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| **DLP No.: 7** | **Learning Area:** English | **Grade Level:** 7 | **Quarter: F**irst | **Duration:** 60 minutes |
| **Learning Competency** | 1.Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume, projection and rate/speed of speech in differing oral communication situations; 2.Observe the correct pitch levels(high, medium, low) when reading the lines of poetry ,sample sentences and paragraphs | | | Code:  **EN7F-I-b1.14/EN7OL-1-b-1.14.2** |
| **Key Concepts/ Understandings to be Developed:** | Prosody is the study of the tune and rhythm of speech and how these features contribute meaning. Suprasegmental also called prosodic feature in phonetics, a speech feature such as stress, tone, or word juncture that accompanies or is added over consonants and vowels. | | | |
| 1. **Objectives** |  | | | |
| **Knowledge** | 1. Identify each prosodic feature of speech | | | |
| **Skills** | 1. Apply or demonstrate each prosodic feature of speech when speaking | | | |
| **Attitudes** | 1. Value or listen properly to someone when speaking especially to elders | | | |
| 1. **Content/Topic** | Prosodic Features of Speech/Suprasegmental | | | |
| 1. **Learning Resources/Materials/ Equipment** | 1. English Arts I, 2000 pp.10-11 2. English Expressways II, 2007, pp 26-30, 44-45, 64-65, 184-186, 211, 269 | | | |
| 1. **Procedures** |  | | | |
| **4.1 Introductory Activity (5 mins)** | *EXPRESSING ONE’S EMOTIONS:* Let the students use the right intonation to achieve the purpose or feeling indicated. Provide appropriate stress in the words that are highlighted.   1. You want flowers. ( state fact) 2. You want flowers? ( Ask question) 3. **Eric**, your friend, gave me flowers. ( **emphasize** the giver) 4. Eric, **your friend**, gave me flowers. (emphasize the relationship of the giver to another person.) 5. Eric gave you **flowers**? ( Turn a statement into question.) 6. Eric **gave me flowers**! ( indicate excitement) 7. **Eric** gave me flowers. ( indicate boredom or disappointment) | | | |
| **4.2 Activity ( 10 mins.)** | * Watch and listen a video clip about the “ Bolt Funny Cats”. | | | |
| **4.3 Analysis ( 10 mins)** | * What is the video clip all about? (The teacher will process students’ responses with regards to the intonation, stress, pitch, volumes and other prosodic features of speech.) * How can you identify one’s attitudes and feelings? What are the factors to consider? * When someone is speaking, would you believe that his/her attitudes and feelings affect its meaning? * What are suprasegementals/prosodic features of speech? | | | |
| **4.4 Abstraction (15 mins)** | * We/You can identify attitudes and feelings by listening to the way a person speaks. * Prosodic features of speech:  1. Pitch- refers to the highess or lowness of a sound. 2. Stress/accent- refers to the greater or lesser force given to a certain syllables or words. 3. Intonation- refers to the way the voice goes either up or down at the end of the sentence. 4. Volume-the degree of loudness or the intensity of a sound. 5. Juncture- the manner or transition or mode of relationship between two consecutive sounds in speech. 6. Pause- a brief suspension of the voice to indicate the limits and relations of sentences and their parts. 7. Projection- control of the volume, clarity and distinctness of a voice to gain greater audibility. | | | |
| **4.5 Application (10 mins.)** | Read the following using some of the prosodic features of speech in a given situation.   * A person who is in great fear may utter stressed sounds in a high pitch as when one calls out:   *Fire! Look!*  *Help! Run!*   * A person who is embarrassed may stutter in a low pitch as when one says:   *I’m s-s-s-sorry.*  *P-p-p-please f-f-forgive me.*   * One who is doubtful may use a rising intonation for a statement as in:   *He holds office in this building?* | | | |

**DETAILED LESSON PLAN**

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|  | * One who scorns or wants to emphasize a place, person, or thing stresses a demonstrative adjective before that noun; as in:   *He holds office in this building.*   * One who has self-confidence and poise may use s normal pitch, stress, and intonation pattern as in;   *The battle began.* |
| **5.Assessment (5 mins.)** | *(indicate whether it is thru* ***observation*** *and/or* ***Talking/conferencing*** *to learners and or* ***Analysis of Learners’ Products*** *and/ or* ***Tests*** *)\_\_\_\_\_\_\_ minutes* |
| **5.1 Observation** | Let the students get a partner and take turns in reading and listening to the following sentences from Indarapatra and Sulayman. Have them identify the feeling expressed by his/her partner through his/her intonation, stress and pitch.   1. Dear Brother, I beg you to save the land of Magindanaw from the monsters. 2. I will go and the land shall be avenged. 3. Who are you to disturb my abode? Do you know that I can easily devour you? 4. Alas! My brother is dead. |
| **6.Assignment** | *(indicate whether it is for* ***Reinforcement*** *and/or* ***Enrichment*** *and/or* ***Enhancement*** *of the day’s lesson and/or* ***Preparation for a new lesson****)\_\_\_\_\_\_\_\_minutes* |
| **6.1 Enhancement (3 mins.)** | * Let the students read the story “ Indarapatra and Sulayman “ and have them take note the direct quotation of the main characters. Let the group present next meeting by reading each direct quotation determining the attitude and feelings. |
| 1. **Wrap-up/Concluding Activity**   **\_\_\_\_2\_\_\_ minutes** | Quick wrap-up |

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