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Department of Education
NATIONAL CAPITAL REGION
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UNIFIED SUPPLEMENTARY LEARNING MATERIALS
(USLeM)



ENGLISH 8
QUARTER 4 – MODULE 6

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Grade 8 – English

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SPEECH WRITING



EXPECTATIONS

At the end of the module, you should be able to:

1. recall the different types of text;
2. define speech;
3. identify the principles of speech writing;
4. write a speech; and
5. deliver a self-composed speech using all the needed speech conventions.



PRE-TEST

A. Directions: Read each statement carefully then answer the questions that follow.

1. It is called the foundation of speech because its primary goal is to get the attention of the audience and present the subject or main idea of the speech.
A. Introduction B. Body C. Purpose D. Conclusion
2. It restates the main idea of the speech and provides a summary, emphasizes the message, and calls for action.
A. Introduction B. Body C. Purpose D. Conclusion
3. This component of speech writing and delivery can be classified into three such as to inform, to entertain, or to persuade.
A. Introduction B. Body C. Purpose D. Conclusion
4. Looking into the profile of target audience. This is done so that the writer can tailor-fit his speech content and delivery to the audience.

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- A. Audience analysis C. Data gathering
B. Writing patterns D. Revising/Editing
5. It provides explanations, examples, or any details that can help deliver the purpose and explain the main idea of the speech.
A. Introduction B. Body C. Purpose D. Conclusion
6. The part of a speech where the writers collect ideas, information, sources, and references relevant or related to their specific topic.
A. Audience analysis C. Data gathering
B. Writing patterns D. Revising/Editing
7. Structures that will help organize the ideas related to the topic.
A. Audience analysis C. Data gathering
B. Writing patterns D. Revising/Editing
8. It involves correcting errors in mechanics, such as grammar, punctuation, capitalization, unity, coherence, and others.
A. Audience analysis C. Data gathering
B. Writing patterns D. Revising/Editing
9. It is the focal point of your speech, which can be determined once you have decided on your purpose.
A. Introduction B. Topic C. Purpose D. Conclusion
10. A hierarchical list that shows the relationship of your ideas.
A. Introduction B. Body C. Outline D. Conclusion

B. Directions: Write **TRUE** if the given statement is a fact and **FALSE** if it is not.

- _____ 11. An outline determines whether your supporting ideas match your main idea or not.
- _____ 12. Any speech should include an introduction, body, and conclusion.
- _____ 13. Knowing the audience and the occasion is crucial in writing a speech.
- _____ 14. Rehearsing is a major requirement in delivering a speech.
- _____ 15. Word choice is one consideration in writing a speech.



LOOKING BACK

A. Directions: Read each passage below and identify whether it is narrative, expository, explanatory, factual, or persuasive type of text. Write your answers at the spaces provided before each number.

_____ 1.

"I entered a raffle I desperately wanted to win. When they called the lucky number, I screamed, "YES!!!" and raced to the stage to collect my prize. Unfortunately, I found out I misheard the number. A manager escorted me off stage." -Edwin,23

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2.

CLEAR YOUR DEBTS FAST!

Do you owe more money than you are making? Do you have lots of different debts?

It's quick and easy to apply and you could get the money within just 2 days! Yes, that's right 2 days, so why waste time. So, if you want to clear your debts, make home improvements, go on a holiday or just buy something you've always wanted call us now on 0900 7895 2369.

3.

HOW IT SPREADS

The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs, sneezes, or exhales. These droplets are too heavy to hang in the air, and quickly fall on floors or surfaces.

You can be infected by breathing in the virus if you are within close proximity of someone who has COVID-19, or by touching a contaminated surface and then your eyes, nose or mouth.

4.

Chemo causes something called anagen effluvium, where the hair cells are poisoned and die temporarily. The good news is hair growth should recover around three to six months after treatment has ended.

5.

Sea Snakes

Most snakes live on land, but there are about 70 species of snakes that live in the Indian and Pacific oceans. Sea snakes and their cousins, kraits, are some of the most venomous snakes that exist, but they pose little threat to humans because they're shy, gentle, and their fangs are too short to do much damage.

B. Directions: Read the given statement carefully. Write **T** if it's true, **F** if it's false.

____ 6. The fundamental objective of an expository text is to inform about a certain topic.

____ 7. The following passage is an example of informative text.

New Sydmouth Public Library: What can I borrow or hire?

There is a large collection of books including paperbacks, non-fiction books, 'talking books', books in large print and books in languages apart from English. Up to 6 items can be borrowed for 3 weeks

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- ____ 8. You should always consider the intended audience/reader when writing a document to be read by someone else.
- ____ 9. A portrait is a piece of text like an email, a newspaper article, and an advertisement.
- ____ 10. The purpose of an informative text is to provide facts about somewhere, something or someone.



BRIEF INTRODUCTION

This module was designed and written for students like you to provide meaningful activities to help develop your skills in writing and speaking. To write and deliver a speech in front of an audience require critical thinking for effective communication.

This material will teach you how to improve such skills. What should be considered in composing and delivering your own speech?

The lesson here is organized to follow the standard sequence of the course. This can be used in any different situation.



ACTIVITIES

Directions: Read the text below and choose the correct answer for each item that follows.

As a specialist in public relations, I feel best suited to deliver this speech on the reasons why videos go viral. Most people in the world want to be famous. That is a basic fact that cannot be argued with. This is something that seemed hard to achieve some time ago. However, this is a trend that has changed, over the years, due to web video. People can now become famous within a span of one week. This brings us to the major question in this speech; why do internet videos go viral? YouTube can be used as an illustration. Every minute, about 48 hours are uploaded in YouTube. However, only a tiny percentage of this goes viral. Therefore, it is important to discuss why these videos go viral.

Just the other day, a four-minute video of a guy laughing, while viewing the rainbow, had 5,000,000 views on YouTube. At the same time, there are other videos that may seem to be worthy of such views, yet they do not achieve this. This shows that there is great value in unexpectedness. People on the internet want to see things that they do not expect there. They prefer to view videos that cannot be predicted. That is how such funny and short videos go viral. It is a technique that has been repeatedly used by celebrities. It shows creativity, as well as captures the attention of people on the internet, at a glance.

There are people in the society that act as tastemakers. This means that they have the ability to engage in activities that command a lot of support and following, from people all over the world. These are people that can make everyone want to be associated with something. A recent example is that of Rebecca Black with her song, 'Friday'. This video did

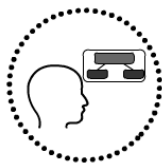
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not have views at first. Later, its views shot up and it became one of the most watched videos on YouTube. However, there is one interesting aspect to these findings. The days when the views were highest were always Fridays. This shows that the song raised awareness of the importance and amusement that comes with Friday. This is an ideal example of how tastemakers manage to have their videos go viral. From these findings, it is clear that videos do not just go viral. There are vital factors that contribute to this every time that it happens.

It is now clear that there are specific reasons and factors that contribute to a video going viral. This does not only shed light on the matter, but also creates great interest in people who would like to be famous. As my research has shown, there is a great need for creativity in these videos for this to happen. This explains the mystery of why some videos go viral, while others do not get that privilege. It also explains the reason why people are inevitably attracted to some videos and not to others.

1. Which could be the appropriate title for the text?
A. How to Create Tiktok Videos? C. How to Make a Video?
B. How Videos Make Money? D. Why Videos Go Viral?
2. The author's purpose in writing the speech is _____ the readers.
A. to inform B. to persuade C. to entertain D. to criticize
3. The third and fourth paragraphs give emphasis on how a video _____.
A. should be created C. entertains viewers
B. becomes viral D. earns followers
4. Which paragraph in the text presents the subject or the main idea of the speech.
A. First B. Second C. Third D. Fourth
5. The last paragraph of the speech or the conclusion restates _____.
A. the reasons why videos go viral C. that going viral threatens safety
B. that creating videos is expensive D. the secrets of becoming famous



REMEMBER

A speech is simply an official verbal presentation that is meant to achieve a certain goal. The aim of making a speech or even writing one, is to convince your audience to buy your idea or pay attention to your subject of discussion.

Principles of Speech Writing

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)

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- **Psychology** (values, beliefs, attitudes, preferences, cultural and racial ideologies, and needs)

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.

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.

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.

Pattern	Description
Biographical	Presents descriptions of your life or of a person, famous or not
Categorical/ Topical	Presents related categories supporting the topic
Causal	Presents cause effect relationships
Chronological	Presents the idea in time order
Comparison/ contrast	Presents comparison/ contrast of two or three points
Problem-solution	Presents an identified problem, its causes, and recommended solutions

An **outline** is a hierarchical list that shows the relationship of your ideas. 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.

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. 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.

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- Tell a personal story to illustrate your point.

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 **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.

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”

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.



CHECKING YOUR UNDERSTANDING

Writing tasks

A. Your school is celebrating the “Save Earth Week”. You have to give a speech in the morning assembly on the topic ‘Save Earth, Save Life’. Use the prompts given below to write the speech.

- natural resources depleting every day
- dumping waste indiscriminately
- pollution—land, water, air, noise, light
- resulting in diseases/ill-health
- flora and fauna perishing
- need to wake up before it's too late

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B. There are many web sites available in social media that give information about famous people. Using Google search engine, find a particular incident in a well-known person's life. Write a speech about it in 120 words ***to be delivered in the class.***

Scoring Rubric:

Speech Rubric				
Criterion	Rating Excellent (10 pts.)	Rating Good (9pts.)	Rating Satisfactory (8 pts.)	Rating Needs Improvement (7 pts.)
Introduction	(1) Gets attention (2) Clearly identifies topic (3) Establishes credibility (4) Previews the main points	Meets any three of the four criteria	Meets any two of the four criteria	Meets only one of the four criteria
Body	Main points are clear, well supported, and sources are documented	Main points are somewhat clear, some support, and some documentation	Main points need clarity and support lack of sources and documentation	Main points are not clear and have no support and no sources or documentation
Conclusion	(1) Reviews main points (2) Brings closure (3) Memorable	Reviews main points, brings closure	Brings closure	Does not bring closure; the audience is left hanging
Eye Contact	Eye contact with audience virtually all the time (except for brief glances at notes)	Eye contact with audience less than 80% of the time	Eye contact with audience less than 75% of the time	Little or no eye contact
Use of Language	Use of language contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting	Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting	Use of language is inappropriate
Body language	Body language, gestures, and facial expressions adds greatly to the message	Body language, gestures, and facial expressions compliment message	Body language, facial expressions and gestures lack variety and spontaneity	Body language, gestures, and facial expressions are lacking or inappropriate
Clarity	Speaks clearly and distinctly all the time with no mispronounced words	Speaks clearly and distinctly nearly all the time with no more than one mispronounced word	Speaks clearly and distinctly most of the time with no more than two mispronounced words	Often mumbles or can not be understood with more than three mispronounced words
Topic is specific, follows assignment Adapted to audience	Topic is specific, appropriate and adapted	Topic is clear appropriate and somewhat adapted	Topic lacks clarity and focus needs adapting to audience	No specific purpose—inappropriate for audience or occasion
Time	Within allotted time	Within 10% of allotted time	Within 20% of allotted time	Not within 20% of allotted time

(Adapted from Dan Rooney)



POST-TEST

A. Directions: Match the description to the given speech conventions inside the box.

A. Body	B. Conclusion	C. Introduction
D. Purpose	E. Topic	

1. This component of speech writing and delivery can be classified into three such as to inform, to entertain, or to persuade. It presents what is the author trying to accomplish.
2. This is the part where the writer figures out how do situations affect the moods and feelings towards the story.

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3. It provides explanations, examples, or any details that can help deliver the purpose and explain the main idea of the speech. It relates both to the story as a whole and to its beginning.
4. It restates the main idea of the speech and provides a summary, emphasizes the message, and calls for action.
5. It is called the foundation of speech because its primary goal is to get the attention of the audience and present the subject or main idea of the speech.
- B. Directions:** Write **TRUE** if the given statement is a fact and **FALSE** if it is not.
6. Audience analysis is done, so that the writer can tailor-fit his speech content and delivery to the audience.
7. Speech is an informal address or discourse delivered to an audience.
8. An informative speech provides the audience with well-argued ideas that can influence their own beliefs and decisions.
9. Outline is a structure that will help organize the ideas related to the topic.
10. To get the attention of the audience and present the main idea of the speech is the primary goal of an Introduction.

C. Writing task

Prepare a speech in about 100 words, encouraging your friends, classmates, relatives to follow certain rules on how to prevent the spread of Corona Virus (Covid-19) in your community.



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ANSWER KEY

<div>PRE-TEST</div> <div>1. A 9. B 2. D 10. C 3. C 11. T 4. A 12. T 5. B 13. T 6. C 14. T 7. B 15. T 8. D</div>	<div>LOOKING BACK</div> <div>1. Narrative 2. Persuasive 3. Explanatory 4. Expository 5. Factual 6. T 9. F 7. T 10. T 8. T</div>	<div>CHECKING YOUR UNDERSTANDING</div> <div>Answers may vary.</div>	<div>POST-TEST</div> <div>1. D 9. F 2. E 10. T 3. A 4. B 11-20. Use a 5. C Speech Writing 6. T rubric for scoring. 7. F 8. F</div>
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