, 2014)

- ▶ <https://www.youtube.com/watch?v=mdyDWqnf99Q>

Let's Reflect

Reflect on the learning that you gained after taking up this lesson by completing the given chart.

What were your thoughts or ideas about the topic before taking up a lesson on types of communication strategy?



I thought...

What new or additional ideas have you had after taking up this lesson?



I learned that...

Fundamentals of Public Speaking

This unit features the basics of preparing and delivering a speech. From the drafting of your speech to its delivery, you will be guided with various strategies that you can apply to successfully speak in public.

1 Principles of Speech Writing

2 Principles of Speech Delivery

Principles of Speech Writing

By the end of the lesson, you will have been able to

- identify the principles of speech writing;
- differentiate the stages or processes in speech writing;
- use principles of effective speech writing focusing on audience profile, logical organization, duration, word choice, and grammatical correctness;
- plan a speech;
- evaluate a written speech;
- apply principles of editing to a given speech;
- apply learning and thinking skills, life skills, and ICT literacy in understanding the principles of speech writing; and
- reflect on your learning on the principles of speech writing.

Let's Warm Up

Form groups of five members. Study the following scenario:

You were assigned by your principal to be your school's events planner. Now, your task is to organize a welcome program for a foreign visitor.

You have ten minutes to discuss the steps you will take to organize the program. Assign one representative who will share the output of the group for two minutes.

When done with the task, answer the following questions.

1. How did you plan for the program?
2. What difficulties did you encounter while planning?

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements says. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I am familiar with the principles of speech writing.				
2. I understand the speech writing process.				
3. I can differentiate the stages or processes of speech writing.				
4. I plan my speech effectively by following the speech writing process.				
5. I conduct audience analysis before preparing a speech.				
6. I determine the purpose of my speech.				
7. I choose a speech topic that interests me and my audience.				
8. I maximize the use of outlines to make my ideas coherent.				
9. I rehearse my speech prior to delivery.				
10. I edit my speech to improve the message and the delivery.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Individual)

Write T if the statement is true; write F if it is false.

- _____ 1. An outline determines whether your supporting ideas match your main idea or not.
- _____ 2. Any speech should include an introduction, body, and conclusion.
- _____ 3. In the introduction, you explain the importance of your topic by giving examples.
- _____ 4. Knowing the audience and the occasion is crucial in writing a speech.
- _____ 5. Rehearsing is a major requirement.
- _____ 6. Speech writing is a recursive process.
- _____ 7. The approach that you will use in your introduction can determine the success of your speech.
- _____ 8. The primary objective of speech writing is getting the right or appropriate topic.
- _____ 9. The purpose of the speech will help you identify ideas that will support your main idea or message.
- _____ 10. Word choice is one consideration in writing a speech.

Key Takeaways

The Speech Writing Process

Just like events planning, or any other activities, writing an effective speech follows certain steps or processes. The process for writing is not chronological or linear; rather, it is recursive. That means you have the opportunity to repeat a writing procedure indefinitely, or produce multiple drafts first before you can settle on the right one. Figure 1 shows the schematic diagram.

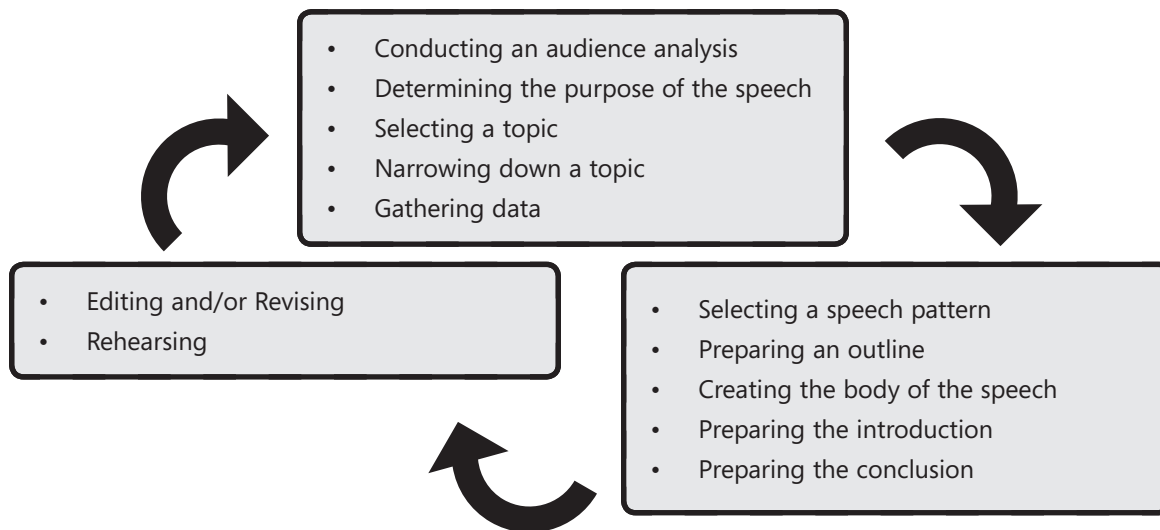


Fig. 1. Speech Writing Process

The following are the components of the speech writing process.

- **Audience analysis** entails looking into the profile of your target audience. This is done so you can tailor-fit your speech content and delivery to your audience. The profile includes the following information.
 - › **demography** (age range, male-female ratio, educational background and affiliations or degree program taken, nationality, economic status, academic or corporate designations)
 - › **situation** (time, venue, occasion, and size)
 - › **psychology** (values, beliefs, attitudes, preferences, cultural and racial ideologies, and needs)

A sample checklist is presented below.

Audience Analysis	
Age Range	
Male-Female Ratio	
Educational Background	
Educational Institution	
Place of Residence (city, province, town)	
Marital Status	
Economic Status (Household income above 30,000 or below 30,000)	
Language Spoken	
Religious Affiliations/beliefs	

- The **purpose** for writing and delivering the speech can be classified into three—to *inform*, to *entertain*, or to *persuade*.
 - › An *informative speech* provides the audience with a clear understanding of the concept or idea presented by the speaker.
 - › An *entertainment speech* provides the audience with amusement.
 - › A *persuasive speech* provides the audience with well-argued ideas that can influence their own beliefs and decisions.

The purpose can be general and specific. Study the examples below to see the differences.

General Purpose	Specific Purpose
To inform	<ul style="list-style-type: none"> • To inform Grade 11 students about the process of conducting an automated student government election • To inform Grade 11 students about the definition and relevance of information literacy today • To inform Grade 11 students about the importance of effective money management

General Purpose	Specific Purpose
To entertain	<ul style="list-style-type: none"> To entertain Grade 11 students with his/her funny experiences in automated election To entertain Grade 11 students with interesting observations of people who lack information literacy To entertain Grade 11 students with the success stories of the people in the community
To persuade	<ul style="list-style-type: none"> To persuade the school administrators to switch from manual to automated student government election To persuade Grade 11 students to develop information literacy skills To persuade the school administrators to promote financial literacy among students

- The **topic** is your focal point of your speech, which can be determined once you have decided on your purpose. If you are free to decide on a topic, choose one that really interests you. There are a variety of strategies used in selecting a topic, such as using your personal experiences, discussing with your family members or friends, free writing, listing, asking questions, or semantic webbing.
- Narrowing down a topic** means making your main idea more specific and focused. The strategies in selecting a topic can also be used when you narrow down a topic.

In the example below, “Defining and developing effective money management skills of Grade 11 students” is the specific topic out of a general one, which is “Effective money management.”

General Purpose	To inform
Specific purpose	To inform Grade 11 students on the importance of effective money management
Topic	Financial literacy or effective money management
Narrowing down a topic through listing	<ul style="list-style-type: none"> Effective money management Effective money management of Grade 11 students Developing an effective money management of Grade 11 students Defining and developing effective money management skills of Grade 11 students

- Data gathering** is the stage where you collect ideas, information, sources, and references relevant or related to your specific topic. This can be done by visiting the library, browsing the web, observing a certain phenomenon or event related to your topic, or conducting an interview or survey. The data that you will gather will be very useful in making your speech informative, entertaining, or persuasive.
- Writing patterns**, in general, are structures that will help you organize the ideas related to your topic. Examples are *biographical*, *categorical/topical*, *causal*, *chronological*, *comparison/contrast*, *problem-solution*, and *spatial*.

Below are different writing patterns from which you can select the one that best suits your topic and/or purpose.

Pattern	Descriptions	Examples	
Biographical	Presents descriptions of your life or of a person, famous or not	Specific Purpose	To inform my audience about my grandfather, the late former President Ramon Magsaysay
		Specific Topic	Describing the life and works of my grandfather, the late former President Ramon Magsaysay
Categorical/ Topical	Presents related categories supporting the topic	Specific Purpose	To persuade the community members to reduce, reuse, and recycle as means of eliminating garbage and protecting the environment
		Specific Topic	Why the community members should promote reducing, reusing, and recycling
Causal	Presents cause-effect relationships	Specific Purpose	To inform my audience on the effects of overeating
		Specific Topic	Explaining the possible effects of overeating to one's health
Chronological	Presents the idea in time order	Specific Purpose	To inform my audience about the significant events in the 1986 EDSA Revolution or People Power
		Specific Topic	Describing the significant events before, during, and after the 1986 EDSA Revolution or People Power
Comparison/ contrast	Presents comparison/contrast of two or three points	Specific Purpose	To persuade the audience that living in the Philippines is better than living in Australia
		Specific Topic	Explaining why the Philippines is more habitable than Australia
Problem-solution	Presents an identified problem, its causes, and recommended solutions	Specific Purpose	To persuade the audience to support the educational programs of the national government
		Specific Topic	Explaining the reasons for supporting the government's educational programs seen as the primary means of increasing the literacy rate in the Philippines

- An **outline** is a hierarchical list that shows the relationship of your ideas. Experts in public speaking state that once your outline is ready, two-thirds of your speech writing is finished. A good outline helps you see that all the ideas are in line with your main idea or message. The elements of an outline include introduction, body, and conclusion. Write your outline based on how you want your ideas to develop. Below are some of the suggested formats.

1. Table format

Purpose	To persuade
Specific purpose	To persuade the community members to reduce, reuse, and recycle as means of eliminating garbage and protecting the environment
Topic	Promoting the importance of reducing, reusing, and recycling in eliminating wastes and protecting the environment
Pattern	Problem-solution
Introduction	Share facts on the current situation of the environment. State the message of the speech (specific topic).
Body	Discuss how improper waste disposal becomes an environmental problem. Explain how reducing, reusing, and recycling would eliminate wastes and protect the environment.
Conclusion	State the specific purpose of your speech again. Call for action.

2. List format

1.0	As of today, there is an alarming increase of wastes in our community.
1.1	According to Solid Waste Management Office, if we do not take immediate action, we might face more perils caused by natural calamities.
1.2	Now, I am going to talk about how to eliminate wastes and protect the environment.
2.0	Improper waste disposal causes environmental problems.
2.1	Wastes contaminate the soil.
2.2	Wastes contaminate the water.
2.3	Wastes can cause floods.
3.0	There are ways to eliminate wastes and protect the environment.
3.1	Reducing, reusing, and recycling can help eliminate wastes.
3.2	People should start doing these at home.
4.0	We must act now.
4.1	This solution should be supported by the local government.
4.2	Let us learn from the lessons in natural calamities we have experienced.

- The **body of the speech** provides explanations, examples, or any details that can help you deliver your purpose and explain the main idea of your speech.

One major consideration in developing the body of your speech is the focus or central idea. The body of your speech should only have one central idea.

The following are some strategies to highlight your main idea.

- › Present real-life or practical examples
- › Show statistics
- › Present comparisons
- › Share ideas from the experts or practitioners
- The **introduction** is the foundation of your speech. Here, your primary goal is to get the attention of your audience and present the subject or main idea of your speech. Your first few words should do so. The following are some strategies.
 - › Use a real-life experience and connect that experience to your subject.
 - › Use practical examples and explain their connection to your subject.
 - › Start with a familiar or strong quote and then explain what it means.
 - › Use facts or statistics and highlight their importance to your subject.
 - › Tell a personal story to illustrate your point.
- The **conclusion** restates the main idea of your speech. Furthermore, it provides a summary, emphasizes the message, and calls for action. While the primary goal of the introduction is to get the attention of your audience, the conclusion aims to leave the audience with a memorable statement.

The following are some strategies.

- › Begin your conclusion with a restatement of your message.
- › Use positive examples, encouraging words, or memorable lines from songs or stories familiar to your audience.
- › Ask a question or series of questions that can make your audience reflect or ponder.
- **Editing/Revising** your written speech involves correcting errors in mechanics, such as grammar, punctuation, capitalization, unity, coherence, and others. Andrew Dlugan (2013), an award-winning public speaker, lists six power principles for speech editing.

- › **Edit for focus.**

“So, what’s the point? What’s the message of the speech?”

Ensure that everything you have written, from introduction to conclusion, is related to your central message.

- › **Edit for clarity.**

“I don’t understand the message because the examples or supporting details were confusing.”

Make all ideas in your speech clear by arranging them in logical order (e.g., main idea first then supporting details, or supporting details first then main idea).

- › **Edit for concision.**

“The speech was all over the place; the speaker kept talking endlessly as if no one was listening to him/her.”

Keep your speech short, simple, and clear by eliminating unrelated stories and sentences and by using simple words.

› **Edit for continuity.**

“The speech was too difficult to follow; I was lost in the middle.”

Keep the flow of your presentation smooth by adding transition words and phrases.

› **Edit for variety.**

“I didn’t enjoy the speech because it was boring.”

Add spice to your speech by shifting tone and style from formal to conversational and vice-versa, moving around the stage, or adding humor.

› **Edit for impact and beauty.**

“There’s nothing really special about the speech.”

Make your speech memorable by using these strategies: surprise the audience, use vivid descriptive images, write well-crafted and memorable lines, and use figures of speech.

- **Rehearsing** gives you an opportunity to identify what works and what does not work for you and for your target audience. Some strategies include reading your speech aloud, recording for your own analysis or for your peers or coaches to give feedback on your delivery. The best thing to remember at this stage is: *“Constant practice makes perfect.”*

Some Guidelines in Speech Writing

1. Keep your words short and simple. Your speech is meant to be heard by your audience, not read.
2. Avoid jargon, acronyms, or technical words because they can confuse your audience.
3. Make your speech more personal. Use the personal pronoun “I,” but take care not to overuse it. When you need to emphasize collectiveness with your audience, use the personal pronoun “we.”
4. Use active verbs and contractions because they add to the personal and conversational tone of your speech.
5. Be sensitive of your audience. Be very careful with your language, jokes, and nonverbal cues.
6. Use metaphors and other figures of speech to effectively convey your point.
7. Manage your time well; make sure that the speech falls under the time limit.

Exercise II (Pair)

Based on what you have learned in this lesson, list at least ten principles or characteristics of speech writing.

Example:

Audience analysis should be conducted to determine the characteristics of the audience, nature of event, time of day, etc.

1. _____
2. _____
3. _____
4. _____

Let's Practice

- I. **Group Activity.** Work with your group mates from *Let's Warm Up*. Read the sample speech below, and then, using the *Six Power Principles for Speech Editing* of Andrew Dlugan, edit the speech. Underline the part which you think needs *editing for focus, clarity, concision, continuity, variety, and impact and beauty*. Then, write the revised version in the second column and the principle you used in the last column.

Speech Title: May Fifteen	Edited/Revised Version	Speech Editing Principle
<p>May 15 of this year, I woke up with a happy heart. I thought to myself, "when I reach 50 years old, 60 or beyond, I will look back to this day and smile." Then, I paid attention to my college graduation picture, framed on a 4x6 decorative wood edging emblazoned with beautiful memories. I reached for it, and held it closely, and uttered, "10 years, and I think you did a pretty good job!" I slowly put it back to the side table, off to my working station across my sliding window to fulfill one in my daily routine: journal writing.</p> <p>Then, I started: Dear journal, "In my 10 years as a member of the noblest profession in the universe, I have encountered several influential, inspiring and fabulous people. So, today, as a tribute, I'm going to write about them, starting off with my top three favorites".</p> <p>To begin with, I did not like my first pick. She was someone who would always, always disagree with my ideas and decisions. I remember one time while I asked her to sign my college admission papers, she was infuriated because of my choice because I ticked Mass Communications as my priority. It was a very long battle of verbal argument. As expected, I did not win. Another, I came home from school sharing I would want to extract the tooth of my lab partner without an anesthesia because he's irresponsible and ridiculous. Instead of letting me vent and giving me a back rub, she defended the behavior of my lab partner saying, "He must have a bad day. You have to understand." Precisely, she's a devil's advocate.</p>		

Speech Title: May Fifteen	Edited/Revised Version	Speech Editing Principle
<p>But, I have loved her. In fact, I have been playing as a devil's advocate since college. I think it's important to see a situation from different perspectives. In that sense, I can think critically and make reasonable decisions. In the academic context, I employ it as a strategy to make my students be effective communicators, critical and creative thinkers, service-driven citizens, and reflective life-long learners through exposing them to several relevant activities. I learned this from her, from someone I know a devil's advocate.</p> <p>However, she left me. And for once, it broke my heart.</p> <p>If United Kingdom has the late Margaret Thatcher, and China has Wu Yi, I have a friend, too, an Iron Lady who is my second choice. And, I'm lucky to have known her. Coined by Russian journalist Captain Yuri Gavrilov in 1976, the iron metaphor is used to describe a lady who is "strong-willed". Strong-willed, that's a perfect word that describes my friend. I was in grade six back then when I witnessed the misery that happened to her family. I knew how it felt though I was still younger. Their business went bankrupt; her husband was hospitalized fighting against death; and, she was falling downward spiral. But, she did not let go. She stood her ground, fought back, and turned every tragedy into triumph. That's why she's an Iron Lady to me.</p> <p>Being strong-willed and turning tragedy into triumph are lessons which I learned from my Iron Lady friend. Had I not applied these lessons to my personal and professional life, I would have lost my sanity and remained miserable.</p> <p>However, she left me. And for the second time, it broke my heart.</p> <p>Of course, we all have heard the story about a university professor who sought a Japanese master for enlightenment about his questions on Zen. The master served the professor with tea, poured the cup full, and kept on pouring. The professor suddenly said, "It is overflowing". The master replied, "You are like this cup. I cannot show you Zen unless you empty your cup."</p>		

Speech Title: May Fifteen	Edited/Revised Version	Speech Editing Principle
<p>I first learned this story from my third choice, i.e., my teacher who I used to call master. That was supposed to be a life-changing tale for me because I was very stubborn and unreceptive back then. But, my master taught me to be more open with new perspectives and continue to seek inspirations from other people who I can call masters, too, and to absorb and just filter later. As Bruce Lee said, "Absorb what is useful." Hopefully, after I have taken everything in, I will have evolved into a better educator, just like my master and ultimately, a better creative person. I want to reach that "zen point", where everything is intuitive and instinctive, where teaching and I are one (like the samurai and the sword are one), where I can see beyond what my eyes tell me as what swordsman Miyamoto Musashi said.</p> <p>Yes, I am aware of the dangers of having too many masters. But mixed martial arts taught us that we can learn different fighting styles from different masters, and eventually, evolve into a well-rounded warrior. I guess the secret lies in keeping an open mind. I learned that from my master. So, I just make sure that when I meet other people and listen to their stories, I go with an empty cup.</p> <p>Nevertheless, she left me. Again, it broke my heart.</p> <p>Right after I signed on my journal entry, I heard euphonous voices of these three personalities fused into one calling my name. It was my mom. She came in to my room with two pieces of cake each shaped with letters P and J enough to be carried by her hands. The letters are initials of my first name- Philippe John. Planted on the edge of each cake were five tiny well-lit candles. I stood from my post, grabbed the pieces from my mom's shaky hands, and put them on my desk. Then, I hugged her. It was one of the tightest hugs I had given her. And, she told me, "You're now a decade young teacher. Way to go, my love, and I promise I will not leave you anymore. Never."</p> <p>I couldn't thank her more. May 15 of this year, I woke up with a happy heart. And, again. I thought to myself, "when I reach 50 years old, 60 or beyond, I will look back to this day again and again and again."</p>		

II. **Individual Activity.** Following the speech writing process, prepare/plan a speech to be delivered in class. As you go along, make sure to fill in the details in the columns with the ideas you have decided on.

A. Conduct a general audience analysis. Use the sheet below.

General Audience Analysis	
Age Range	
Male-Female Ratio	
Educational Background	
Educational Institution	
Place of Residence (city, province, town)	
Marital Status	
Economic Status (Household income above 30,000 or below 30,000)	
Language Spoken	
Religious Affiliations/beliefs	

B. Identify your general and specific purpose. Use the sheet below.

General Purpose	
Specific Purpose	

C. Identify your topic. Use any strategy learned from this lesson. Use the sheet below.

General Purpose	
Specific Purpose	
Topic	

D. Narrow down your topic. Use any strategy learned from this lesson. Use the sheet below.

General Purpose	
Specific Purpose	
Topic	
Specific (Narrowed-down) Topic	

- E. Decide how you will gather data. Will you be visiting your library, browsing the web, observing, or conducting an interview or survey? Once you have decided, gather all necessary and relevant information.
- F. Identify the speech pattern you will use. Will it be biographical, categorical/topical, causal, chronological, comparison/contrast, or problem-solution? Use the sheet below.

General Purpose	
Specific Purpose	
Topic	
Specific (Narrowed-down) Topic	
Speech Pattern	

- G. Prepare an outline for your speech using any of the formats discussed. Use the sheet below.

General Purpose	
Specific Purpose	
Topic	
Specific (Narrowed-down) Topic	
Speech Pattern	
Outline	

III. **Individual-Pair Activity.** Find a partner and exchange works with him/her. For five minutes, review your partner’s work and write your feedback. Use the sheet below.

Element	Guide Questions	Responses
Specific Purpose	<ul style="list-style-type: none"> • Is the specific purpose stated? • Is the purpose appropriate for the activity? • Does it state the main idea, or the goal of speech? 	
Topic	<ul style="list-style-type: none"> • Is the topic appropriate for the purpose? • Is the topic fit for the target audience? 	
Specific (Narrowed-down) Topic	<ul style="list-style-type: none"> • Is the topic narrowed-down and focused? 	
Speech Pattern	<ul style="list-style-type: none"> • Is the chosen pattern appropriate for the purpose and topic? 	
Outline	<ul style="list-style-type: none"> • Are all ideas in the outline aligned to the main idea or message of the speech? • Is there a clear introduction? • Is there a clear body? • Is there a clear conclusion? 	
General Comments	I like the work because...	
	However, the speech needs to improve on...	

Reinforcement Activity

Find one speech writer in your community and interview him/her on his/her experiences in speech writing. Then, using a minimum of 500 words, make a written report about his/her responses.

Use the following format: computerized, font 12, Times New Roman, 1.5 spacing.

E-link

Hone your speech writing skills by checking the following websites.

Speech Writing Exercises

- › <http://www.cbsencertanswers.com/2014/02/sample-questions-for-writing-article.html>

Speech Writing Exercises

- › <http://teacher.scholastic.com/writewit/speech/index.htm>

Exercise your Speech Writing Brain

- › <http://www.globalspeechwriter.com/exercise-your-speechwriting-brain/>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

What were your thoughts or ideas about the principles of speech writing prior to the discussion of this lesson?

I thought...

What new or additional ideas did you learn after taking up this lesson?

I learned that...

Principles of Speech Delivery

By the end of the lesson, you will have been able to

- differentiate the types of speech delivery;
- identify public speaking situations;
- identify the characteristics of good delivery;
- use principles of effective speech delivery focusing on articulation, modulation, stage presence, facial expression, gestures and movements, and rapport with the audience;
- practice speech delivery;
- evaluate a speech;
- apply learning and thinking skills, life skills, and ICT literacy in understanding the principles of speech delivery; and
- reflect on your learning on the principles of speech delivery.

Let's Warm Up

Form groups of five members. Read the following scenario.

You are the tourism ambassadors of the Philippines who are tasked to promote the best features of the country and its overall positive image to local and foreign visitors. Your task is to prepare and deliver a three-minute speech in a World Tourism Expo in London to convince the participants to visit the Philippines.

You have 10 minutes to prepare the speech. Everyone should have a speaking task. Make sure that your speech is clear and persuasive.

After your group's performance, two representatives from another group will be assigned by your teacher to provide feedback within three minutes based on the following questions.

1. What do you like most about the presentation?
2. How do you think can the speech be improved?

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I use an appropriate type of speech delivery.				
2. I am aware of different speaking situations.				
3. I use a conversational style in my speech.				
4. I establish and maintain eye contact effectively.				
5. I adjust the volume of my voice depending on the size of the audience.				
6. I vary my speed.				
7. I modulate my voice.				
8. I use pauses effectively.				
9. I pronounce words correctly.				
10. I avoid mannerisms or distracting movements.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Class-Pair)

- 1. Watch any of the following videos of the World Champions of Public Speaking. All of the featured speakers are winners of a public speaking competition organized by Toastmasters International.**
 - Dananjaya Hettiarchchi of Sri Lanka, 2014 Champion
<https://www.youtube.com/watch?v=bbz2boNSeL0>
 - Presiyan Vasilev of USA, 2013 Champion
<https://www.youtube.com/watch?v=9k92IGhnLig>
 - Ryan Avery of USA, 2012 Champion
<https://www.youtube.com/watch?v=ReE7-X70iPU>
 - Jock Elliot of Australia, 2011 Champion
https://www.youtube.com/watch?v=m0a_EcZyQts
 - Jim Key of USA, 2003 Champion
<http://www.youtube.com/watch?v=kBdWyzjrjK0>
- 2. Find a partner and discuss your answers to the following questions.**
 - What are your observations on the delivery of the speaker? Give at least five observations.
 - Do you find the style of delivery appropriate to his/her audience?
- 3. Share your insights with the class.**

Key Takeaways

Insights on Public Speaking

After listening to the speeches of the champions, you may have noticed that aside from the speech content, their delivery was also essential to their victory. The speakers seemed so natural and at ease that you wonder: Are effective speakers made, or are they naturally born effective speakers? It is true that some people are born with special gifts in public speaking, but it is also true that most of the best public speakers either underwent intensive formal training or got involved in several speaking situations that, over time, enabled them to hone the skill.

According to Stephen Lucas (2011), author of *The Art of Public Speaking*, a good delivery means that you are capable and able to present your message in a clear, coherent, and interesting way. In addition to this, he also says:

Good delivery...conveys the speaker's ideas clearly, interestingly, and without distracting the audience. Most audiences prefer delivery that combines a certain degree of formality with the best attributes of good conversation—directness, spontaneity, animation, vocal and facial expressiveness, and a lively sense of communication (p. 244).

As a student of public speaking, you should know that public speaking is not simply reading your speech or talking about your topic. It requires making connections with your audience and presenting yourself formally to the public. There are types of speeches according to purpose and delivery from which you can choose the best one or the most appropriate in a given situation.

Types of Speech According to Purpose

1. An *informative speech* provides the audience with a clear understanding of a concept or idea. The lectures of your teachers are the best examples of this type.
2. An *entertainment speech* amuses the audience. The humorous speeches of comedians and performers are the best examples of this type.
3. A *persuasive speech* seeks to provide the audience with favorable or acceptable ideas that can influence their own ideas and decisions. The campaign speeches of the running candidates for government posts are the best examples of this type.

Types of Speech According to Delivery

1. Extemporaneous

Description	<ul style="list-style-type: none"> • Speaking with limited preparation • Guided by notes or outline • Delivered conversationally • Most popular type
Speaking Situations	<ul style="list-style-type: none"> • When you are a candidate for a post in a student government and you deliver your campaign speech before a voting public • When you are assigned to report a topic in class
Advantages	<ul style="list-style-type: none"> • Helps you look confident • Engages the audience
Disadvantages	<ul style="list-style-type: none"> • May not have adequate time to plan, organize, and rehearse
Tips	<ul style="list-style-type: none"> • Create an outline • Organize your points logically (most important to least important or vice versa) • Use facts and real-life experiences as your examples • Manage your time well • Rehearse, rehearse, rehearse

2. Impromptu

Description	<ul style="list-style-type: none"> • Speaking without advanced preparation • Unrehearsed speech • Spoken conversationally
Speaking Situations	<ul style="list-style-type: none"> • In an event where you are asked to say a few words • First day at work or in class, or during an interview
Advantages	<ul style="list-style-type: none"> • Spontaneous or natural speaking • More focused and brief

Disadvantages	<ul style="list-style-type: none"> • Tendency to be disorganized • Lacks connection with the audience • Nerve-racking for inexperienced speakers and beginners
Tips	<ul style="list-style-type: none"> • Once you are requested to say something, pause for a moment to plan in your head what to say. • State your main point briefly and deliver it at a pace your audience can follow. • End by saying thank you.

3. Manuscript

Description	<ul style="list-style-type: none"> • Speaking with advanced preparation • Planned and rehearsed speech • Reading aloud a written message
Speaking Situations	<ul style="list-style-type: none"> • Newscasting with a TelePrompter or an autocue device • Presenting the legal proceedings and verdict in court • Reading the rules and criteria in a contest
Advantages	<ul style="list-style-type: none"> • Exact repetition of the written words • Guided speech
Disadvantages	<ul style="list-style-type: none"> • Boring and uninteresting presentation • Lacks audience rapport or connection
Tips	<ul style="list-style-type: none"> • Rehearse the speech over and over again until you sound natural. • Observe accomplished news anchors and note how conversational they sound when they deliver the news.

4. Memorized

Description	<ul style="list-style-type: none"> • Speaking with advanced preparation • Planned and rehearsed speech • Reciting a written message word-for-word from memory
Speaking Situations	<ul style="list-style-type: none"> • When you perform in a stage play • When you deliver a declamation, oratorical, or literary piece • When an actor or actress in a scene performs a script from memory
Advantages	<ul style="list-style-type: none"> • Exact repetition of the written words from memory • Free to move around the stage
Disadvantages	<ul style="list-style-type: none"> • Speakers might end up speaking in a monotone pattern. Alternatively, he/she might take a fast pace. • When the speaker cannot control his/her stage fright, he/she might have difficulty remembering his/her memorized speech.
Tips	<ul style="list-style-type: none"> • Rehearse the speech over and over again until you sound natural and feel confident. • Observe how actors/actresses perform their script in a theater, television, or movie scenes.

Exercise II (Group)

Differentiate the four types of speech delivery in terms of definition and examples of speaking situations. Use the table below for your answers.

Types	Definition	Examples
1. Extemporaneous		
2. Impromptu		
3. Manuscript		
4. Memorized		

Delivery for Different Situations

Bear in mind that not all speaking situations happen in the classroom. Some may happen in unfamiliar environments. To illustrate, you may run or be nominated for a school or local government office, so a room-to-room and public campaign speech is required; or you may be invited to welcome a visitor in your school or community, so an opening or welcoming remark is necessary; or you may be asked to represent your school or community in a literary contest. These are a few situations where your delivery skill will be simultaneously challenged and honed.

As a public speaker you need to be ready to deal with the most common challenges in different speaking environments. Below are some of them.

1. **Speaking to a specific audience size**

Description	<ul style="list-style-type: none"> • Audience size depends on the venue size.
Advantages	<ul style="list-style-type: none"> • You can determine your approach with your audience: more intimate and personal for a smaller size; more formal for a larger size.
Disadvantages	<ul style="list-style-type: none"> • This can be challenging and intimidating.
Tips	<ul style="list-style-type: none"> • Ask the organizers about the estimated number of the audience so you can adjust your delivery. • Practice, practice, practice.

2. **Speaking in an open-air venue or outside a building**

Description	<ul style="list-style-type: none"> • Examples are open courts or grounds, football fields, farms, etc.
Advantages	<ul style="list-style-type: none"> • You will feel more relaxed due to the atmosphere of the venue.
Disadvantages	<ul style="list-style-type: none"> • You will encounter a lot of communication barriers such as noise, inattentive audiences, discomfort, challenging weather, possible absence of technology such as audio-visual equipment, etc. • You might be forced to make adjustments, especially in voice projection.
Tips	<ul style="list-style-type: none"> • Check the venue prior to your speaking engagement. • Ask the organizers about the availability of equipment. • Challenge yourself on how you can get and maintain the attention of your audience. • Use the outdoor setting or venue to your advantage as a way of jumpstarting your speech or as an example to support your main point. • Practice, practice, practice.

3. **Speaking in different venues**

Description	<ul style="list-style-type: none"> • Speaking venues that vary according to size: classroom, meeting or conference room, ball room, social hall, auditorium, covered court, open court, etc.
Advantages	<ul style="list-style-type: none"> • You will be exposed to different venues, which will add to your public speaking experience.
Disadvantages	<ul style="list-style-type: none"> • You will have to make big adjustments in terms of your nonverbal cues: volume of voice, body language, facial expression, etc.
Tips	<ul style="list-style-type: none"> • Check the venue days before your scheduled speech and arrive hours earlier in the venue, so you can determine the adjustments to make. • For a large venue, speak more slowly, use pauses frequently to highlight the most important ideas of your speech, and make use of facial expressions and gestures. When you use visual aids, make them more visible. • In a small venue, your audience will see you up close. Therefore, manage your notes well when you use them and adjust your nonverbal cues as necessary. • Practice, practice, practice.

4. Speaking with a microphone

Description	<ul style="list-style-type: none">• Its main function is to increase the volume of your voice, not to clarify the pronunciation and enunciation of words.
Advantages	<ul style="list-style-type: none">• With a microphone, you can easily get the attention of your audience because of the loudness of your voice.
Disadvantages	<ul style="list-style-type: none">• Using a microphone can be challenging because there is a tendency to underuse or overuse it.
Tips	<ul style="list-style-type: none">• Check the microphone if it functions well.• Check your voice in the microphone to see whether you are audible enough.• In a small venue, you may not use a microphone, but you need to manage your voice's volume well.• Practice, practice, practice.

5. Speaking with a podium or lectern

Description	<ul style="list-style-type: none">• A podium or lectern is a reading desk with a stand and a slanted top.
Advantages	<ul style="list-style-type: none">• Notes can be placed on the slanted top, and will work best for extemporaneous and manuscript speeches.• The lectern can be used as a means to hide or cover nervousness or stage fright.
Disadvantages	<ul style="list-style-type: none">• Some may have the tendency to hide their hands behind the podium, which will not help them enhance their message.
Tips	<ul style="list-style-type: none">• Stand straight, as good posture exudes confidence.• Avoid gripping the edges of the podium with both hands. Aside from this, also avoid hiding them behind the podium.• For extemporaneous and impromptu speakers, step to the side occasionally once you have composed yourself, so you can effectively use your gestures, make eye contact, and connect more with your audience.• Practice, practice, practice.

Whatever speaking situation you are in, the most important thing is you master your speech. You can only do this by constantly carrying out the right practices.

Tools for Effective Speech Delivery

To be effective in your delivery, watch and emulate people who speak in public excellently. While observing, take note of the following:

- How they approach their audience (formal, informal, personal, conversational, intimate, among others)
- How they connect with their audience (using eye contact, body movements, and facial expressions)
- How they present themselves (stage presence: how they look, stand, walk, use nonverbal cues, act on and off the stage)
- How they use their voice in terms of volume (loudness or softness), pitch (highness or lowness), rate or speed, pauses to show emphasis and strengthen the clarity of the message, vocal variety (effective changes in volume, pitch, rate and pauses), and pronunciation

The items enumerated are the tools that can help you develop your speech. Practice in front of a mirror and observe your own delivery with these tools in mind. Alternatively, you can practice in front of your family, friends, classmates, or those who have already done public speaking. You can ask for feedback or seek advice from them. Explore which tools work best for you and develop a habit of effective delivery to enhance your public speaking skill. Keep practicing and engaging yourself in speaking situations. Remember, you already have the public speaking skill, but you will only improve if you speak in public constantly.

More Tips for Effective Speech Delivery

Following are more techniques and tips to help you deliver your speech well:

1. Use a conversational style more often. This is the style that is more natural; it is the style that you always use when you express yourself with your family and friends. Audience members do not like the speaker to sound unnatural or exaggerated.
2. Look your audience members in the eye so they will feel that they are part of your speech. Eye contact should be maintained to keep the attention of your audience and enhance your delivery.
3. Remember to adjust your volume to the size of the audience and the venue. When addressing a large audience, modulate your voice in such a way that you speak loudly without sounding like shouting or yelling.
4. Vary your rate or speed to keep your audience interested and to avoid a monotone pattern. The audience might get bored if you speak very slowly and they might get confused if you speak very fast. Hence, your rate should be at an appropriate speed.
5. Master your voice and find your pitch level (high or low). If you have a high pitch level, modulate or slightly move it down. If you have a low pitch level, modulate or slightly move it up. Your performance will definitely be affected if you do not modulate.
6. Use pauses when you emphasize the most important words, phrases, or sentences. Your pauses should not last for three seconds. Otherwise, it will result in dead air or a moment of awkward silence.
7. Pronounce and enunciate words correctly. You will confuse the audience if you mispronounce words, and it could distract them and affect your credibility.
8. Avoid fillers or expressions that substitute actual words in your speech because these words are distracting. Examples of fillers are “like,” “um,” “ah,” “uh,” and “er.” To reduce the use of these fillers, detect the instances when you use them: Do you generally use fillers after each sentence, between different ideas, or whenever you make transitions? Then, instead of using them the next time you deliver a speech, simply stop and pause.
9. Start your speech by standing straight and balancing your weight. This will give a positive first impression.
10. Use precise movements. Avoid distracting mannerisms like swaying back and forth, leaning on the podium, licking or biting your lips, playing with your wristwatch or jewelry, scratching parts of your body, frowning, and others. Observe your mannerisms and learn how to avoid them when speaking in public.
11. Avoid having a poker face or a highly animated face. These facial expressions appear distracting and may even be annoying. Instead, follow the most highly suggested tip: smile. However,

make sure that the meaning of your speech reflects in your facial expressions; do not smile if you are talking about something sad.

12. Dress properly and appropriately. Wearing the proper attire will make you look more confident and professional. Make sure not to overdress, as this may distract your audience.
13. Observe ethics by coming prepared, being honest with your words, being polite, avoiding offensive words and back-biting or talking negative things about other people, or copying someone's work without proper documentation.
14. Breathe in and out to relax before your speech. Most importantly, have fun.

Exercise III (Pair)

Based on what you have learned from this lesson, list down ten habits for good delivery that a speaker needs to develop.

Example:

Practice in front of people and get their feedback.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Let's Practice

I. **Group Activity.** Work with your group mates from Exercise II. Below are links to empowering speeches delivered by inspiring people at an event organized by the nonprofit organization, TED (Technology, Entertainment, and Design).

As a group, watch any of the videos. Alternatively, you may refer to this link <http://www.ted.com/talks> for other options. Then, do the task that follows.

- Why We Tell Stories by Patricia Evangelista
<https://www.youtube.com/watch?v=GczfdbrQNzc>
- Our Return on Investment by Sabsy Ongkiko (spoken in Tagalog)
<https://www.youtube.com/watch?v=FgOi4ZR57fA>

- Why I Must Come out by Geena Rocero
https://www.youtube.com/watch?v=mCZCok_u37w
- Balikbayan by Michi Ferreol
<https://www.youtube.com/watch?v=6cgIslzZE5c>
- How Lupang Hinirang Ought to be Sung by Joey Ayala
<https://www.youtube.com/watch?v=41guxaNk9FY>
- Who Killed Philippine Cinema? by Pepe Diokno
<https://www.youtube.com/watch?v=p1NNkf90jUU>
- The Future of Manila by Carlos Celdran
<https://www.youtube.com/watch?v=DyGxQhnq-TI>

Evaluate the speaker and complete the following table with your assessment.

Title of Speech Viewed:	
Name of Speaker:	
Type of Speech Delivery Used:	
Type of Speech According to Purpose Used:	
What is the audience and venue size?	
Did the speaker adjust to the audience size and venue size?	
Did the speaker use the microphone?	
How did the speaker approach the audience?	
Did the speaker maintain eye contact?	
Did the speaker use the volume of his/her voice well?	
Did the speaker use his/her rate well?	
Did the speaker use his/her pitch well?	
Did the speaker use pauses well?	
Did the speaker pronounce words correctly?	
Did the speaker avoid fillers?	
Did the speaker avoid distracting movements?	
Did the speaker use appropriate facial expressions?	
Did the speaker dress for the occasion?	

II. Group-Individual Activity.

1. *Group.* Work in groups of four. Below is an abridged version of the inaugural speech of former president Ramon Magsaysay delivered at the Independence Grandstand, Manila on December 30, 1953.

As a group, decide one part that each of you will deliver in class. Then, choose whether you want to deliver your part in manuscript, as extemporaneous, or as memorized. You have 30 minutes to prepare.

2. *Individual.* You will be assigned to evaluate one of your classmates as he/she delivers the speech. Use the performance rubric on page 91 for your evaluation. At the end of the rubric, write the strengths of the speaker as well as his/her areas for improvement.

Abridged Version of the Inaugural Address of His Excellency Ramon Magsaysay, Former President of the Republic of the Philippines

1	<p>My Countrymen:</p> <p>You have called upon me to assume the highest office within our gift. I accept the trust humbly and gratefully. My sole determination is to be President <i>for</i> the people.</p> <p>The office of President is the highest in the land. It can be the humblest also, if we regard it – as we must – in the light of basic democratic principles. The first of these principles is the declaration of the Constitution that “sovereignty resides in the people and all government authority emanates from them.” This simply means that all of us in public office are but servants of the people.</p> <p>As I see it, your mandate in the past election was not a license for the selfish enjoyment of power by any man or group of men. On the contrary, it was an endorsement of the principle – at times forgotten – that the general welfare is the only justification for the exercise of governmental power and authority.</p> <p>Your mandate was a clear and urgent command to establish for our people a government based upon honesty and morality; a government sensitive to your needs, dedicated to your best interests, and inspired by our highest ideals of man’s liberty.</p> <p>We have a glorious past. Now we must build a future worthy of that past.</p> <p>It is significant that we begin on this day and on this ground hallowed by the supreme sacrifice of Jose Rizal. All too often, however, we speak of Rizal – and of Del Pilar, Bonifacio, Mabini, and our host of heroes – as if their work were done, as if today their spirit had ceased to have any meaning or value to our people. The truth is that we need their spirit now more than ever. We need it to complete the work which they began.</p> <p>We need men of integrity and faith like Rizal and Del Pilar; men of action like Bonifacio; men of inflexible patriotism like Mabini. We need their zeal, their self-reliance, their capacity for work, their devotion to service, their ability to lose themselves in the common cause of building a nation.</p> <p>I will have such men. From this day, the members of my administration, beginning with myself, shall cease to belong to our parties, to our families, even to ourselves. We shall belong only to the people.</p>
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2	<p>In the administration of public affairs, all men entrusted with authority must adhere firmly to the ideals and principles of the Constitution.</p> <p>I will render – and demand – uncompromising loyalty to the basic tenet of our Constitution; that you, the people, are sovereign. The rule of government must be of service to you.</p> <p>Accordingly, I pledge my administration to your service. I pledge that we shall extend the protection of the law to everyone, fairly and impartially – to the rich and the poor, the learned and the unlettered – recognizing no party but the nation, no family but the great family of our race, no interest save the common welfare.</p> <p>The Bill of Rights shall be for me, and the members of my administration, a bill of duties. We shall be guardians of the freedom and dignity of the individual.</p> <p>More than this, we shall strive to give meaning and substance to the liberties guaranteed by our Constitution – by helping our citizens to attain the economic well-being so essential to the enjoyment of civil and political rights.</p> <p>The separation of powers ordained by our Constitution – as an effective safeguard against tyranny – shall be preserved zealously. Mutual respect for the rights and prerogative of each of the three great departments of government must be observed. [...]</p> <p>Heretofore, social justice has raised fervent but frustrated hopes in the hearts of our less fortunate citizens. We must not permit social justice to be an empty phrase in our Constitution. We must bring it to life for all.</p> <p>In consonance with this purpose, my administration shall take positive, energetic measures to improve the living conditions of our fellow citizens in the barrios and neglected rural areas and of laborers in our urban and industrial centers. [...]</p>
3	<p>Democracy becomes meaningless if it fails to satisfy the primary needs of the common man, if it cannot give him freedom from fear on which a strong republic can be built. His happiness and security are the only foundations on which a strong republic can be built. His happiness and security shall be foremost among the goals of my administration.</p> <p>We must develop the national economy so that it may better satisfy the material needs of our people. The benefits of any economic or industrial development program shall be channeled first to our common people, so that their living standards shall be raised.</p> <p>While I shall give priority to our domestic problems, my administration will not neglect our international responsibilities. We cannot escape the fact that, today, the destinies of nations are closely linked. It is in this spirit that we regard the goodwill and assistance extended to us through the various programs of international economic cooperation with the more developed nations.</p>

	<p>It is to our common interest that this Republic, a monument to mutual goodwill and common labor, should prove to the world the vitality of the democracy by which we live.</p> <p>We shall continue to cooperate with the United Nations in seeking collective security and a just world peace.</p> <p>To our Asian brothers, we send our fraternal greetings. They are beset by problems of the same nature and complexity as those that confront us. We invite them to share our experience in finding solutions to those problems through democratic means. It is my hope that we can exchange experiences and information on methods that each of us has found most effective in subduing illiteracy, poverty, disease, under-productivity, and other common evils which have afflicted our countries of past generations.</p>
4	<p>The problems and opportunities ahead of us set the measure of the effort we must exert in the years to come. We must have unity to solve our problems, cooperation to exploit our opportunities. I urge you to forego partisan differences whenever the national interest clearly demands united action. We must not be distracted from our work. We have no time for petty strife.</p> <p>I have been warned that too much is expected of this administration, that our people expect the impossible. For this young and vigorous nation of ours, nothing is really impossible!</p> <p>Let us have faith in ourselves, the same faith that fired the heroic generation of revolution. They waged and won their struggle with nothing but bolos in their hands and courage in their hearts. Without political training and experience, they wrote a constitution comparable with the best and established the first republic in Asia. Our own generation was told by doubters and enemies that we would never have independence from the United States. We live today under a free and sovereign Republic. Our faith was fulfilled.</p> <p>Today, we are told anew that it is impossible to do what must be done. But our people, sustained by God, under whose protection we have placed our destiny and happiness, and strengthened by an abiding faith in His goodness and mercy – our people, united and free – shall shape a future worthy of our noble heritage if we but act; act together; act wisely; act with courage; and act unselfishly, in a spirit of patriotic dedication.</p>

Official Gazette of the Republic of the Philippines. (December 1953). *Inaugural Address of President Magsaysay, December 30, 1953.*

Performance Rubric

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Verbal Skills	Speech style was conversational.					
	Fillers were avoided.					
	Volume was well-adjusted to audience size.					
	Rate or speed of speaking was varied.					
	Voice was modulated.					
	Pauses were effectively used.					
	Words were pronounced and enunciated well.					
Non-verbal Skills	Eye contact was effectively used.					
	Speaker was prepared and confident.					
	Distracting movements or mannerisms were avoided.					
	Facial expressions were appropriate to the message.					
	Mastery of the speech was evident.					
TOTAL						
GRAND TOTAL		/60				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

Scoring:

VGE – 49–60; GE – 37–48; SE – 25–36; LE – 13–24; N – 12

Below are the strengths of my classmate	Below are the areas that can be improved on

Reinforcement Activity

Interview a local official or a student government officer on his/her experiences in public speaking (campaign speeches, reading of policy or memo in public, introducing a speaker, giving of welcome/opening or closing remarks, inspirational talk, etc). Then, with a minimum of 500 words, make a written report about their responses.

Follow the format: computerized, font 12, Times New Roman, 1.5 spacing.

E-link

Hone your knowledge of the principles of speech delivery by checking the websites below.

English Pronunciation Practice Sites

- › <http://www.manythings.org/e/pronunciation.html>
- › <http://www.manythings.org/pp/>
- › <http://www.englishmedialab.com/pronunciation.html>

Public Speaking Exercises

- › <http://www.write-out-loud.com/public-speaking-exercises.html>

Speech delivery Techniques Exercise

- › http://pulse.pharmacy.arizona.edu/9th_grade/culture_cycles/language_arts/tricks_and_techniques.html

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

What were your thoughts or ideas about the principles of speech delivery prior to the discussion of this lesson?

I thought...

What new or additional ideas did you learn after taking up this lesson?

I learned that...

Types of Speech

In this unit, you will apply the fundamentals that were discussed during the previous units. Each lesson focuses on one type of speech, so that in the end you can write and deliver various kinds of speeches depending on your purpose or your method of delivery.

- 1 Organizing and Delivering a **Manuscript Speech**
- 2 Organizing and Delivering a **Memorized Speech**
- 3 Organizing and Delivering an **Impromptu Speech**
- 4 Organizing and Delivering an **Extemporaneous Speech**
- 5 Organizing and Delivering an **Entertainment Speech**
- 6 Organizing and Delivering an **Informative Speech**
- 7 Organizing and Delivering a **Persuasive Speech**

Organizing and Delivering a Manuscript Speech

By the end of the lesson, you will have been able to

- ▶ identify the features of a manuscript speech;
- ▶ write topics appropriate for a manuscript speech;
- ▶ develop and deliver an effective manuscript speech;
- ▶ evaluate and critique a manuscript speech;
- ▶ apply learning and thinking skills, life skills, and ICT literacy in developing and delivering a manuscript speech; and
- ▶ reflect on your learning on delivering a manuscript speech.

Let's Warm Up

1. **Find a partner. Assign a reader and a listener.**
2. **The task of the reader is to read aloud the following lines from Marianne Williamson's *A Return To Love: Reflections on the Principles of A Course in Miracles* while the task of the listener is to give feedback on the performance of the reader based on the Rubric for Oral Presentation.**

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you **not** to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.

3. **When done, exchange roles with your partner and do the same routine.**
4. **Then, share your feedback and observations on your partner's speech delivery.**
5. **You have ten minutes to do this activity.**

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I select a topic that my audience can easily relate to and feel interested in.				
2. I read my manuscript with confidence.				
3. I provide well-organized thoughts and ideas in my speech.				
4. I observe appropriateness, brevity, clarity, ethics, and vividness when I communicate my ideas.				
5. I apply effective nonverbal cues.				
6. I maintain eye contact with the audience and avoid staring at my manuscript while delivering my speech.				
7. I practice my speech before the actual delivery.				
8. I provide sufficient examples that can support my message.				
9. I use effective transitional devices, so my audience can easily follow my ideas.				
10. I make notes in my manuscript to mark nonverbal cues when practicing.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Group)

Here is a link to the video of Senator Miriam Defensor Santiago's speech titled *A Date with Destiny*: <https://www.youtube.com/watch?v=xdWaESUSyoM>

Watch the video. Then, work in groups of five and discuss your answers to the following questions:

1. Why did the speaker need a manuscript for her speech?
2. Do you think it would have been better if she delivered the speech on the spot? Why or why not?
3. How did she sustain the audience's attention all throughout her speech?
4. Was her delivery successful? What makes you think so?

Key Takeaways

When speaking from a manuscript, you write and deliver a speech word for word. The question is, for whom is the manuscript method most advantageous?

1. *Public figures.* Since public figures are always constrained by a hectic schedule, they need ghost writers. Consequently, they would have to read the text of the speech as it is. The President's State of the Nation Address (SONA) is a concrete example of this situation.
2. *Media personalities.* Speakers on radio and television always battle with time limits. For example, a televised panel discussion about a social issue may require radio and TV anchors to critically choose and refine the words of their speech in advance.
3. *Spokespersons for government and private organizations.* This public speaking role requires a great deal of contemplation and preparation. For example, we have speeches of different country's spokespersons in an international seminar on climate change.

Potential Problems with the Manuscript Method

1. Since this type of speech follows a word-for-word method, you might be tempted to skip practicing the speech.
2. In relation to the previous point, if you fail to practice your speech and decide to read it during the time of delivery itself, you might be glued to the speech all throughout. You may overlook making eye contact with your audience. Note that glancing at the audience only at the end of a sentence is not sufficient to establish and maintain rapport during the speech.
3. Lastly, because everything is planned based on the time allotted, you will surely want to cover everything in your speech before you run out of time. This might affect your connection with the audience, as there is a tendency to ignore the audience and neglect responding to their feedback when busy with the speech. Pay attention and make sure to check and adjust if the audience displays anxiety, impatience, or boredom.

Strategies in Organizing and Delivering the Manuscript Speech

1. *Practice!* Practice delivering the speech several times. Mark the text. Even if it's a manuscript, know the speech by heart. Only if you do these can you keep frequent eye contact with the audience.
2. *Adapt!* Even if you have a manuscript, feel free to modify the text when the situation demands it. If you observe that your audience is bored, you may use shorter yet more vigorous words. If your audience is impatient, add words of strong motivational power. If your audience is anxious, share personal anecdotes to lighten the mood.

Tips in Using the Manuscript Method

1. *Prepare!* Keep your text easy to use by neatly composing it in triple space.
2. *Mark!* Own your manuscript by highlighting key words and phrases. This way you will be guided during the speech delivery.
3. *Practice!* You can make a lot of notes on the draft of your manuscript during the first few rehearsals, but make sure to reprint your script, especially if you make too many changes.
4. *Practice some more!* Read the text over and over orally. This will help you avoid mispronounced words, faulty starts, and wrong pauses. As you practice, vary the volume, rate, and pitch of your voice during appropriate points in the speech.
5. *Concentrate!* Concentrate on keeping eye contact, but do not stare at only one section of the audience. It is best if you familiarize yourself with the most important parts of your speech. If you do this, you will be more confident in looking at your audience during the key points of the speech.
6. *Act it out!* Use a lectern or a podium when practicing the speech. If you can find one before the actual speech delivery, practice using it so that you will be used to laying your notes flat on the podium and looking at them once in a while.

Exercise II (Group)

Work with the same group from *Exercise I*. Below is an extract from the manuscript of the speech of former US President, Ronald Reagan, along with his edits.

1. Study the page and discuss your answer to this question: *Why do you think President Reagan edited the following parts of his manuscript before his speech?*

Extract 1

Draft: Yet it is our nature as a free people to make manifest our goodwill. So we must strive to reduce arms on both sides.

Edits: We seek peace and we must strive to reduce arms on both sides.

Extract 2

Draft: Beginning 10 years ago, the Soviets challenged the Western Alliance with a grave new threat: the deployment of hundreds of nuclear missiles capable of striking every capital in Europe.

Edits: Beginning 10 years ago, the Soviets challenged the Western Alliance with a grave new threat: hundreds of new and more deadly nuclear missiles - the Triple Warhead SS-20, capable of striking every capital of Europe.

Herr Gorbachev, machen Sie dieses Tor auf. (Mr. Gorbachev, ~~REDACTED~~ open this gate.)

Mr. Gorbachev, tear down this wall. *From p. 7*
~~And I pledge to you my country's efforts to help overcome these borders.~~
~~While we watch and wait, we in the West must resist Soviet~~

expansion. So we must maintain defenses of unassailable strength. Yet ~~it is our nature as free peoples to make manifest~~ *we seek peace, and* ~~our goodwill~~ *so* we must strive to reduce arms on both sides.

Beginning 10 years ago, the Soviets challenged the Western Alliance with a grave new threat: ~~(the deployment of)~~ *new and more deadly* hundreds of ~~nuclear missiles~~ *-- the triple-warhead SS-20 --* capable of striking every capital in Europe.

The Western Alliance responded by committing itself to a ~~REDACTED~~ counter-deployment unless the Soviets agreed to negotiate a better solution -- namely, the elimination of ~~(such)~~ *such* weapons on both sides. For many months, the Soviets refused to bargain in earnestness. As the Alliance in turn prepared to go forward with its counter-deployment, there were difficult days -- days of ~~REDACTED~~ protests like those during my 1982 visit to this city -- and the Soviets actually walked away from the table.

But through it all, the Alliance held firm. And I invite those who protested then -- I invite those who protest today -- to mark this fact: Because we remained ~~strong~~ *firm*, the Soviets came ~~back to the table~~. Because we remained strong, today we ~~are~~ *have* ~~engaged in talks that hold out~~ *within reach* the possibility, not merely of limiting the growth of arms, but of eliminating, for the first time, an entire class of nuclear weapons from the face of the Earth.

~~REDACTED~~

Original Manuscript
Ronald Reagan's "Tear Down This Wall" manuscript draft

2. Study the last paragraph of President Raegan’s speech.

But through it all, the Alliance held firm. And I invite those who protested then—I invite those who protest today—to mark this fact: Because we remained firm, the Soviets came back to the table. Because we remained strong, today we have within reach the possibility, not merely of limiting the growth of arms, but of eliminating, for the first time, an entire class of nuclear weapons from the face of the Earth.

- a. Discuss your answers to this question.
If you were to deliver the speech, how will you make it more motivational and appealing to the audience?
- b. Mark the extract to show in which parts of the extract you will pause, make your voice louder or softer, use a facial expression or gesture, etc.
- c. You may use the spaces and the margins to write some notes (e.g., voice becomes louder, emphasize the word, voice becomes softer, make a hand gesture, etc.) when marking the extract.

Let’s Practice

- I. **Group Activity.** Work in groups of nine and assign a number from 1-9 to each of the members.

Imagine that you are delivering an inaugural address as the President of the Philippines. Use the inaugural address of His Excellency Diosdado Macapagal taken from the Official Gazette of the Republic of the Philippines.

The transcript is divided into nine parts; each member of the group will deliver to the class the part corresponding to his number. You have 20 minutes to prepare.

INAUGURAL ADDRESS OF HIS EXCELLENCY DIOSDADO MACAPAGAL

[Delivered at the Quirino Grandstand, Manila, December 30, 1961]

1

“OUR MISSION”

On this day, December 30, our national hero Jose Rizal gave his life on this hallowed ground – the ideal manifestation of love of country and dedication to the service of our people. It was therefore fitting that the framers of our Constitution should decree that the highest official of the land shall be called upon to assume office on this historical occasion. With deep humility, I accept the Nation’s call to duty.

Bound by the oath I have just taken, I am resolved that I shall be the President not only of the members of my party but of all political groups; I shall be President not only of the rich but more so of the poor; and I shall be President not only of one sector but of all the people.

1	<p>The primary function of the President is not to dispense favors but to dispense justice. The presidential oath of office contains the special pledge to "do justice to every man."</p>
2	<p>These shall not remain empty words, for with God's help, I shall do justice to every citizen, no matter how exalted or how humble may be his station in life.</p> <p>As we open a new era in the life of our Nation, let us measure the tasks before us and set forth our goals. Our aims are two-fold: first, to solve the immediate problems of the present and, second, to build materially and spiritually for the future.</p> <p>Our first mission is the solution of the problem of corruption. We assume leadership at a time when our Nation is in the throes of a moral degeneration unprecedented in our national history. Never within the span of human memory has graft permeated every level of government. The solution of this problem shall call for the exercise of the tremendous persuasive power of the Presidency. I shall consider it, therefore, my duty to set a personal example in honesty and uprightness. We must prove that ours is not a Nation of hopeless grafters but a race of good and decent men and women.</p>
3	<p>I intend to do more than this. Among the appropriate measures I shall take to insure the eradication of this social cancer is to assume moral and political responsibility for the general state of public morality in the country.</p> <p>Our second mission is to attain self-sufficiency food of our people, namely, rice and corn. The elemental needs of every people are food, clothing and shelter. We shall give impetus to industries that will provide clothing for our population at reasonable prices. In collaboration with private enterprise, we shall invigorate the national housing program and devote particular attention to proper housing for countrymen who earn the lowest income and the indigents who live under subhuman conditions.</p> <p>While attending to the people's need for adequate clothing and shelter, the urgent emphasis shall be on their need for staple food. With the cooperation of Congress, we shall launch and implement a rice and corn program that shall bring about sufficiency in the production of these cereals and make them available at prices within the reach of the masses.</p>

4	<p>The basic national problem is the poverty of the masses. Our third mission, therefore, is the creation of conditions that will provide more income for our people – income for those who have none and more income for those whose earnings are inadequate for their elemental needs. Millions of our people are unemployed and millions more are under-employed. We must rectify this situation to help our people attain a higher level of living and create the domestic buying power that can help generate prosperity. Unless solved in time, this problem will worsen to the point of disaster in view of our population explosion.</p> <p>The permanent solution to this problem is the rapid and sound utilization of our vast and rich natural resources in order to create opportunities for employment. We believe that the effective accomplishment of this task should be left to the citizens themselves, that is, to private enterprise. But the Government can and should help. Our Administration shall extend this help. Within the maximum financial capacity of the Government, we shall initiate and carry out a program to help solve unemployment and underemployment through massive productive and labor-intensive projects calculated to create multiple job opportunities while at the same time increasing the production, productivity and wealth of the land.</p>
5	<p>Our fourth mission is to launch a bold but well-formulated socio-economic program that shall place the country on the road to prosperity for all our people. I shall present this program in my first State-of-the-Nation message to Congress next month for the consideration and support of our law-making body. In essence, the program will call for a return to free and private enterprise. The program will also aim at propelling the Nation along the path of progress, first through the dynamic development of our resources under a system of free and private enterprise, and, second, by the implementation of a social program for the masses under the direction of the Government. I strongly believe in placing the burden of economic development in the hands of private entrepreneurs with the least government interference while making the Government assume the full responsibility for implementing the social and public welfare program.</p> <p>I believe in private enterprise because I have faith in the Filipino. I am convinced that if his future is placed in his own hands and conditions are created in which he may seek his prosperity and carve his own destiny – with his integrity, talent, industry and sense of sacrifice – he shall surmount attendant difficulties, husband the natural bounty that God has bestowed for his well-being, effectively provide for his needs and transform our country at an early time into a land of abundance not only for a favored few but for each and every Filipino.</p>

6	<p>While our economic problems are integrated in character, we must be concerned with the plight of the common man as an imperative of justice. We must help bridge the wide gap between the poor man and the man of wealth, not by pulling down the rich to his level as communism desires, but by raising the poor up towards the more abundant life. This is democracy's supreme endeavor. I shall therefore from this day onward vigorously exert all efforts to increase the productivity of the farmer and the laborer, to teach the common man scientific methods to lighten his burdens, to give land to the landless and in time to place within his means the essential commodities for a decent living.</p> <p>It is not our only task to solve the immediate problems of the present and build materially for the future. The structure of this Republic must be built not only upon material but more so upon spiritual foundations. Our fifth mission, therefore, is to establish the practices and the example that will strengthen the moral fiber of our Nation and reintroduce those values that would invigorate our democracy. This we shall seek through formal modes of reform, through enforcement of statutes and, whenever feasible, through the power of example. I shall accordingly endeavor to set the tone not only for integrity but also for simple living, hard work, and dedication to the national well-being.</p>
7	<p>This then, in synthesis, is our mission, the trust that has been placed in our hands by our people. We are called upon to attend to all functions of government, including foreign relations in which we shall vigorously discharge our part in the struggle against communism and strive to raise the prestige of the Republic before the family of nations. While ministering to all the traditional public services, it is in the accomplishment of these five missions that we must place stress and primary attention, for their solution will facilitate the effective ministration of all the essential public services the government is duty bound to maintain.</p> <p>It is incorrect to say that we are out to solve all the problems of the Nation. No President can do that. Nation-building is an exacting and endless endeavor. No President can build the whole edifice of a nation. All that he is called upon to do, is to add a fine stone to that edifice, so that those who shall come after him may add other fine stones that will go for a strong and enduring structure. I stress anew that stone that we are assigned to contribute to the edifice of a greater Philippines is, first, to attend to such short-range problems as sufficiency in the staple food of the people, and more employment, and second, to undertake a long-range task of moral renaissance and the implementation of a socio-economic blueprint which, although not immediately achieving prosperity, will lead to that prosperity for all our people.</p>

8	<p>I believe that this is a mission formidable enough for any President. It is an endeavor that calls for the utmost use of sound judgment, energy and, above all, patriotism, which is demanded of all of us. It addresses itself to the leaders the three great branches of our Government. It requires, on the part of all, a transfiguration of attitude from political partisanship to statesmanship. In the deliberations of Congress on the proclamation of the President and the Vice-President, the leaders and members of Congress demonstrated their capacity to rise above partisan politics and proved themselves equal to the challenge of patriotism. I express the hope that this congressional performance was not a mere involuntary recognition of an undeniable political fact but a willful recognition of the need of setting aside political partisanship in this time of national crisis in the interest of bipartisan collaboration in the common task of providing, in the least time possible, a life of decency and prosperity for our people.</p> <p>Above all, this mission requires the support of our people. No program can succeed without popular sustenance. We shall need that faith and that support demonstrated by our people in our election against appalling odds.</p>
9	<p>The beneficent effects of some of the concrete steps that we shall take may not be immediately evident; what may, in fact, be instantly visible will be adverse but transitory repercussions that in time will clear the way for the final and favorable outcome. In those interludes of anxiety, we shall need the full trust and confidence of our people, and we assure now that we shall deserve that trust and confidence because in all our actions we shall never deviate from the course of integrity, sincerity, and devotion to the welfare of the Nation.</p> <p>In the past electoral combat, our people showed the strength of our democracy in this part of the world by bringing about a peaceful change of Administration through the ballot and not through the bullet. Simultaneously, democracy displayed its splendor by showing that under its aegis a poor man who sprang from the humblest origin and who has not attained a state of riches can rise to the Presidency of the Republic. I, whom the sovereign will in a democracy has chosen as the means for the exhibition of the reality of its virtue of offering equal opportunity to the rich and the poor alike, am now called upon to prove that such a gift of opportunity to our humble citizenry shall not be in vain. With God's grace and the support of all citizens of good will and good faith, and of our common people in particular, I pray with all my heart and soul that I shall not fail in my trust.</p>

II. **Pair Activity.** Form pairs. Then, look for television news program transcripts which are available online. Some of the online transcript providers are shown below.

- ABC News: <http://www.abc.net.au/news/programs/transcripts/>
- BBC: http://www.bbc.co.uk/faqs/radio/radio_transcript
- CNN: <http://transcripts.cnn.com/TRANSCRIPTS/>

With your partner, deliver a three-minute manuscript speech using one transcript that you selected. Perform like newscasters do. To give you ideas, watch your favorite local or international news programs and observe how newscasters deliver their prompts. Both of you should have speaking lines.

III. **Group Activity.** Group yourselves into five members each. Your teacher will assign you one line from the following list.

- Certain things catch your eye, but pursue only those that capture the heart. (Ancient Indian Proverb)
- He who asks is a fool for five minutes, but he who does not ask remains a fool forever. (Chinese proverb)
- Our greatest glory is not in never failing, but in rising up every time we fail. (Ralph Waldo Emerson)
- In order to succeed, we must first believe that we can. (Nikos Kazantzakis)
- By failing to prepare, you are preparing to fail. (Benjamin Franklin)
- There is no passion to be found playing small—in settling for a life that is less than the one you are capable of living. (Nelson Mandela)
- People will forget what you said, people will forget what you did, but people will never forget how you made them feel. (Maya Angelou)
- Too many of us are not living our dreams because we are living our fears. (Les Brown)
- I am not a product of my circumstances. I am a product of my decisions. (Stephen Covey)
- Build your own dreams, or someone else will hire you to build theirs. (Farrah Gray)

Now read the following scenario.

Imagine that you are a group of life coaches. Your goal is to deliver a message based on the quote assigned to you that will inspire an audience your age.

Work together and prepare a short speech which will last for two to three minutes. Assign a speaker who will deliver it. Remember to end your speech with the line assigned to you. You have 20 minutes to prepare.

IV. **Individual Activity.** In 300 to 500 words, write a short persuasive speech about any of the topics in the box below. Make sure you have an introduction, body, and conclusion. Be prepared to deliver your speech in class.

1. Before the speech presentations, find a partner who will evaluate your speech, and vice-versa. Use the rubrics on page 106 as basis for your evaluation.
2. Submit two versions of your speech to your teacher: the clean copy and the marked copy.

Use the following formats for the speeches you will submit.

- *Clean copy:* short bond paper, double-spaced, font size 12, font style Times New Roman
- *Marked copy:* short bond paper, triple-spaced, font size 12, font style Times New Roman, with markings

You may pick any of the following topics. You are free to agree or disagree with the topic, as long as you present your arguments persuasively.

List of Topics for a Persuasive Speech

- Lying is always wrong.
- Truth is never debatable.
- Modern media is to blame for lowering moral standards, reading levels or escalating violence.
- Online games can be good for you.
- Disabilities of any sort are an opportunity for personal growth.
- Internet chat rooms are evil.

- Facebook (or any other form of social media) is replacing the need for face to face communication.
- Cyberbullying controls
- There is never an excuse or reason good enough to declare war.
- Money is not the root of all evil.
- Power does not necessarily corrupt.
- Healthcare is the responsibility of the individual, not the state.
- Homelessness is the result of choice.
- Winning at all costs is not right.
- Becoming a parent should be an earned privilege.
- Gay marriage is acceptable.
- Being 'green' is fashionable.
- Religion has no place in government.
- Choices of clothing reflect who you are.
- Global warming is real.
- Being a good person is learned.
- What is 'right' and 'wrong' changes from generation to generation.
- Having chores/a pet/ an after-school job teaches responsibility.
- Food engineering is the way of the future.
- 'Normal' depends on your environment.
- Culture is essential, just like fresh air and food.
- Equality is a myth.
- We are what we eat.
- What we think, we are.
- Plastic surgery should be only for those who really need it.
- Higher education is over-rated.
- Monitoring media of any sort should be banned.
- Women should stay in the home to look after their families properly.
- The idea of peace on earth is naive.
- Freedom of speech is a fallacy.
- Nationalism creates enemies.
- Cultural differences should be celebrated.
- Designer children—is this good for future generations?
- All education should be free.
- Conformity cripples creativity.
- Cloning is justifiable.
- Poverty begins in the mind.
- Divorce damages children.
- Juvenile crime is a cry for help.
- Gangs are the result of family breakdown.
- Children raised by single parents are disadvantaged.
- Boys/girls need father figures to grow into mature adults.
- Being politically correct encourages masking our real feelings.
- Graffiti is art.

Rubric for Manuscript Speech Evaluation

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Organization	Ideas are arranged logically.					
	Appropriate organizational pattern is observed.					
	Transitions are smooth.					
Content	Topic is relevant and well-developed.					
	Purpose is well-defined.					
	Main points are stated clearly.					
	Arguments are sound and supported with valid and credible sources.					
	Introduction captures listener's attention.					
	Speech ended effectively with a review of the main points.					
Verbal	Speech is not read in a monotone voice; voice is modulated.					
	Fillers are avoided.					
	Volume is well-adjusted to audience size.					
	Rate or speed of speaking is varied.					
	Audible and pleasant voice is used.					
	Pauses are effectively used.					
	Words are pronounced and enunciated well.					
	Eye contact is established and maintained.					
Non-verbal	Speaker is prepared and confident.					
	Distracting movements or mannerisms are avoided.					
	Facial expressions are appropriate to the message.					
	Gestures, posture and facial expressions are expressive, dynamic, and natural.					
	Attire is appropriate.					
	Mastery of the speech is evident.					
TOTAL						
GRAND TOTAL		/115				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent;
N – Not at all

Scoring:

VGE – 93–115; GE – 70–92; SE – 47–69; LE – 24–46; N – 23

Reinforcement Activity

Speech making and delivery are painstaking tasks. They require a great deal of practice and motivation. In the film, *The King's Speech*, therapist Lionel Logue helps encourage the nervous king before he begins, saying, "Forget everything else and just say it to me—say it to me, as a friend."

Below is the link to the video of the final scene of the movie *The King's Speech*. Watch the video and do the task that follows.

Video Link: <https://www.youtube.com/watch?v=6fY3BOcjAnw>

- If you were a speech therapist and you have to encourage an anxious speaker, what advice will you give him/her? Using a minimum of 250 words, write a letter addressed to your student stating your piece of advice that will help him/her feel more confident about delivering a manuscript speech effectively.

Use the following format: computerized, font size 12, font style Times New Roman.

- Make sure that your letter has the following parts: date, salutation, body, complimentary close, and signature. Research online for various letter formats you may use.

E-link

Hone your knowledge in delivering a manuscript speech by checking the following websites.

Delivering a Manuscript Speech

- › http://www.richspeaking.com/articles/manuscript_speech.html

Public Speaking Games

- › <http://www.write-out-loud.com/public-speaking-games.html>

Public Speaking Catalogue

- › http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0205627870.pdf

Delivering the Speech

- › <http://writingcommons.org/open-text/genres/public-speaking/delivering-the-speech>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

What were your thoughts or ideas about the manuscript speech prior to the discussion of this lesson?

I thought...

What new or additional ideas did you learn after taking up this lesson?

I learned that...

Organizing and Delivering a Memorized Speech

By the end of the lesson, you will have been able to

- identify the features of a memorized speech;
- write topics appropriate for a memorized speech;
- develop and deliver an effective memorized speech;
- evaluate and critique a memorized speech;
- apply learning and thinking skills, life skills, and ICT literacy in developing and delivering a memorized speech; and
- reflect on your learning on delivering a memorized speech.

Let's Warm Up

1. Individually, write on a one-fourth sheet of paper a quotation or adage that has inspired you through the years. (Example: *"It is when things seem worst that you must not quit."*)
2. After writing your inspiring line, fold the piece of paper. Your teacher will pass a box around; drop your folded paper in the box.
3. Once all the sheets of paper have been collected, your teacher will pass around the box again. This time, pick a piece of paper. Make sure you do not get your own paper.
4. You are given five minutes to memorize the inspirational quote and plan for appropriate facial expressions and gestures.
5. One by one, you will deliver the line in front of the class, without the copy and with the appropriate nonverbal cues.

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I select a topic that my audience can easily relate to and feel interested in.				
2. I memorize my speech to have a smooth and effortless delivery.				
3. I organize the thoughts and ideas in my speech logically.				
4. I observe appropriateness, brevity, clarity, ethics, and vividness when I communicate my ideas.				
5. I observe effective nonverbal cues.				
6. I avoid fillers such as "uhm," "ah," "you know," and the like.				
7. I grab the attention of the audience through an absorbing introduction.				
8. I provide sufficient examples that can support my message.				
9. I use effective transitional devices, so my audience can easily follow my ideas.				
10. I wrap up the speech using an effective conclusion.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Individual)

Think of a song that you have memorized by heart. This song may have created a great impact on you and inspired you to see life positively or helped you get up after a failure. Choose a stanza, chorus, or refrain— whatever is most important to you.

Deliver the lines in class as if they were part of a speech. Make sure to vary the volume, rate, and pitch of your voice when delivering the excerpt. Focus on appropriate facial expressions and gestures during the delivery.



Key Takeaways

A **memorized speech** requires you to commit the speech to memory so that you do not bring your notes when delivering it. As with the manuscript speech, you also run the risk of sounding mechanical during a memorized delivery. For this reason, keep your memorized speech short and work harder on your facial expressions and the tone of your voice.

When should you memorize?

Although keeping a speech in memory is needed only on very rare occasions, memorizing a speech can help you achieve a smooth and effortless delivery. You do not need to focus on notes or a manuscript. You can concentrate on maintaining eye contact with your audience, establishing rapport, and interacting with your audience.

Since memorizing can be very tough and mechanical, it is best that you memorize short speeches for special occasions. A memorized speech works best for the introduction of a guest, acceptance of award or recognition, toast, eulogy, tribute, and the like.

Disadvantages of the Memorized Speech

1. You might forget what you are supposed to say. Long pauses can create a very awkward moment between you and your audience.
2. You might memorize the speech mechanically. This can result in a very unnatural delivery.
3. You might focus on content. Consequently, groping for the right words might make you look uptight and stiff.
4. You might be too tied to remembering your script. This will give you no chance to pay attention and respond to audience feedback.

Advantages of Delivering a Memorized Speech

1. You do not need notes anymore. Since the speech is memorized, you do not have to worry about when to read and when to glance at your audience.
2. You can plan gestures, facial expressions, and movement. When you know the speech by heart, it will be easier for you to work on nonverbal communication.

3. You can concentrate on visual aids and props. A memorized speech will help you focus more on your props if you have any.
4. You will feel more confident. If you know that you have committed the speech to memory, you will not be anxious about running out of words or not knowing what to say.

Tips in Memorizing a Speech

1. *Break it down!* You cannot memorize a speech in one sitting. If your speech has four paragraphs, you should focus on one paragraph at a time. Once you have memorized the first paragraph, focus on the next one.
2. *Build it up!* After memorizing the speech in snippets, you need to put them together. Recite the first paragraph and move on to the second. After this, recite the first and second paragraphs and move on to the third. The next thing you know, you have completed your speech.
3. *Speak out!* Do not memorize the speech silently. When you recite your speech over and over while memorizing it, your brain multitasks and aids your memory retention.
4. *Identify keys!* Identify a key point in every paragraph. Even if you miss out some of the words in the actual speech delivery, you can easily expound on the key points.
5. *Have a break!* After memorizing some parts of your speech, take a break for some hours or for a day. After this, recite the speech again. This will test how well you can recall what you think you have memorized.
6. *Record and listen!* Record yourself delivering the speech and listen to it over and over again. Like a song, the speech will get stuck in your head.
7. *Use note cards!* Write one key point on one note card. Bring these note cards wherever you go and take them out whenever you have extra time to memorize, especially during idle times of the day.

Exercise II

Identify if the following are good or bad topics for a memorized speech. Write G for good and B for bad before each topic.

- _____ 1. The Origin of Alphabets
- _____ 2. A New Beginning: A Retirement Speech
- _____ 3. Welcoming the Freshmen
- _____ 4. The First Woman Astronaut
- _____ 5. A Birthday Wish
- _____ 6. Chemical Warfare
- _____ 7. A Toast for Forever: A Best Man's Speech
- _____ 8. Goodbye Grandpa: A Eulogy
- _____ 9. The Story of Human Rights
- _____ 10. The Reality Show Phenomenon

Let's Practice

I. **Group Activity.** Work in groups of five. Below are links to the videos of different acceptance speeches delivered during various awarding ceremonies. Imagine that you are judges of a Best Acceptance Speech Award. Choose the best acceptance speech among the three and discuss the reasons for your decision. The group member with an incoming birthday closest to the current date will share your group's insights and justification to your decision.

- Halle Berry (Oscars, 2002)
<https://www.youtube.com/watch?v=llgL7mGYVTI>
- Charlize Theron (Oscars, 2004)
<http://www.youtube.com/watch?v=v70pNFdsBSg>
- Sandra Bullock (Oscars, 2010)
<https://www.youtube.com/watch?v=-hTTwSQPmMo>

II. **Individual Activity.** Speeches for special occasions are a perfect fit for a memorized speech because they are short and simple. Now, choose any of the following occasions and write a five-sentence speech that you will deliver in class.

1. Introducing a person
2. Giving a toast during a wedding
3. Presenting an award
4. Accepting an award
5. Giving tribute to a person, place, or event

Before the speech delivery, find a partner who will evaluate your speech and whom you will evaluate as well. Refer to the rubric on page 114 as a basis for your evaluation.

Remember the following tips.

1. Keep the speech brief.
2. Observe the speech writing process.
3. Research on words, names, dates, and titles to be used in the speech, so that you choose only the most accurate ones.
4. Give a short introduction as some members of the audience may not know a lot about the occasion.
5. Memorize the speech so that you can focus on maintaining eye contact, facial expressions, gestures, and voice expression.

Rubric for Memorized Speech

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Organization	Ideas are arranged logically.					
	Appropriate organizational pattern is observed.					
	Transitions are smooth.					
Content	Topic is relevant and well-developed.					
	Purpose is well-defined.					
	Main points are stated clearly.					
	Arguments are sound and supported with valid and credible sources.					
	Introduction captures listener’s attention.					
	Speech is ended effectively with a review of the main points.					
Verbal	Speech is not delivered in a monotone voice; voice is modulated.					
	Fillers are avoided.					
	Volume is well-adjusted to audience size.					
	Rate or speed of speaking is varied.					
	Audible and pleasant voice is used.					
	Pauses are effectively used.					
	Words are pronounced and enunciated well.					
	Eye contact is established and maintained.					
Non-verbal	Speaker is prepared and confident.					
	Distracting movements or mannerisms are avoided.					
	Facial expressions are appropriate to the message.					
	Gestures, posture, and facial expressions are expressive, dynamic, and natural.					
	Attire is appropriate.					
	Mastery of the speech is evident.					
TOTAL						
GRAND TOTAL		/115				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent;
N – Not at all

Scoring:

VGE – 93–115; GE – 70–92; SE – 47–69; LE – 24–46; N – 23

Reinforcement Activity

Below is a link to the video of the best man's speech by Hugh Grant in the movie *Four Weddings and a Funeral*. In an essay of 300 to 500 words, write about what makes the speech effective. What techniques did the speaker use which you were also able to apply in your memorized speech delivery? Write about other techniques that you plan to emulate the next time you deliver a memorized speech.

Follow the following format when writing your essay: computerized, double-spaced, font size 12, font style Times New Roman.

- Hugh Grant's best man speech in *Four Weddings and a Funeral*
<https://www.youtube.com/watch?v=S6GPicVYCvs>

E-link

Hone your skills in delivering a memorized speech by checking the exercises found in the following websites.

Memorized Speech Exercises

- › <http://www.longleaf.net/ggrow/Skspre/Actor.html>

Oral Presentation Exercises

- › <http://www.eflsensei.com/?category=29>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

<p>What were your thoughts or ideas about memorized speech prior to the discussion of this lesson?</p>	<p>I thought...</p>
<p>What new or additional ideas did you learn after taking up this lesson?</p>	<p>I learned that...</p>

Organizing and Delivering an Impromptu Speech

By the end of the lesson, you will have been able to

- identify the features of an impromptu speech;
- write topics appropriate for an impromptu speech;
- develop and deliver an effective impromptu speech;
- evaluate and critique an impromptu speech;
- apply learning and thinking skills, life skills, and ICT literacy in organizing and delivering an impromptu speech; and
- reflect on your learning on organizing and delivering an impromptu speech.

Let's Warm Up

1. **Think of one thing that makes you happy. Write it on a 1/4 sheet of paper.**
2. **Fold the paper and submit it to your teacher. Your teacher will collect all the folded pieces of paper and place them in a box.**
3. **Your teacher will call a volunteer to pick a piece of paper. He/she will then be given one minute to say something about the word or phrase on that paper.**
4. **Everyone in class will be given the opportunity to speak in front.**

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I employ various strategies to organize my thoughts during an impromptu speech.				
2. I speak with confidence.				
3. I provide well-organized thoughts and ideas in my speech.				
4. I observe appropriateness, brevity, clarity, ethics, and vividness when I communicate my ideas.				
5. I observe effective nonverbal cues and maintain eye contact when delivering a speech.				
6. I avoid fillers such as "uhm," "ah," "you know," and the like.				
7. I use an effective introduction and conclusion.				
8. I provide sufficient examples that can support my message.				
9. I use effective transitional devices, so my audience can easily follow my ideas.				
10. I apply various strategies to deliver a good impromptu message when I am not knowledgeable on the topic.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Pair)

Write T before each number if the statement is true and F if the statement is false.

- _____ 1. After your speech, it is appropriate to say “Thank you” to the organizer for the speaking opportunity.
- _____ 2. If you find the topic uninteresting, you say, “I don’t think the topic is stimulating enough. I don’t like to say something about it.”
- _____ 3. Impromptu is definitely different from other forms of speeches.
- _____ 4. Impromptu speaking challenges the speaker’s ability to organize ideas and deliver effectively in a very short period.
- _____ 5. One way to relax is to over-think.
- _____ 6. Saying sorry because you did not prepare is appropriate in an impromptu speech.
- _____ 7. In an impromptu speech, there is no need for nonverbal cues.
- _____ 8. There are strategies that can help in verbalizing thoughts.
- _____ 9. Warming up before the speech can ease your tensed nerves.
- _____ 10. In impromptu speaking, your audiences don’t care about your transitions anymore.



Key Takeaways

Impromptu speeches are delivered with little or no time for preparation. In most instances, you are called to speak at the spur of the moment because you are expected to be knowledgeable about the subject.

For example, your teacher assigned you to read an article before the class starts. Then, during the class you were asked to deliver an impromptu speech about what you have learned from the article. Another instance to illustrate an impromptu situation is when you are asked by a friend or a relative about your current or planned vacation trip or when you are campaigning for a position in school and you are asked by your fellow students to respond to their questions.

Strategies in Organizing and Delivering an Impromptu Speech

Below are some of the strategies that you can follow when you organize and deliver an impromptu speech.

1. *Past, Present, Future*

Example: In the past, I was not comfortable in making impromptu speeches because I could not think right away of what to say; maybe it was because of nervousness and lack of time to prepare. At present, however, I am enjoying it because I constantly practice and keep on exposing myself to any speaking situation. In the future, I look forward to teaching others how to survive impromptu speech situations.

2. *Point-Reason-Example/Explanation-Point*

Example:

Point	I love Facebook.
Reason	I have two reasons for this: one, it helps me easily reconnect with old friends; and, two, I am updated on the happenings around me.
Example/Explanation	Through Facebook, I am able to contact my old friends from other countries and reminisce about wonderful memories. I am glad to be able to reconnect with friends even if it's only through online means. Also, through posts on Facebook, I learn about the current events in the country—a fact which has a bearing on my role as a citizen of this nation.
Point	Facebook, indeed, is a useful social network site. That is why I love it.

3. *Opening, Rule of Three, Clincher*

Example:

Opening	Every time I see homeless families, it breaks my heart. That is why I try to do at least three little things to help them.
Rule of Three	<ul style="list-style-type: none"> • First, I feature them in my writings which I submit to editors for publication. I highlight their sad and bad experiences living in the streets and their dreams and aspirations in life. • Second, I actively participate in organizing and facilitating livelihood programs for these families. • Finally, I join different nonprofit organizations in campaigns and awareness activities against poverty.
Clincher	These three are my baby steps toward achieving my vision of helping homeless people and freeing this nation from the bondage of poverty.

In some cases, you may find yourself unaware of or uninterested in the topic. This usually happens and it is inevitable. Distinguished Toastmaster Craig Harrison (2010) shares the following strategies that can help you address the problem.

- a. **Bridging.** This entails building a connection between what you do know and what you do not know.

Example:

Topic	You are asked about your reaction on the conflict in Russia.
Problem	You have no knowledge about the existing conflict in Russia because you do not follow it.
Solution	Find a way to bridge what you don't know and what you do know.
Response	"I would imagine the conflict in Russia to be like a conflict in my own family. The following are some steps that I observed in patching up the conflict, which, in a micro level, may be considered by the Russian government..."

- b. **Reframing.** This means rephrasing or redefining the topic into something that you want to talk about. This usually occurs if you think the topic is inappropriate or it is not meant for you.

If you are given a topic that you do not like or is not right for you, don't despair. Simply *reframe* it as a topic you'd like to respond to. Redefine the topic as you believe it should be, or at least the way you'd like it to be. Keep the structure but alter the subject. Rephrase the question or even challenge it; you can even argue why the question given is not the right question at all.

Example:

Topic	You are asked to compare two forms of government: democratic and parliamentary
Problem	You think that it is not right for you because you are a science major.
Solution	Find a pair of anything that you think is worth comparing. You can compare natural science and social science in terms of concepts and processes, or computers and humans in terms of capacity and efficiency.
Response	"This question reminds me of the complexities in differentiating two concepts in science. These are natural science and social science. Just like democratic and parliamentary, these two differ in terms of concepts and processes..."

- c. **Playing Devil's Advocate.** This refers to you standing on the opposite side.

Example:

Topic	You are asked whether or not the government should allocate a bigger budget for national defense.
Problem	You have no idea about the defense system and you are more knowledgeable with education.
Solution	Say no to defense and yes to education.
Response	"Instead of allocating more money to national defense, why not allot it to education? Let me tell you why education should be prioritized..."

Some Useful Tips in Effective Impromptu Speech Delivery	
Before the Speech	<ol style="list-style-type: none"> 1. Smile. 2. Relax by thinking about positive things. Keep telling yourself, "I am a brilliant speaker. I will nail this presentation." 3. Identify your purpose. Is it to inform, to entertain, to welcome, to congratulate, to apologize, or to give birthday greetings? 4. Think of one big word that can serve as your main point. If you think you have enough, think of the rule of three. 5. Start outlining in your head. Focus on what to say first. Be reminded that your first few words are crucial, so make them strong, powerful and catchy.

Some Useful Tips in Effective Impromptu Speech Delivery	
During the Speech	<ol style="list-style-type: none"> 1. When you are called, keep composed. Walk slowly to the lectern or the center stage. 2. Shake hands with the one who introduced you, if necessary. 3. As you stand to deliver, establish eye contact, and begin right away with your opening statements. Part of your opening is greeting your audience. 4. From your initial idea to the next, use appropriate transitional devices. 5. Observe appropriate and effective nonverbal cues. 6. Observe time limit. Remember, you barely have five minutes to say something.
After the Speech	<ol style="list-style-type: none"> 1. Say thank you. 2. Return to your place comfortably.

Exercise II (Pair)

Think of at least five impromptu speech situations and list the preparations you should make to succeed.

Speech situation	Preparations
<i>Example:</i> Giving a birthday message to a debutante	<ol style="list-style-type: none"> 1. I will ask around what the debutante aspires or wishes for. 2. I will use what I learned about the debutante in developing my speech. 3. I will look for a memorable opening related to the debutante then use it properly. 4. I will practice.
1.	
2.	
3.	
4.	
5.	

Let's Practice

- I. **Individual Activity.** On a $\frac{1}{4}$ sheet of paper, write the name of one local or international personality. Make sure that the personality is still alive. Examples can be world leaders, scholars, show hosts, writers, educators, medical practitioners, lawyers, fashion designers, and others. Fold the paper. Your teacher will provide a box where you have to drop your folded piece of paper. Now, read the following situation.

Your dean assigns you to represent your school in a summit. There, you meet a local or international personality. You realized that you had the perfect opportunity to talk to that person. What would you say?

Pick a name from the box and address the question above in front of your classmates. Make sure you apply the strategies learned from this lesson. You have two minutes to prepare and two minutes to speak. Your teacher will signal once you have reached the time limit.

- II. **Individual Activity.** Watch the 2015 promotional video of the Department of Tourism through the following link: <https://www.youtube.com/watch?v=uXxA5IIHK0Q>.

Imagine that you are a tourism officer assigned to promote the Philippines among a group of foreign nationals. Using one strategy learned from this lesson, deliver a two-minute speech focusing on one Philippine destination.

Your teacher will prepare a box of destinations. You will be prompted to pick a piece of paper from the box two minutes before your speech. You have two minutes to prepare and two minutes to speak.

- III. **Individual Activity.** Your teacher will prepare a list of essential skills a 21st century Filipino learner should have, such as critical thinking, problem solving, effective communication and collaboration, and innovation.

These skills will be written on small pieces of paper, placed in a box, and then shuffled by your teacher. Once your name is called, go to the front of the class, pick a word, identify one person in class, and explain why he/she should win the Nobel prize for the skill you picked.

You have two minutes to prepare and two minutes to present. Your teacher will signal once you have reached the time limit.

- IV. **Class-Individual Activity.** The following can be a major task for an impromptu activity. As a class, choose one activity and decide on the order of presentation (voluntary, alphabetical order, or teacher's choice).

1. *Traditional Style.* Each one will prepare three basic questions relevant to various social issues and fields of study, such as global awareness, civic literacy, political system, health, education, governance, business, sciences, technology and communications, engineering, law, and gender.

Each question will be written clearly on a one-fourth sheet of paper, which will be submitted to your teacher. Once given, your teacher will put these sheets in a fish bowl or box and shuffle them.

If it's your turn to speak, pick a paper. You have two minutes to prepare and two minutes to speak. Your teacher will signal once you have reached the time limit.

2. *Photo Prompts.* Your teacher will prepare pictures reflecting current events. Each picture may be placed in a PowerPoint Presentation slide or pasted on a bond paper.

Once it's your turn to speak, your teacher will show you a picture. You have two minutes to prepare and two minutes to speak. Your teacher will signal once you have reached the time limit.

3. *Box of Surprises.* Your teacher will prepare a big box and will request each of you to put in one object found inside your bag.

Once it's your turn to speak, pick one item from the box without looking. You have two minutes to prepare and two minutes to speak. Your teacher will signal once you have reached the time limit.

- V. **Individual Activity.** You will be assigned to critique the impromptu speech presentations of two or three of your classmates using the following sheet and rubric.

Speaker 1	
Things that I like about his/her performance: 1. 2. 3.	Things that need to be improved: 1. 2. 3.
Speaker 2	
Things that I like about his/her performance: 1. 2. 3.	Things that need to be improved: 1. 2. 3.
Speaker 3	
Things that I like about his/her performance: 1. 2. 3.	Things that need to be improved: 1. 2. 3.

Rubric for Evaluating an Impromptu Speech

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Organization	Ideas are arranged logically.					
	Appropriate organizational pattern is observed.					
	Transitions are smooth.					
Content	Topic is relevant and well-developed.					
	Purpose is well-defined.					
	Main points are stated clearly.					
	Arguments are sound and supported with valid and credible sources.					
	Introduction captures listener's attention.					
	Speech is ended effectively with a review of the main points.					
Verbal	Speech is not delivered in a monotone voice; voice is modulated.					
	Fillers are avoided.					
	Volume is well-adjusted to audience size.					
	Rate or speed of speaking is varied.					
	Audible and pleasant voice is used.					
	Pauses are effectively used.					
	Words are pronounced and enunciated well.					
	Eye contact is established and maintained.					
Non-verbal	Speaker is prepared and confident.					
	Distracting movements or mannerisms are avoided.					
	Facial expressions are appropriate to the message.					
	Gestures, posture, and facial expressions are expressive, dynamic, and natural.					
	Attire is appropriate.					
	Mastery of the speech is evident.					
TOTAL						
GRAND TOTAL		/115				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent;
N – Not at all

Scoring:

VGE – 93–115; GE – 70–92; SE – 47–69; LE – 24–46; N – 23

Reinforcement Activity

Conduct an interview with one student leader (student government/organization officer, campus writers, etc.) on how he/she can actively inspire others to initiate change in the community. Ask permission from your interviewee to record the interview. If he or she is not comfortable with this, write his/her responses instead.

In class, find a partner and exchange your gathered data. Present on the spot the information from the interview of your partner. Once you are done, your partner should follow suit.

E-link

Hone your skills in delivering an impromptu speech by checking the websites below.

Impromptu Speaking Exercises I

- ▶ <http://www.write-out-loud.com/impromptu-speaking.html>

Impromptu Speaking Exercises II

- ▶ <http://k6educators.about.com/od/languageart1/a/Impromptu-Speech-Topic-Activities.htm>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

<p>What were your thoughts or ideas about an impromptu speech prior to the discussion of this lesson?</p>	<p>I thought...</p>
<p>What new or additional ideas did you learn after taking up this lesson?</p>	<p>I learned that...</p>

Organizing and Delivering an Extemporaneous Speech

By the end of the lesson, you will have been able to

- ▶ identify the features of an extemporaneous speech;
- ▶ write topics appropriate for an extemporaneous speech;
- ▶ develop and deliver an effective extemporaneous speech;
- ▶ evaluate and critique an extemporaneous speech;
- ▶ apply learning and thinking skills, life skills, and ICT literacy in organizing and delivering an extemporaneous speech; and
- ▶ reflect on your learning on organizing and delivering an extemporaneous speech.

Let's Warm Up

1. **Group yourselves into five members each. Consider yourselves youth ambassadors who are invited to the Malacañang Palace. Your goal is to convince the President to act on pressing social issues in the country.**
2. **Talk about a social issue in the Philippines that has to be addressed by the government as soon as possible.**
3. **Imagine that you have a Powerpoint presentation to go along with your speech, and that the pictures or slides are projected on the blackboard or a blank wall in your classroom. Discuss each picture or slide as if everyone could see it as well.**
4. **Each member should take part in the presentation. You have 10 minutes to prepare.**
5. **Here is a sample transcript of a presentation:**

Good day! We are here to talk about the problem of human trafficking in the Philippines. As you can see in our first slide (imaginary slide), the Philippines is among the Asian countries which is involved in drug syndicates all over the world...

The second slide is a photo of Mary Jane Veloso after her arrest. You can see how painful it has been for her...

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I identify the kind of extemporaneous question I have to answer.				
2. I plan and prepare for my extemporaneous speech.				
3. I provide well-organized thoughts and ideas in my speech.				
4. I observe appropriateness, brevity, clarity, ethics, and vividness when I communicate my ideas.				
5. I apply effective nonverbal cues to enhance my point.				
6. I avoid fillers such as "uhm," "ah," "you know," and the like.				
7. I capture the listener's attention through an effective introduction.				
8. I provide sufficient examples that can support my message.				
9. I use effective transitional devices, so my audience can easily follow my ideas.				
10. I wrap up my speech with an excellent conclusion.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Individual)

On a $\frac{1}{4}$ sheet of paper, write a problematic situation that people may encounter on any day.

Sample situation: You were walking alone on the street when a man suddenly put his arms around you and demanded that you give him your valuables.

Your teacher will ask you to put these pieces of paper in a box.

Pick a piece of paper, read the problem and outline your ideas. Then, discuss in two-three minutes how the problem can be possibly handled or solved. Make sure you do not get the problem you wrote.

Key Takeaways

Definition of Extemporaneous Speech

An extemporaneous speech is a planned and prepared speech. Unlike memorized or manuscript speeches which are delivered word-for-word, an extemporaneous speech is delivered with the help of short notes and a clear outline.

Most people who speak in public often prefer the extemporaneous method of delivery. Although it might look more challenging than the manuscript or memorized speeches, it is more spontaneous and personal.

Three Steps in Studying your Extemporaneous Topic

1. Identify the type of extemporaneous question that you have to answer.

- *Is it a question of fact?*

This type of question is typically answerable by “Yes” or “No.” It revolves around whether something is true or not, existent or not.

Example:

- Is Syria’s crisis a problem of the whole world?

- *Is it a question of value?*

It is centered on whether a topic is good or bad, moral or immoral, just or unjust.

Example:

- Is it better for the European nations to step in and aid Syria or ignore the country’s civil crisis?

- *Is it a question of policy?*

It is focused on what policy or rule should be followed.

Example:

- Should European countries enforce laws to accommodate Syrian refugees?

2. Determine the purpose appropriate to your topic.
3. Stick to your topic and look at all of the sides and angles of the problem.

Steps in Preparing for a Successful Extemporaneous Speech

1. *Reinforce!* You may explore other main points, but always refer back to your thesis. This will greatly help your audience remember your message.
2. *Capture!* State the central idea of your extemporaneous speech in one declarative sentence. Keep your sentence specific. Ask yourself what you want your audience to know exactly.
3. *Develop!* Now that you have a clear central idea, you are ready to map out the supporting points in an outline.
4. *Introduce!* In the introduction, make sure you:
 - grab the attention of the audience with a striking one-liner.
 - give a short background by explaining why they have to listen.
 - state your thesis.
5. *Check!* Develop at least three main points and check each of them with these questions:
 - Does each point have one single idea?
 - Does each point reiterate the thesis statement?
 - Does each point prepare the discussion of the next main point?
6. *Supply!* Make sure that each main point has enough examples, testimonies, statistics, or cases. In doing this, you give the audience new information or views to learn from.
7. *Conclude!* Reinforce your introduction by coming up with a closing attention-getter that is related to your opening. Connect the needs and interest of your audience with the theme of your speech. Restate your thesis or review your main points.

Sample Outline for an Extemporaneous Speech

- I. Introduction
 - A. Opening attention-getter
 - B. The need to listen
 - C. Thesis Statement
- II. Body
 - A. Main Point 1
 1. Subpoint 1
 - a. Evidence
 - b. Statistics
 2. Subpoint 2
 - a. Evidence
 - b. Statistics

- B. Main Point 2
 - 1. Subpoint 1
 - a. Evidence
 - b. Statistics
 - 2. Subpoint 2
 - a. Evidence
 - b. Statistics
- III. Conclusion
 - A. Closing attention-getter
 - B. Restatement of thesis or review of main points

Exercise II (Pair)

Tell if each of the extemporaneous topics below is a thesis statement to a question of fact (F), question of value (V) or a question of policy (P). Write the letter that corresponds to your answer before each number.

- _____ 1. Video games make their players violent.
- _____ 2. Marijuana should be legalized.
- _____ 3. Using cell phones while driving is dangerous.
- _____ 4. Adoptees should have the right to know who their parents are.
- _____ 5. Zoos are not good for the conservation of the species.
- _____ 6. Examination results provide real indication of ability.
- _____ 7. Knowing your ancestry is important.
- _____ 8. Absences cause students to fail a subject.
- _____ 9. Love is more powerful than hate.
- _____ 10. Forgiving is forgetting.
- _____ 11. We are what we eat.
- _____ 12. College students should have curfews.
- _____ 13. The school is a second home.
- _____ 14. A half truth is a whole lie.
- _____ 15. Jeepneys cause traffic in the Philippines.
- _____ 16. Junk food should not be sold in campus.
- _____ 17. The President of the Philippines should be responsible for the 2015 Mamasapano massacre.
- _____ 18. Filipinos eat healthy.
- _____ 19. Assignments stress students on weekends.
- _____ 20. Eating should be allowed in the classroom.

Let's Practice

I. **Group Activity.** Work in groups of five. Read the following scenario.

A ship is sinking and only one lifeboat is available. There are seven (7) passengers left, but the lifeboat can only accommodate six (6). You have to decide who among the following passengers you will save:

1. a ten-month-old baby
2. a sixty-five-year-old woman (the sole relative of the baby)
3. a pregnant woman suspected to be a prostitute
4. a twelve-year-old boy with a 140+ IQ
5. an athlete who advocates for LGBT rights
6. a doctor who may find a cure for lung cancer but is a drug addict
7. the captain of the ship

Justify your decision. Choose one representative who will share your decision and the justification with the rest of the class.

II. **Individual Activity.** Think of a social issue that you can discuss in a five-minute extemporaneous speech. After your teacher approves your topic, prepare an outline for your speech using the format discussed in the *Key Takeaways*. Then, prepare to deliver your extemporaneous speech in class.

Before the speech delivery, find a partner who will evaluate your speech and vice versa. Use the rubrics on page 132 as a basis for your evaluation.

Topic: _____

I. Introduction

A. _____

B. _____

C. _____

II. Body

A. _____

1. _____

a. _____

b. _____

2. _____

a. _____

b. _____

B. _____

1. _____

 a. _____

 b. _____

2. _____

 a. _____

 b. _____

III. Conclusion

A. _____

B. _____

Rubric for Evaluating an Extemporaneous Speech

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Organization	Ideas are arranged logically.					
	Appropriate organizational pattern is observed.					
	Transitions are smooth.					
Content	Topic is relevant and well-developed.					
	Purpose is well-defined.					
	Main points are stated clearly.					
	Arguments are sound and supported with valid and credible sources.					
	Introduction captures listener's attention.					
	Speech is ended effectively with a review of the main points.					
Verbal	Speech is not delivered in a monotone voice; voice is modulated.					
	Fillers are avoided.					
	Volume is well-adjusted to audience size.					
	Rate or speed of speaking is varied.					
	Audible and pleasant voice is used.					
	Pauses are effectively used.					
	Words are pronounced and enunciated well.					
	Eye contact is established and maintained.					

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Non-verbal	Speaker is prepared and confident.					
	Distracting movements or mannerisms are avoided.					
	Facial expressions are appropriate to the message.					
	Gestures, posture, and facial expressions are expressive, dynamic, and natural.					
	Attire is appropriate.					
	Mastery of the speech is evident.					
TOTAL						
GRAND TOTAL		/115				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent;
N – Not at all

Scoring:

VGE – 93–115; GE – 70–92; SE – 47–69; LE – 24–46; N – 23

Reinforcement Activity

Below is a link to the speech of Carl Aquino, Class 2010 Valedictorian of West Hall High School in the USA. Watch the video and in an essay of not less than 500 words (computerized, double-spaced, font size 12, font style Times New Roman) identify the problems that students face in high school and the solutions to these as shared by the speaker. Lastly, discuss strategies and techniques which the speaker used to make his speech more attention-getting.

- Carl Aquino’s Speech
<https://www.youtube.com/watch?v=ICN6FjqDcHg>

E-link

Hone your knowledge in delivering an extemporaneous speech by checking the websites below.

Extemporaneous Speaking Exercises

- › http://www.uiltexas.org/files/capitalconference/Trussell_Extemp_PlainSimple.pdf

Fun with Extemporaneous Speaking

- › http://www.gunnison.colostate.edu/4h/4h_docs/PublicSpeakingActivities.pdf

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

What were your thoughts or ideas about an extemporaneous speech prior to the discussion of this lesson?

I thought...

What new or additional ideas did you learn after taking up this lesson?

I learned that...

Organizing and Delivering an Entertainment Speech

By the end of the lesson, you will have been able to

- identify the features of an entertainment speech;
- write topics appropriate for an entertainment speech;
- develop and deliver an effective entertainment speech;
- evaluate and critique an entertainment speech;
- practice learning and thinking skills, life skills, and ICT literacy in organizing and delivering an entertainment speech; and
- reflect on your learning on organizing and delivering an entertainment speech.

Let's Warm Up

1. Find a partner.
2. Take turns sharing your scariest experience, paranormal or not.
3. Jot down notes while you carefully listen to your partner. Be sure to give your full attention to the storytelling.
4. Clarify unclear points after your partner is done telling his/her story.
5. Share your partner's scariest experience to the class within two minutes.

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I select a topic that my audience can easily relate to and feel interested in.				
2. I focus on how my audience will be entertained by my speech.				
3. I organize the thoughts and ideas in my speech excellently.				
4. I observe appropriateness, brevity, clarity, ethics, and vividness when I communicate my ideas.				
5. I apply effective nonverbal cues.				
6. I avoid fillers such as "uhm," "ah," "you know," and the like.				
7. I catch the audience's attention through an effective introduction.				
8. I provide sufficient examples that can support my message.				
9. I use effective transitional devices, so my audience can easily follow my ideas.				
10. I wrap up my speech effectively through a creative conclusion.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Class-Pair)

1. As a class, watch Marianna Pascal's Speech: https://www.youtube.com/watch?v=9u2BtGHa_0Y
2. Work with a partner and answer the following questions. You have three minutes to discuss the answers with your partner.
 - Does the speech catch the attention of the audience?
 - Does the speech amuse or entertain the audience while the message is delivered? If yes, why do you say so? What are the factors that make the speech amusing or entertaining?
 - What parts comprise the speech?
 - What is the message of the speech?
 - What are the interesting points or ideas that support the message of the speech?
3. Share your answers with the class.



Key Takeaways

Aims of an Entertainment Speech

An entertainment speech aims to share goodwill, joy, and pleasure to the audience. The purpose of an entertainment speech is not to educate, inform, or inspire because the primary goal is to make the audience relax, enjoy, and even laugh. This means that you, the speaker, are expected to be friendly and relaxed, but still courteous during the speech delivery. Moreover, you should know your audience well in order to entertain them effectively.

How to Make your Speech Entertaining

To make your speech entertaining, you may:

- tell jokes;
- share funny stories;
- dramatize experiences; and
- recall a scary story.

Steps in Writing an Entertaining Speech

1. *Choose!* Choose a light topic. Remember, you are there to give the audience a good time.
2. *Enjoy!* If you exude confidence and you obviously enjoy the moment, the audience will enjoy your presence, too.
3. *Simplify!* Simplify the flow of your speech. Your audience does not need a mentally exhausting message.

4. *Visualize!* Your words should be highly descriptive. Use vivid words and keep them flowing to make your audience feel as if they were in your story.
5. *Surprise!* Astonish your audience with unexpected twists in your presentation. The more you surprise them, the more entertaining your speech will become.

Suggested Outline

1. Introduction
1.1 Open with an anecdote or funny story which captures the interest of the audience.
1.2 Introduce the main message of your speech.
1.3 Provide a sneak peak of the content of your entertaining speech.
2. Body (you may use any of the techniques below)
2.1 Talk about the series of events that made you think of your main message.
2.2 Use a humorous quote which highlights your message.
2.3 Share related stories and anecdotes of others.
3. Conclusion
3.1 Recall the main points you talked about in your speech.
3.2 Recount your main message.
3.3 Make a final statement which connects to the opening anecdote.

Exercise II (Pair)

Watch one of the three videos below.

1. How to “Pick Up”: www.youtube.com/watch?v=b-Wz4dsWB94
2. Why You Should Date a Computer Science Student: <https://www.youtube.com/watch?v=EveuoSjw7v4>
3. How to be a Gangster: <https://www.youtube.com/watch?v=rdIEcSvalZk>

With your partner, outline the speech presented in the video using the table below.

Speech number: _____

1. Introduction	
1.1	
1.2	
1.3	

2. Body	
2.1	
2.2	
2.3	
3. Conclusion	
3.1	
3.2	
3.3	

Let's Practice

- I. **Group Activity.** Group yourselves into five members each and assign a leader. The goal of the activity is for your group to come up with a story. Each person tells a part of the story and leaves it hanging for the next person to add to.
- First, set the topic. To facilitate this, the leader will ask who, what, when, where, why, and how questions. Then, assign someone to start the story. Use descriptive words and keep the action clear. Your story can be funny, dramatic, or scary.
 - The leader builds the action to where something is about to happen and then stops. He/she must pick the next person in the group to continue the story. The second person continues and stops again when something is about to happen.
 - This continues on until your group is ready to end the story. The last person to add to the story decides how it should end.
 - Ask the most animated member to share your group's story with the class.

II. **Group Activity.** Work with your group mates from the previous activity. Below are the links to the entertaining performances of GB Labrador, Eri Neeman, Victor Anastacio, and Alex Calleja.

As a group, identify three qualities that these speakers have in common and three techniques that they all employed in their speeches. Assign a speaker who will share your insights with the class.

- GB Labrador
<https://www.youtube.com/watch?v=krx5oFdmnRE>
- Eri Neeman
https://www.youtube.com/watch?v=_DBJRQ-yYfA
- Victor Anastacio
https://www.youtube.com/watch?v=rp_NIoK_i0M
- Alex Calleja
<https://www.youtube.com/watch?v=-Pdaxz5yWQo>

III. **Individual Activity.** Develop a five-minute entertainment speech. After your teacher approves your topic, prepare an outline for your speech using the format below.

Topic: _____

1. Introduction	
1.1	
1.2	
1.3	
2. Body	
2.1	
2.2	
2.3	

3. Conclusion	
3.1	
3.2	
3.3	

IV. **Pair Activity.** Find a partner. Evaluate his speech delivery using the following rubric as your guide.

Rubric for Entertainment Speech

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Organization	Ideas are arranged logically.					
	Appropriate organizational pattern is observed.					
	Transitions are smooth.					
Content	Content is relevant and well-developed.					
	Purpose is well-defined.					
	Main points are stated clearly.					
	Arguments are sound and supported with valid and credible sources.					
	Introduction captures listener's attention.					
	Speech is ended effectively with a review of the main points.					
Verbal	Speech is not delivered in a monotone voice; voice is modulated.					
	Fillers are avoided.					
	Volume is well-adjusted to audience size.					
	Rate or speed of speaking is varied.					
	Audible and pleasant voice is used.					
	Pauses are effectively used.					
	Words are pronounced and enunciated well.					
	Eye contact is established and maintained.					

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Non-verbal	Speaker is prepared and confident.					
	Distracting movements or mannerisms are avoided.					
	Facial expressions are appropriate to the message.					
	Gestures, posture, and facial expressions are expressive, dynamic, and natural.					
	Attire is appropriate.					
	Mastery of the speech is evident.					
TOTAL						
GRAND TOTAL		/115				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

Scoring:

VGE – 93–115; GE – 70–92; SE – 47–69; LE – 24–46; N – 23

Reinforcement Activity

Below is a link to the video of Ellen DeGeneres’ commencement speech at Tulane University. Watch the video and find out how Ellen DeGeneres’ speech is similar with or different from Steve Job’s commencement speech at Stanford University.

Using a minimum of 500 words, write an essay about your comparison. Use the following format: computerized, double-spaced, font size 12, Times New Roman.

- Ellen DeGeneres’ Commencement Speech at Tulane University (2009)
<http://www.youtube.com/watch?v=0e8ToRVOtRo>
- Steve Job’s Commencement Speech at Stanford University (2009)
<http://www.youtube.com/watch?v=UF8uR6Z6KLcc>

E-link

Hone your knowledge in delivering an entertainment speech by checking the following websites.

Understanding Entertainment Speeches

- › http://catalog.flatworldknowledge.com/bookhub/reader/3795?e=wrench_1.0-ch18_s01

How to Prepare a Humorous Speech

- › <http://www.write-out-loud.com/great-funny-speeches.html>

Using Humor Effectively

- › <http://www.write-out-loud.com/how-to-use-humor-effectively.html>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

<p>What were your thoughts or ideas about an entertainment speech prior to the discussion of this lesson?</p>	<p>I thought...</p>
<p>What new or additional ideas did you learn after taking up this lesson?</p>	<p>I learned that...</p>

Organizing and Delivering an Informative Speech

By the end of the lesson, you will have been able to

- identify the features of an informative speech;
- write topics appropriate for an informative speech;
- develop and deliver an effective informative speech;
- evaluate and critique an informative speech;
- apply learning and thinking skills, life skills, and ICT literacy in organizing and delivering an informative speech; and
- reflect on your learning on organizing and delivering an informative speech.

Let's Warm Up

1. **Prepare three pieces of 1/4-sized paper. On each sheet, write a topic you are deeply interested in and knowledgeable about. It could be a hobby, a band, or a movie.**
2. **When you are called by your teacher, ask your seatmate to pick one from the three pieces of paper you have.**
3. **Once a topic is chosen, you will be given one minute to introduce it to the class. Make sure to incorporate facts and supporting information when talking about the topic.**

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I select a topic that my audience can easily relate to and feel interested in.				
2. I have a clear purpose for my informative speech.				
3. I organize the thoughts and ideas in my speech excellently.				
4. I observe appropriateness, brevity, clarity, ethics, and vividness when I communicate my ideas.				
5. I observe effective nonverbal cues.				
6. I avoid fillers such as "uhm," "ah," "you know," and the like.				
7. I catch the attention of the audience using an effective introduction.				
8. I provide sufficient examples that support my message.				
9. I use effective transitional devices, so my audience can easily follow my ideas.				
10. I wrap up my speech through a good conclusion.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Class-Pair)

As a class, watch the speech titled, “My Philosophy of a Happy Life” delivered by Sam Berns on TedTalks through the following link: <https://www.youtube.com/watch?v=36m1o-tM05g>

After watching the video, find a partner. Read the following questions based on the video you just watched, and then choose the letter that corresponds to your answer.

1. What type of informative speech did Sam Berns deliver?
 - a. Speech about events
 - b. Speech about issues
 - c. Speech about objects
 - d. Speech about people
 - e. Speech about steps or processes
2. How was the speech organized?
 - a. Chronological (events or steps are sequential)
 - b. Spatial (audience is made to imagine places, appearances, or distances)
 - c. Cause-effect (cause-effect relationship of events is presented)
 - d. Comparison-and-contrast (two items are compared and/or contrasted)
 - e. Categorical or topical (features, description, or categories under a topic are presented)

Provide evidence to support your choice.

Provide evidence to support your choice.

Key Takeaways

Types of Informative Speeches

Generally, there are four types of informative speeches which vary depending on the topic. These are speech about objects or people, speech about processes, speech about events, and speech about concepts.

Types	Descriptions	Specific Examples	Purpose
Speech about objects or people	This focuses on tangible items like gadgets, products, structures, or people. Visual aids may be necessary.	Yourself Sherlock Holmes	To inform the audience about your background, interests, and ambitions To inform the audience about this fictional character's profile, including his traits and abilities

Types	Descriptions	Specific Examples	Purpose
		New Iphone model Manila Cathedral	To inform the audience about the features and capabilities of this new model To inform the audience about the historical and architectural features of the Manila Cathedral
Speech about processes	This focuses on a process or sequence of events. Visual aids are necessary.	First aid Short Story Writing Photography Web designs	To inform the audience about how first aid for an ankle sprain is administered To inform the audience about how a publishable short story is written To inform the audience how to take good pictures To inform the audience about how basic web designs are created
Speech about events	This focuses on an event that happened, is happening, or might happen in the future.	Martial Law Zombie Invasion Accident Cosplay show	To inform the audience about the impacts of Martial Law on economy and politics To inform the audience about the possibility of a zombie invasion To inform the audience about the details surrounding a car accident To inform the audience about cosplay shows and the preparations made by cosplayers and organizers
Speech about concepts	This focuses on beliefs, knowledge, theories, principles or ideas.	Big Bang Theory Bermuda Triangle Public-Private Partnership (PPP) Feminism	To inform the audience about the development of the Big Bang Theory To inform the audience about the mystery of the Bermuda Triangle To inform the audience about the advantages and disadvantages of PPP To inform the audience about a feminist's perspective on the patriarchal state of the country

Organizational Patterns

An informative speech can follow different patterns of organization to arrange and frame the details effectively.

- A. *Chronological Pattern*. This can be used if you want to present the history, evolution, or development of your topic in a sequential order, from past to present or beginning to end.

Below is an example of an outline following a chronological pattern.

1. Introduction
 - 1.1 Attention getter
 - 1.2 Thesis Statement/Main Point
2. Body
 - 2.1 Step A, Year A, First
 - 2.2 Step B, Year B, Second
 - 2.3 Step C, Year C, Third
 - 2.4 Step D, Year D, Fourth or Finally
3. Conclusion
 - 3.1 Summary of the Points
 - 3.2 Memorable Statement

Sample Speech Outline: Chronological Informative Speech Outline

Topic: The 9/11 Attacks

Type: Speech about events

Specific Purpose: To inform my audience about one of the greatest tragedies in the 21st century.

Thesis Statement: The 9/11 attacks were unforeseen and have changed the world forever.

1. Introduction

1.1 Attention-getter: One of the most recent tragedies that the world has seen happened on what was supposed to be a typical September day in 2001.

1.2 Thesis statement: The 9/11 attacks were unforeseen and have changed the world forever.

2. Body

2.1 The attacks were planned by the terrorist organization as an act of retaliation to the United States of America.

2.1.1 Nineteen militants associated with the Islamist extremist group known as Al-Qaeda were involved in the attacks.

2.1.2 The 9/11 attacks were reported to be financed by Osama bin Laden's Al-Qaeda terrorist organization as an act of revenge for the involvement of America in various issues in Israel and the Middle East.

- 2.2 The attacks happened on September 9, 2001 in various parts of the US.
 - 2.2.1 The north tower of the World Trade Center in New York City was hit first.
 - 2.2.2 Afterwards, the Pentagon in Washington DC was attacked.
 - 2.2.3 And then, another plane hit the south tower of the World Trade Center.
 - 2.2.4 Lastly, another plane crashed in a rural field in western Pennsylvania.
- 2.3 These vicious attacks had profound effects.
 - 2.3.1 Over 3,000 people were killed in the attacks in New York and Washington.
 - 2.3.2 This event also plays a huge factor in distorting people’s perception of Middle Eastern people even during current times.
- 3. Conclusion
 - 3.1 Review of main points: The 9/11 attacks were a planned assault by militants against the US to exact vengeance against their interference in international issues.
 - 3.2 Memorable statement: This attack has changed the world in profound ways that we still experience and has opened many wounds of conflict. Someday the wounds will heal, but until then, we keep moving forward.

B. *Spatial Pattern* – this pattern is used when you want to talk about the physical structure of an object or the way things fit together in a certain space (Glendale Community College; University of Washington Tacoma). Topics that deal with geography fit this pattern best.

Below is an example of a speech outline following a spatial pattern.

- Topic: Speech about a place
- Specific Purpose: To inform tourists about the beauty and mysticism of the Mayon Volcano, while at the same time recognizing the threat that it is very active and can erupt anytime.
- Thesis: Mayon Volcano’s beauty and mysticism belies the fact that it is very active and lies along the Pacific Ring of Fire.
- 1. Introduction
 - 1.1 Majestic Mayon Volcano rises 2,462 meters above the Gulf of Albay in Bicol Region with an almost perfect cone. Legend has it that the volcano was formed from the grave of ill-fated lovers.
 - 1.2 Mayon Volcano’s beauty and mysticism belies the fact that it is very active and lies along the Pacific Ring of Fire.
 - 2. Body
 - 2.1 Mayon Volcano is the highest point in Albay province in Bicol and can be viewed from eight municipalities and cities in the region. It is a perfect stratovolcano that is part of the Pacific Ring of Fire.
 - 2.2 It is very active, having recorded a total of 49 eruptions in the last 400 years. The most violent eruption, which happened in 1814, buried the town of Cagsawa.
 - 2.3 Despite the dangers posed by Mayon, people still prefer to live in the surrounding areas.
 - 2.4 Farmers benefit from the bountiful harvest of crops because of the fertile soil.

3. Conclusion
 - 3.1 Mayon Volcano is a beautiful volcano which has a past of dangerous eruptions.
 - 3.2 It is indeed a wondrous combination of beauty and danger.

C. *Topical/Categorical Pattern.* This can be used if you want to inform your audience about the main features, descriptions, or categories of your topic.

Below is an example of an outline following a topical/categorical pattern.

1. Introduction
 - 1.1 Attention getter
 - 1.2 Thesis Statement/Main Point
2. Body
 - 2.1 Feature A, Description A, First Category
 - 2.2 Feature B, Description B, Second Category
 - 2.3 Feature C, Description C, Third Category
 - 2.4 Feature D, Description D, Fourth or Final Category
3. Conclusion
 - 3.1 Summary of the Points
 - 3.2 Memorable Statement

Sample Speech Outline: Informative Outline

- Topic: Theories of Development
 Type: Speech about a concept
 Specific Purpose: To inform my audience about the different development models
 Thesis: Development can be defined depending on a theoretical approach.
1. Introduction
 - 1.1 Disagreement of scholars on the development concept
 - 1.2 Theoretical approaches to development
 2. Body
 - 2.1 Modernization and Green Revolution
 - 2.2 Integrated Rural Development
 - 2.3 Participatory Development
 - 2.4 Sustainable Development
 - 2.5 Millennium Development
 3. Conclusion
 - 3.1 Development as a complex concept
 - 3.2 Development as a discourse

D. *Cause-Effect Pattern.* This can be used if you want to show the causal relationship of events or phenomena.

Your outline may follow different patterns of organization depending on the relationship between the causes and effects of the event.

Single Cause-Multiple Effects

1. Introduction
 - 1.1 Attention getter
 - 1.2 Thesis Statement/Main Point highlighting the cause of an event or phenomenon
2. Body
 - 2.1 Effect A
 - 2.2 Effect B
 - 2.3 Effect C
 - 2.4 Effect D
3. Conclusion
 - 3.1 Summary of the Points
 - 3.2 Memorable Statement

Single Effect-Multiple Causes

1. Introduction
 - 1.1 Attention getter
 - 1.2 Thesis Statement/Main Point highlighting the effect of an event or phenomenon
2. Body
 - 2.1 Cause A
 - 2.2 Cause B
 - 2.3 Cause C
 - 2.4 Cause D
3. Conclusion
 - 3.1 Summary of the Points
 - 3.2 Memorable Statement

Multiple Causes-Multiple Effects

1. Introduction
 - 1.1 Attention getter
 - 1.2 Thesis Statement/Main Point stating the multiple causes and effects of an event or phenomenon
2. Body
 - 2.1 Cause A
 - 2.2 Cause B
 - 2.3 Cause C
 - 2.4 Effect A
 - 2.5 Effect B
 - 2.6 Effect C
3. Conclusion
 - 3.1 Summary of the Points
 - 3.2 Memorable Statement

Domino Effects

1. Introduction
 - 1.1 Attention getter
 - 1.2 Thesis Statement/Main Point stating the domino effects of an event or phenomenon
2. Body
 - 2.1 Cause A
 - 2.2 Effect A
 - 2.3 Cause B
 - 2.4 Effect B
 - 2.5 Cause C
 - 2.6 Effect C
3. Conclusion
 - 3.1 Summary of the Points
 - 3.2 Memorable Statement

- E. *Comparison-Contrast*. This can be used if you want to compare objects, events, or concepts underscoring their similarities and differences.

Your outline may follow either a block or point-by-point format.

Block

1. Introduction
 - 1.1 Attention getter
 - 1.2 Thesis Statement/Main Point highlighting the concepts compared
2. Body
 - 2.1 Object/Event/Concept A
 - 2.1.1 Comparison Point A
 - 2.1.2 Comparison Point B
 - 2.1.3 Comparison Point C
 - 2.2 Object/Event/Concept B
 - 2.2.1 Comparison Point A
 - 2.2.2 Comparison Point B
 - 2.2.3 Comparison Point C
3. Conclusion
 - 3.1 Summary of the Points
 - 3.2 Memorable Statement

Point-by-point

1. Introduction
 - 1.1 Attention getter
 - 1.2 Thesis Statement/Main Point highlighting the concepts compared
2. Body
 - 2.1 Comparison Point A
 - 2.1.1 Object/Event/Concept A
 - 2.1.2 Object/Event/Concept B
 - 2.1 Comparison Point B
 - 2.1.1 Object/Event/Concept A
 - 2.1.2 Object/Event/Concept B
 - 2.1 Comparison Point C
 - 2.1.1 Object/Event/Concept A
 - 2.1.2 Object/Event/Concept B
3. Conclusion
 - 3.1 Summary of the Points
 - 3.2 Memorable Statement

Exercise II (Pair)

Work in pairs. Choose two out of the ten topics given below. Then, identify the suitable type of informative speech, as well as an appropriate pattern of organization for the speech. Write the purpose and thesis statement as well.

1. Topic: Helping the Community
 Type of Informative Speech: _____
 Pattern of Organization: _____
 Purpose: _____
 Thesis Statement: _____
2. Topic: Promoting Change
 Type of Informative Speech: _____
 Pattern of Organization: _____
 Purpose: _____
 Thesis Statement: _____
3. Topic: Empowering Women and Youth
 Type of Informative Speech: _____
 Pattern of Organization: _____

- Purpose: _____
 Thesis Statement: _____
4. Topic: Being a Filipino Citizen
 Type of Informative Speech: _____
 Pattern of Organization: _____
 Purpose: _____
 Thesis Statement: _____
5. Topic: Managing Disasters
 Type of Informative Speech: _____
 Pattern of Organization: _____
 Purpose: _____
 Thesis Statement: _____
6. Topic: Supporting Local Tourism
 Type of Informative Speech: _____
 Pattern of Organization: _____
 Purpose: _____
 Thesis Statement: _____
7. Topic: Understanding the Roles of Non-Government Organizations (NGOs)
 Type of Informative Speech: _____
 Pattern of Organization: _____
 Purpose: _____
 Thesis Statement: _____
8. Topic: Comparing a Private School and a Public School
 Type of Informative Speech: _____
 Pattern of Organization: _____
 Purpose: _____
 Thesis Statement: _____
9. Topic: Parliamentary versus Democratic Forms of Government
 Type of Informative Speech: _____
 Pattern of Organization: _____
 Purpose: _____
 Thesis Statement: _____
10. Topic: Promoting Human Rights
 Type of Informative Speech: _____
 Pattern of Organization: _____
 Purpose: _____
 Thesis Statement: _____

Let's Practice

I. **Individual Activity.** Choose a topic that interests you. Then, prepare a two- to three-minute informative speech whose specific aim is to demonstrate the process of doing something.

Below are some sample topics to guide you.

- How to design clothes
- What to do on a first date
- How to tone muscles
- How to dribble a ball effectively

II. **Individual Activity.** Think about one new concept or idea you learned from your other class or from your readings. Using it as your topic, prepare a two- to three-minute informative speech in which the specific aim is to give your audience interesting information related to that concept or idea.

III. **Individual Activity.** From the topics in Exercise II, choose one that you want to develop and deliver as your five- to seven-minute informative speech.

Alternatively, you can choose another topic that you are interested to talk about. Make sure to confer with your teacher to receive his/her feedback and approval.

This is a major activity, so make sure to set a preparation time which your teacher will approve. In your preparation, consider the following.

1. Preliminary outline
2. Final outline
3. Initial draft of the speech
4. Final draft of the speech
5. Visual aids of the speech
6. Feedback from your classmates and teacher
7. Well-rehearsed presentation

IV. **Individual Activity.** Find a partner. Evaluate his/her informative speech presentation by using the following performance rubric as your guide:

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Organization	Ideas are arranged logically.					
	Appropriate organizational pattern is observed.					
	Transitions are smooth.					

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Content	Content is relevant and well-developed.					
	Purpose is well-defined.					
	Main points are stated clearly.					
	Arguments are sound and supported with valid and credible sources.					
	Introduction captures listener's attention.					
	Speech is ended effectively with a review of the main points.					
Verbal	Speech is not delivered in a monotone voice; voice is modulated.					
	Fillers are avoided.					
	Volume is well-adjusted to audience size.					
	Rate or speed of speaking is varied.					
	Audible and pleasant voice is used.					
	Pauses are effectively used.					
	Words are pronounced and enunciated well.					
	Eye contact is established and maintained.					
Non-verbal	Speaker is prepared and confident.					
	Distracting movements or mannerisms are avoided.					
	Facial expressions are appropriate to the message.					
	Gestures, posture, and facial expressions are expressive, dynamic, and natural.					
	Attire is appropriate.					
	Mastery of the speech is evident.					
TOTAL						
GRAND TOTAL		/115				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent;
N – Not at all

Scoring:

VGE – 93–115; GE – 70–92; SE – 47–69; LE – 24–46; N – 23

Reinforcement Activity

Watch an informative speech in YouTube delivered by any prominent personality. Using a minimum of 200 words, point out the topic, purpose, thesis statement, specific type, and organizational pattern employed in the informative speech. Make sure to add your observations of the speaker as well as his/her manner of delivery. Submit your report to your teacher for feedback.

Use the following format: computerized, double-spaced, font size 12, Times New Roman.

E-link

Hone your knowledge in delivering an informative speech by checking the following websites.

Public Speaking Exercises

- ▶ <http://www.write-out-loud.com/public-speaking-activities.html>

Informative Speaking Guide

- ▶ <http://writing.colostate.edu/guides/pdfs/guide52.pdf>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

What were your thoughts or ideas about an informative speech prior to the discussion of this lesson?

I thought...

What new or additional ideas did you learn after taking up this lesson?

I learned that...

Organizing and Delivering a Persuasive Speech

By the end of the lesson, you will have been able to

- identify the features of a persuasive speech;
- write topics appropriate for a persuasive speech;
- develop and deliver a persuasive speech;
- evaluate and critique a persuasive speech;
- practice learning and thinking skills, life skills, and ICT literacy; and
- reflect on your learning on organizing and delivering a persuasive speech.

Let's Warm Up

1. **The class will be divided into five groups. Read the following scenario.**

Five famous world personalities are in a hot air balloon. The balloon is quickly losing heat, and only one safety parachute is available to save a person.

2. **With your group mates, think of a famous personality from any field or discipline who you think contributed much to the world. Then, think of various reasons why your chosen personality has to receive the parachute.**
3. **Choose a representative who will assume the persona of your chosen personality. All representatives will stand in front of the class.**
4. **They then have to present their arguments. Based on the arguments, the teacher will choose who will get the parachute.**

Self-audit

After completing *Let's Warm Up*, tick the column that determines how often you practice what the statements say. Do this as objectively as possible. Bear in mind that there are no wrong answers. You can use your performance in *Let's Warm Up* as a basis in completing this task.

	Usually	Sometimes	Seldom	Never
1. I defend my point of view using logical arguments.				
2. I have a clear purpose for my persuasive speech.				
3. I organize my thoughts and ideas in my speech.				
4. I observe appropriateness, brevity, clarity, ethics, and vividness when I communicate my ideas.				
5. I observe effective nonverbal cues.				
6. I avoid fillers such as "uhm," "ah," "you know," and the like.				
7. I introduce my main idea successfully through an effective introduction.				
8. I provide sufficient examples that can support my message.				
9. I use effective transitional devices so my audience can easily follow my ideas.				
10. I wrap up my persuasive speech through an effective conclusion.				
TOTAL				
GRAND TOTAL	/30			

Scoring	Score	Level of Proficiency
Usually – 3 points	28 – 30	Advanced
Sometimes – 2 points	25 – 27	Proficient
Seldom – 1 point	23 – 24	Approaching Proficiency
Never – 0	21 – 22	Developing
	20 and below	Beginning

Let's Work and Learn

Exercise I (Individual)

Tick the column that corresponds to your response.

	True	False
1. There is one best type of persuasive speaking.		
2. Persuasive speaking is observed in any situation.		
3. Your ultimate goal as a persuasive speaker is to convince your audience to believe in you.		
4. Persuasive speakers have a clear goal.		
5. Errors in reasoning should be avoided in persuasive speeches.		
6. There are various organizational patterns that can be observed in persuasive speaking.		
7. Monroe's Motivated Sequence is an improved pattern of problem-solution.		
8. As organizational patterns, problem-solution and problem-cause-solution are the same.		
9. Supporting statements are not really necessary in persuasive speaking.		
10. We deliver a question of policy speech to call for action.		



Key Takeaways

Definition of Persuasive Speech

Persuasive speaking is the form of communication that people of diverse backgrounds mostly engage in. This kind of speech can center on any arguably interesting topic under the sun. When you deliver your persuasive speech, your primary goal is to influence the thoughts, feelings, actions, and behaviors or attitudes of your listeners (Gamble & Gamble, 2012). Likewise, you also aim to change their perception and convince them that your argument is more important, practical, attainable, or feasible. In essence, you—as a persuasive speaker—advocate for whatever your message is.

Qualities of an Effective Persuasive Speech

Qualities	Guide Questions
1. Well-defined goal	<ul style="list-style-type: none"> • What is your specific goal in mind? • Do you expect your audience to think differently, act differently, or both, after they listen to your speech?
2. Clear main point	<ul style="list-style-type: none"> • Is the main point of your speech clear to you? • Is it specific and focused?
3. Sufficient supporting ideas	<ul style="list-style-type: none"> • Do you have factual statements, reliable sources, or solid evidence to support your main point? • Do you have enough number of supporting statements?

Qualities	Guide Questions
4. Logical reasoning (concrete reasons why your listeners should support your ideas)	<ul style="list-style-type: none"> • How will you state your arguments? • Will you use any of the following? <ul style="list-style-type: none"> ▸ deductive (general evidence to specific) ▸ inductive (specific evidence to general) ▸ causal (cause/s and effect/s, or vice versa) ▸ analogy (compared to things or situations)
5. Effective and powerful ways to gain the attention of your audience	<ul style="list-style-type: none"> • Do you use any of the following effective techniques to grab the attention of your listeners and engage them in your speech? <ul style="list-style-type: none"> ▸ powerful and relevant question ▸ striking statistics ▸ shocking incident ▸ memorable anecdotes ▸ humorous observations or experiences
6. Compelling ideas to make your target audience feel and think	<ul style="list-style-type: none"> • Do you appeal to your listeners' minds? • Do you appeal to your listeners' hearts?
7. Salient motives to target the salient needs of your audience	<ul style="list-style-type: none"> • Do you motivate your audience by incorporating ideas and thoughts important to their growth and development as individuals?

Types of Claims in Persuasive Speech

1. *Speech that Questions Fact*

This type questions the existence of a particular event or happening. In this case, the persuasive speaker poses questions of fact, derives conclusions from different sources of information, and attempts to convince the audience to believe in his/her ideas.

Below are a sample argument and a sample outline.

Argument: Death penalty as a punishment is not effective, as it does not deter crime.

- A. *Purpose:* To persuade listeners that the death penalty is ineffective as a punishment as it does not deter crime.
- B. *Main Point:* Death penalty does not work as an effective punishment because it does not deter crime.
- C. *Supporting Idea:* In a survey of various experts from the American Society of Criminology, the Academy of Criminal Justice Sciences, and the Law and Society Association, it was found that majority of the experts did not see death penalty as a deterrent to homicide (Radelet & Lacoock, 2009).

2. *Speech that Questions Value*

This type focuses on questions of value regarding topics on the self, family, friendship, religion, government, freedom, love, and money, among others. In this case, the persuasive speaker (1) makes a statement or claim which reflects his/her judgment, (2) attempts to convince his/her audience of his/her judgment, and (3) justifies it based on standards.

Below are a sample argument and a sample outline.

Argument: Sentencing criminals to death is wrong.

- A. *Purpose:* To persuade listeners that the death penalty is wrong.
- B. *Main Point:* Sentencing criminals to death is wrong because human life is precious; no man has the right to sentence a fellow human being to death, and even so there is no fair way of meting out this punishment.
- C. *Supporting Idea:* Criminals might be sentenced to death based on other external factors, such as their race. In fact a study by the American Civil Liberties Union (2003), found that there is a racial bias in the application of the death penalty.

3. *Speech that Questions Policy*

This type questions the current state of things which can impact the future. In this case, the persuasive speaker asks relevant questions that can help in making a decision on whether or not something should be implemented, observed, or done.

Below are a sample argument and a sample outline:

Argument: The government should not revive death penalty.

- A. *Purpose:* To persuade listeners that the death penalty should not be revived by the government.
- B. *Main Point:* The government should not revive death penalty as it does not directly decrease the crime rate.
- C. *Supporting Idea:* In the United States, it was found that states with no death penalty have lower murder rates compared to those which have death penalty in place (Bonner & Fessenden, 2000).

Organizational Patterns

The following are some of the suggested patterns that you can use to organize your persuasive speech.

1. *A. F.O.R.E.S.T. (anecdotes, facts and figures, opinion, rhetorical questions, emotive language, superlatives, tripling)*

Below are the rules in applying this pattern.

- (1) *Anecdotes*. Begin your speech with a personal story, observation, or experience.
- (2) *Facts and figures*. Provide striking statistics that can support your ideas.
- (3) *Opinion*. Add in your opinion. You can begin your statement with, “I believe that...”.
- (4) *Rhetorical questions*. Think of and add engaging rhetorical questions (i.e., questions which do not intend to elicit answers, but to make a point).
- (5) *Emotive language*. Appeal to your audience’s emotion.
- (6) *Superlatives*. Use superlatives to exaggerate an idea.
- (7) *Tripling*. The rule of three in the English writing principle simply entails using three words together to reinforce your point. This may add to the effectiveness of your persuasion. A classic example is Julius Caesar’s statement: “*Veni, vidi, vici*” (I came, I saw, I conquered).

Below is an example.

<i>Anecdote</i>	1.0 Introduction
	1.1 It is sad to share how my friend’s father died of lethal injection years ago.
	1.2 He suffered and was killed for a crime that he never did.
	1.3 There is no reason for the state to revive the death penalty.
	2.0 Body
<i>Facts and Figures</i>	2.1 When RA 7659 or the Death Penalty Law was still active, six innocent people out of 10 convicts were executed.
<i>Opinion</i>	2.1.1 Reviving this is unjustifiable.
<i>Rhetorical Question</i>	2.1.2 How many more innocent men and women will suffer?
<i>Emotive language</i>	2.1.3 We are a nation that values life and thinks that everyone deserves chances to change and live for their families.
<i>Superlatives</i>	2.1.4 Revive the law only when the lives of those wrongly sentenced are revived.
<i>Tripling</i>	2.1.5 Think. Analyze. Act.

2. *Problem-Solution*

Here’s how:

- (1) Identify the problem.
- (2) Provide a solution, which will show the practicality of your proposal.

For example:

- A. *Purpose*: Persuade listeners that the LGBT community should be protected from discrimination.

- B. *Main Point:* LGBT members deserve to be protected by the state against exclusivity in any workplace or office.
- C. *Supporting Idea:* There have been horrible reports and cases of discrimination at work in terms of promotion and benefits. Hence, there is a need to create and implement a policy related to this.

	1.0 Introduction
<i>Problem</i>	1.1 Current status of LGBT in the workplace
	1.2 Discrimination of LGBT in the workplace
	2.0 Body
<i>Solution</i>	2.1 Policy that clearly defines the rights of LGBT
<i>Support 1</i>	2.1.1 for protection
<i>Support 2</i>	2.1.2 for recognition

3. *Problem-Cause-Solution*

Below are the rules in applying this pattern.

- (1) Identify the problem.
- (2) Analyze the root causes of the problem.
- (3) Provide a solution to the problem.

For example:

- A. *Purpose:* Persuade listeners why the state or government needs to converge with the private sector in maintaining and protecting national heritage sites.
- B. *Main Point:* Preserving our national heritage sites such as century-old churches, theaters, and other artifacts is the least priority of the government, so they should tie-up with private establishments to maintain these historical places.

<i>Supporting Idea</i>	One can observe that these sites are losing their historical and cultural value.
<i>Problem</i>	1.0 Introduction
	1.1 List of historical sites in the Philippines
<i>Root cause</i>	1.2 Not priority of the government
	2.0 Body
<i>Support 1</i>	2.1 Budget allocation
<i>Solution</i>	2.1.1 Percentage allocated to preservation of sites
<i>Support</i>	2.2 Promote public-private partnership
	2.2.1 Reports showing successful partnerships

4. *Comparative Advantages*

Below are the rules in applying this pattern.

- (1) Identify the problem.
- (2) Present at least two solutions to the problem.
- (3) Compare the two in terms of practicality and feasibility.

For example:

- A. *Purpose*: Persuade listeners on the need for political reform.
- B. *Main Point*: Politics in the Philippines is very dirty.
- C. *Supporting Idea*: There have been a lot of anomalies and illegal transactions going on in the political system.

<i>Problem</i>	1.0 Introduction 1.1 Vision of Philippine politics 1.2 Dirty politics
<i>Solution 1</i>	2.0 Body 2.1 Pass the genuine Freedom of Information (FOI) Bill into law
<i>Support 1</i>	2.1.1 achieve transparency
<i>Support 2</i>	2.1.2 achieve good governance
<i>Solution 2</i>	2.2 Abolish Priority Development Assistance Fund (PDAF) or Pork Barrel
<i>Support 1</i>	2.2.1 Minimize illegal transaction
<i>Support 2</i>	2.2.2 Minimize corruption
<i>Comparison</i>	2.3 Can be good solutions
<i>Support 1</i>	2.3.1 Practical
<i>Support 2</i>	2.3.2 Feasible

5. *Monroe's Motivated Sequence*

Alan Monroe, a professor from Purdue University, created an outline for making speeches based on the psychology of persuasion (Ehninger, Monroe, & Granbeck, 1978). This outline is known as Monroe's Motivated Sequence.

Here's how to apply this technique.

1. Grab the **attention** of the audience by identifying the challenge you plan to confront, or the problem you plan to address.
2. Establish the **need** or urgency to address the identified challenge or problem.
3. Present possible solutions to your audience to **satisfy the need**.
4. Help your audience **visualize**. Use vivid words to convince your audience about the benefits they can gain from the solutions you presented.
5. Engage the audience to participate in promoting change through a **call for action**.

For example:

- A. *Purpose*: Persuade the audience to abstain from consuming alcohol.
- B. *Main Point*: Abstaining from alcohol will help students live a healthy and safe life for themselves and those around them while avoiding any criminal actions.

Campaign Against Underage Drinking

Attention-grabber

1. Picture the following situation: It is Friday night; classes have just ended, and you and your friends are looking for something fun to do. Everyone heads to your classmate's house, and soon bottles of alcohol are being passed around. As the night deepens, everyone falls under the spell of alcohol, things get out of hand, and some commit mistakes they would not do when sober.
 - a. This phenomenon of underage drinking is steadily affecting more young Filipinos, as a study from the University of the Philippines found that 5.3 million youths drink alcoholic beverages.
 - b. I have researched this topic heavily, and today I will present the startling facts about underage drinking that many teenagers might not know.
 - c. This speech aims not only to inform you of the risks of underage drinking, but also to convince you to take action and campaign against underage drinking to protect the youth.

Need

2. According to a study on the alcohol drinking patterns of high school students in selected parts of the Philippines, a little more than one-third of the sample population drink alcohol. These can have serious effects on underage drinkers, such as the following:
 - a. Studies have shown that people who drink at a young age are more likely to experiment with harder drugs.
 - b. People in an inebriated state have higher chances of being victims of sexual assault.
 - c. Alcohol abuse among the young could lead to sexual behavior, which in turn leads to teenage pregnancy or sexually-transmitted diseases.

Satisfaction

3. We have to educate the youth about the dangers of drinking alcohol.
 - a. Videos and posts on the risks of underage drinking can be shared on various social platforms.
 - b. In school, events can be organized to promote knowledge of the disadvantages and consequences of underage drinking.

Visualization

4. We have to take it upon ourselves to act now if we do not want the youth to be victims of the following potential effects of underage drinking:
 - a. Accidents caused by underage drinking
 - b. Dropping out of school due to alcohol addiction
 - c. Sexual assault brought by drunken behavior
 - d. Teenage pregnancies
 - e. Alcoholism

Call to action

5. I earnestly challenge you to abstain from alcohol and to take action and campaign against underage drinking. Are you with me?

Methods of Persuasion

Consider what Lucas (2011) writes about how the audience can be persuaded by a speaker. The audience can be persuaded by the following reasons.

- They perceive that the speaker has **credibility**.
- They are convinced by the **evidence** presented by the speaker.
- They are convinced by the speaker's **reasoning**.
- Their emotions are touched by the speaker's ideas or **use of language**.

The above ideas highlight some of the methods you can use in your persuasive speech. These methods are commonly used and proven to be effective by any prominent and excellent speaker across the globe. The following are some tips on how to enhance your credibility, how to use evidence, how to use reasoning, and how to observe ethics and emotional appeal in a persuasive speech.

1. How to enhance your credibility

- a. *Explain how you became an expert on the topic.*

You can do this by sharing how well you read, investigated, or researched the topic.

For example: You could share that in the beginning you did not know much about your topic until you researched about it. By saying you researched on your topic, your audience will feel that you made an effort in building your credibility by collecting information.

- b. *Connect your experiences, beliefs, values or attitudes with your audience's.*

You can do this by telling your audience that you have the same experiences, beliefs, values or attitudes.

For example: In the beginning of your speech, you can emphasize to your audience that regardless of background, status, age, gender, beliefs, and values, among others, you all have one thing in common and then add that which you have in common. By saying this, your audience will feel respected and comfortable because you can identify with their experiences, beliefs, or values.

- c. *Practice more often so you can deliver your speech with conviction.*

You can do this by exposing yourself more often to speaking situations such as reciting and reading announcements in class, introducing people in a program, hosting events, participating in debates, or acting as a spokesperson of a group. Also, simply practicing more often before your actual speech performance will increase your confidence and help you deliver your speech with conviction.

2. How to use evidence

- a. *Specify evidence.*

You can do this by citing statistics, research studies, and other valid and credible information.

For example: When stating a fact, do not simply say a general detail. Instead of saying, "There is a law that protects women and their children against violence," state the exact details, as in, "RA 9262 is an act that protects women and their children against violence." By specifying your evidence, you give the impression that you know what you are saying.

b. *Avoid outdated evidence.*

You can do this by reading and digging new evidence to keep yourself updated on the significant facts and figures.

For example: If you are arguing about social networking site addiction and you are using data taken from 2000 or earlier, your speech might not hold enough credibility and it might not retain the interest of your audience as well. Since we are now in the Information Age, data quickly get old and replaced by more current ones, so they quickly become irrelevant. Therefore, always make sure to use current available data. This way, your speech will be more accurate and your audiences will be more interested to listen.

c. *Choose reputable or credible sources for your evidence.*

You can do this by carefully identifying and evaluating your sources.

For example: You are persuading your audience that your solution in improving the interest of readers in Philippine literature is the most efficient method, but you cite sources such as fan sites, Wiki answers, Yahoo answers, or blogs. This creates a bad impression, as it might come off that your arguments and points are based on unreliable facts. As a guide, Google, Yahoo, or any search engine can provide you a wealth of reputable or credible sources for your evidence.

3. **How to use reasoning**

Avoid logical fallacies or errors in reasoning.

You can do this by studying the types of logical fallacies. The following are some of the most common errors in reasoning.

- ***Ad Hominem:*** This happens when you attack the character of a person instead of his argument.

Example: Professor X does not deserve to be the head of this organization because he is separated from his wife.

How to avoid: When you give your rebuttal, focus on the arguments of the person, not on his/her character or values.

- ***Circular Argument:*** This happens when the idea of a stated argument is repeated.

Example: My mother is a good teacher because she teaches me well.

How to avoid: Do not repeat the argument; instead, prove it.

- ***False Analogy:*** This happens when two things, which might be alike in some respects, are compared and assumed to be similar in other ways.

Example: President Aquino is the Socrates of the 21st century.

How to avoid: Look at the characteristics, features, or components of two people or objects closely to see whether they can really be compared or not.

- ***False Authority:*** This happens when a statement of someone who is not an expert in the field in question is being used in an argument.

Example: I avoid drinking coffee at night because of the advice of my English teacher.

How to avoid: Check properly the qualifications of the person being cited.

- **False Cause and Effect:** This happens when the connection between two consecutive events are not clear.
Example: Because I attended a party, I got a high grade in my persuasive speech.
How to avoid: Clarify the connections between the events by explaining both backgrounds clearly.
- **Hasty Generalization:** This happens when a conclusion is drawn from insufficient evidence.
Example: The senator stuttered while giving his speech, therefore government officials are not good in public speaking.
How to avoid: Provide enough pieces of evidence before making any conclusions.
- **Red Herring:** This happens when the answer does not address the question.
Example: Question: Should the President sign Cyberbullying bill into law? Answer: The President has other priorities.
How to avoid: Do not avoid opposing arguments. Instead, address them properly.

4. How to use emotional appeal

a. Internalize what you are saying.

The audience will be more convinced of your message if you also show conviction in what you are saying.

For example: If you use emotionally charged words, but you deliver it in a monotonous voice, the audience will not see the sincerity of your message. Instead, make sure to observe your non-verbal cues and to ensure that you believe in what you are saying.

b. Use emotion appropriately.

Although a well-executed emotional appeal can be used as a strong weapon in persuasive speech, take note to use it only when appropriate to the message. Use it as an accessory only; make sure not to replace evidence and reasoning with pure emotion.

For example: If you are making a speech on a question of fact, there is little need to use emotional appeal to your audience since you are dealing with facts and information. However, if you are making a persuasive speech to change a certain policy, you can add emotional appeal to your speech to capture not only the minds but also the hearts of your audience.

Exercise II (Pair)

Each of the links below contains an exercise on logical fallacies. Choose one and follow the instructions.

- Exercise on fallacies
https://web.cn.edu/kwheeler/Logic_Fallacies_Exercise.html
- Identifying Logical Fallacies
<http://users.stlcc.edu/rpopper/logic/Practice.html>
- Recognizing Logical Fallacies
<http://writing.engr.psu.edu/exercises/fallacies.html>

Let's Practice

- I. **Group Activity.** Work in groups of five. Bring a news video clip or a news article on any current social or political issue in the Philippines (bullying, human trafficking, physical abuse, theft, political dynasty, abuse of power, gender discrimination, among others).

Using the video or article as a jump-off point, deliver a two-minute speech using any of the persuasive speaking types, organizational patterns, and method of persuasion. In your speech, focus on why and how the issue should be stopped or minimized.

- II. **Individual Activity.** Prepare and deliver a two-minute speech in class to convince your classmates to visit your hometown, city, province, or country. Apply the appropriate persuasive speech type, organizational pattern, and method of persuasion to your speech.

- III. **Group Activity.** Work in groups of five. Think creatively and come up with your own innovation in any field, such as technology, architecture, or fashion. Convince your classmates that it is superior to the existing ones.

For example, your creation is a new mobile phone that is far better than the current brands in terms of features, capacity, applications, and design. In your speech, you can present these features that make your own technology look and sound better than the others. Apply the persuasive speaking techniques that you have learned from this lesson.

- IV. **Group/Pair Activity.** Research and bring a sample persuasive speech in class. Then, determine the type and patterns of speech observed. On the margins, write comments on specific areas which you think adhere or not to the principles of persuasive speech you have learned from the activities and discussions.

V. **Individual Activity.**

1. Brainstorm on an emerging challenge, problem, or threat in your locality that can serve as a topic for your persuasive speech. Below are some sample topics.

Waste Disposal Management	Allocation of Funds	Citizen Participation
Gender Discrimination	Human Security	Animal Abuse
Parenting Styles	Child Labor	Traffic
Public Transportation System	Informal Settlements	Unemployment

2. Then, prepare a five- to seven-minute speech using an appropriate persuasive speaking type and organizational pattern. Remember to have the following:
- well-defined goals
 - sufficient supporting ideas on how your listeners think and feel about the change you want to happen
 - logical reasoning (concrete reasons why your listeners should support your ideas)
 - effective and powerful ways to gain the attention of your audience
 - compelling ideas to make your target audience feel and think

- f. salient motives to target the salient needs of your audience
- g. appropriate methods of persuasion

In your preparation, consider the following:

- a. Preliminary outline
- b. Final outline
- c. Initial draft of the speech
- d. Final draft of the speech
- e. Visual aids for the speech
- f. Feedback from your classmates and teacher
- g. Well-rehearsed presentation

VI. **Individual Activity.** Find a partner. Evaluate his/her persuasive speech presentation using the following performance rubric as your guide.

Rubric for Oral Presentation

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Organization	Ideas are arranged logically.					
	Appropriate organizational pattern is observed.					
	Transitions are smooth.					
Content	Content is relevant and well-developed.					
	Purpose is well-defined.					
	Main points are stated clearly.					
	Arguments are sound and supported with valid and credible sources.					
	Introduction captures listener's attention.					
	Speech is ended effectively with a review of the main points.					
Verbal	Speech is not delivered in a monotone voice; voice is modulated.					
	Fillers are avoided.					
	Volume is well-adjusted to audience size.					
	Rate or speed of speaking is varied.					
	Audible and pleasant voice is used.					
	Pauses are effectively used.					
	Words are pronounced and enunciated well.					
	Eye contact is established and maintained.					

Category	Scoring Criteria	VGE (5)	GE (4)	SE (3)	LE (2)	N (1)
Non-verbal	Speaker is prepared and confident.					
	Distracting movements or mannerisms are avoided.					
	Facial expressions are appropriate to the message.					
	Gestures, posture, and facial expressions are expressive, dynamic, and natural.					
	Attire is appropriate.					
	Mastery of the speech is evident.					
TOTAL						
GRAND TOTAL		/115				

Legend:

VGE – To a very great extent; GE – To a great extent; SE – To some extent; LE – To a little extent; N – Not at all

Scoring:

VGE – 93–115; GE – 70–92; SE – 47–69; LE – 24–46; N – 23

Reinforcement Activity

Group Work: From your group, identify one excellent persuasive speech manuscript on an emerging challenge, problem, or threat in a particular locality. Then, share this with a person in authority (*local officials, police officers, professional workers, etc.*) who is in a field related to the topic of your chosen speech. Your objective is to get his/her comments/insights on how well you can address an issue. Write his/her comments on a paper and assign a representative to present these in class.

E-link

Hone your knowledge in delivering a persuasive speech by checking the following websites.

Persuasive Speech Exercises

- <http://teaches12345.hubpages.com/hub/Persuasion-Speech-Techniques-In-The-College-Classroom>

Persuasive Speech Writing Exercises

- <http://education.yourdictionary.com/style-and-usage/writing-the-one-minute-persuasive-speech.html>

Let's Reflect

Reflect on what you have learned after taking up this lesson by completing the chart below.

What were your thoughts or ideas about persuasive speech prior to the discussion of this lesson?

I thought...

What new or additional ideas did you learn after taking up this lesson?

I learned that...

Glossary

A.F.O.R.E.S.T. – an organization pattern used in persuasive speeches

– it stands for anecdotes, facts and figures, opinion, rhetorical questions, emotive language, superlatives, tripling

ad hominem – a fallacy in which the character of a person is attacked instead of his/her argument

assertive – a type of illocutionary act in which the speaker expresses belief about the truth of a proposition

audience analysis – a stage in speech writing in which the speaker determines the profile of his/her target audience

barrier – a factor that affects or hinders the flow of communication

bridging – an impromptu speaking strategy in which the speaker builds a connection between what he/she knows and what he/she does not know

casual style – a speech style common among peers and friends in which jargon, slang, street language, gay language or vulgar words are used

channel – the medium or the means, such as personal or non-personal, verbal or nonverbal, in which the encoded message is conveyed

circular argument – a logical fallacy which happens when the idea of a stated argument is repeated

commissive – a type of illocutionary act which commits the speaker to doing something in the future

communication – a process of sharing and conveying messages or information from one person to another within and across channels, contexts, media, and cultures

communicative competence – the ability to use linguistic knowledge to effectively communicate with others

communicative strategy – any method which a learner uses to overcome his/her inadequacies when speaking a second language

consultative style – the standard speech style in which professional or mutually acceptable language is used

context – refers to the environment where communication takes place

declaration – a type of illocutionary act which brings about a change in the external situation

decoding – the process of interpreting the encoded message of the speaker by the receiver

directive – a type of illocutionary act in which the speaker tries to make the addressee perform an action

dyad communication – communication that occurs between two people

emotional appeal – a persuasive appeal which aims to touch the audience's emotions

encoding – the process of converting the message into words, actions, or other forms that the speaker understands

entertainment speech – a type of speech according to purpose which aims to provide the audience with amusement

expressive – a type of illocutionary act in which the speaker expresses his/her feelings or emotional reactions

extemporaneous speech – a type of speech according to delivery which involves speaking with limited preparation

false analogy – a logical fallacy which happens when two things, which might be alike in some respects, are compared and assumed to be similar in other ways

false authority – a logical fallacy which occurs when a statement of someone who is not an expert in the field in question is being used in an argument

false cause and effect – a logical fallacy which happens when the connection established between two consecutive events are not clear

feedback – the reactions, responses, or information provided by the receiver

filler words – expressions that substitute actual words in your speech, such as *like, uhm, or ahh*

formal style – the speech style used in formal settings

frozen style – a speech style which remains unchanged through time

hasty generalization – a logical fallacy which happens when a conclusion is drawn from insufficient evidence

illocutionary act – a type of speech act which refers to the social function of what is said

impromptu speech – a type of speech according to delivery which involves speaking without advanced preparation

indirect speech act – a speech act which is characterized by a lack of direct connection between the form of the utterance and the intended meaning

informative speech – a type of speech according to purpose which provides the audience with a clear understanding of the concept or idea presented by the speaker

intercultural communication – refers to the sending and receiving of messages across languages and cultures

interpersonal communication – refers to the communication between and among people which establishes personal relationships between and among them

intimate style – a speech style which occurs between or among family members or close individuals

intrapersonal communication – a communication context which involves only one person

jargon – refers to the set of specialized vocabulary in a certain field

locutionary act – the type of speech act which refers to the actual act of uttering

manuscript speech – a type of speech according to delivery which involves reading from a prepared script

mass communication – refers to communication that takes place through television, radio, newspapers, magazines, books, billboards, internet, and other types of media

memorized speech – a type of speech according to delivery which involves committing the speech to memory and delivering it without notes

Monroe’s Motivated Sequence – an outline for making persuasive speeches which is based on the psychology of persuasion

nomination – a communicative strategy which is applied to establish a topic

nonverbal communication – refers to an interaction where gestures, movements, and expressions are used to convey and represent meanings

performatives – verbs that execute the speech act that they intend to effect

perlocutionary act – a type of speech act which refers to the resulting act of what is said

persuasive speech – provides the audience with well-argued ideas that can influence their own beliefs and decisions

public communication – refers to communication in which a speaker delivers or sends the message before or in front of a group

question of fact – a type of question in persuasive speech which revolves around whether something is true or not, existent or not

question of policy – a type of question in persuasive speech which focuses on what policy or rule should be followed

question of value – a type of question in persuasive speech which discusses whether a topic is good or bad, moral or immoral, just or unjust

red herring – a logical fallacy which happens when the answer does not address the question

reframing – an impromptu speaking strategy which means rephrasing or redefining the topic into something that you want to talk about

repair – a communicative strategy which refers to how speakers address the problems in speaking, listening, and comprehending that they may encounter in a conversation

restriction – a communicative strategy which refers to any limitation that the speaker may have

small group – refers to communication that involves at least three but not more than ten people engaging in face-to-face interaction

speech act – an utterance that a speaker makes to achieve an intended effect

speech style – refers to the variation of speech that speakers make according to the situation or group

termination – a communicative strategy which refers to the conversation participants’ close-initiating expressions that end a topic in a conversation

topic control – refers to how procedural formality or informality affects the development of topic in conversations

topic shifting – involves moving from one topic to another

tripling – the use of three words together to reinforce a point

turn-taking – the process by which communicators decide who takes the conversational floor

verbal communication – refers to an interaction in which words are used to relay a message

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