

ORAL COMMUNICATION IN CONTEXT

DIRECTIONS: Read each statement carefully. In the answer sheet, blacken the letter with the best answer.

Test A. Which of the following term defines the given statement?

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| A. demography | C. psychology |
| B. situation | D. audience analysis |
1. This refers to the time, venue, occasion, and size of the occasion.
 2. It includes values, beliefs, attitudes, preferences, cultural and racial ideologies, and needs of the audience.
 3. This composes the profile like age, range, male-female ratio, educational background and affiliation, or degree program taken, nationality, economic status, academic or corporate designation.
 4. It entails looks into the profile of your target audience.

Test B. What is the phrase/clause that completes the idea of the following statement?

- A. with amusement.
 - B. with amazing facts and concepts.
 - C. with clear understanding of the concept or idea presented by the speaker.
 - D. with well-argued ideas that can influence their own beliefs and decisions.
5. An informative speech informs the audience_____.
 6. An entertainment speech entertains the audience_____.
 7. A persuasive speech persuades the audience_____.

Test C. Find the writing pattern that defines the following statement.

- A. Categorical/topical
 - B. Chronological
 - C. Comparison/contrast
 - D. Problem-solution
8. A writing pattern that presents and identified problem, its causes, and recommended solutions.
 9. A writing pattern that presents the idea in time order.
 10. A pattern that shows related categories supporting the topic.
 11. It is the representation of comparison and contrast of two or three points in writing.
12. This refers to the writing pattern that shows cause-effects relationship in the development of the paragraph.
 - A. Causal
 - B. Sequence
 - C. biographical
 - D. problem and solution
 13. The writing pattern that aims to develop a paragraph that includes descriptions of your life or of a person, famous or not.
 - A. diary
 - B. journal
 - C. narrative
 - D. biographical
 14. The following are some strategies to highlight your main idea, EXCEPT:
 - A. It shows statistics
 - B. It presents comparisons

- C. The presence of real life or practical examples
 - D. Tell personal story to illustrate your point
15. The following are some strategies in creating your introduction, EXCEPT:
- A. Share ideas from experts or practitioners.
 - B. Start with a familiar strong quote and then explain what it means.
 - C. Use practical examples and explain their connection to your subject.
 - D. Use a real-life experience and connect that experience to your subject.
16. Below are conclusion strategies, EXCEPT:
- A. Begin your conclusion with a restatement of your message.
 - B. Use facts or statistics and highlight their importance to your subject.
 - C. Ask a question or series of question that can make your audience reflect or ponder.
 - D. Use positive examples, encouraging words, or memorable lines from songs or stories familiar to your audience.

Test D. Evaluate the editing and revising patterns defined by the statements below.

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|------------------------|---------------------|
| A. Edit for concision | C. Edit for variety |
| B. Edit for continuity | D. Edit for impact |
17. Make your speech memorable by using these strategies: surprise the audience, use vivid descriptive images, write well-crafted and memorable lines, and use figures of speech.
18. Add spice to your speech by shifting tone and style from formal to conversational and vice-versa, moving around the stage, or adding humor.
19. Keep the flow of your presentation smooth by adding transition words and phrases.
20. Keep your speech short, simple, and clear by eliminating unrelated stories and sentences and using simple words.
21. Make all ideas in your speech clear by arranging them in logical order.
- A. Editing and revision for order
 - B. Editing and revision for clarity
 - C. Editing and revision for narration
 - D. Editing and revision for organization of ideas
22. Ensure that everything you have written, from introduction to conclusion, is related to your central message.
- A. Edit for focus
 - B. Edit for unity
 - C. Edit for cohesion
 - D. Edit for summary
23. The element which entails to the profile of the target audience which specifically refers to the time, venue, occasion and size of the audience.
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|----------------------|---------------|
| A. audience analysis | C. demography |
| B. situation | D. psychology |
24. The stage of writing where you collect ideas, information, sources, and references relevant or related to your topic.
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|-----------------------------|-------------------|
| A. Introduction | C. Topic |
| B. Narrowing down the topic | D. Data Gathering |
25. The part of writing process that gives you an opportunity to identify what works and what does not work for you and your target audience.
- | | |
|----------------------|---------------|
| A. Editing/ revising | C. Conclusion |
|----------------------|---------------|

B. Rehearsing

D. Identifying the pattern

Test E. What type of speeches are defined below?

A. Impromptu speech

C. Extemporaneous Speech

B. Manuscript speech

D. Memorized Speech

26. It is speaking with advanced preparation, planned and rehearsed speech, and reciting a written message word to word from memory.
27. A planned and rehearsed speech by reading aloud a written message.
28. Speaking without advanced preparation, unrehearsed speech and spoken conversationally.
29. Speaking with limited preparation, guided by notes and outlines, delivered conversationally and the most popular type.

Test F. Distinguish the challenges that may occur in the following identified speaking environment.

- A. Speaking in different venues
- B. Speaking with a microphone
- C. Speaking to a specific audience size
- D. Speaking in an open-air venue or outside a building

30. A speaking environment which varies according to the size of the class, conference room, ballroom, social hall, auditorium, covered court, and open court.
31. A speaking avenue that depends on the venue size, which leads into more intimate and personal for a smaller size; and more formal for a larger size.
32. The speaking engagement held in an open courts or grounds, football fields, and farms in which a speaker will feel more relaxed due to the atmosphere of the venue.
33. The only challenge of the speaker is the main function of the tool to increase the volume of the speakers' voice, not to clarify the pronunciation and enunciation of words.
34. The speaking environment where a lectern was used as a reading desk with stand a slanted top and works best for extemporaneous and manuscripts speeches.
- A. Speaking in a formal setting
- B. Speaking with a podium or lectern
- C. Speaking in an open-air grandstand
- D. Speaking with a variety of audience
35. The following are tips of effective speech delivery, EXCEPT:
- A. Dress properly and appropriately.
- B. Use conversational style more often.
- C. Have a poker face or a highly animated face.
- D. Pronounce and enunciate the words correctly.
36. Below are guidelines in speech writing, EXCEPT:
- A. Be sensitive to your audience.
- B. Keep your words short and simple.
- C. Use metaphors and other figure of speech to effectively convey your point.
- D. Use jargons, acronyms, or technical words because they can confuse your audience.

Test G. Select the term that best describes the following statement.

A. manuscript speech

C. informative speech

B. memorized speech

D. persuasive speech

37. Your primary goal in delivering the speech is to influence the thoughts, feelings, actions, and behaviors or attitudes of the listeners.
38. A kind of speech which follows a word-for-word method, in which you might be tempted to skip practicing the speech.
39. These are speech about objects or people, speech about processes, speech about events, and speech about concepts.
40. It requires you to commit the speech to memory so that you don't bring your notes when delivering it.
41. Below are some of the strategies that you can follow when you organize and deliver an impromptu speech, EXCEPT:
- A. Past, Present, Future
 - B. Opening, Rule of Three, Clincher
 - C. Introduction, Body, Reflection
 - D. Point-Reason-Example/Explanation-Point
42. Which of the following is **NOT** included in the steps of preparing an extemporaneous speech?
- A. Attention-getter will only reinforce your introduction.
 - B. Make sure that each point has enough examples, testimonies, statistics, or cases.
 - C. State the central idea of your extemporaneous speech in one declarative sentence.
 - D. You may explore other main points, but always refer back to your thesis statement.
43. How to make your speech entertaining?
- A. You may tell jokes; share funny stories; dramatize experiences; and recall a scary story.
 - B. You may tell jokes; share family stories; dramatize scary stories; and recall funny stories
 - C. You may tell jokes; share love stories; dramatize friends experiences and recall down moments.
 - D. You may tell jokes; share old stories; dramatize seen movies; and recall embarrassing experiences.

Test H. Each outline below contains at least one unrelated idea. Read the sentences or ideas below the "Supporting Ideas" section of the outlines, and decide which ones do not support the topic sentence. Identify the letter that contains the unrelated ideas. These outlines are not complete; they do not contain clinchers.

44. Topic Sentence: My favorite food is pizza.

Supporting Ideas:

- A. I love the crunchy crust and the melted mozzarella cheese.
- B. The best thing I like to drink with it is a giant glass of soda.
- C. It's good either as a snack or as a main course.
- D. My brother only likes pizza with anchovies and artichokes on it.

45. Topic Sentence: My most boring class is algebra.

Supporting Ideas:

- A. The work is too easy, and it doesn't challenge me.
- B. The teacher talks in a monotone that puts me to sleep.
- C. Everything is in slow motion; attendance often takes up half the time.
- D. The teacher always picks on me.

46. Topic Sentence: This classroom is a mess.

Supporting Ideas:

- A. In fact, the whole school is a mess.
- B. dictionaries and papers on the floor
- C. rows of desks out of order
- D. gum stuck on hall lockers
- E. I keep my locker clean!

47. Topic Sentence: Bowling is the perfect sport.

Supporting Ideas

- A. It develops coordination.
- B. I always make it a point to be a member of a bowling team.
- C. Bowling helps exercise a large number of muscles.
- D. It can be played indoors at any hour, during any type of weather

Test I. Read the statement or passage and then choose the best answer to the question.

Answer the question based on what is stated or implied in the statement or passage.

In the words of Thomas De Quincey, "It is notorious that the memory strengthens as you lay burdens upon it." If, like most people, you have trouble recalling the names of those you have just met, try this: The next time you are introduced, plan to remember the names. Say to yourself, "I'll listen carefully; I'll repeat each person's name to be sure I've got it, and I will remember." You'll discover how effective this technique is and probably recall those names for the rest of your life.

48. The quotation from De Quincey indicates that the memory

- A. always operates at peak efficiency
- B. breaks down under great strain
- C. improves if it is used often
- D. becomes unreliable if it tires

49. Unemployment was the overriding fact of life when Franklin D. Roosevelt became president of the United States on March 4, 1933. At the time, the government did not systematically collect statistics of joblessness; actually, it did not start doing so until 1940. The Bureau of Labor Statistics later estimated that 12,830,000 persons were out of work in 1933, about one-fourth of a civilian labor force of more than 51 million.

Roosevelt signed the Federal Emergency Relief Act on May 12, 1933. The president selected Harry L. Hopkins, who headed the New York relief program, to run FERA. A gifted administrator, Hopkins quickly put the program into high gear. He gathered a small staff in Washington and brought the state relief organizations into the FERA system. While the agency tried to provide all the necessities, food came first. City dwellers usually got an allowance for fuel, and rent for one month was provided in case of eviction.

This passage is primarily about

- A. methods of estimating unemployment rates in the 1930s
- B. the effect of unemployment on United States families
- C. President Franklin D. Roosevelt's presidency
- D. the creation of President Roosevelt's FERA program

50. With varying success, many women around the world today struggle for equal rights. Historically, women have achieved greater equality with men during periods of social adversity.

The following factors initiated the greatest number of improvements for women: violent revolution, world war, and the rigors of pioneering in an undeveloped land. In all three cases, the essential element that improved the status of women was a shortage of men, which required women to perform many of society's vital tasks.

We can conclude from the information in this passage that

- A. women today are highly successful in winning equal rights
- B. only pioneer women have been considered equal to men
- C. historically, women have only achieved equality through force
- D. historically, the principle of equality alone has not been enough to secure women equal

KEY ANSWERS

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|------|-------|
| 1. B | 26. D |
| 2. C | 27. B |
| 3. A | 28. A |
| 4. D | 29. C |
| 5. B | 30. A |
| 6. A | 31. C |
| 7. D | 32. C |
| 8. D | 33. B |
| 9. B | 34. B |
| 10.A | 35. C |
| 11.C | 36. D |
| 12.A | 37. D |
| 13.D | 38. B |
| 14.D | 39. C |
| 15.A | 40. B |
| 16.B | 41. C |
| 17.D | 42. A |
| 18.C | 43. A |
| 19.B | 44. A |
| 20.A | 45. A |
| 21.B | 46. B |
| 22.A | 47. D |
| 23.B | 48. C |
| 24.D | 49. D |
| 25.B | 50. D |

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