Oral Communication
Quarter 1 – Module 4: Examining Oral Communication Activities Based on Functions of Communication and Usage of Verbal and Nonverbal Cues
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Oral Communication
Quarter 1 – Module 4:
Examining Oral Communication
Activities Based on Functions of
Communication and Usage of
Verbal and Nonverbal Cues
Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher’s assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.
What I Need to Know

This module was designed and written with you in mind. It is here to help you master the different functions of oral communication and examine different oral communication activities. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. However, you may read them in the same order of the book you currently use.

The module is divided into two lessons, namely:

- Lesson 1 – Functions of Communication
- Lesson 2 – Verbal and Nonverbal Communication

After going through this module, you are expected to:

1. determine the verbal and nonverbal cues that a speaker uses in order to achieve a purpose;
2. identify the purpose in a sample speaking engagement;
3. utilize knowledge on the functions of communication in analyzing various communication situations;
4. examine sample oral communication activities;
5. evaluate the effectiveness of an oral communication activity; and
6. recognize the importance of different communicative functions in our daily life.
What I Know

Directions: Read each item carefully then choose the letter that corresponds to your answer. Write your answers on a separate sheet of paper.

1. Which of the following shows information dissemination?
   a. announcing through the radio          c. buying groceries
   b. applauding the performers onstage    d. rallying for a cause

2. Which communicative function serves to inspire and influence?
   a. emotional expression                  c. regulation and control
   b. motivation                             d. social interaction

3. What communicative function is used in most people’s daily activities?
   a. control and regulation                c. motivation
   b. information dissemination             d. social interaction

4. What communicative function is involved when your teacher gives the coverage of the final exam?
   a. control and regulation                c. information dissemination
   b. emotional expression                  d. motivation

5. Which of the following situations shows control and regulation as a communicative function?
   a. a news anchor delivering the headlines
   b. a policeman directing the traffic
   c. a young girl selling fresh flowers at the market
   d. boys sharing adventure stories

For numbers 6-15, write T if the statement is TRUE and write F if it is FALSE.

6. Accommodating visitors during town fiestas uses the social interaction function of communication.
7. Teachers motivate students by shouting at them when they are wrong.
8. A man speaking in front of the crowd with his head down looks very confident.
9. Misunderstanding may occur when there is misinterpretation of gestures.
10. Body posture is not important when a speaker wants to show confidence.
11. Facial expression can help to express a message better.
12. Emotional expression, as a function of communication, is used to influence or persuade another person to act.
13. A person’s emotional state does not affect his or her perception of a situation.
14. Students’ questions are not important to facilitate a good class discussion.
15. You can express yourself better if you choose your words well.
Lesson 1

Functions of Communication

What’s In

You might not have noticed, but every time you communicate with people around you, your manner of speaking, your tone of voice, and even your choice of words largely depend on the context and the person or people you are talking to. You adjust and adapt to suit the needs of the moment. It is important to note that those are forms of communication strategy to avoid misunderstanding and communication breakdown.

This time around, you will explore the reasons why people communicate in specific ways. In the succeeding activities, you will get a chance to explore different situations to learn the various **functions of communication** and their relevance to your daily interactions with people. By observing how people communicate, you will find out what type of approach works best in a communicative scenario. In the process, it is with high hopes that this self-paced learning module would help you become a more effective communicator wherever you may go and in whatever situation you may be.
Look closely at the five pictures below. Imagine what goes on in their conversation, then, write a one or two-sentence description inside the box below each picture, describing how the people talk and the purpose of their conversation.

a. 

b. 

c. 

d. 

e. 

In the previous activity, you were asked to describe what is happening in each of the pictures and how they communicate. Below are five boxes containing the definitions of communicative functions. Read each carefully and choose the picture from the previous page that best illustrates the function. Write the letter that corresponds to your answer inside the circle.

**CONTROL AND REGULATION**
Communication functions to regulate and control the behavior of a person or group of people.

**SOCIAL INTERACTION**
Communication functions as a means to casually interact with other people.

**MOTIVATION**
Communication functions to inspire or motivate a person or people to be or do better.

**INFORMATION DISSEMINATION**
Communication functions as a way to share information or data in order to educate.

**EMOTIONAL EXPRESSION**
Communication functions as a way to connect to a person or people for the purpose of affecting them emotionally.
Are you done matching the function of communication with its corresponding picture? Let us check if you correctly identified it in each picture.

**Functions of Communication**

**Picture A** shows a mother explaining something to her child who needs to be reprimanded because of something she did. As suggested by her behavior, the child listens attentively to what her mother is telling her. The mother’s facial expressions also suggest that she is serious about what she is telling her child. The picture shows **control and regulation** as a communicative function.

**Picture B** shows a group of friends who are casually talking with each other. It suggests a very relaxed atmosphere as they hang out and probably share their funny stories. As you might have guessed, **social interaction** is the function of communication shown in this picture.

**Picture C** takes you inside a classroom where the teacher explains the lesson to her eager young learners who are all absorbed in the discussion. In this context, **information dissemination** is shown because the teacher’s primary goal is to share important information regarding the topic.

**Picture D** shows an image of a mother who is trying to console her child who might be sharing her problems. Evidently, communication functions here as an **emotional expression** since both speakers use nonverbal cues - such as tone of voice, body movement, and facial expression - to connect and properly express one’s feelings and emotions.

**Picture E** gives you a closer look at a sports fest in a school. The speaker in the picture, who is possibly the school principal, talks in front of the students to do their best in the games. Properly selected words and phrases are essential for **motivation** because this function of communication is all about persuasion and inspiration for the listeners to move and act.
In your next activity, you will need a picture for every function of communication. Pictures may be cut out from newspapers and magazines. Make a collage of the pictures. When you are done with your **Functions of Communication Collage**, study the pictures you have taken so you can fill out the chart below.

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>Write what you think the speaker/s is/are saying in the picture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>control and regulation</td>
<td></td>
</tr>
<tr>
<td>social interaction</td>
<td></td>
</tr>
<tr>
<td>motivation</td>
<td></td>
</tr>
<tr>
<td>information dissemination</td>
<td></td>
</tr>
<tr>
<td>emotional expression</td>
<td></td>
</tr>
</tbody>
</table>
What I Have Learned

How would each of the following persons address or talk to the other involved person in the given situation? Use your knowledge of functions of communication to write in the speech balloon what he or she should appropriately say.

Dr. Carlos is about to tell his patient that she needs to undergo a painful operation.

Ms. Tuazon finds out that one of her students was not able to submit his project on time. She then asks him to stay inside the classroom after dismissal so he can finish his work.
Ramon’s sister is upset because of the low score she got in her test. He decides to talk to her so she would do better next time.

Mr. Flores announces on national TV that a storm is about to enter the coastal regions of Eastern Luzon.

Tina wants to invite her Muslim friend to her birthday celebration.
**What I Can Do**

Visualize your daily routine. What functions of communication do you often use? Write your answer on a sheet of paper, then, explain why those functions are most useful in your daily activities. Give specific situations to better illustrate your answer.

**Assessment**

**Directions:** Identify the function of communication illustrated in each situation. Write your answer on a separate sheet of paper.

__________ 1. Samantha shares her travel stories to her classmate during break time.
__________ 2. Mr. Lorenzo describes the main features and characteristics of each planet in our Solar System.
__________ 3. The president delivers a moving speech to help him pave the path for a better and progressive Philippines.
__________ 4. The guidance counsellor reprimands the two students who skipped classes after lunch break.
__________ 5. Ana tries to calm her best friend who just broke up with her boyfriend.
__________ 6. Boyet shares his struggles in school to his father.
__________ 7. Mrs. Santos tries to accommodate her son’s friends in their home.
__________ 8. The security officer reminds the public of the things they should do in case of an emergency evacuation.
__________ 9. Mang Tomas visits his friend who has just arrived from Vietnam.
__________ 10. Eman, the class president, gives his classmates the coverage of their Physics exam next week.
__________ 11. The school principal reads out the school policies to all new students.
__________ 12. The Inter-Agency Task Force, delegated to control the spread of the virus, conducts a press briefing regarding the guidelines to be enforced during quarantine.
13. The old woman shares to the TV reporter what happened to their house because of the typhoon.


15. Fred meets his friends and talks about their plans to go to Baguio.

**Additional Activity**

Before we end our lesson on functions of communication, let us bring out your artistic and creative side. On a clean sheet of paper, draw a comic strip based on the scenes of a chosen movie or TV show. Your challenge is to come up with a comic strip that shows combinations of communicative functions.

**Rubric for Grading**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score 4: 95-100%</th>
<th>Score 3: 90-94%</th>
<th>Score 2: 85-89%</th>
<th>Score 1: 80-84%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Comic strip shows a variety of communicative functions.</td>
<td>Comic strip shows some communicative functions.</td>
<td>Comic strip shows limited types of communicative function.</td>
<td>Comic strip shows only one communicative function.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Output is done exceptionally.</td>
<td>Output is done nicely and creatively.</td>
<td>Output is creative but needs some refinement.</td>
<td>Output is dull and lacks color/vividness.</td>
</tr>
</tbody>
</table>

**What I Know**

**Directions:** Read each item carefully then choose the letter that corresponds to your answer. Write your answers on a separate sheet of paper.

1. What type of communication is a speech?
   a. Conversational  c. Informal
   b. Formal          d. Linear
2. Which of the following figures of speech is commonly used in expressing vividness?
   a. Hyperbole and Personification
   b. Personification and Metaphor
   c. Simile and Hyperbole
   d. Simile and Metaphor

3. Which of the following is NOT a type of formal communication?
   a. Family Language Culture
   b. Interview
   c. One-on-One
   d. Presentation

4. Danny and Erika are planning for the group study. What type of communication is used?
   a. Formal
   b. Informal
   c. Personal
   d. Modular

5. The class addresses their teacher with respect in the classroom. They refrain from using rude and impolite words. Which aspect of communication is exhibited?
   a. Appropriateness
   b. Brevity
   c. Clarity
   d. Vividness

6. Mr. Castro used clear and direct words in his speech. Which aspect of communication did he exemplify?
   a. Brevity
   b. Clarity
   c. Ethics
   d. Vividness

7. The following are purposes of ethics in verbal communication, EXCEPT for one, which is it?
   a. To determine the audience background
   b. To refrain from bias judgment
   c. To set speaker’s credential
   d. To use the appropriate language

8. Which of the following reflects the use of vividness in a speech?
   a. Speaker applies dynamism and gestures to convey message
   b. Speaker uses personal experiences to connect with the audience
   c. Speaker uses simple words
   d. Speaker varies the tone of his voice

9. Which of the following DOES NOT show importance of a nonverbal communication?
   a. Gives you confidence
   b. Maintains secrecy
   c. Makes you a dynamic speaker
   d. Makes your audience enthusiastic

10. Which of the following show an unrestricted interaction?
    a. Inter-relational activities
    b. Interviews
    c. Meetings
    d. Speeches
For numbers 6-15, write T if the statement is TRUE and write F if it is FALSE.

11. One should maximize the use of nonverbal cues when talking.
12. One should incorporate specific behavior when conveying a message if needed.
13. Family language orientation bears impact to social interaction and manner of communication.
14. One could achieve vibrancy by utilizing figures of speech in a formal dialogue.
15. Fillers like “You know”, “uhm”, add color to your message delivery.
Communication, both verbal and nonverbal, plays an integral part to human's daily life. It bridges the gap between individuals and allows the flow of information run quickly and accurately.

In this lesson, you are expected to critically analyze the various oral communication activities and be able to identify the usual verbal and nonverbal communication you observed around you.

**What’s In**

Arrange the following scrambled letters to form the correct word that is being described in each item about the Functions of Communication. Write your answer on the space provided.

1. OIAMTNOTVI
   Communication that encourages people to live better.

2. FRTIIOOAMNN IEIAIONTNMSSD
   Communication functions to convey information.

3. CNLROOT
   Communication functions to control behavior.

4. EMTNLOIOA ERSSXPEOIN
   Communication facilitates people’s expression of their feelings and emotions.

5. SCLIAO TRCTNIOAENI
   Communication allows individuals to interact with others.

**Notes to the Teacher**

Introduce the lesson properly to your students. Make sure that proper orientation is given. Keep track of their progress in the lesson through constant monitoring and supervision. Be always available when your learner needs assistance on how to do the various tasks within this module. Lastly, give them motivation and encourage that they can do each task independently.
What’s New

Study the pictures below and think about the message they conveyed. Write your answer on a separate sheet of paper.

1. ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

Process the questions in your mind.
1. Is your answer to the following pictures, *speakers debating over climate change and disappointed parents due to their son’s failed remarks*?
2. How were you able to determine those?
3. What kind of communication process was used?

What is It

Verbal and Nonverbal Communication

*Verbal Communication* refers to the use of words to convey a message. This type of communication can be regarded efficient and successful if the receiver can easily process the message delivered by the sender.
Here are some of the aspects that you need to consider in this type of communication.

1. **Appropriateness**
   It pertains to the use of suitable language form applicable to the nature of the event or context of situation (i.e. whether formal or informal).

   **Formal communication** is the type of communication used in formal, ceremonial or dignified gatherings. Here, the exchange of information is controlled, well-thought out, and prepared. It also conforms to certain rules and conventions as defined by the goals and values of particular groups or organizations.

   **Types of Formal Communication**
   - Meetings
   - Interviews
   - Conferences
   - Formal One-on-Ones
   - Speeches
   - Presentations

   **Informal communication** is characterized by free, casual and spontaneous exchange between two or more persons. The exchange is a kind of interaction that is unrestrained by rules and conventions. It is also the type of communication that occurs in everyday life.

   **Types of Informal Communication**
   - Casual Conversations
   - Gossips
   - Tales
   - Inter-relational Activities
   - Family Social Communication Culture
   - Inter-relational activities outside of the formal

   | Key Difference Between Formal and Informal Communication |
|-----------------------------------------------|-----------------|----------------|
| **Criteria**          | **Formal**       | **Informal**   |
| Reliability           | More reliable   | Less reliable  |
| Speed                 | Slower          | Very quick/Instantaneous |
| Time-Consuming        | Requires a number of different process | Requires very little process |
| Information Flow      | Through pre-defined channels | Moves freely |
| Secrecy               | Maintained      | Hard to maintain |
2. **Brevity**  
Speakers frequently opt to use simple and precise words in delivering their message. This is brevity. It can be achieved by using more direct and clear words and avoiding beating around the bush. It is saying more with less words.

3. **Clarity**  
Clarity refers to using simple yet exact words that directly express your thoughts and emotion. It warrants that the purpose of the message will be successfully delivered to the audience. Through this, communication breakdown like misinterpretation may be avoided by the receivers.

4. **Ethics**  
Ethics pertains to moral standards that need to be considered when delivering a message. The audiences’ background such as their age, gender, race, social status and personal convictions shall be given due importance for speaking purposes.  
As a speaker, one of the prerequisites that you need to do is to know your audience first. By doing so, discriminatory acts leading to bias judgment that may unintentionally be committed by the speaker will be avoided.

5. **Vividness**  
Vividness refers to words that make the conversation or exchange of information lively and vibrant. The purpose of this aspect of communication is to simplify thoughts for the audience to easily grasp the message through the use of distinctive language. This language should appeal to the senses so the speaker can elicit an active and vigorous response.  
Also, to achieve vividness, speakers use situations that are within the audiences’ level of experiences to establish connection.

**Nonverbal communication** refers to a collaboration of movements that does not require any spoken words in order to convey a message. This incorporates actions such as hand gestures, body language, facial expressions, stance, appearance and others in order to convey a message. Some of the commonly used nonverbal means of communication are:

1. Bodily Kinesthetic  
   1.1. Head Movement  
   1.2. Eye Movement  
   1.3. Facial Expressions  
   1.4. Sitting  
   1.5. Standing  
   1.6. Walking  
   1.7. Hand Gestures  
2. Attitude and/or Behavior to specific situations  
3. Manner of Dressing  
4. Tone of Voice
Importance of nonverbal communication:
✓ Makes the message more meaningful.
✓ Expresses message without the use of words.
✓ Makes audience more enthusiastic.
✓ Defines the kind of speaker one is.
✓ Makes one a dynamic speaker.
✓ Gives confidence to the speaker.
✓ Adds color to a speech.
✓ Connects the speaker to the audience.
✓ Gives the speaker a variety of ways to deliver his/her message.

What’s More

Activity 1.1 Watch and Learn
Watch a morning or prime time news and fill out the box below with the different verbal and nonverbal cues used by the news anchor/s and news reporters in delivering news. Write at least 5 observations or samples of oral communication activities and identify the aspect of verbal communication used. Tell whether Relevance, Brevity, Clarity, Ethics and Vividness. An example is provided for you below.

Example:
Newscast: 24 Oras
News Anchors: Jessica Soho, Vicky Morales and Atom Araulio
Airing Date: May 21, 2020

<table>
<thead>
<tr>
<th>ORAL COMMUNICATION ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects of Verbal Communication</td>
</tr>
</tbody>
</table>
Activity 1.2 Let’s Have More!
To make your viewing activity complete, observe also the nonverbal cues that the anchors and reporters used in the entire news broadcasting. Use the sample below as your guide.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Observed Nonverbal Activities</th>
<th>Importance of Using It</th>
</tr>
</thead>
</table>
| 1. Live Report| 1. Nodding  
Anchor nods on the information delivered by the field reporter after giving a follow up question during the live report indicating affirmation. | 1. Build connection to the reporter and viewers.                         |
Activity 2 Lend Me Your Ears!
This time, you will tune in to a radio broadcast of your choice. Identify the different verbal activities present in the radio show/program and the type of communication used by the radio anchor. Use the sample below as your guide.

Radio Show/Program: __________________________
Airing Time: __________________
Radio Anchor/s: __________________________
Topic: __________________________

<table>
<thead>
<tr>
<th>ORAL COMMUNICATION ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects of Verbal Communication</td>
</tr>
<tr>
<td>1. Relevance</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>

What I Have Learned
Fill in the missing words to complete each sentence. Choose your answer from the word bank.

WORD BANK

<table>
<thead>
<tr>
<th>behavior</th>
<th>environment</th>
<th>plain</th>
<th>subjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>creative</td>
<td>mastery</td>
<td>purpose</td>
<td></td>
</tr>
<tr>
<td>credible</td>
<td>messages</td>
<td>responses</td>
<td></td>
</tr>
</tbody>
</table>

1. Words are important in relaying _______ or information.
2. Use _______ terms in verbal communication to express ideas.
3. The use of words shall also depend on the kind of _______, whether formal or informal.
4. Speakers shall use simple words to be more _______.
5. It is important to state your ___ clearly to avoid misinterpretations.
6. Words to be used shall not be gender-biased nor ___ to one’s race and ethnicity.
7. Practice using ___ words to make the exchange of communication more alive and interesting.
8. Nonverbal communication may include ___ to convey and represent meaning.
9. All ___ not delivered in form of words are regarded as nonverbal communication.
10. ___ of nonverbal communication is important to make you an effective speaker.

What I Can Do

With your family members do the following:

✓ Host a family talk show;
   Here are the suggested topics:
   • The New Normal Ways of Living
   • Empowering the Youth’s on the Awareness of the Pandemic
   • Importance of Mental Health among Youth

✓ You serve as a moderator of the talk show;
   • Before the talk show you, prepare set of questions to be answered by your family members

✓ Run the talk show for 5 minutes.
✓ Closely observed the different verbal and nonverbal cues used during the talk show.
✓ Evaluate the performance of the family members using the rubric below and write a short essay (250 words) as reflection using the data.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>VGE (5)</th>
<th>GE (4)</th>
<th>SE (3)</th>
<th>LE (2)</th>
<th>N (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The choice of words is appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Creative words are used that made the show alive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Nonverbal cues are suitable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ethical standards were observed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Feelings, attitudes and perceptions are successfully communicated.
6. Ideas are communicated meaningfully.
7. Simple words which are easy to understand are used by the speakers.

| Total | /35 |

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** – 28-35; **GE** – 19-27; **SE** – 12-18; **LE** – 6-11; **N** – 5

**Assessment**

Write T if the statement is **TRUE** and F if it is **FALSE**.

_____1. Audience profile shall be considered under ethics.
_____2. The proper use of nonverbal communication can make you an effective speaker.
_____3. Your manner of communication defines what kind of speaker you are.
_____4. The effective use of nonverbal communication makes you a credible speaker.
_____5. In word use, you must consider the nature and situation for appropriacy.
_____6. Clarity is achieved by using simple and plain words that are easily understood by the audience.
_____7. The use of blank words like “ah”, “uhm” may lead to communication breakdown.
_____8. Verbal communication is more important than nonverbal communication.
_____9. Individual differences shall be considered in delivering a message.
_____10. Make your message simple and comprehensible when conversing.
_____11. All formal communications conform with specific rule, belief and objectives of the speaker or certain group.
12. Audience background needs to be considered before engaging to any type of communication.

13. The use of figure of speech enhances one’s speech for clarity.

14. The most effective way of connecting to your audience is through the use of verbal communication only.

15. Inter-relational activities are also observed under formal communication at some point.
List down different oral communication activities that you know and on the opposite column, write down the suggested/applicable verbal and nonverbal cues to be used. Use a separate sheet of paper for your answers.

<table>
<thead>
<tr>
<th>Oral Communication Activities</th>
<th>Verbal Cue/s</th>
<th>Nonverbal Cue/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counseling</td>
<td>-Use simple and carefully chosen words</td>
<td>-Eye to eye contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Answer Key

Lesson 1

What I Know

1. A
2. B
3. D
4. C
5. B
6. T
7. F
8. F
9. T
10. F
11. T
12. F
13. F
14. F
15. T

Assessment

a. Social Interaction
b. Information Dissemination
c. Emotional Expression
d. Control and Regulation

Lesson 1
Lesson 2

Assessment

1. T
2. T
3. T
4. F
5. T
6. T
7. T
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What I Know

1. B
2. D
3. A
4. B
5. A
6. D
7. C
8. B
9. A
10. A
11. F
12. T
13. T
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What's In

• Motivation
• Information
• Dissemination
• Control
• Expression

What I Have Learned

16. Messages
17. Plain
18. Environment
19. Credible
20. Purpose
21. Subjective
22. Creative
23. Behavior
24. Responses
25. Mastery

What I Know

1. B
2. D
3. A
4. B
5. A
6. D
7. C
8. B
9. A
10. A
11. F
12. T
13. T
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15. F
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References


