

# LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

SESSION GUIDES FOR MODULE 4:  
YOU ARE DOING WELL, AREN'T YOU? (TAG QUESTIONS)

ALS Accreditation and Equivalency Program: Junior High School





# SESSION GUIDES

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

**JUNIOR HIGH SCHOOL: COMMUNICATION SKILLS IN ENGLISH**  
SESSION GUIDES FOR MODULE 4 (YOU ARE DOING WELL, AREN'T YOU? (TAG QUESTIONS))

**ALS Accreditation and Equivalency Program: Junior High School**  
**Learning Strand 1: Communication Skills in English**  
**Session Guides for Module 4 (You Are Doing Well, Aren't You? (Tag Questions))**

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# User's Guide

*For the ALS Teacher/Instructional Managers/Learning Facilitator:*

Welcome to the session guides of this module entitled *You Are Doing Well, Aren't You?* (Tag Questions) 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.







## I AM READY, ARE YOU? Session Guide No. 1

**I. Duration of Session:** 3 hours

**II. Key Understandings to be Developed**

- Positive Tag Questions
- Negative Tag Questions
- Intonations

**III. Learning Objectives**

1. use intonation pattern in tag questions;  
(LS1CS/EN-S-PSB-JHS-78)
2. formulate positive and negative tag question; and,
3. recognize how intonations are used to differentiate tag questions

**IV. Resources**

- Communication Skills in English Module 4
- Pad of paper

**V. Procedures**

**1. Preliminary Activity (Introductory Activity)**

Assess the learners' knowledge in the construction of tag questions. Explain that tag questions may be positive or negative depending on whether or not the preceding statements are positive or negative. Have the learners answer the activities below and illustrate how tag questions are constructed. Record the results of the assessment to find out how far they know about tag questions.

**A. Activity**

Supply the statements with the appropriate tag questions.  
Write the answers on a separate sheet of paper.

1. She lives in Bulacan, *doesn't she?*
2. You are from Manila, *aren't you?*

3. You don't like it, *do you?*
4. We're late again, *aren't we?*
5. I'm not the one, *am I?*
6. We don't watch much TV, *do we?*
7. I am not surprised, *am I?*
8. Tim and Ted aren't rich, *are they?*
9. They were on holiday, *weren't they?*
10. You don't like spicy food, *do you?*

### 2. Presentation

- A. Explain that tag questions turn a **statement** into a **question**. Emphasize that they are often used for checking information that we think we know is true.
- B. State that tag questions may be positive or negative depending on whether or not the statements that precede them are positive or negative.
- C. Tell that if the statement is **positive**, the question tag is **negative**. If the statement is **negative**, the tag question is **positive**.
- D. Give examples such as:
  - It's cold (positive), isn't it? (negative)
  - It isn't cold (negative), is it? (positive)
  - Today is very hot, (positive), isn't it? (negative)
  - Today is not very hot, (negative), is it? (positive)

### 3. Analysis

Supply the sentences with the appropriate question tags. Write your answer on a separate sheet of paper.

1. He treats you well, *doesn't he?*
2. Lany is a thoughtful person, *isn't she?*
3. The weather was cold last night, *wasn't it?*
4. Mark enjoys hiking with his friends, *doesn't he?*
5. She still wants me though, *doesn't she?*
6. These art works are yours, *aren't they?*

7. This dress looks nice on you, *doesn't it?*
8. Dancing is not Kelly's cup of tea, *is it?*
9. Like me, you're also afraid of heights, *aren't you?*
10. You won't give up the fight, *will you?*

### **Guide**

#### **Rule Exceptions**

- A. There are exceptions, however.  
The question tag after **'I am'** is **'aren't I?'**  
*For example:* 'I am in charge of the food, aren't I?' or 'I am treating you for dinner tonight, aren't I?'
  - B. With **'Let us,'** the tag is **'shall we?'**  
*For example:* 'Let us go to the beach, shall we?' or 'Let's have coffee, shall we?'
  - C. With an imperative, the tag is **'will you?'**  
*For example:* 'Close the window, will you?' or 'Hold this, will you?' (Notice the positive statements with a positive tag questions!)
  - D. With **'used to,'** we use **'didn't'** in the tag.  
*For example:* 'You used to work here, didn't you?' or 'He used to have long hair, didn't he?'
- 
4. **Abstraction/Generalization**
    - A. **What are tag questions?**  
Tag questions (or question tags) turn statements into questions.
    - B. **When is the tag question negative?**  
If the statement is positive, the question tag is negative.
    - C. **When is the tag question positive?**  
If the statement is negative, the question tag is positive.
    - D. **What does it mean if you read a statement with a tag question using the rising intonation pattern?**  
The rising intonation (↗) will make a statement with a tag question sound like a real question that requires an answer.

**E. What does it mean if you read a statement with a tag question using the falling intonation pattern?**

The falling intonation (↘), will make a statement with a tag question sound more like a question that does not require an answer.

**5. Application**

- A. In the examples given below, the use of falling intonation on the question tag gives the impression that the information the speaker has is indeed correct.
- B. The use of rising intonation on the question tag indicates a genuine question; the speaker isn't sure that the information he/she has is correct and therefore requires an answer, or verification from the listener.
- C. Positive statement and positive tag with rising intonation is another possible type of question tag: 'You have finished, have you (↗)?' This type of tag can be used to show sarcasm or suspicion.
- D. Suggestions can also be followed by a rising question tag with shall: 'Let's go out tonight, shall we (↗)?' 'I'll call it day, shall I (↗)?'

*Read the following with the indicated intonation patterns.*

**Read with the rising intonation (↗):**

1. Your father is an artist, isn't he? (↗)
2. Melanie was at the party last night, wasn't she? (↗)
3. Reading science fiction is fun, isn't it? (↗)
4. Being engineering students, they all love Math, don't they? (↗)
5. The boys put up the basketball ring themselves, didn't they? (↗)

**Read with the falling intonation (↘):**

1. You don't like oily foods, do you? (↘)
2. Diane is not the type of person who would quit, is she? (↘)
3. Mosquitoes do not live long, do they? (↘)
4. Ben was not good at painting, was he? (↘)
5. Cola drinks are not good for one's health, are they? (↘)

## VI. Concluding Activity

More tag question exercises

Supply each statement with the appropriate question tag. Write your answers on a separate sheet of paper.

1. It's hot outside, isn't it?
2. This house is unique, isn't it?
3. These pots are made of recycled materials, aren't they?
4. Animal dung makes a good fertilizer, doesn't it?
5. Complaining won't change anything, will it?
6. Jogging exercises your entire body, doesn't it?
7. Many law violators do not realize their mistakes, do they?
8. Tony holds a high position in the organization, doesn't he?
9. The minimum wage earners deserve a higher pay, don't they?
10. Obviously, I did not intend to offend anyone, did I?

### **LOOK IN THE EYE** **Session Guide No. 2**

**I. Duration of Session:** 3 hours

**II. Key Understandings to be Developed**

- Written Speech Parts
- Public Speaking
- Techniques in Public Speaking

**III. Learning Objectives**

1. deliver informative speech using intro-mid-end;  
(LS1CS/EN-S-PSB-JHS-81)
2. identify techniques of public speaking; and,  
(LS1CS/EN-S-PSB-JHS-83)
3. familiarize oneself with public speaking techniques.

**IV. Resources**

- Communication Skills in English Module 4
- Pad of paper

**V. Procedures**

**1. Preliminary Activity (Introductory Activity)**

Assess the learners' understanding about writing a speech including the techniques in public speaking. Ask the learners to do the exercises below by writing their answers on a separate sheet of paper. Record the results of the given activities to find out the level of the learners' understanding of the new lesson.

**A. Activity**

**I. Arrange the three parts of a speech chronologically:**

1. Conclusion (3)
2. Introduction (1)
3. Body (2)

II. Write **T** if the statement is TRUE; write **F** if it is FALSE.

1. Any speech should include an introduction, body, and conclusion. (**T**)
2. The purpose of the speech will help you identify ideas that will support your main idea or message. (**T**)
3. Word choice is one consideration in writing a speech. (**T**)
4. Knowing the audience and the occasion is crucial in writing a speech. (**T**)
5. The approach that you will use in your introduction can determine the success of your speech. (**T**)

### 2. Presentation

- A. Introduce to the learners the tips in exuding confidence in public speaking.
- B. Explain also that they need to be good listeners.
- C. Make the learners understand the importance of writing a speech using a language that is clear, vivid, and memorable. Have the learners learn that word choice is one consideration in writing a speech.
- D. Emphasize to the learners that a speech must have an introduction, a body, and a conclusion and its language must be able to capture the listeners undivided attention. Moreover, state the importance of writing a good introduction because it will determine the success of the speech.

### 3. Analysis

- A. Ask the learners to choose a topic they find interesting among the given topics below. Tell them that they have to deliver an informative speech with an introduction, a body, and a conclusion.
  - Facebook kills face-to-face conversation skills.
  - Texting is necessary for social survival.

- An online friend can be just as real and valuable as an offline one.
- Is online media responsible for the breakdown of real-time relationships?
- How to explain the value of social media to people who do not use it
- How to avoid being cyber bullied
- Rules for using social media responsibly
- Publicly “liking” or “not liking” a person’s posts can cause anxiety.

B. Create a body and a conclusion by answering two questions each from **Speech Outline: Questions to Ask** given on p.15

### *Reminders*

Speech basics for the learners:

- A. In writing a speech, it is important to make its tone conversational.
- B. Don’t use a five-syllable word where a two-syllable word will work.
- C. Don’t make every sentence twenty-two words long.
- D. Some should be short, some should have pauses.
- E. Create pacing and structure, as well as interest for the listener, by varying the types and styles of sentences.
- F. Give the speech rhythm. Repeat the core message regularly.
- G. Include quotes from recognizable and credible sources.
- H. Read the speech out loud as you write it for better delivery.
- I. No speech can be great unless it is presented and delivered with the same level of detail and care as a written speech.

#### 4. **Abstraction/Generalization**

- A. The three basic parts of a speech are the **introduction**, the **body**, and the **conclusion**.
- B. The **introduction** should hook the interest of the listeners.



- C. The **body** of the speech discusses the details of the speech's main points
- D. The **conclusion** restates your main points
- E. There are three ways to deliver an effective speech:
  - 1. Avoid signs of nervousness. As long as you appear calm, it doesn't really matter that you're feeling nervous.
  - 2. Develop good body language. Effective, confident gestures command attention from listeners.
  - 3. Make eye contact to engage people.

### 5. Application

Deliver a speech introducing yourself, very briefly,

- 1. What will you include in the introduction?
- 2. What will you include in the body?
- 3. What will you include in the conclusion?

Take note of the following:

- 1. Practice making eye contact with people you speak with.
- 2. Look at them directly in the eye as you introduce yourself.
- 3. Shake hands with them firmly.
- 4. Flash a genuine smile after you say, "Pleased to meet you."

## VI. Concluding Activity

Write your answers on a separate sheet of paper.

- 1. Name the three basic parts of a speech.
- 2. Briefly describe the contents of each part.
- 3. Name at least three ways to deliver an effective speech.
- 4. Explain briefly the ways to effective speech delivery.

### **THE CLEARER IMAGE** **Session Guide No. 3**

**I. Duration of Session:** 3 hours

**II. Key Understandings to be Developed**

- Verbal Response Cues
- Nonverbal Response Cues

**III. Learning Objective**

1. use appropriate verbal and non-verbal cues when developing, maintaining, and ending conversations, dialogs, speeches, and interviews (LSICS/EN-S-PSB-JHS-79)

**IV. Resources**

- Communication Skills in English Module 4
- Pad of paper

**V. Procedures**

**1. Preliminary Activity (Introductory Activity)**

Assess the learner's prior knowledge about language (abstract and concrete) by giving the exercises below: Explain to the learners about the abstract language and concrete language that are detected by our five senses. Record the results of the activity to determine the level of learner's perception to the new lesson.

**A. Activity**

I. Answer the following questions. Write the answers on a separate sheet of paper.

1. Which language creates a more interesting and clearer picture, abstract or concrete language? Why?
2. What is an abstract language?
3. What is a concrete language?

4. Which of the two makes use of specific descriptions or observations made through the use of the five senses?

### 2. Presentation

#### Differentiating Concrete Language from Abstract Language

- A. Before exposing the learners to abstract and concrete language, give activities and games that defines abstract and concrete languages. Give examples.
- B. Begin by dividing the blackboard into two sections.
- C. Label one section Concrete Language and the other Abstract Language.
- D. Next, ask them the following questions:
  - What are the five senses?
  - What is a concrete language?
  - What is an abstract language?
- E. If learners are unable to answer the second and third questions, write these definitions on the board:
  - Concrete languages are words that are perceived by one or more of the senses. They are physical or tangible. *Example:*  
Box of chocolates or flowers to represent love or a diploma to represent education. (Box of chocolates or flowers, and diploma are concrete language because they are perceived by the sense of touch, see, smell, taste.
  - Abstract language pertains to intangible concepts. These are non-physical you cannot experience with your five senses. *For example:* love, honesty, education.  
  
Love and education are abstract languages because you can't see, hear, taste, smell, or touch them.

- F. Ask the learners to give other examples of both concrete and abstract languages and write the answers on the separate sheet of paper.

### *Follow-up Questions*

1. **Which language creates a more interesting and clearer picture: abstract or concrete language? Why?**  
Concrete language because it uses specific realities or actual instances.
2. **What is an abstract language?**  
Abstract language handles intangible concepts.
3. **What is a concrete language?**  
Concrete language handles tangible concepts.
4. **Which of the two makes use of specific description by any of the five senses?**  
Concrete language. Tangible concepts are those that the senses can detect.

### 3. Analysis

Identify whether the concept is Abstract (A) or Concrete (C).  
Write your answers on separate sheet of paper.

- |                  |                             |
|------------------|-----------------------------|
| 1. glass (C)     | 6. book (C)                 |
| 2. house (C)     | 7. banana (C)               |
| 3. deception (A) | 8. loyalty (A)              |
| 4. love (A)      | 9. education (A)            |
| 5. leaf (C)      | 10. high school diploma (C) |

### *Guide*

- A. Abstract language can appear vague, oftentimes.
- B. Concrete language is more specific.
- C. It provides a clearer picture of what is being said.
- D. Below are suggested answers in turning vague language into something more descriptive.

*Transform the following sentences into something more concrete and specific: (Suggested answers)*

**1. He is quite tall.**

He stands six feet and two inches tall.

**2. She is annoying.**

She keeps on interrupting me when I'm on the phone.

**3. The movie was nice.**

The movie shows the values of honesty and loyalty.

**4. Their home is far.**

Their home is 45 kilometers away from the school.

**5. The food is good.**

The food uses only the freshest ingredients.

**4. Abstraction/Generalization**

**A. What is the difference between abstract and concrete language?**

Abstract language uses intangible concepts; concrete language uses tangible ones.

**B. Why is concrete language more appropriate when delivering a speech?**

Concrete language can create clear images in the mind of the listeners.

**C. Name three appropriate response cues when listening to a speech.**

- Make eye contact while the other person speaks.
- Do not interrupt while the other person is speaking.
- Avoid daydreaming.

**5. Application**

**Use of Concrete vs Abstract Language**

Concrete language is always better than abstract language. However, there are times when our communication calls for using abstract language. How do you know when it is better to use abstract than concrete language at a given time?

### *Guide*

- A. Most words do not fall nicely into categories; they are not always abstract or concrete, general or specific. Moreover, abstract and general language often overlap, as do concrete and specific language.
- B. Explain that abstract and general language include words that express thoughts and ideas such as *bravery*, *freedom*, *love*, and *compassion*—they are intangible (something you cannot touch) and they are essential to any type of sentence formation.
- C. Clarify that concrete and specific language include words that are tangible and can be touched, seen, heard, felt, or even smelled (cue: concrete and specific language are anything that can be detected by our five senses). Tell the learners that these words create clear images in the mind of the listeners.
- D. Let the learners identify the specific and concrete language and make each to abstract and general to make these words meaningful and intangible.

### VI. Concluding Activity

Answer the questions below on a separate sheet of paper.

1. What is the difference between abstract and concrete language?
2. Why is concrete language more appropriate when delivering a speech?
3. Name three appropriate response cues when listening to a speech.
4. How can you be an effective listener? (Give 5 nonverbal responses?)
5. Was it a challenge?
6. Perhaps it largely depends on who you're talking to.

### *Guides*

- A. Remind the learners that whether they are aware of it or not, when they interact with others, they are continuously giving and receiving nonverbal signals.
- B. All of their nonverbal behaviors—the gestures they make, their posture, tone of voice, how much eye contact they make—send strong messages.
- C. The nonverbal cues can put people at ease, build trust, and draw others towards you. Or, they can offend, confuse, and undermine what you're trying to convey.
- D. These messages do not stop when you stop speaking.
- E. Even when you're silent, you're still communicating nonverbally.
- F. Nonverbal communication is a rapidly flowing back-and-forth process that requires full focus on the moment-to-moment experience.
- G. If you are planning what you are going to say next, checking your phone, or thinking about something else, you are almost certain to miss nonverbal cues and not fully understand the nuances of what is being communicated.

## LESSON 1: I AM READY, ARE YOU?

### TRYING THIS OUT

PAGE 5

1. She lives in Bulacan, **doesn't she?**
2. The sun is also a star, **isn't it?**
3. Tomatoes are fruits, **aren't they?**
4. You don't love her anymore, **do you?**
5. The rich businessman owns a ranch, **doesn't he?**
6. Orchids are aerial plants, **aren't they?**
7. Tim and Ted did not attend the final rehearsal, **did they?**
8. My uncle believes in reincarnation, **doesn't he?**
9. You don't eat spicy foods, **do you?**
10. Roel cannot make it to the conference tomorrow, **can he?**

### UNDERSTANDING WHAT YOU DID

#### ACTIVITY I

PAGE 7

1. He treats you well, **doesn't he?**
2. Lany is a thoughtful person, **isn't she?**
3. The weather was cold last night, **wasn't it?**
4. Mark enjoys hiking with his friends, **doesn't he?**
5. She still wants me though, **doesn't she?**
6. These art works are yours, **aren't they?**
7. This dress looks nice on you, **doesn't it?**
8. Dancing is not Kelly's cup of tea, **is it?**
9. Like me, you're also afraid of heights, **aren't you?**
10. You won't give up the fight, **will you?**

#### ACTIVITY II – A

PAGE 9

1. Your father is an artist, **isn't he? (↗)**
2. Melanie was at the party last night, **wasn't she? (↗)**
3. Reading science fiction is fun, **isn't it? (↗)**
4. Being engineering students, they all love math, **don't they? (↗)**
5. The boys put up the basketball ring themselves, **didn't they? (↗)**



## ACTIVITY II – B

1. You don't like oily foods, do you? (↘)
2. Diane is not the type of person who would quit, is she? (↘)
3. Mosquitoes do not live long, do they? (↘)
4. Ben was not good at painting, was he? (↘)
5. Cola drinks are not good for one's health, are they? (↘)

## SHARPENING YOUR SKILLS

PAGE 10

### ACTIVITY I

1. It's hot outside, isn't it?
2. This house is unique, isn't it?
3. These pots are made of recycled materials, aren't they?
4. Animal dung makes a good fertilizer, doesn't it?
5. Complaining won't change anything, will it?
6. Jogging exercises your entire body, doesn't it?
7. Many law violators do not realize their mistakes, do they?
8. Tony holds a high position in the organization, doesn't he?
9. The minimum wage earners deserve a higher pay, don't they?
10. Obviously, I did not intend to offend anyone, did I?

## TREADING THE ROAD TO MASTERY

PAGE 11

1. Tag questions (or question tags) turn statements into questions.
2. If the statement is positive, the question tag is negative.
3. If the statement is negative, the question tag is positive.
4. The rising intonation (↗), will make the statement with a tag question sound like a real question.
5. With falling intonation (↘), will make the statement with a tag question sound like a question that doesn't require a real answer.

## LESSON 2: LOOK IN THE EYE

### TRYING THIS OUT

PAGE 13

#### ACTIVITY I

1. Introduction
2. Body
3. Conclusion

#### ACTIVITY II

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

## TREADING THE ROAD TO MASTERY

PAGE 21

### 1. Name the three basic parts of a paragraph.

- Introduction
- Body
- Conclusion

### 2. Briefly describe each part of a speech.

- The **introduction** should hook the interest of the listeners.
- The **body** of a speech discusses in detail its main points.
- The **conclusion** restates your main points.

### 3. Name the three ways to deliver an effective speech.

#### Briefly discuss each.

- Avoid signs of nervousness. As long as you appear calm, it doesn't really matter that you're feeling nervous.
- Develop good body language. Effective, confident gestures command attention from listeners.
- Make eye contact to engage people.

## LESSON 3: THE CLEARER IMAGE

### TRYING THIS OUT

PAGE 23

1. Concrete language uses specific realities or actual instances.
2. Abstract language makes use of intangible concepts.
3. Concrete language makes use of tangible concepts.
4. Concrete language because it employs tangible concepts.. Tangible concepts are those that the senses can detect.

### UNDERSTANDING WHAT YOU DID

#### ACTIVITY

PAGE 27

- |      |       |
|------|-------|
| 1. C | 6. C  |
| 2. C | 7. C  |
| 3. A | 8. A  |
| 4. A | 9. A  |
| 5. C | 10. C |

### SHARPENING YOUR SKILLS

PAGE 31

#### ACTIVITY I

1. He stands six feet and two inches tall.
2. She keeps on interrupting me when I'm on the phone.
3. The movie shows the values of honesty and loyalty.
4. Their home is 45 kilometers away from school.
5. The food uses only the freshest ingredients.

#### ACTIVITY II

1. graduation, job, winner
2. summer vacation, self-employment, divorce
3. lady, dress, scenery
4. chocolates, video games, gifts
5. family, friends, couple

## TREADING THE ROAD TO MASTERY

PAGE 32

1. Abstract language uses intangible concepts; concrete language uses tangible ones.
2. Concrete language can create clear images in the mind of the listeners.
3. (1) Make eye contact while the other person speaks.  
(2) Do not interrupt while the other person is speaking.  
(3) Avoid daydreaming.



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