

LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

SESSION GUIDES FOR MODULE 7:
JUST HANG IN THERE (IDIOMATIC EXPRESSIONS)

ALS Accreditation and Equivalency Program: Junior High School



SESSION GUIDES

Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

JUNIOR HIGH SCHOOL: COMMUNICATION SKILLS IN ENGLISH
SESSION GUIDES FOR MODULE 7 (JUST HANG IN THERE. (IDIOMATIC EXPRESSIONS))

ALS Accreditation and Equivalency Program: Junior High School
Learning Strand 1: Communication Skills in English
Session Guides for Module 7 (Just Hang In There (Idiomatic Expressions))

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User's Guide

For the ALS Teacher/Instructional Managers/Learning Facilitator:

Welcome to the session guides of this module entitled Just Hang In There (Idiomatic Expressions) under Learning Strand 1 Communication Skills in English of the ALS K to 12 Basic Education Curriculum (BEC).

The module and the session guides were collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st Century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.

LEGENDARY YOU Session Guide No. 1

I. Duration: 3 hours

II. Key Understandings to be Developed

Literature, Literary Forms

III. Learning Objectives

1. Identify different Filipino and English literary forms: folktale, speech, biography, drama, essay, short story, novel, poetry
LS1CS/EN-R-PSD-JHS-58
2. Identify the distinguishing features of proverbs, myths, and legends
LS1CS/EN-R-PSD-JHS-55.

IV. Resources

- Communication Skills in English Module 7
- Bond paper, ballpen, and pencil

V. Procedures

1. Activity

Let the learners answer *Trying This Out* on page 4. Guide the learners to follow this instruction: *Write 'T' if you think the statement is true; otherwise, write 'F'.*

1. “The Legend of Maria Makiling” is an example of a work of fiction. (T)
2. Articles in the newspaper are non-fiction works. (T)
3. We can say that “The Myth of Lam-ang” is a factual story. (F)
4. A proverb can serve as an advice especially for those who are in trouble. (T)
5. Documentaries are works of fiction. (F)

Check your answer on page 38. Evaluate your answers. If your score is between 3 and 5, you are ready to get moving. If your score is below 2, its okay, you will learn more from this lesson.

Present *Understanding What You Did* on page 5. Group the learners into 3. One group will discuss the **Benefits of Literature in Education** on pages 5 to 6. The second group will discuss the **Different Literary Forms** on pages 7 to 12. The third group will discuss the **Examples of Proverbs** and their meaning on pages 13 to 14. After 10 minutes of group activity, each sub group will share their learning to the big group.

2. Analysis

After the presentation of each group, ask the learners to answer the following questions:

1. What is literature and its role in education?
2. What are the various literary forms?
3. How do you differentiate proverb, myth, and legend?

3. Abstraction/Generalization

Emphasize to the learners the following concepts:

- Literature can play an important role in learning and developing critical life skills. Literature involves reading, writing, thinking, and discussion.
- Poetry is the oldest form of literature. It is always written down but may still be sometimes performed such as the *Pabasa* during Holy Week.
- Prose can be defined as any kind of written text that isn't poetry. The most typical varieties of prose are novels and short stories. Other types include letters, diaries, journals, and non-fiction.
- Any text meant to be performed rather than read can be considered drama (unless it's a poem meant to be performed). In layman's term, dramas are usually called plays.

- Non-fiction can be creative such as a personal essay or strictly factual such as a scientific paper. Sometimes, the purpose of non-fiction is to tell a story (hence the autobiography) but most of the time the purpose is to pass on information and educate the reader about certain facts, ideas, and issues.
- A myth is a traditional story without a known author that is usually intended to teach a lesson. It also aims to explain some of the many mysteries in life or explain a natural phenomenon.
- Legends are also traditional stories but their origins are thought to be based on some truth. They tend to include real people from history.
- A proverb is most often a phrase or saying that gives advice.

Ask the learner: *How these various literary forms help you deal with different people in the community?*

4. Application

Direct the learners to answer *Sharpening Your Skills* on page 15. On Activity 1, the learners are going to identify the given literatures. On Activity 2 of the same page, the learners are going to explain what the proverbs mean.

On Activity 3, the learners are going to describe the distinguishing features of the different literary forms by filling out the **Idea Wheel Graphic Organizer**.

Finally, let the learners answer the questions under *Treading the Road to Mastery* on page 17.

1. What is the difference between a myth and a legend?
2. What makes a work of prose different from a work of poetry?
3. What proverb would you share to a friend who complains about his grandfather wanting to travel?

4. What proverb would you share to a loved one who is planning to go away for a long time?

VI. Concluding Activity

End the session by reviewing key concepts and encourage the learners to share their learning on the topics presented.

Encourage them also to share which part of the lesson they find difficult to understand.

REALLY? EXAG! **Session Guide No. 2**

I. Duration: 2 hours

II. Key Concepts

- Figure of Speech
- Meaning of Figure of Speech

III. Learning Objectives

Identify/Analyze figures of speech that show comparison (simile, metaphor, personification, hyperbole) in a given text.

LS1CS/EN-R-PSD-AE/JHS-41

IV. Resources

- Communication Skills in English Module 7
- Bond paper, ballpen, and pencil

V. Procedures

1. Activity

Let the learners answer *Trying This Out* on page 19. Guide the learners to follow the instructions. Divide the learners into 4 groups. Each group will be given a topic on *Understanding What You Did* on pages 20. Furthermore, they are tasked to give at least 4 examples of their assigned topics.

Group 1: discuss Personification

Group 2: discuss Hyperbole

Group 3: discuss Simile

Group 4: discuss Metaphor

After 10 minutes each group will share about their assigned topics and provide at least 4 examples.

2. Analysis

After the presentation of each group, ask the learners to answer the following questions:

- a. What are figures of speech? Why do we use them?
- b. How do you differentiate the following figures of speech?
 - personification
 - hyperbole
 - simile
 - metaphor

3. Abstraction

Emphasize to the learners the following concepts:

- Personification occurs when a writer gives human traits to non-human or inanimate objects.
- Hyperbole uses extreme exaggeration to emphasize a certain quality or feature.
- Simile is a type of comparison between two totally different or unrelated things by using *as*, *seems*, or *like*.
- Metaphor is like a simile but without using *as*, *seems*, or *like*.

Ask the learner: *Why do we use these figures of speech?*

4. Application

Direct the learners to answer the *Sharpening Your Skills* on page 24. Learners should be able to identify the various figures of speech.

Instruct learners to proceed to *Treading the Road to Mastery* on page 25. Read the given passage, list down the word or words that learners think is/are a figure of speech. Identify the kind of figure of speech and briefly explain what the word/s mean

VI. Concluding Activity

End the session by reviewing key concepts and encourage the learners to share their learning on the topics presented.

SESSION GUIDE 2

Encourage them to share which part of the lesson they find difficult to understand.

THE ATIS OF MY EYE Session Guide No. 3

I. Duration: 2 hours

II. Key Understandings to be Developed

Figure of Speech, Idiomatic Expressions

III. Learning Objectives

1. Identify figures of speech
LS1CS/EN-R-PSD-AE/JHS-41.
2. Infer meanings of idiomatic expressions
LS1CS/EN-R-PSD-AE/JHS-42.

IV. Resources

- Communication Skills in English Module 7
- Bond paper, ballpen, and pencil

V. Procedures

1. Activity

Let the learners answer *Trying This Out* on page 27. Guide the learners to follow the instruction. Divide the learners into three groups. Each group will be given a topic to discuss.

Group 1: Figurative Language and Meaning

Group 2: Idiomatic Expressions

Group 3: Common Examples of Idiomatic Expressions

After 10 minutes of group activity, each sub group will share their learning to the big group.

2. Analysis

After the presentation of each group, ask the learners to answer the following questions:

1. What is figurative language? Why do we use it?

2. What things should we be mindful of in using idiomatic expressions?

3. Abstraction

Emphasize to the learners the following concepts:

- Idiomatic expressions are groups of words with an established meaning unrelated to the meanings of the individual words. They have hidden meanings. Any time your writing goes beyond the actual meanings of your words, you're using figurative language.
- Idioms are a unique way to get your point across and show just how fun language can be.
- Idioms are expressions that can be very colorful and can make a 'picture' in our minds.
- There are common idioms that can involve body parts or animals used in the expression.

Ask the learner: *How will you use these figures of speech to your daily interaction with others?*

4. Application

Direct the learners to answer *Sharpening Your Skills* on page 32. The learners should give the meaning of the idiomatic expressions on Activities 1 and 2 on the same page.

Let the learners read the passage on page 33 under *Treading Road to Mastery*. Look for the idiomatic expressions used in the passage. Write down the idiomatic expressions as well as its meaning

VI. Concluding Activity

End the session by reviewing key concepts and encourage the learners to share their learning on the topics presented.

Encourage them to share which part of the lesson they find difficult to understand.

LESSON 1: LEGENDARY YOU

TRYING THIS OUT

PAGE 4

1. T
2. T
3. F
4. T
5. F

UNDERSTANDING WHAT YOU DID

ACTIVITY

PAGE 14

1. It means that people's actions show their real attitudes rather than what they say.
2. It means you feel more affection for those you love when parted from them.
3. It means bad workmanship as a result of not having enough skill.
4. It means people are judged by what they do.
5. It means someone who views an image can capture the essence without a lot of verbal explanation.

SHARPENING YOUR SKILLS

PAGE 15

ACTIVITY I

- | | |
|------|-------|
| 1. B | 6. A |
| 2. D | 7. E |
| 3. F | 8. F |
| 4. G | 9. B |
| 5. E | 10. C |

ACTIVITY II

1. the attractive external appearance of something is not a reliable indication of its true nature.
2. big things come from small beginnings.

ANSWER KEY

3. those who are older still have things they would like to accomplish.
4. no matter how someone dresses, it's the same person underneath.
5. Teaching a person a useful skill can be more beneficial in the long run than filling a need temporarily.

RUBRICS ★ ★ ★ ★ ★

15-12 points = *You're doing great!*

11-8 points = *Okay*

7-4 points = *Needs more practice*

3 below = *Review the previous lesson*

TREADING THE ROAD TO MASTERY

PAGE 17

1. Legends usually explain origins of certain things such as places, animals, food, and others. Meanwhile, myths are traditional stories that explain mysteries and phenomenon.
2. Prose are typically written in sentences and organized paragraphs and have characters and plot. On the other hand, poetry is written to be recited or performed.
3. “The old horse in the barn still yearns to run”
4. “Absence makes the heart go fonder”

LESSON 2: REALLY? EXAG!

TRYING THIS OUT

PAGE 19

1. F
2. T
3. F
4. T

UNDERSTANDING WHAT YOU DID

ACTIVITY

PAGE 23

- | | |
|------|-------|
| 1. E | 6. H |
| 2. H | 7. E |
| 3. H | 8. H |
| 4. H | 9. E |
| 5. H | 10. H |

SHARPENING YOUR SKILLS

PAGE 24

- | | | | |
|------|-------|-------|-------|
| 1. H | 6. H | 11. H | 16. S |
| 2. S | 7. M | 12. M | 17. H |
| 3. P | 8. P | 13. P | 18. P |
| 4. M | 9. S | 14. S | 19. P |
| 5. P | 10. P | 15. H | 20. H |

TREADING THE ROAD TO MASTERY

PAGE 25

1. My grandfather is the best grandfather in the world – *hyperbole*
2. The sun starts to peek behind the mountains – *personification*
3. Busy as a bee – *simile*
4. The plants in his garden were his children – *metaphor*
5. They would nod happily – *personification*
6. Strong as a bull – *simile*
7. Like it was a bag of feathers – *simile*
8. Clay pots easily followed his steady hands – *personification*

ANSWER KEY

9. A masterpiece in less than a second – *hyperbole*
10. As good as his brother – *simile*

LESSON 3: THE ATIS OF MY EYE

TRYING THIS OUT

PAGE 27

1. He is a person who pretends to be nice but is not.
2. She is the teacher's favorite student.
3. Do not do or say something ahead.
4. We're tired and going to bed.
5. People wouldn't listen to something I suggested.
6. She ignored me.
7. You are my favorite.
8. Don't take any shortcuts and produce unacceptable work.

SHARPENING YOUR SKILLS

PAGE 32

ACTIVITY I

1. Do excellent work / no short cuts or unacceptable work.
2. I'm going to sleep.
3. I left because I got scared and changed my mind.
4. Let's hope for the best that I'll get the job.
5. My request to change my schedule was ignored.

ACTIVITY II

1. She'll never marry him.
2. He's too old / too stubborn to learn new things.
3. I'm exempted because the teacher likes me a lot!
4. Beware of that guy; he's not what he seems to be.
5. Go! You have a lot of opportunities while young.

TREADING THE ROAD TO MASTERY

PAGE 33

1. In the nick of time – *just in time*
2. Crossed my fingers – *wished for good luck*
3. Piece of cake – *easy*
4. Once in a blue moon – *rarely*
5. Call it a night – *go to bed / rest*

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