



Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS – MANILA
Manila Education Center Arroceros Forest Park
Antonio J. Villegas St. Ermita, Manila



ENGLISH 7

Setting Aside Differences

Quarter 3 Module 2

Most Essential Learning Competency:

Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts

EXPECTATIONS

In this module, you will use the appropriate oral language, stance, and behavior.

Specifically, this module will help you to:

- recognize the importance of verbal and non-verbal behavior in communicating with others
- give information, instructions, and explanations using correct oral language, stance, and behavior
- use transition markers that signal time and order when narrating events in factual or personal recounts

PRETEST

Match the description or definition in column A with the word being defined in column B. Write your answers on a separate sheet of paper.

Column A

1. These are actions or movements that a person uses when he or she speaks. This includes gestures, stance, and facial expression.
2. Hand or shoulder movement that emphasizes an idea
3. The way a person stands as he / she speaks
4. Movement of eyes, mouth, and facial muscles which conveys the speaker's feeling
5. The use of intonation and pauses that convey meaning and attitude

Column B

- A. Voice
- B. Volume
- C. Body language
- D. Gesture
- E. Facial expression
- F. stance

LOOKING BACK TO YOUR LESSON

In your previous lesson, you learned to use multimedia resources in giving information, instructions, making explanation, and in narrating personal or factual recounts.

Let us recall some examples of multimedia resources. Name at least two multimedia resources that you know and tell how these resources helped you in your studies.

1. _____
2. _____

BRIEF INTRODUCTION

Oral Language

Have you experienced speaking in front of many people? How did it feel?



Do you know that you can communicate with other people not only **verbally**, but **non-verbally** as well? When you nod your head to mean *yes* and shake it to mean *no*, when you raise one hand to mean *stop* or *wait*, these are all examples of non-verbal communication.

The meaning of what you are saying can be enhanced or opposed by your body language. **Body language** refers to the gestures, movements, and mannerisms you do when speaking. To be an effective speaker, you must use these appropriate body languages:

<http://clipartlibrary.com/search2/?q=student%20speaking%20in%20front%20of%20the%20class#gsc.tab=1&gsc.q=student%20speaking%20in%20front%20of%20the%20class#gsc.page=1>

1. **Gesture** – this refers to the movement of your hands and shoulders. You can point your finger up to refer to God, you can point it on your chest to refer to yourself, or you can point it to somebody in the audience to identify someone. You can show a close fist to mean anger. You can shrug your shoulders off to mean you do not know or you do not care. You can show an open palm to mean something good. Whatever movements your hands and shoulders make, be sure that they emphasize your point.
2. **Stance** – this has to do with the way you stand and carry yourself. People can detect whether you are confident of what you are saying or not by simply looking at your stance. So, stand straight with your feet slightly apart for balance.
3. **Facial expression** – this refers to the movements of your eyes, lips, and facial muscles. Your audience can read your feelings through your facial expression. Maintaining eye contact with your audience is also an important element of your facial expression. Remember, you can draw the attention of your listeners if you look them in the eye.

Non-verbal behavior is another element that you need to know in oral language. Aside from your body language, the way you use your voice can also affect the messages that you are trying to deliver. In speech, **voice** refers to your use of intonation and pauses that convey meaning and attitude.

Sources: <https://socialmettle.com/body-language-gestures>
<https://www.amanet.org/articles/nonverbal-communication-skills-that-affect-presentations>

Activity 1: Selling Yourself

Let us say you have been selected as one of the candidates for the Supreme Student Government (SSG) of your school. Your task is to prepare and deliver a campaign speech so other students can get to know you. An outline on how to prepare your speech and a sample are given.

To ensure that you use appropriate oral language, stance, and behavior, follow these guides when you deliver your speech:



- Stand straight with your feet slightly apart
- Maintain eye contact with your audience.
- Speak loud enough, but not too fast and not too slow.
- Use appropriate hand gestures to clarify your messages

(<http://clipart-library.com/search2/?q=studentelection#gsc.tab=1&gsc.q>)

Note:

If you are doing this activity at home, make a video clip of your speech and send to your Facebook or group chat to be graded by your teacher.

How to prepare your speech

1. Introduce yourself. Say your name, grade level, section, the name (make-believe) of the political party or group where you belong, and the position you are running for.
2. State the plans, projects, and activities that your political party or group intends to carry out when you get elected.
3. Convince your audience to vote for you. Tell them your qualifications and the reason why they should vote for you.

Sample:

Hello, everyone. I am John Vincent De Vera of Grade 7, section Cattleya. I belong to the SIPAG party. SIPAG is an acronym for Students in Progress and Governance. I am running for the position of Auditor.

We in SIPAG party believe that students can learn better if they have a clean environment. Therefore, our group plans to launch a cleanliness and beautification drive in every classroom. We also plan to help other students in their studies through our project Share-a-book.

Modesty aside, I am very good in Mathematics. So, if I get elected, I promise you that I will fulfill the duties and responsibilities of an honest auditor. I hope you will vote for me. See you all this coming election. Thank you.

Activity 2: Oral Report

Research on one of the suggested topics below and be ready to report it in class. (If you are doing this activity at home, record your report and send the video clip to your teacher).

Your report should consist of at least two paragraphs. Follow the guides given in the previous page to ensure that you use appropriate oral language, stance, and behavior when giving information, instructions, or making an explanation.

1. Different Languages in the Philippines
2. Medical Benefits of Guava Leaves
3. How to Create a Facebook Account
4. The Most Exciting Computer Game
5. Maintaining a Healthy Body

Activity 3: Using Transition Markers

Aside from the use of the past tense of the verb, another language structure that you need to learn in recounting events is the use of **transition markers**. These

are words and phrases that are used to connect sentences and paragraphs. Some transition markers signal time, order, and sequence. These are:

- First, firstly, first of all,
- Second, secondly,
- Third, thirdly,
- Meanwhile, in the meantime,
- Lastly, finally,
- Next, before, after that

Activity 4. Fill in each blank with the correct word transition marker. Choose from the list in the box. Write the letters of the correct answers in your paper.

a. finally,	b. after that,	c. so,	d. first,	e. before,	f. then
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We were about to take an Achievement Test that Tuesday in March, but suddenly, we were informed that classes have been suspended for the rest of the week by the City Mayor due to health emergency caused by a disease known as covid-19. Obviously, those of us who came to school that morning did not listen to the Monday news.

(1) _____ going home, my classmates and I decided to hang out for the last time. (2) _____ we made plans. (3) _____, we would drop by the house of our friend who lives near the school and leave some of our things there. (4) _____, we would all go to the adjacent basketball court for a game or two. Unfortunately, our plans did not succeed because a barangay official apprehended us and told us to go home. That was the last time we saw our school because (5) _____, the situation got worse and the whole nation was placed under community quarantine.

REMEMBER

- Using appropriate body language such as facial expressions, gestures, stance, and non-verbal behavior help deliver the message a speaker wants to convey to his or her listeners.
- Transition markers provide links to sentences and paragraphs and make the flow of ideas run smoothly. In making personal or factual recounts, it is necessary to use transition markers that indicate the sequence of actions or the order of time in which they happened.

CHECK YOUR UNDERSTANDING

Observing Proper Behavior

Which of the following should you **not** do when giving an oral report or delivering a speech?

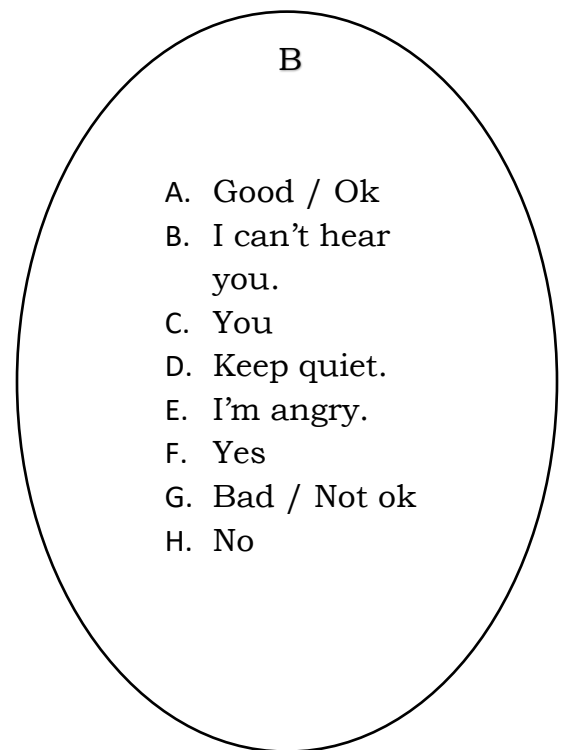
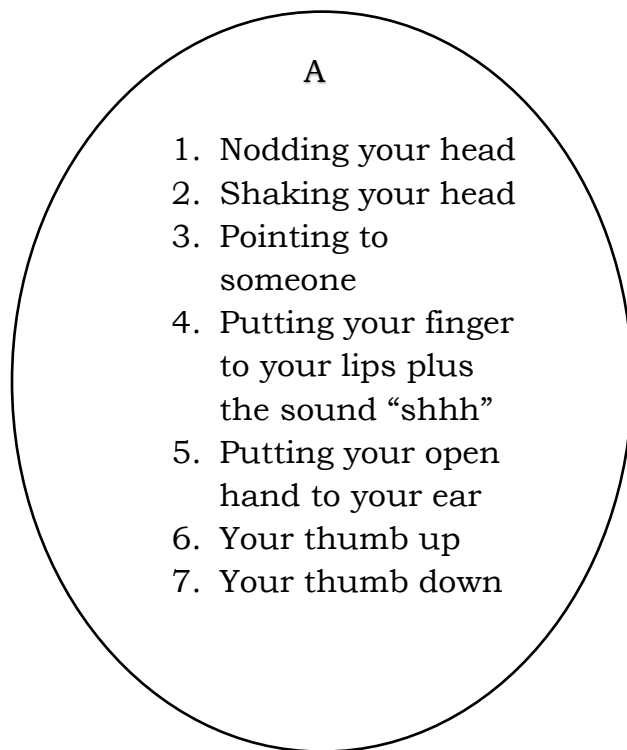
Mark the boxes with an **X** for gestures or behaviors that a good speaker should avoid.

- ☐ 1. Staring at the ground and avoiding looking at your audience.
- ☐ 2. Giving a smile when the topic is light.
- ☐ 3. Standing straight with feet apart for balance.
- ☐ 4. Playing with your ID or handkerchief to hide your nervousness.

- ☐ 5. Speaking with a soft voice in front of a big audience.
- ☐ 6. Keeping your hands behind you all throughout the speech.
- ☐ 7. Swaying while you are speaking.
- ☐ 8. Using correct pauses and intonation.
- ☐ 9. Speaking so fast to finish your speech at once.
- ☐ 10. Looking at the people you are talking to.

POST TEST

Match the non-verbal behavior and gesture in circle A with its intended meaning in circle B.



REFLECTIVE LEARNING SHEET

NAME: _____ DATE: _____

SECTION: _____ TEACHER: _____

Let your teacher know your overall experience in finishing this lesson using the given emojis. You may use an emoji more than once. Share your answer by completing the chart below.



Like



Confused



Care



Call-a-friend

Question	Emoji	Lesson Activity	Reflections
Which lesson activity do you find easy to answer?			
Which lesson activity do you find difficult to answer?			
Which lesson activity did someone assist you in answering? Who assisted you?			
Which lesson activity do you want extra assistance from your teacher?			
In what way can this lesson be applicable to you in real life situation?			

Photo credit: <https://www.pngflow.com/en/free-transparent-png-mokqn/download>

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ANSWER KEY

- Post test
1. F
 2. H
 3. C
 4. D
 5. B
 6. A
 7. G

- Check Your Understanding
1. X
 2. -
 3. -
 4. X
 5. X
 6. X
 7. X
 8. -
 9. X
 10. -

- Pre-test
1. C
 2. D
 3. F
 4. E
 5. A
- Activity 3
1. E
 2. C
 3. D
 4. F
 5. B