Lesson Exemplar in

Effective Communication

Lesson Exemplar for Effective Communication Grade 11
Quarter 1: Lesson 3

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LESSON EXEMPLAR

Learning Area	EFFECTIVE COMMUNICATION	Grade Level	11
Semester	1st	Quarter	1st

I. OBJECTIVES *(Identifying the Goals)*

Content Standard	*This section presents the key understandings that connect essential concepts within the unit. It summarizes the big ideas that learners should retain long after the lesson, offering insights that help bridge topics and subjects while providing a coherent framework for understanding complex ideas. These understandings also promote curiosity, critical thinking, and deeper inquiry.* The learners demonstrate effective communication in personal and interpersonal contexts through spoken, written, and multimodal forms; they understand that interaction patterns are adaptive and collaborative, and that trust-building, emotional reciprocity, and contextual understanding foster meaningful relationships.
Performance Standard	*This section outlines the goal of ensuring that learners can apply their knowledge to real-life situations. It defines how students transfer their learning to various contexts beyond the classroom. Learners will demonstrate this through performance tasks that involve authentic, novel, and challenging scenarios related to the unit. Success in these tasks requires the thoughtful application of knowledge, skills, and attitudes.* The learners are able to perform specific roles in controlled and uncontrolled personal and interpersonal communication events; engage in intrapersonal communication, including goal-setting, reflection and journaling; **participate in extended conversations and discussions on a variety of personal and interpersonal topics**; provide short and extended responses to questions pertaining to the content and intent of conversations and correspondences; and produce short and extended personal and interpersonal correspondence in formats such as, but not limited to, letters, email, texting and messaging, and social media posts.

Learning Competencies	*Prior to lesson objectives have a description of the assumed prior knowledge and skills that learners have acquired in the previous grade level, which are essential for their successful engagement with the current lesson. These assumptions can also serve as a basis for designing diagnostic assessments* Grade 11 students are expected to have developed the communication skill based on these competencies from the previous grade levels. EN7OL-II-c-2.7: Employ correct turn-taking, turn giving and topic control strategies in conversations and dialogs EN7OL-II-f-3.7: Use appropriate techniques and strategies when asking questions and eliciting answers EN7OL-III-a-1.3: Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc. EN7OL-III-a-5: Use the appropriate prosodic features of speech during interviews, discussions and forums EN9V-IIb-27: Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen). *This section outlines the targeted skills that learners must develop to meet the Content and Performance Standards. These specific skills and understandings serve as the foundation for designing instructional activities. Bloom's Taxonomy can be used to determine the appropriate cognitive level such as remembering, understanding, applying, analyzing, evaluating, or creating that learners should achieve when processing and applying new information. This approach ensures that learning objectives are clearly defined and suitably challenging, effectively guiding the design of both lessons and assessments.* ● Extract main points from spoken, written, and multimodal texts (e.g., recorded and live extended personal interactions). ● Use politeness markers and conversation management signals and strategies (e.g., topic nomination, topic shift/control, turn-taking, back-channeling, feedback-giving, and topic termination). ● Review one's participation in personal and interpersonal communication, identifying strengths and areas for growth to improve communicative competence.
II. REFERENCES and MATERIALS (*Selecting Resources and Material*)	*This section involves the selection of high-quality, contextualized, and technology-enhanced learning materials that align with the instructional objectives. Chosen resources should be inclusive, accessible, and responsive to the diverse needs of learners, aiming to enhance engagement, support differentiated instruction, and foster meaningful skill development.* Azad, Maulana. n.d. "English Communication Skills-I SLM Based on Distance & Regular Mode Synchronized Syllabus Directorate of Distance Education." https://dde.manuu.edu.in/sites/default/files/2021-12/English%20Communication%20Skills-I.pdf.

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	(These shall be accomplished per topic)
III. CONTENT *(Sequencing Content)*	*This section outlines the lesson or topic that learners need to learn to independently attain the **Content Standard** and achieve the **Performance Standard*** Extended conversations and discussions on a variety of personal and interpersonal topics. ● Conversation Strategies ● Politeness Markers
IV. OBJECTIVES *(Setting Clear Objectives and Analyzing the Tasks)*	*This section outlines the unpacked learning competencies. These are the knowledge, skills, attitude that the learners will gain after instructions.* 1. Identify the main idea and supporting details from a recorded conversation, interview, or discussion. 2. Summarize key points from a short speech or dialogue using a graphic organizer. 3. Identify common politeness markers in a sample dialogue. 4. Identify and explain common conversation management strategies used in spoken interactions.

5. Demonstrate the appropriate use of politeness markers in initiating, maintaining, and ending conversations.
6. Demonstrate appropriate use of conversation management strategies signals during a role-play, ensuring a smooth flow of conversation.
7. Analyze one's use of conversation management signals and identify strengths and areas for improvement.
8. Evaluate the effectiveness of the conversation strategies used in the dialogue and suggest improvements for clearer communication.

IV. PROCEDURES *(Selecting Strategies, Making Meaningful Content, Delivering Lesson and Assessing Learning)* This section focuses on selecting learner-centered, evidence-based instructional approaches such as problem-based learning, collaborative tasks, interdisciplinary integration, and technology-enhanced instruction. These strategies are intended to foster active engagement, critical thinking, and adaptability across diverse learning pathways. The chosen approaches and methodologies will be reflected through varied and relevant activities and assessments that emphasize real-world relevance and application, thereby enhancing learner engagement and comprehension. **(Each part shall have 2-3 varied activities)**	**ANNOTATION** **Instruction to the teacher on how to facilitate the activities.* **In the Annotation, explicitly explain how the IDF is applied in each part of the lesson*
A. Activating Prior Knowledge (DAY 1)	1. Activating Prior Knowledge *This involves activities in which the learners can recall or connect what they already know that is relevant to the new lesson. It serves as a cognitive bridge between previous learning and new concepts. This can be done through questioning, short activities, visual prompts, or discussions.* **OPTION 1: KWL CHART** ● Distribute a KWL Chart to students. Instruct them to fill in the "K" column with what they already know about debating, and the "W"	*The activities are aligned with the Analysis and Reflective Instruction components of the SHS IDF.* ● ***The KWL chart*** *helps identify prior knowledge (Know), learning goals (Want To Know), and learning outcomes (Learned) aligning with the Analysis phase of ADDIE. It supports Reflective Instruction by encouraging*

Note: The procedures row spans two sub-columns under the main label.

column with what they want to know. The "L" column will be completed after the assessment.

What I Know	What I Want to Know	What I Learned

Processing Questions:

1. What prior knowledge did you have about a talk show?
2. Why do you think it is important to identify what you want to learn before starting a lesson?
3. What questions do you now have about the talk show after doing this activity?

OPTION 2: TALK SHOW RECALL

● Ask the students to name and describe any talk show they have watched. (TV, YouTube, Facebook, TikTok). Then, in pairs, they share what makes the talk show good. They can share about the host behavior, topics, or guest interaction.

Processing Questions:

1. What qualities or behaviors made the talk show host engaging or effective?
2. Did the host show politeness or empathy during the conversation? In what way?
3. Did you notice any strategies the host or guest used to keep the conversation flowing?

metacognition, goal setting, and self-awareness in students' learning journeys.

● ***Talk Show Recall*** *supports the implementation and responsive instruction components. This strategy enables students to revisit and articulate key concepts through an engaging, interactive format. It promotes Responsive Instruction by catering to diverse learners and communication styles, and aligns with Implementation by ensuring effective, learner-centered delivery using real-world speaking contexts.*

● ***Talk Show Character Brainstorm*** *is anchored in the Design and Relevant Instruction components. This activity involves creatively designing personas or perspectives, fostering Relevant Instruction by connecting learning*

OPTION 3: TALK SHOW CHARACTER BRAINSTORM

- Let students imagine themselves as a talk show host or guest, and let them list five traits or phrases they might use.
- **ICT Integration:** Teachers may use the Padlet app to create a discussion board where students can share their thoughts and read the ideas of other students. (https://padlet.com/)

2. Establishing the Purpose of the Lesson

This part the learners will know the learning goals, relevance, and real-life applications of the lesson. It sets expectations and provides motivation by answering the question: "Why are we learning this?"

Lead the class into the discussion of the following processing questions, then present the target performance standard and learning objectives.

1. What is the importance of communicating our feelings or emotions to other people?
2. How do you communicate with other people? Are there things to take into consideration?

Transition Statement: Now that we have understood our learning goal for this week, let's dive deeper into understanding the conversation strategies that we can use to extend a conversation.

with real-world roles and career pathways. It aligns with the Design phase of ADDIE, promoting meaningful sequencing and strategy selection to boost learner engagement.
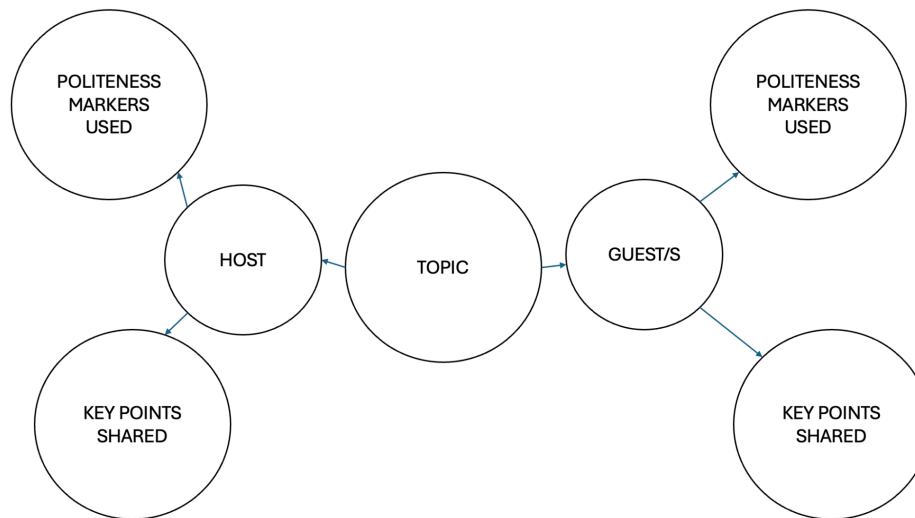
| **B. Instituting New Knowledge (DAY 1)** | 1. Presenting Examples

This step involves showing a relatable, concrete, or real-life example that illustrates the new concept. Examples can be visual, situational, or experiential and are used to spark interest and provide context.

OPTION 1: TALK SHOW CLIP ANALYSIS

● Play 1 or 2 short clips of well-known talk shows. It may be international (e.g., The Ellen Show, The Kelly Clarkson Show, Jimmy Kimmel Live) or local (Fast Talk with Boy Abunda, Toni Talks) talk shows.
● Provide students with a graphic organizer where they write the topic, key points, and politeness markers.

Processing Questions:

1. What was the main topic discussed in the talk show clip, and how was it introduced by the host?
2. What were the key points shared by the host or guests, and how were those points emphasized or clarified?
3. Can you identify specific words or phrases used as politeness markers? How did they affect the tone of the interaction?

Suggested video:
https://www.youtube.com/watch?v=kCo3dLEDcjA

EXAMPLE GRAPHIC ORGANIZER: | ● ***Talk Show Clip Analysis*** *is aligned with the Development, Implementation, and Relevant Instruction components. By analyzing authentic talk show clips, students are exposed to real-world language use and conversational strategies, aligning with Relevant Instruction. It supports the Development and Implementation phases by integrating meaningful, contextual examples that enhance understanding and engagement.*

● ***Good vs. Bad Clip Analysis*** *supports Evaluation, Reflective Instruction, and the 4Cs (especially Critical Thinking and Communication). The activity sharpens students' analytical skills as they compare effective and ineffective communication. It ties into the Evaluation phase and* |

CONVERSATION MAPPING WEB

OPTION 2: GOOD VS BAD CLIP ANALYSIS

- Show one effective or successful and one awkward or failed interview. Let students compare using Venn Diagrams.

Processing Questions:

1. What made the "good" interview effective in terms of communication and flow?
2. What went wrong in the "bad" interview, and how did it affect the interaction between the host and the guest?
3. What was present in the "good" clip that was missing in the bad clip?

fosters Reflective Instruction by prompting learners to critique, reflect, and articulate what makes communication effective or not.

- ***Talk Show Bingo*** *is anchored in the Implementation and Responsive Instruction components. A gamified strategy that encourages active listening and reinforces key concepts during clip viewing. It supports Responsive Instruction by addressing diverse learning preferences and maintaining engagement through interactive formats, while aligning with Implementation as a formative activity during instruction.*

4. What is common between the two clips?

Suggested video clip:
Bad Interview: https://www.youtube.com/watch?v=VadQskWdFhc
Good Interview: https://www.youtube.com/watch?v=B7SoNGxJVc8

OPTION 3: TALK SHOW BINGO

- Provide students with a Bingo card that contains conversation strategies. While watching, students will mark off these strategies on the Bingo card. The first to get 5 in a row (horizontal, vertical, or diagonal) calls out 'Bingo!'

Greets warmly	Interrupts politely	Uses filler words (e.g., "uh," "you know")	Changes topic smoothly	Uses humor
Asks follow-up question	Nods or uses gestures to show interest	Summarizes a point	Clarifies a statement	Makes a comparison
Paraphrases speaker's idea	Expresses agreement	FREE SPACE	Disagrees respectfully	Gives an example
Uses pause for effect	Encourages other to speak	Asks for opinion	Uses a politeness marker	Reacts with surprise
Shifts back to main topic	Uses body language	Acknowledges misunderstanding	Builds on an idea	Uses turn-taking phrases

Suggested video:
https://www.youtube.com/watch?v=5fBrINGT0Dg

2. Discussing New Concept

This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.

LECTURE: (This will be presented after the activity)

PERSONAL AND INTERPERSONAL TOPICS

Example of Personal Topics

- **Self-awareness:** Understanding one's own emotions, strengths, weaknesses, and values.
- **Personal values:** The beliefs and principles that guide an individual's life and choices.
- **Personal goals:** Aspirations and objectives that an individual strives to achieve.
- **Personal identity:** An individual's sense of who they are and how they fit into the world.
- **Mental health:** The overall well-being of an individual's emotional and psychological state.
- **Self-care:** Activities that promote an individual's physical, mental, and emotional well-being.

Example of Interpersonal Topics
- **Communication:** The exchange of information, ideas, and emotions between individuals.

- **Conflict resolution:** The process of managing and resolving disagreements and disputes between individuals or groups.
- **Empathy:** The ability to understand and share the feelings of others.
- **Teamwork:** The collaborative effort of a group of individuals to achieve a common goal.
- **Leadership:** The process of influencing and motivating others to work towards a shared goal.
- **Negotiation:** The process of two or more parties discussing a matter in order to reach an agreement.
- **Networking:** Building relationships and connections with others for personal or professional purposes.
- **Building relationships:** Establishing and maintaining connections with others, including family, friends, and colleagues

CONVERSATION STRATEGIES:

Conversation strategies are techniques or tactics used by speakers to manage, maintain, and negotiate interactions effectively during communication. These include turn-taking, clarifying, asking for repetition, agreeing or disagreeing politely, and giving feedback, among others. - *Richards, J.C., & Schmidt, R. (2010). Longman Dictionary of Language Teaching and Applied Linguistics. Pearson Education Limited.*

1. Turn-taking – knowing when to speak or let others speak.
   Example Statement: 'Let's hear him out first", "Go ahead", "You may speak after I finish"
2. Active Listening – showing attentiveness through nodding, eye contact, and body language
   Example Statement: "I see what you mean.", "That's interesting."

3. Feedback-giving – offering comments like "I agree" or "That's a good point" (Non-verbal: thumbs-up, clapping)
    Example Statement: "That's a strong argument."
4. Asking for Clarification – Asking for an explanation. Gestures of confusion, like scratching the head.
    Example Statement: "Sorry, could you explain what you mean by that statement?"
5. Asking for Repetition – mimicking or ear-cupping gesture.
    Example Statement: "Would you mind repeating the last part?"
6. Interrupting politely – raising a hand gently or saying excuse me.
    Example Statement: "Sorry to interrupt, but may I add something?"
7. Showing agreement – smiling and nodding,
    Example Statement: "I agree.", "I have the same idea."
8. Disagreeing politely – shaking head with a calm facial expression.
    Example Statement: "I get your point, but I have a different opinion." "That's interesting, but I have another idea."
9. Summarizing - Retelling what someone said in a shorter form.
    Example Statement: "In other words…", "So what you are saying is?"
10. Asking Questions: 5Ws and 1H - Basic question starters for asking questions and especially follow-up questions.
    Example Statement: "Why do you think…?", "How did you know?"

POLITENESS MARKERS:

Politeness markers are expressions that indicate awareness of another person's face needs. They often appear in the form of indirect language, modals, or softening phrases to mitigate imposition or disagreement. - *Yule, G. (1996). Pragmatics. Oxford University Press.*

1. "Could you…?" - This softens the request and makes it sound less like an order.
2. "I was wondering if…" - We normally use this expression in spoken English to ask someone politely for help.
3. "Do you mind if…? – It is a great way to ask for permission.
4. "Pardon me" – It is a polite expression often used to ask someone to repeat what they said.
5. "I would love to, but…" – It is a polite way to say "no".

OPTION 1: CONCEPT CHARADES

- Divide the class into 2-4 groups depending on the class size. Prepare a set of cards with one conversation strategy and politeness markers written on each. (Please refer to the lecture above.)

Game Mechanics:

- One student from each group draws a card and silently acts out the strategy using gestures and facial expressions.
- The rest of the group must guess which strategy is being portrayed.
- Set a time limit (1 minute) for each round.

- ***Concept Charades*** *is aligned with the Design, Implementation, and Responsive Instruction components. The kinesthetic strategy introduces new concepts in an engaging and learner-centered way. It supports Responsive Instruction by accommodating diverse learning styles and promotes active participation, while aligning with the Design and Implementation phases through purposeful selection of strategies that make abstract ideas more accessible.*

    o Rotate so each student gets a turn acting.

OPTION 2: TALK SHOW TOOLBOX

- Introduce the topic to the students. Prepare handouts of the lecture. The lecture is divided into two columns. Column 1 for the strategies and politeness markers and column 2 for the meaning and example.
- Divide the class into five groups (depending on the class size) then ask students to match each communication strategy and politeness markers with an example. After the allotted time, ask students to present their outputs.

OPTION 3: PEER MODELING

- Divide the class into 5 groups then assign each group with 2 conversation strategies. Two students in the group role-play a conversation using the assigned strategy while the rest observe and name the strategies used. Students must use polite markers during the role-play.

3. Developing Mastery (DAY 2)

In this part learners will engage in guided and independent practice activities to reinforce the concept. This may include drills, problem-solving, application tasks, or peer collaboration. This is the explicit teaching or guided exploration of the lesson's key ideas. It includes defining terms, explaining relationships, using models or analogies, and encouraging learner interaction.

*this pertains to formative assessment

- ***Talk Show Toolbox*** *supports Development, Reflective Instruction, and the 4Cs (especially Collaboration and Communication). It introduces key communication tools (politeness markers, conversation strategies), fostering Reflective Instruction as students become aware of how and why these tools are used. It aligns with Development by organizing resources that aid concept understanding and skill application.*

- ***Peer Modeling*** *is anchored in Implementation, Evaluation, and Relevant Instruction components. It provides relatable demonstrations of target skills, aligning with Relevant Instruction by connecting learning to real-life peer interactions. It supports Implementation and Evaluation by allowing students to observe, reflect, and assess the application*

OPTION 1: TALK SHOW ROLE-PLAY DRILLS

- Divide the students into triads. Each group will consist of a host, a guest, and an observer. Explain the roles to the students.

o The host facilitates the discussion by asking relevant and open-ended questions.
o The guest responds thoughtfully, staying on topic and demonstrating good communication skills.
o The observer watches and takes notes using the provided checklist to assess the conversation strategies used by both host and guest.

- Provide each observer with a checklist. (Please refer to the lecture) Allow each group about 5 minutes per round.
- After one round, students rotate roles so that each member experiences all roles.
- After all rounds, observers share their feedback with their group members.
- Wrap up the activity by asking each group to share their observations to the class.

CHECKLIST:

	OBSERVED	**NOT OBSERVED**
Turn-taking		
Active Listening		
Feedback-giving		

of newly introduced concepts in action.

Asking for Clarification		
Asking for Repetition		
Interrupting Politely		
Showing Agreement		
Disagreeing Politely		
Summarizing		
Asking Questions		
List of Polite Markers observed		

OPTION 2: IMPROV TALK SHOW

- Before the activity, create a list of random, age-appropriate topics (Example: My Dream Course, Dream Vacation, Favorite Movie).
- Tell students that they will participate in a 2-minute improvised talk show interview, when one student acts as a host and the other as the guest.
- Give each pair a random topic just before their turn to speak. Let students perform in front of the class.

	● Observe and note how they apply conversation strategies and use polite markers. Use these observations during the lecture or discussion. **OPTION 3: CUE CARD CONVERSATIONS** ● Provide students with cue cards with strategy prompts. (Example: Ask a clarifying question, give feedback) ● Each student will receive cue cards and must use the strategies written on them during the conversation. ● Give each student 2-3 different cue cards. ● Provide a relevant and engaging topic for the conversation. (Example: My Dream Course, Dream Vacation, Favorite Movie) ● Observe and note how they apply conversation strategies and polite markers. Use these observations during the lecture or discussion.	
C. Demonstrating Knowledge and Skills (DAY 3)	1.Finding Practical Application *In this stage learners apply what they have learned to real-life or simulated scenarios, problems, or tasks. This involves transferring knowledge and skills to authentic contexts and this will serve as scaffolding for the unit performance task.* **OPTION 1: REAL TALK REHEARSALS** ● Divide the class into 3-5 groups based on class size. You can do this by counting off the students or assigning groups ahead of time. ● Allow each group to write a script for their talk show for 10-15 minutes. ● Once the script is written, allow students to rehearse for 5 minutes. Encourage them to use conversation strategies and politeness markers.	● ***Real Talk Rehearsals*** *reflects Responsive Instruction by allowing learners to rehearse real-life communication scenarios, tailoring their responses to diverse social contexts. It also engages the Design and Implementation phases*

- Each group will present their "Real Talk" segment for 3-5 minutes.
- After each presentation, provide constructive feedback.

POSSIBLE TOPICS:
1. Social Media: Friend or Foe?
2. Dream Jobs: What Do You Want to Be and Why?
3. Peer Pressure: How Do You Say NO?
4. Who Inspires You and Why?
5. Technology in the Classroom: Distraction or Innovation?

OPTION 2: CURRENT ISSUE TALK SHOW

- Divide the class into 3-5 groups (depending on the class size). Teachers may assign groups randomly, by interest, or allow students to choose.
- Instruct students to choose a recent local, national, or global issue. (Example: Environmental concerns, social media impact, current events)
- Ask each group to plan a simulated talk show based on their topic. Roles can include: Host, Guest/s
- Each group presents their talk show for 3-5 minutes.

OPTION 3: PEER ADVICE SHOW

- Divide the class into 3-5 groups (depending on the class size).
- Instruct each group to choose a common student issue that is relevant and relatable. (Example: use of mobile phones, peer pressure)

by applying meaningful strategies and delivering learner-centered instruction through authentic dialogue.

- ***Current Issue Talk Show*** *is aligned with Relevant Instruction. It helps learners contextualize classroom learning by discussing real-world issues linked to their future fields or community involvement. It supports Analysis and Evaluation phases by encouraging critical thinking and assessing how well students can apply content knowledge to current events.*

- ***Peer Advice Show*** *promotes Reflective Instruction. It encourages students to share insights and metacognitive strategies as they give advice to peers. It supports the Development and Evaluation phases by reinforcing communication skills while fostering self-awareness and collaboration.*

- Each group will simulate a talk show where one or more students serve as the host/s and others as guests who offer advice.
- Encourage students to plan realistic scenarios and responses. They should focus on giving helpful, respectful, and practical advice.
- Each group presents their talk show for 3-5 minutes.

3. Making Generalization

This phase the learners will draw conclusions or summarize the key takeaways from the lesson. It can be done through discussions, reflective questions, or concept mapping

OPTION 1: EXIT TICKETS

Prepare meta cards. Ask students to write 2-3 things they learned about talk shows and how conversations can be managed better.

Teacher may also use these writing prompts.

1. One thing I learned about effective communication is _____.
2. A strategy I used during the activity to communicate clearly was _____.
3. If I could do this activity again, I would _____
4. I think this activity helped me improve my skills in _____ because _____.

ICT Integration: The Teacher may use the Mentimeter App (https://www.mentimeter.com/) to facilitate the discussion.

MAKING GENERALIZATION

- ***Exit Tickets*** *supports the Evaluation phase by providing immediate feedback on students' understanding, helping identify learning gaps. It reflects Reflective Instruction by encouraging learners to process what they've learned and express questions or insights.*

- ***Concept Mapping*** *is rooted in the Design and Development phases. It helps organize and sequence learning logically. It promotes Relevant Instruction by making connections between ideas,*
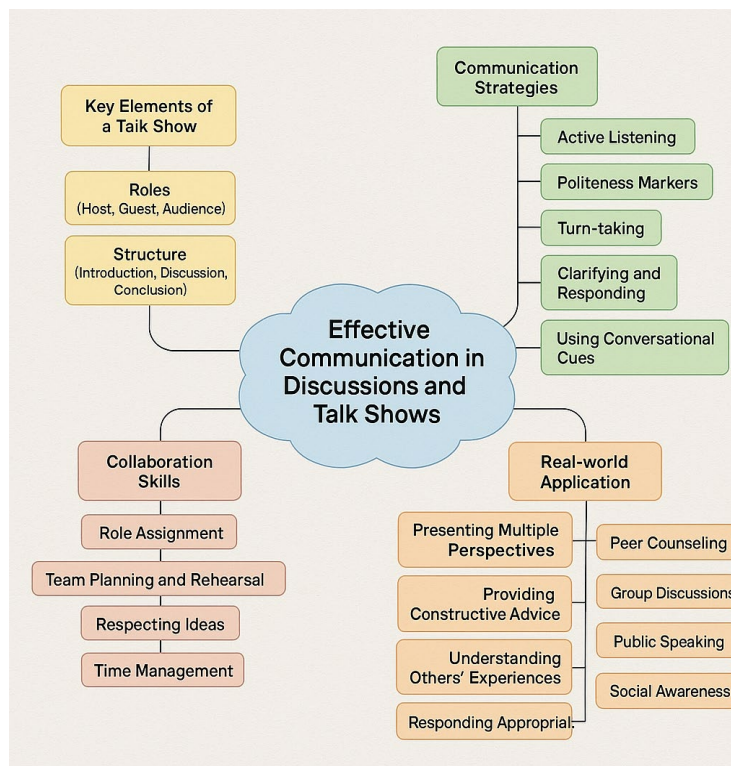
OPTION 2: CONCEPT MAPPING

Students create a concept map linking talk show elements to conversation strategies.

Example:

fostering deeper understanding and knowledge integration.

- ***Differentiated Activities*** *embodies Responsive Instruction by addressing the diverse learning preferences and strengths of students, ensuring inclusivity and engagement. Aligned with the Design and Development phases of the SHS IDF.*

OPTION 3: DIFFERENTIATED ACTIVITIES

Students will be given the option to choose 1 activity based on their intelligence or skill.

Visual Learners: Create a poster in short (8.5x11) bond paper summarizing the key points learned.

Auditory Learners: Write a jingle or song summarizing the key points learned.

Linguistic Learners: Write a reflection of the key points learned.

3. Evaluating Learning

In this step, the learners are assessed to determine the level of their understanding and skill acquisition. This may include written activities, performance tasks, or other check-in activities. This must be aligned with the unit summative assessment.

OPTION 1: MATCHING TYPE

Assess if students can recognize conversation strategies and their examples.

Instructions: Match the strategy in Column A with the corresponding example in Column B.

COLUMN A: STRATEGY	COLUMN B: EXAMPLE
1. Turn-taking	A. "Could you say that again?"
2. Asking for repetition	B. "Sorry, but may I add something?"
3. Interrupting Politely	C. "Let's hear him out first."
4. Feedback-giving	D. "That's a strong argument."
5. Asking questions	E. "Why do you think that?"
6. Asking for clarification	F. "In other words, you mean…"
7. Summarizing	G. "I love to, but I already have plans."
8. Showing agreement	H. "Could you explain what you mean?"
9. Disagreeing politely	I. "I have the same idea."
10. Polite refusal	J. "That's interesting, but I think differently."

ANSWERS

1.C	2. A	3. B	4. D	5. E
6. H	7. F	8. I	9. J	10. G

OPTION 2: DIALOGUE COMPLETION

Students apply conversation strategies and politeness markers in context.

Instruction: Fill in the blanks with an appropriate strategy or politeness markers.

1. Student A: I believe we should have more sports activities.
   Student B: _____, but I think we also need to improve our library resources.

EVALUATING LEARNING

- *These assessment types align with the Evaluation phase of the SHS IDF by measuring learners' comprehension, retention, and language application. They support Responsive Instruction by catering to varied cognitive levels and learning styles, while ensuring that assessments remain purposeful and learner-centered.*
- *By incorporating dialogue completion, the assessment also supports Relevant Instruction, as it stimulates real-life communication scenarios that prepare students for authentic language use in both academic and professional contexts.*

Expected Answer: I get your point

2. Student A: The speaker was unclear.
   Student B: _____ what do you mean by "unclear"?
   Expected Answer: Could you explain

3. Student A is explaining a point.
   Student B: _____, can I add something quickly?
   Expected Answer: Sorry to interrupt

4. Student A: We could add a recycling program.
   Student B: _____. That's a great idea.
   Expected Answer: I agree/That's a good point.

5. Student A says something softly.
   Student B: _____, could you say that again?
   Expected Answer: Pardon me

6. Student A: I think phones should be banned in class.
   Student B: _____, but I think they can be used for learning too.
   Expected Answer: That's interesting

7. Student A: Our group decided on using recycled materials.
   Student B: _____, that's a smart move.
   Expected Answer: That's a good point.

8. Student A: I'll go first if that's alright.
   Student B: Sure. _____.
   Expected Answer: Go ahead.

9. Student A: Do you mind if I borrow your marker?
   Student B: _____, go ahead.
   Expected Answer: Not at all.

10. Student A: Can you help me with the report?
    Student B: _____, but I need to finish my homework first.

Expected Answer: I'd love to.

Note: Answers may vary.

4. Additional Activities

OPTION 1: TALK SHOW MEME CREATION

Students create a meme that captures either a "DO" or a "DON'T" in conversations based on what they have learned in class about effective communication strategies, politeness markers, and active listening during talk shows or discussions.

Example:
DO: Listen actively without interrupting.
DON'T: Use offensive language.

Students may use a free meme generator tool (such as Canva, Imgflip, or Meme Generator) or create their own using any drawing or editing app.

The meme must include:

1. A relevant image (funny or dramatic).
2. A concise caption that clearly illustrates the 'do' and 'don't' behaviors.
3. Optional: Include a short hashtag or title.

RUBRIC

Criteria	Excellent (5 pts)	Good (3–4 pts)	Needs Improvement (1–2 pts)
Relevance	Clearly shows a specific DO or DON'T in conversation	Mostly clear with some connection to class learning	Unclear or off-topic message
Creativity	Original, clever, and engaging presentation	Some creativity; fairly engaging	Lacks creativity or effort
Clarity & Appropriateness	Message is easy to understand and school-appropriate	Message is understandable but may need clarification	Message is confusing or inappropriate

OPTION 2: TALK SHOW REWIND

Students rewatch a recording of their practice and identify what they did well and what to improve.

PROCESSING QUESTIONS:

1. What specific communication strategy did you use that made your message effective or respectful?
2. How did your body language and tone of voice affect the way your message was received by others?
3. If you could redo one moment in the talk show, what would you change? Why?

V. ASSESSMENT (DAY 4) *(Assessing Learnings)*	*This section will serve as a culminating assessment intended to evaluate the entire unit, including both the Content Standard and the Performance Standard.* **WRITTEN EXAM: MULTIPLE CHOICE**

Instructions: Read each question carefully then choose the best answer among the given options.

1. What is the main purpose of conversation strategies?
   A. To entertain the listener.
   B. To manage and maintain interaction effectively.
   C. To memorize a speech.
   D. To impress others.
   ANSWER: B

2. Which of the following expressions shows active listening?
   A. Sorry to interrupt.
   B. That's interesting.
   C. Let's hear him out.
   D. Why do you think that?
   ANSWER: B

3. What strategy is used when someone says, 'Sorry, could you explain what you mean by that statement?"
   A. Summarizing
   B. Asking a question
   C. Asking for clarification
   D. Agreeing politely
   ANSWER: C

4. What non-verbal cue is associated with turn-taking?
   A. Ear-cupping gesture
   B. Clapping
   C. Nodding and making eye contact
   D. Pointing with open palm
   ANSWER: D

5. Which of the following is a politeness marker?
   A. I agree.
   B. In other words…

C. Could you help me?

D. So what you're saying is...

ANSWER: C

6. What does "I would love to, but..." imply?

    A. Strong disagreement

    B. Agreement

    C. A polite refusal

    D. Asking permission

ANSWER: C

7. Which expression shows disagreeing politely?

    A. I totally disagree with you!

    B. I get your point but I have a different opinion.

    C. You're wrong.

    D. No, that's not right.

ANSWER: B

8. What is the best expression to ask for permission politely?

    A. I want to borrow your book.

    B. Can I?

    C. Do you mind if I borrow your book?

    D. Give me your book.

ANSWER: C

9. "So what you are saying is..." is an example of

    A. Active listening

    B. Asking for repetition

    C. Summarizing

    D. Asking for clarification

ANSWER: C

10. Which gesture usually shows confusion?

    A. Nodding
    B. Clapping
    C. Smiling
    D. Scratching the head
    ANSWER: D

PERFORMANCE TASK:

TITLE OF THE ACTIVITY: "TALK SHOWDOWN: EXPRESS, ENGAGE, EXCEL!"

Preparation:

- Divide the students into groups. (5-7 students per group).
- Assign or let them choose a topic and roles.
- Provide guiding questions, a conversation strategies list, and a polite expressions cheat sheet.
- Give students 2-3 days to research and prepare.
- The presentation must be recorded.

Theme: Relevant Issues Among Teenagers Today
Possible Topics: (Note: Teacher may choose other relevant topics not listed.)
1. Social media use
2. Peer pressure
3. Academic stress
4. Environmental awareness
5. Bullying
6. Mental health

Students choose among the roles to play.

1. **HOSTS/MODERATORS**

   Tasks: Opens the show, introduces the topic, manages time, and facilitates discussion.

   Appropriate for students with the following multiple intelligences:
   - Verbal-Linguistic Intelligence: Crafting questions, speaking clearly, paraphrasing responses.
   - Interpersonal Intelligence: Interacting effectively with guests and audience.
   - Logical-Mathematical: Organizing the structure, timing segments logically.

2. **GUESTS**

   Tasks: Shares ideas, responds to others, and engages in dialogue.

   Appropriate for students with the following multiple intelligences:
   - Verbal-Linguistic Intelligence: Expressing thoughts clearly and persuasively.
   - Intrapersonal Intelligence: Reflecting on personal views, self-awareness.

3. **AUDIENCE PANEL**

   Tasks: Observes and asks questions. Evaluate the performance of other groups using a rubric.

   Appropriate for students with the following multiple intelligences:
   - Interpersonal Intelligence: Engaging in respectful interaction and asking relevant questions.
   - Verbal-Linguistic Intelligence: Formulating thoughtful questions or feedback.
   - Visual-Spatial Intelligence: Observing visual cues, interpreting gestures and tone.

PERFORMANCE: (20 minutes)

1. Opening: The Host welcomes everyone and introduces the topic.
2. Guest Sharing: Guests share perspectives and respond to each other.
3. Interactive Discussion: Guests ask follow-up questions and show engagement.

4. Audience Q&A: The audience may ask one or two polite questions.
5. Wrap-up: The Host summarizes the discussion and closes the show.

RUBRIC FOR EVALUATION (Total: 40 points)

Criteria	Excellent (10 pts)	Good (8 pts)	Satisfactory (6 pts)	Needs Improvement (4 pts)
Use of Conversation Strategies	Skillfully uses various strategies naturally and effectively.	Uses several strategies with minor lapses.	Uses few strategies, somewhat inconsistently.	Rarely uses strategies or uses them incorrectly.
Use of Polite Expressions	Consistently uses polite and respectful language.	Often uses polite language with few lapses.	Sometimes uses polite expressions.	Rarely or never uses polite expressions.
Clarity and Organization of Ideas	Ideas are very clear, logical, and easy to follow.	Ideas are mostly clear and organized.	Some ideas are unclear or not well connected.	Ideas are poorly expressed and disorganized.
Participation and Interaction	Actively participates, shows listening, responds to others.	Participates and interacts with group members.	Limited participation or mostly one-sided.	Little to no participation or interaction.

VI. REFLECTION *(Feedback and Continuous Improvement)*	*This section presents the key highlights and challenges encountered by both teachers and learners during the teaching-learning process throughout the unit. It also includes the adjustments made by the teacher to improve instruction.* **REFLECTION QUESTIONS FOR TEACHERS** 1. How many students achieved 80% on the assessment? How many learners need remediation? 2. Which of my teaching strategies worked well? 3. What difficulties did I encounter in the delivery of the lesson? How did I resolve these concerns?

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