



What Is This Module About?

Imagine how life would be if we were unable to express ourselves. Communication is a very important part of a person's existence. It is through communication that people convey their ideas, feelings, thoughts, dreams and aspirations. However, this is not enough. It helps that you know a lot of words, you have a good speaking voice, you can easily adjust to people or that you are pleasant looking. The way we express ourselves reflects on how we perceive ourselves, in relation to others and our environment.

This module is about effective communication, its importance and its impact on your daily life. A person who knows how to communicate effectively has generally better employment opportunities as well as deeper and more meaningful relationships compared to someone who is unable to communicate effectively. In this day and age, being an effective communicator is definitely an advantage.

This module is divided into three lessons:

Lesson 1 — *Paraphrase and Understand*

Lesson 2 — *Listen and Evaluate*

Lesson 3 — *Observe and Interpret*



What Will You Learn From This Module?

After studying this module, you should be able to:

- ◆ explain the definition of the two basic types of communication;
- ◆ explain the importance of verbal and nonverbal communication in our everyday life;
- ◆ explain and describe the elements of effective verbal and nonverbal communication; and
- ◆ describe the skills needed for effective verbal and nonverbal communication.



Let's See What You Already Know

- A. Below is a part of a letter that Miss Helen Keller wrote to a friend. Rewrite the same letter using your own words. Find out what things give her joy or happiness. How does she describe all of these? Remember to write down your answers in your own words.

Sights and Sounds

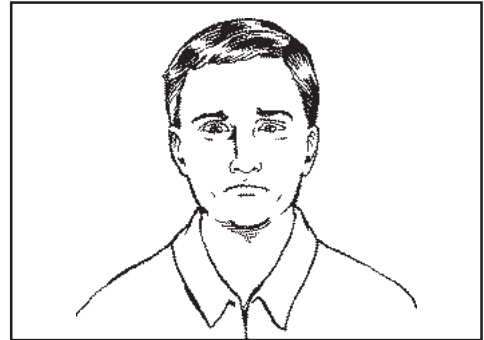
By Helen Keller

1. “Now and then I have tested my seeing friends to discover what they see. Recently, I was visited by a very good friend who had just returned from a walk in the woods, and I asked her what she had observed. ‘Nothing in particular,’ she replied. I might have been incredulous had I not been accustomed to such responses, for a long ago I became convinced that seeing sees little.”

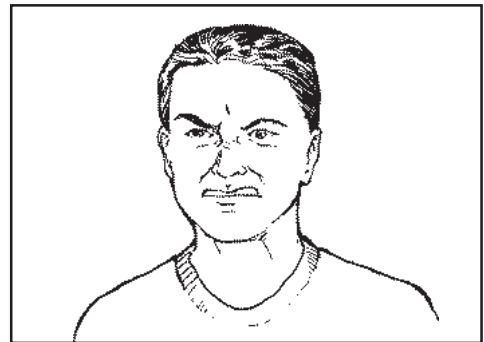
2. “How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I, who cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, on the rough shaggy bark of pine. In spring, I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter’s sleep.”

- B. The faces below show varied emotions. Write a 3-sentence paragraph to describe the emotions depicted in each face and a possible reason for these emotions.

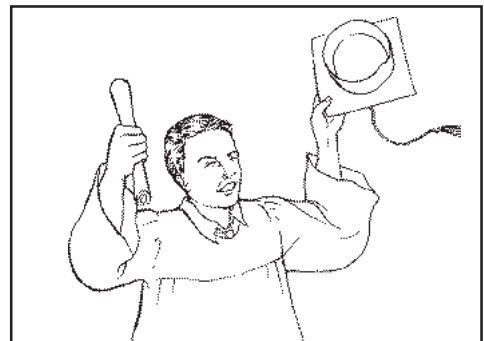
1. _____



2. _____



3. _____



Well, how was it? Do you think you fared well? Compare your answers with those in the *Answer Key* on page 35.

If all your answers are correct, very good! This shows that you already know much about the topic in this module. You may still study the module to review what you already know. Who knows, you might learn a few more new things as well.

If you got a low score, don't feel bad. This means that this module is for you. It will help you understand important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answer to all the items in the test and a lot more! Are you ready?

You may now go to the next page to begin Lesson 1.

Paraphrase and Understand

In this lesson, you will learn about verbal communication, the first of the two types of communication. Verbal communication is the clear and accurate sending of information, instructions or commands that involves words.

Words are found in books, magazines, newspapers, and other reading materials. When you read, you come across words or sentences that may be difficult to understand. One technique that can help you comprehend or test yourself if you really understand what you are reading is by paraphrasing. To paraphrase is to say in your own words the ideas presented in something written or spoken.

Do you remember when we were young, and our parents would ask us to do errands for them? They would give us instructions on what to buy. After giving instructions, they would tell us to repeat it. Our parents made sure that we got the instructions right so we would not buy something that wasn't needed. Repeating the instructions back to our parents, believe it or not, is very similar to paraphrasing. By paraphrasing, we showed our parents that we understood the instructions they gave us.

After studying this lesson, you should be able to:

- ◆ define and explain the meaning of paraphrase;
- ◆ identify and explain the tool used in paraphrasing; and
- ◆ explain the importance of paraphrasing in our daily lives.



Let's Read

Read the following speech. But before you do, it would be better if you knew something about the writer of the speech.

Martin Luther King, Jr. wrote this speech. He was an American clergyman, Nobel Prize winner, one of the principal leaders of the American civil rights movement and a prominent advocate of nonviolent protest. Martin Luther King's challenges to segregation and racial discrimination in the 1950s and 1960s helped convince many white Americans to support the civil rights movement in the United States. After his assassination in 1968, King became a symbol of protest in the struggle for justice and equality.

I HAVE A DREAM

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident that all men are created equal."

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.

I have a dream today!

I have a dream that one day down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers...

This is our hope. This is the faith with which I go back to the South... With this faith we will be able to work together, to pray together, to struggle together... knowing that we will be free one day...

This will be the day when all of God's children will be able to sing with new meaning, 'My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring.' And if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire; let freedom ring from the mighty mountains of New York; let freedom ring from the heightening Alleghenies of Pennsylvania; let freedom ring from the snowcapped Rockies of Colorado...

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics will be able to join hands and sing in the words of that old Negro Spiritual, 'Free at last! Free at last! Thank God Almighty, we are free at last!'

Wasn't that a powerful and inspiring speech? Using your own words, what do you think the speech is all about?

Here's a tool that can help you paraphrase. Its acronym is RAP.

1. **R**ead a paragraph.
2. **A**sk yourself: what was the main idea and details in this paragraph?
3. **P**ut the main idea and details into your own words.

Try using this tool to paraphrase the speech on the previous page. Discuss your answer with your Instructional Manager or Facilitator for additional feedback. You may also compare it to the sample answer on page 35.



Let's Study And Analyze

1. Here's a paragraph about oranges taken from the *Reader's Digest*.

Read the paragraph:

The orange is a great year-round fruit providing an excellent source of vitamin C. It is also a good source of vitamin A, calcium and potassium. To get the most of the orange's nutrients, plus the benefits of its fiber, eat the whole fruit. Whole oranges are not as sweet as the processed orange juice, which often contains added sugar. So, the orange fruit is beneficial for those with blood-sugar concerns.

2. After you have read the paragraph:

Ask yourself:

- a. What is this paragraph about?

This paragraph is about _____.

If you answered *oranges*, you are right.

- a. What does it tell me about oranges?

It tells me _____

The paragraph tells you that oranges are a great source of vitamins and other nutrients.

When you look for the main idea, there are usually two places where you can find it.

- a. Look in the first sentence of the paragraph.

The *orange* is a great year-round fruit providing an *excellent source* of vitamin C.

- b. Look for repetitions of the same word or words in the whole paragraph.

... a good source of vitamin A

3. Put the main idea and details in your own words.

Paraphrase.

Before we do that, here are some pointers on how to paraphrase. The paraphrase:

- ◆ must contain a complete thought (has a subject and a predicate);
- ◆ must be totally accurate;
- ◆ must make sense;
- ◆ must be in your words; and
- ◆ may contain new information closely related to the topic (which shows your understanding).

Now let's try to paraphrase.

The orange is available the whole year round. It is best in providing vitamin C. It is also a good source of vitamin A as well as calcium and potassium. We benefit best from the orange's fiber and nutrients by eating it whole. Many nutrients are lost during food preparation. Some of the vitamin C are lost in making processed orange juices. The processed juice is not as good as the natural juice because processed juice has added sugar which our body might not need.

Let's check.

- a. Does the paraphrase contain a complete thought?
- b. Is it totally accurate?
- c. Does it make sense?
- d. Is it in your own words?
- e. Does it have new information that shows our understanding of the topic?

If you have answered yes to all these questions, then our paraphrase is a good one.

Can you tell what new information was provided in the paraphrase? Let me point it out.

Many nutrients are lost during food preparation.

This sentence expands the idea *to get most of the orange's nutrients* and explains why it is suggested we eat it whole.



Let's Try This

Here's a paragraph on bananas taken from the *Reader's Digest*. Do a RAP.

Bananas

Low in calories and fat, the banana is a perfect example of a flavorful food that is exceptionally good for you. It contains a number of minerals, mostly potassium, one of the body's most important elements. Potassium provides a counterbalancing action with sodium and is directly connected to proper fluid balance and overall muscle tone. A potassium shortage may lead to weakness, insomnia and even an irregular heartbeat. Keep up your natural potassium supply with a banana a day—sliced on cereal, wrapped in pancakes or with crushed ice and syrup.

Let me help you do your RAP.

1. Read the paragraph.
2. Ask yourself: What is the main idea and details in this paragraph?

This paragraph is about _____.

It tells me about _____

3. Write down the main idea and supporting details in your own words.

Compare your answers with those in the *Answer Key* on pages 35–36.

Practice some more:

1. This time try and paraphrase a conversation.

Read the text.

Newscaster: The weather forecast says we'll expect some heavy showers tomorrow, especially in the afternoon.

Weatherman: Yes, Noli. If it's going to rain, maybe we'll have to bring our umbrellas or raincoats with us.

Newscaster: You heard that, folks. Take precautions. Don't get caught in the rain.

2. Ask yourself:

What is the main idea in this conversation and what are the supporting details?

This conversation is about _____.

It tells me about _____.

3. Put the main idea and supporting details in your own words.

Compare your answers with those in the *Answer Key* on page 36.



Let's Learn

How do you find paraphrasing so far? For many students, paraphrasing could be an effective tool when conducting research for their school assignments or reports.

For example, when asked to research for a certain topic, a student would naturally go to the library and just copy portions of the book that discusses the assigned topic. This practice does not promote learning, but rather **plagiarism**. This means taking ideas that are not your own, without acknowledging the source of the idea. It is a form of stealing.

A way to encourage learning and good study habits is to paraphrase. So, if you have to do research, read the topic and write your assignment using your own words but never forget to cite your reference or source. Let's do this: pretend that you're in school and that you have just been given homework. The homework is to research on the sun.

Write your research in the spaces provided below. Make sure that you paraphrase or use your own words in your research.

Compare your output with the one in the *Answer Key* on page 36.



Let's Try This

Paraphrase the Philippine National Anthem (English version).

*Land of the morning, child of the sun returning,
With fervor burning, thee do our souls adore.
Land dear and holy, cradle of noble heroes,
Ne'er shall invaders, trample thy sacred shore.*

*Even with thy skies and through thy clouds,
And o'er thy hills and sea.
Do we behold the radiance,
Feel the throb of glorious liberty.*

*Thy banner, dear to all our hearts,
It's sun and stars alight.
O, never shall its shining field,
Be dimmed by tyrant's might!*

*Beautiful land of love, O land of light,
In thine embrace 'tis rapture to lie.
But it is glory ever, when thou art wronged,
For us, thy sons, to suffer and die.*

*- Beloved Country
by Camilo Osias and A.L. Lane*

Now write the ideas expressed in the song using your own words.

Compare your work with the one in the *Answer Key* on page 37.



Let's See What You Have Learned

Answer the following questions using your own words.

1. Define paraphrase.

2. Explain how the acronym R A P can serve as a guide in paraphrasing.

3. In what ways can paraphrasing help you? Again, use your own words in answering the question.

Compare your answers with those in the *Answer Key* on page 37.



Let's Remember

In this lesson, you learned a technique that can help you check if you really understand what you are reading. This technique is called paraphrasing. RAP is an acronym for the tool used as a guide in paraphrasing. *R* stands for Read, *A* for Ask yourself, and *P* stands for paraphrase.

It is important to have the skills to paraphrase what you read. By paraphrasing, you'll be able to know exactly how much you have understood the ideas expressed in your readings. It encourages you to express more of your own thoughts and ideas, thereby promoting deeper understanding.

Listen and Evaluate

In Lesson 1, you were taught that paraphrasing is an important element of verbal communication.

For this lesson, you will learn about listening. This is an element of effective communication that is often neglected. Lots of times, our efforts to become good communicators stop after we have developed our skills in talking. But how can there be communication if there is no one who will listen to what we have to say?

The art of listening does not have to be passive. It can be as active as talking— if you do it right.

After studying this lesson, you should be able to:

- ◆ explain the importance of listening in verbal communication;
- ◆ describe and explain the use of tone of voice in everyday conversations; and
- ◆ explain the effects of different tones of voice on everyday conversations.



Let's Study and Analyze

For this activity you will need to have access to an audio tape player and the audio tape entitled *Beyond the Printed Words*.

A. Pre-Listening Activity

Read the story below and be prepared to answer the questions that follow.

One day, Mang Pedro received a letter from his son in Manila who was studying to become an engineer. When the letter arrived, he immediately opened it and asked his eldest son to read it to him, since he was not wearing his glasses.

At the end of the letter, both of them were angry. “Who does he think he is,” shouted Mang Pedro, “the son of a rich farmer?” “Yes, father, and milking us for money again,” rejoined the eldest son.

In the evening, Aling Sepa arrived and saw the letter on the table. She was happy to receive news from her son. She called out to her husband and said, “Pedro, come here beside me and listen to your son.” Mang Pedro

didn't tell her he already knew the contents of the letter. He just went and sat beside her. Aling Sepa then read the letter aloud.

After reading the letter, Aling Sepa wiped a tear from her face. Mang Pedro felt pity for his son. Then Mang Pedro asked himself how it was that when it was read to him earlier, he felt angry, but now he felt touched. The contents did not change—only the readers.

B. Listening Activity

Listen to the audio tape entitled *Beyond the Printed Words*. You can listen twice if you feel you did not correctly hear the difference in tone of voice between the son and the mother.

Beyond the Printed Words

CAST

Pedro : Father
Sepa : Mother
Gardo : Eldest son (20 yrs. old)
Efren : Son in Manila (17 yrs. old)
Ninay : Youngest daughter (12 yrs. old)
Delia : Another daughter (15 yrs. old)
Iking : Mailman

Iking : Good morning, is anybody home?

Ninay : Good morning, Mang Iking!

Iking : Oh, Ninay! I didn't see you right away.

Ninay : I was standing behind the bushes. That is why you didn't see me. Is there any letter for us, Mang Iking?

Iking : Yes. Here's a letter for your father. It must be from your brother Efren. It came from Manila. Here. Take it.

Ninay : Thank you, Mang Iking. I will give this to Father. I'm sure he will be glad to receive news from Kuya Efren. He has been away for more than a month already and we miss him very much.

Iking : He is now studying in Manila, isn't he?

Ninay : Yes. He wants to be an engineer and I'm sure he will be someday!

Iking : Alright, I have to leave now. I still have a lot of letters to deliver.
Goodbye, Ninay.

Ninay : Goodbye, Mang Iking. Thank you again!

Later. . .

Ninay : Mother asked me to bring your lunch, Father.

Pedro : Where is she? I thought she'd bring lunch herself.

Ninay : Ka Tonyo fetched her. His wife is about to give birth. And they need mother to help deliver the baby. Where's Kuya Gardo? Isn't he with you?

Pedro : He went to the stream to get some water. Here he comes now.

Ninay : I really must leave now or I will be late for school, Father.

Pedro : Then better hurry along. Be careful, though.

Ninay : Yes, I will be careful. Oh, I almost forgot!

Pedro : What?

Ninay : I have a letter here for you. Mang Iking gave it to me. Here, Father.

Ninay : Goodbye.

Gardo : Shall we eat now, Father?

Pedro : Later, Gardo. Read this letter to me first because I left my reading glasses at home.

Gardo : This must have come from Efren.

Pedro : How do you know?

Gardo : The postmark is from Manila.

Pedro : Then open the letter and read it to me. Let me hear what he has to say.

Gardo : "Dear Father, I'm sorry I cannot write as often as I want. I have classes from morning until late afternoon six days a week. My evenings are devoted to doing all my assignments after I have done my laundry. Besides, I have to save what little money I have to buy the things I need in school."

Gardo : Efren is always good at complaining.

- Pedro : Please continue reading the letter.
- Gardo : "... You must be finding it hard to spend for my studies here in Manila, Father. I know I should not add more to your problems, but our mid-term examination is fast approaching. I need to pay the second installment of my tuition not later than the first week of the following month. I hope you will be able to help me."
- Pedro : I still have some money left from the loan I made last May. I'm saving it for the fertilizer we need to buy.
- Gardo : Then go ahead and buy it, Father! Let Efren wait until we have enough to spare for his studies. Just listen to what he says here in his letter!
- Pedro : W-what?
- Gardo : (Reads again) "Life is so hard here in Manila. I miss you all and I want so much to go back home. The only thing that sustains me in my loneliness is the thought that someday, I will be able to help you lift our family from the poverty we have endured for so long."
- Pedro : (Indignant) What does he mean? That I haven't done anything to make life easier for all of us? That he is the only one who can save us from hardship?!
- Gardo : Yes! That's what he meant! Efren has gotten swelled-headed already! He thinks he is better than you or me or anybody here in our barrio. It is a mistake sending him to Manila to get a college degree! Maybe it would be better if you ask him to come back home, Father.
- Pedro : Yes, I will do that!

Later, at home. . .

- Delia : Let me kiss your hand, Mother.
- Sepa : A, Delia. God bless you, my child. What are you doing here in the yard? Is your father home already?
- Delia : He just arrived together with Kuya Gardo.
- Sepa : Where are they now?
- Delia : In the house, upstairs.
- Sepa : They must be very tired, having worked in the fields all day.

Delia : I guess so, that may also be the reason why father looked angry when he arrived.

Sepa : Father is angry?! I better go up and talk to him.

Delia : May I stay here a bit longer, Mother?

Sepa : Yes, but not too long. You will have to come up later to help me prepare our dinner.

Sepa : Pedro? Where are you Pedro? He must be asleep. (Then) Whose letter is this? Wow, this is a letter from Efren!

Pedro : I didn't know you are home already.

Sepa : I just arrived. Look, Pedro, here's a letter from Efren! Come here and sit beside me so you can also listen to what your son says. Listen to this: (reads) "Dear Father, I'm sorry I cannot write as often as I want. I have classes from morning until late afternoon, six days a week. My evenings are devoted to doing all my assignments after I have done my laundry. Besides I have to save what little money I have to buy the things I need in school." (sympathetic) See how responsible your younger son is? He is trying to be sparing in order to avoid asking more money from you.

Sepa : (continues reading). . . "You must be finding it hard to spend for my studies here in Manila, Father." (stop) See? He knows how hard you're working so you can finance his studies in the big city. Now, listen to this: "I know I should not add more to your problems, but our midterm examination is fast approaching. I need to pay the second installment of my tuition not later than the first week of the following month. I hope you will be able to help me." (sighs) Poor Efren, he is embarrassed to ask for more money from you but he has no one to turn to but you.

Pedro : M-Maybe you're right.

Sepa : Of course I'm right. But let me finish reading his letter. . . "Life is so hard here in Manila. I miss you all (sniffs) and I..."

Efren : "... and I want so much to go back home. The only thing that sustains me in my loneliness is the thought that someday, I will be able to help you lift our family from the poverty we have endured for so long. I shall always be grateful to you, Father."

Efren : "Please give my love to Mother, Delia, Ninay and Kuya Gardo. You are always on my mind and in my heart..."

Sepa : "... Efren." He is such a good son.

- Pedro : Yes. (softly) Efren is a good son, Sepa.
- Sepa : Now, tell me why you were angry when you came home from the fields, Pedro. Do you have a problem?
- Pedro : Problem? Oh, no. I don't have a problem. Let's just say that there was a little miscommunication earlier. But that has been corrected now.

THE END



Let's Try This

1. What was the letter all about?

2. How did the eldest son interpret the letter? What tone of voice did he use? Do you think he was jealous of his brother?

3. How did the mother interpret the letter? What tone of voice did she use? Are mothers really like this?

4. Which interpretation (the mother's or the eldest son's) was closer to Efren's intention when writing the letter?

5. Which interpretation do you like better? Why?

Compare your answers with those in the *Answer Key* on pages 37–38.

You learned from the listening activity how the tone of voice can affect the idea or ideas being expressed. An idea, thought, or message can be interpreted in so many ways depending on the tone of voice used, whether this is done consciously or unconsciously.

Have you heard of family members or friends having disagreements or arguments? Arguments or disagreements, more often than not, are brought about by misunderstandings or misinterpretations of the things that may have been said.

A classic example of this would be a parent scolding a child for answering back. Parents view this as a sign of disrespect. But if you listen closely to what the child is trying to express, you'll realize that there are times that the child strongly feels that an explanation is needed so that the issue may be clarified. Unfortunately, in this case, the child's explanation may have been interpreted as a sign of disrespect because the manner the explanation was delivered or the tone of voice used may have been disrespectful.

A child may be feeling frustrated, impatient, or even angry. But whatever the child's state of emotion at that time, the more important thing to remember is for the two parties involved, the parent and the child, to be more sensitive towards each other's feelings. It takes strength of character to be able to disregard age, status or position, and to give people the chance to be heard. Taking time out to listen makes a whole lot of difference when resolving conflicts and misunderstanding.

On a larger scale, wars, racism and bigotry would be considered things of the past if only people could spare the time to talk and listen to each other's concerns and issues. Most problems in the world are caused by people's lack of ability to listen to other's concerns.

What about you? Can you give some more situations where a person may be misinterpreted or misunderstood due to the tone of voice used to express an idea, thought or message? Whatever examples you can come up with, have them evaluated by your Instructional Manager for additional feedback.



Let's See What You Have Learned

Identify the tone of voice that is most applicable to the following situations given below. Encircle the letter of the correct answer.

1. You hear a woman shouting for help after a snatcher grabbed her bag. Her tone of voice would sound like she's...
 - a. panicking, almost hysterical
 - b. happy and glad
 - c. sad and on the verge of crying
 - d. having fun

2. While dining in a restaurant, the waiter accidentally spills a glassful of water on your friend's lap. Your friend's tone of voice would be ...
 - a. relaxed and confident
 - b. surprised and upset
 - c. happy and content
 - d. angry and embarrassed
3. A man was caught in a nonparking zone by a traffic enforcer. To convince the traffic enforcer not to issue him a ticket, the man's tone of voice should be...
 - a. nervous and confused
 - b. boastful and cocky
 - c. demanding and loud
 - d. polite and apologetic
4. An employee is rushing an important report for his/her boss, but the computer printer has malfunctioned. The only other available computer printer belongs to a coemployee who is not rushing anything. As the employee approaches to request the use of the coemployee's computer printer, the tone of voice to be used should be...
 - a. demanding
 - b. friendly and nice
 - c. polite
 - d. indifferent
5. A security guard approaches two people arguing in front of his assigned post. To be able to prevent the conflict from getting worse, the security guard attempts to settle their conflict. The security guard's tone of voice should be:
 - a. authoritative and commanding
 - b. diplomatic and reconciliatory
 - c. friendly and warm
 - d. nervous and shaking

Compare your answers with those in the *Answer Key* on pages 38–40.



Let's Remember

- ◆ In talking with someone, especially in giving feedback, we should take care not to hurt the feelings of others.
- ◆ In dealing with others, we should be sensitive to what they are saying—what is the message being delivered?
- ◆ The meaning of a message changes depending on the tone of voice used.

Observe and Interpret

Do you know that we can communicate even without using words? This is called nonverbal communication. You have already studied verbal communication, which involves the use of words, in the first two lessons.

All people, as well as animals, use nonverbal communication. The dog wags its tail and brings its leash to its master when it wants to go for a walk. Gorillas fold their arms as a signal that no harm is intended. People smile, frown and use certain gestures to convey messages. In this lesson, you will study these and other nonverbal signals.

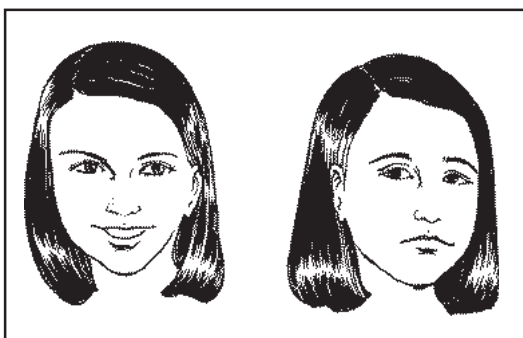
After studying this lesson, you should be able to:

- ◆ define the meaning of nonverbal communication or signals;
- ◆ identify the ways by which nonverbal communication can be used; and
- ◆ describe examples of nonverbal signals.

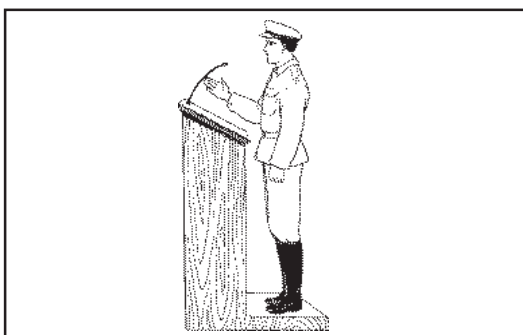


Let's Learn

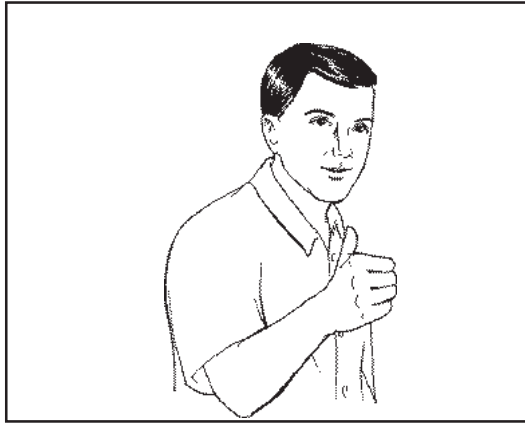
Look at the pictures below. Describe what you see.



1. _____



2. _____



3. _____



4. _____



5. _____

Compare your answers with those in the *Answer Key* on page 40.

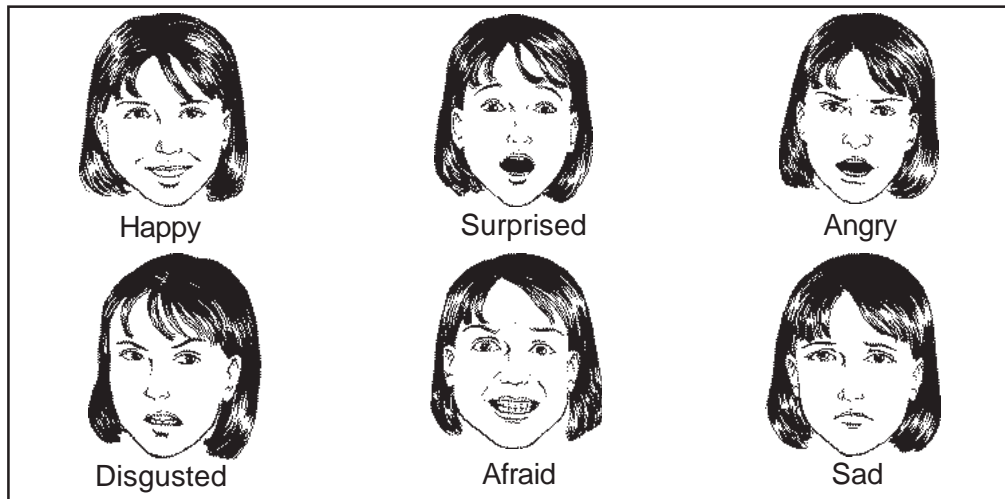
By just looking at the illustrations, you were able to describe a range of possible emotions or messages being conveyed. You did not need written words to know what was happening.



Let's Study and Analyze

There are several ways by which people convey messages without the use of words, or through silent “body talk.” They are described below.

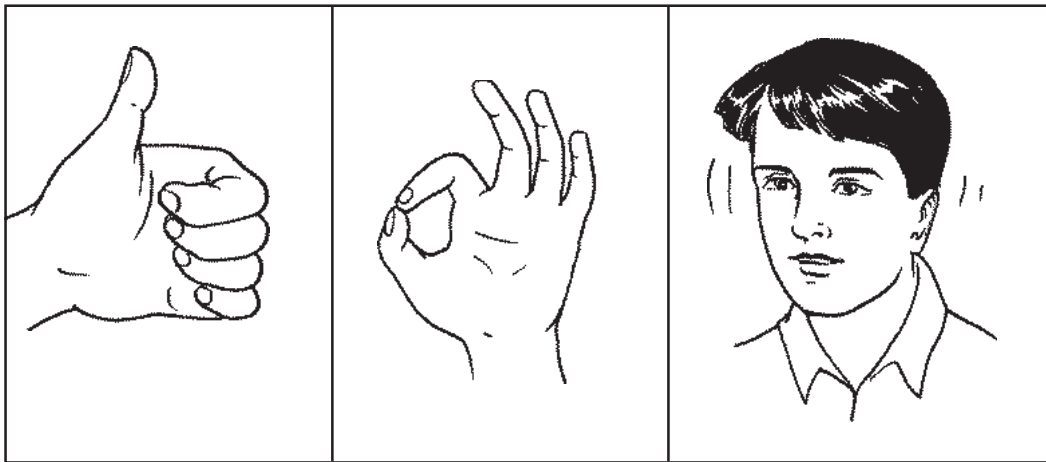
- ♦ **Facial Expressions.** These are movements of the parts of the face, such as the mouth, eyes and eyebrows. A smile, a frown and a grimace are all facial expressions. Can you think of other expressions?



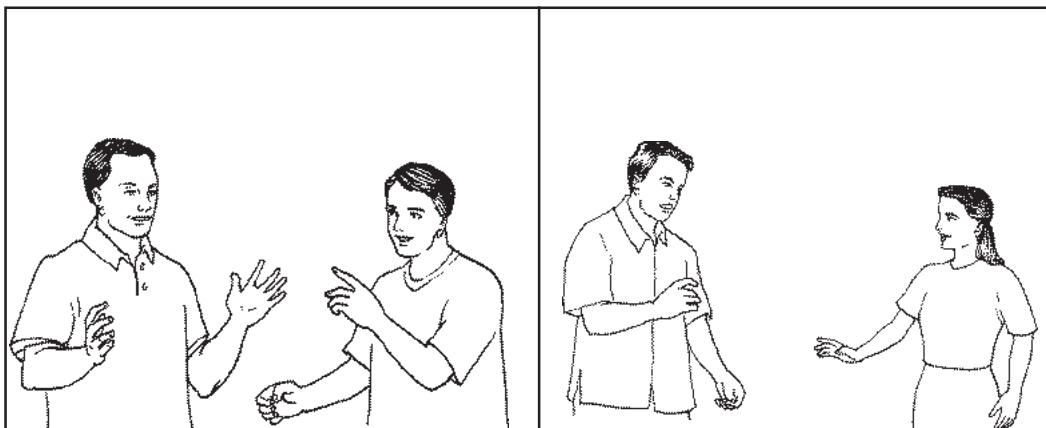
- ♦ **Posture.** This is how a person holds up his body. A posture may be erect, bent, slouching, etc. A relaxed posture can mean that the person is also relaxed or at ease. A rigid posture tells us that the person may be tense, nervous or alert. What is your body posture right now?



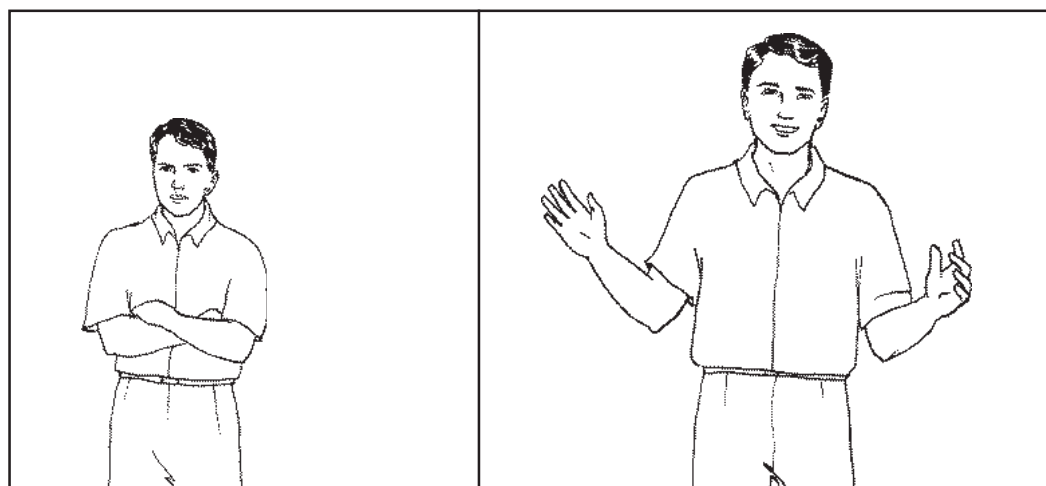
- ◆ **Gesture.** This refers to the movements of the hands or parts of the body other than the face. When you wave your hands or nod your head, you are gesturing.



- ◆ **Spacing.** This is the distance between people. Close friends tend to stand or sit close to one another while talking. Strangers tend to stay farther apart.



Observing this “body talk” carefully can help you interpret what is being felt by the person. As you already know, a person may be saying one thing but he may be feeling the opposite. Studying his nonverbal signals will help you become aware of what he might be feeling. Let us look at an example.



In the two pictures at the bottom of page 24, let us assume that both men are saying, “Hey, I’m happy to see you!” Which of the two men seem more sincere in his words? Why do you think so? Write down your answer in the spaces provided below.

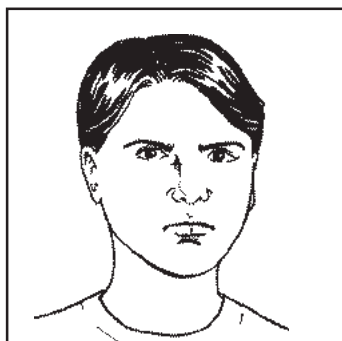
If you wrote that it is the man in the second picture who is more sincere, you are right. His body language indicates that he is happy to see you, and that he welcomes your presence. Notice his smiling face and welcoming arms.

You have seen that from the silent body language or from nonverbal signals, we can learn to interpret the true emotions felt by the speaker.

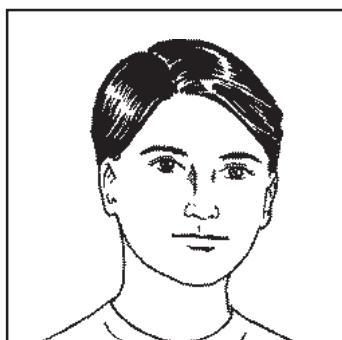


Let's Learn

Below are some examples of nonverbal signals. Most of these are facial expressions. They have been described for you. Can you interpret what the person is saying, or feeling? Write your answers in the spaces provided after each description.



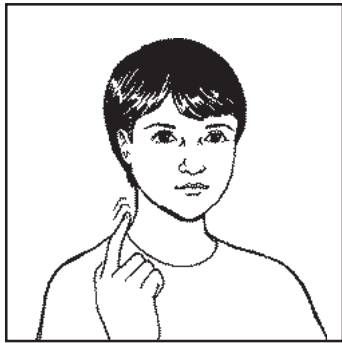
1. The boy is frowning hard; his lower lip is pushed out.



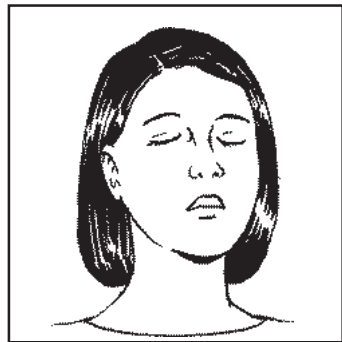
2. The corners of the boy's mouth are raised.



3. The girl is frowning slightly. A finger is placed at the side of her mouth.



4. The girl is looking at you. She straightens one of her fingers and bends it towards her.



5. The girl closes her eyes, opens her mouth and breathes in deeply.

Compare your answers with those in the *Answer Key* on page 40.

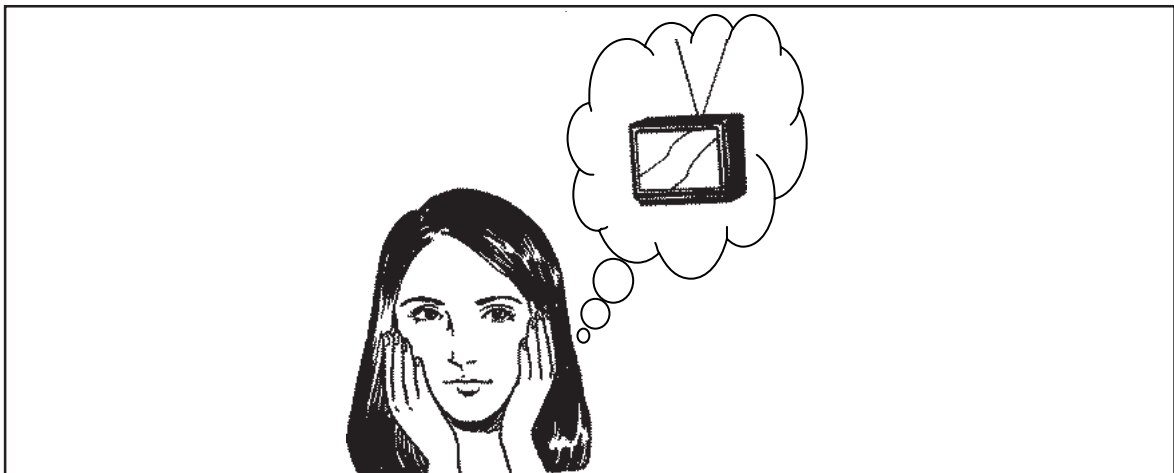


Let's Think About This

We can easily express our feelings and emotions with nonverbal signals. They can express anger, joy, sadness, fear and other feelings.



But nonverbal signals cannot express an idea or a thing. For example, they cannot express such things as beauty, or the statements “I want to go home” or “I want a TV set.”



As mentioned earlier, nonverbal signals are effective expressions of feelings and emotions. Why do you think this is so?

The human body becomes an instrument by which feelings and emotions are conveyed. What the body feels, it expresses. Ideas or things, on the other hand, are better explained and expressed by using words.

For example, you may **think** it's hot or uncomfortable today because it's a typical sunny day. On the other hand, you may not **feel** hot or uncomfortable at all. The bright sunny day makes you feel comfortable and so you wear a smile the whole day.

In other words, nonverbal signals are representations of our feelings and emotions whereas ideas or things are best represented in spoken words.

There are two kinds of nonverbal signals: “natural” and “learned”

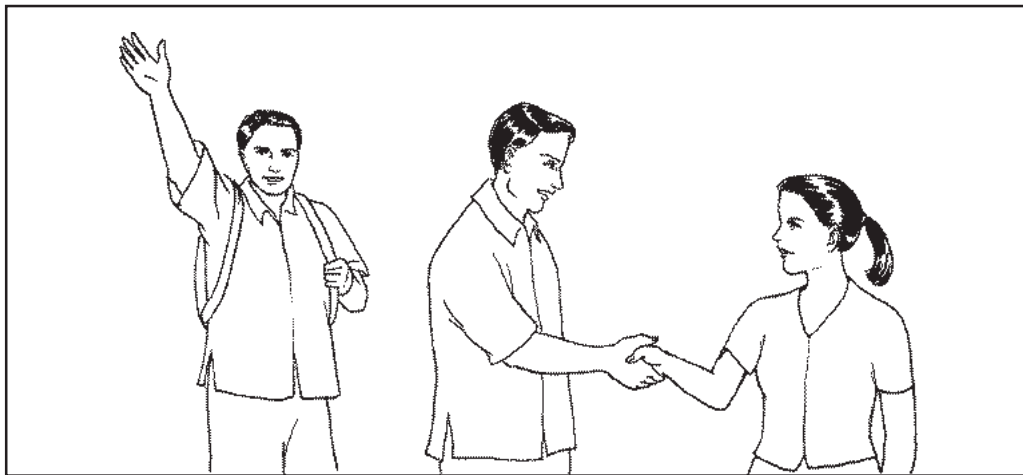
Natural signals are those which are inborn and universal. They are used by people all over the world. Even little children use them without being taught. Examples are smiling, frowning and opening the eyes when surprised.



Try to remember some nonverbal signals that come naturally to people, like yawning or waving. What comes to your mind immediately? Write them on the lines provided.

Compare your answer with those in the *Answer Key* on page 40.

On the other hand, **learned signals** are those which are acquired or learned by the child as part of the culture or community he/she belongs to. Examples are waving the arms goodbye and shaking the hands as a polite gesture when being introduced.



Filipinos value traditions very much. It is not surprising then to find out that there are many learned signals inherent in the Filipino culture. These signals were handed down to us from generation to generation. A classic example would be kissing the elders' hands or "*pagmamano*" to show them our respect.

Learned signals are taught to us early in our lives. These signals become part of what we are both as individuals and as a nation. More often than not it is the learned signals that make a certain group of people unique. One example of this is the Filipinos' fondness for a quick lifting of the eyebrows to greet each other.

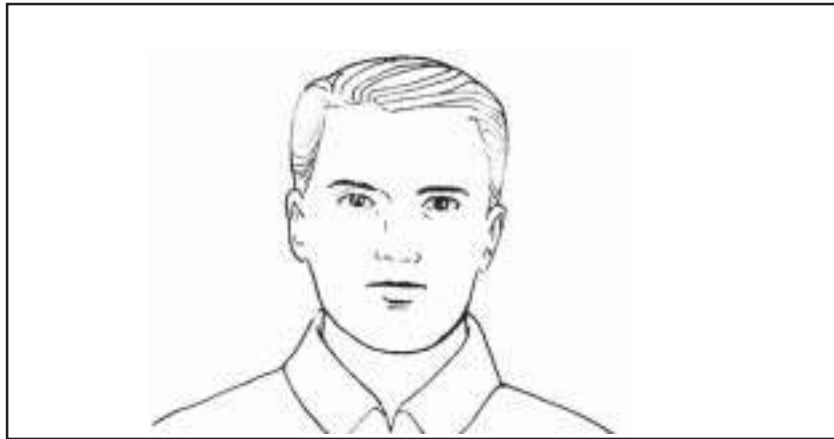
Let us not forget that, unlike natural signals, learned signals are not universal. An example of this is the "thumbs up" sign which is not a universally accepted gesture of "okay" or "everything is fine". In some countries, such a gesture is actually obscene.



Let's Try This

While nonverbal signals are generally helpful, we must not rely on them so much. Sometimes, their meaning may not be very clear or cannot be deciphered at all. For example, look at the illustration of a “poker face” below. Why don't you try interpreting the meaning of this nonverbal signal?

This face is without any expression, so it is hard to guess what the person is actually feeling.



Also, the same person doesn't always act the same way. He may smile when he is happy, but he may also smile when he is simply being polite. Therefore, to be sure that your interpretation of his nonverbal signal is correct, you must know the person well.

You must develop the skill of interpreting nonverbal body language. Below are some helpful exercises that will help you do this. Do them when you have the time and when the conditions permit. Then, when you are alone, describe what you have observed. You may write down your observation on the lines provided. Be sure to describe also your interpretation of any nonverbal behavior.

1. When you are watching TV, turn off the volume. Look at the facial expressions, gestures and other nonverbal signals of the actors. Try to guess what they are saying or feeling without actually hearing their words.

2. When you are in a busy place, such as a mall, park or market, observe the people around you who are talking. But you should be far enough so that you will not be able to hear what they are saying. Again try to observe their body language, try to interpret what they are talking about and feeling.

3. If you have the chance, observe foreigners who are speaking a language you cannot understand. Judging by their actions and gestures, try to figure out what they are saying.

4. This will help you to become familiar with the pattern of body language of a friend or someone close to you. Every time you are together, observe carefully this person's nonverbal signals. Observe how he/she looks and acts when he/she is:

- ◆ happy
- ◆ sad
- ◆ surprised
- ◆ angry
- ◆ thinking deeply
- ◆ curious
- ◆ nervous
- ◆ shy
- ◆ experiencing other emotions

Write your observations for each emotion mentioned above in the spaces provided below.

Some sample answers to the four activities are provided in the *Answer Key* on pages 41–43. Your answers will be different depending on the situations and places observed. You may, however, compare your findings to these samples as a guide to your understanding of interpreting nonverbal behavior. You may also discuss your findings with your Instructional Manager, friends or family members for additional feedback.

When you have done this for a long time, you will be good at interpreting your friend's moods and feelings even if he/she doesn't tell you about them.



Let's Review

Differentiate natural and learned nonverbal signals. Give an example for each.

Compare your answers with those in the *Answer Key* on page 43.



Let's See How Much You Have Learned

Fill in the blanks with the correct word or phrase. Choose the answers from the words inside the box below.

observant	feelings	posture
poker face	natural signals	learned signals
spacing	contact	facial expressions
animals	gestures	careful
children	sincere	nonverbal communication

1. _____ is communicating without using words.
2. Body language expresses _____.
3. _____ are understood and used by everyone, even young children.
4. A _____ is one that has no expressions whatsoever.
5. _____ are movements of the hands and other parts of the body except the facial features.

6. The way you stand is your _____.
7. _____ is the distance between you and the person with whom you are speaking.
8. Even _____ use nonverbal language.
9. A smile and a frown are examples of _____.
10. By being _____, you can learn to be good at interpreting body language.

After finishing the test, compare your answers with those in the *Answer Key* on page 43.



Let's Remember

- ◆ We can read nonverbal signals by studying a person's facial expressions, posture and gestures. The contact and spacing between people also provide nonverbal clues.
- ◆ Nonverbal signals give us an idea of the true feelings of the speaker or sender of the signals. His/her true feelings may be different from what he/she is actually saying.



Let's Sum Up

Effective communication is not just limited to talking. It requires good listening and nonverbal skills as well. It is not enough that one is efficient in vocabulary and literature. An effective communicator also knows that listening is as important as talking. The tone of voice reveals a range of feelings and emotions. By being able to distinguish these feelings or emotions, misunderstandings are avoided.

Aside from the use of words in communication, it is also important to know that communication is possible by relying on facial expressions, gestures, posture, contact and spacing. The whole body is the instrument by which any person can express himself/herself.



What Have You Learned?

A. Read the paragraphs below. Afterwards, paraphrase them using your own words.

1. “We grow accustomed to our parents over the years. Or we really take them for granted from infancy until the age when we begin to look at them as two human beings and not merely as part of our habitat. Then we grow accustomed to them anew, and really get to know them.”

(Joseph A. Davis, quoted in Reader's Digest)

2. “Helen was in her 60s and has red hair and incredible self-respect, something I was sorely lacking. I looked up to Helen because she was doing what she loved—serving people—and nobody did it better. She made everyone smile and feel good, customers and coworkers alike.

I also learned how important it is to take pride in life's little accomplishments. When I helped out in the kitchen, nothing made me feel better than putting two eggs on the grill, flipping them over easy, and serving them just the way the customer wanted.”

(Suze Orman, quoted in Reader's Digest)

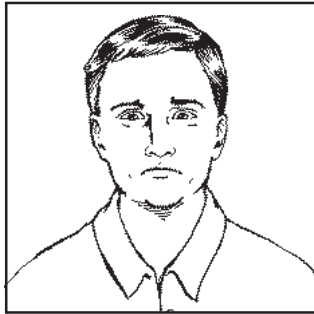
B. Answer the following questions.

1. Distinguish verbal from nonverbal communication.

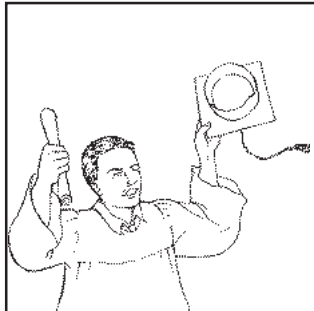
2. Which do you think is more important, verbal or nonverbal communication? Explain why.

3. Cite example where being an effective communicator is an advantage.

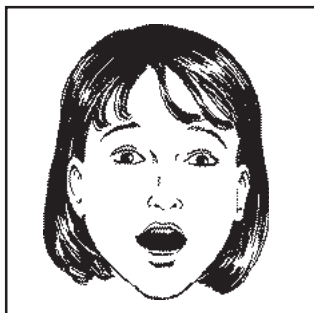
- C. Look at the pictures below. What do you think are the emotions that are being demonstrated by the person? Describe them in one or two sentences.



1.



2.



3.

How did you do? You can compare your answers with those in the *Answer Key* on pages 43–44. You are now very knowledgeable about effective communication. You can study this module again to review what you learned. If you missed some answers, don't worry. Review the parts of the module that you did not understand.

Once you are able to answer all the review questions correctly, then you are now finished with this module. You have been a good learner, and now you can move on to the next module. Congratulations and keep up the good work!



Answer Key

A. Let's See What You Already Know (pages 2–3)

Below are sample answers only. You may have answers other than the ones below. Show your answers to your Instructional Manager for additional feedback.

- A.
 - 1. I have tried asking my friends what they see in this world. Just yesterday I asked my very good friend what she saw outside. She answered that she saw nothing. I should have been surprised by her reply, but really, I am already used to answers like this.
 - 2. How is it possible not to see anything at all? I am blind but I can “see” many interesting things by touching. I can see a leaf. I can see the rough bark of a tree. I can see the bud of a flower. All of these I am able to see simply by touching.
- B.
 - 1. The person looks frustrated and in despair. He seems to be loaded with problems. Maybe he does not know how to solve them.
 - 2. The man is angry. He probably had a fight with someone. Or maybe he heard something he did not like.
 - 3. The person looks very happy. Maybe he feels jubilant after successfully graduating from school.

B. Lesson 1

Let's Read (pages 4–6)

Here is a sample answer. You might have answered the question differently. Show your answer to your Instructional Manager for additional feedback.

The speech is about Martin Luther King's dream for a free America. He dreamt that someday all Americans will live a life of equality and prosperity. And that people will see beyond a person's skin color.

Let's Try This (pages 8–9)

- 2. This paragraph is about bananas.
It tells me about how bananas are good for the body.
- 3. Here is a sample paraphrase. Your paraphrase may be slightly different but should follow to the checklist on page 7. Make sure that you paraphrase:
 - ◆ contains a complete thought;
 - ◆ is accurate;

- ◆ makes sense;
- ◆ is in your own words; and
- ◆ shows understanding of the topic.

Here is a possible paraphrase for the reading:

Bananas are delicious. They are rich in minerals, mostly potassium, which is good for the muscles. If one lacks potassium in the body one might develop insomnia, irregular heartbeat, or general weakness. One can have a daily intake of banana mixed with cereals, pancakes or with crushed ice and syrup.

The sample answer followed the checklist. It is accurate and the information used is based on the paragraph. It made sense and I used my own words. It did not show much understanding, however, as it mainly discussed the many benefits of bananas.

You may show your paraphrase to your Instructional Manager for additional feedback.

Practice some more:

2. This conversation is about the weather forecast.

It tells me about possible rain tomorrow.

3. We might have heavy rains tomorrow afternoon. We need to bring umbrellas or raincoats to avoid getting wet. This announcement is for everyone.

Let's Learn (page 10)

Below is a sample output of the activity. You may have a different answer. Discuss your answers with your Instructional Manager for additional feedback.

The sun is not actually a planet, but a star. It is the nearest star to us in space. It is just one of the millions of stars found in other galaxies. It is a sphere of gas with a surface temperature of 10,000°F (5,500°C). Most of its light comes from its surface.

For man, the sun not only gives light but it also provides energy in the form of solar energy. The sunlight, in fact, is an excellent source of Vitamin D. However, prolonged exposure to the sun may be dangerous, as it may cause skin cancer or other major skin disorders.

Let's Try This (pages 10–11)

Below is only a sample answer. Show your work to your Instructional Manager for additional feedback.

This beloved country is a land naturally beautiful and abundant. It is a nation filled with hardworking and freedom-loving people. Many brave men and women have offered their own lives just so it would gain its independence. And as its colorful and vibrant flag continues to soar, so does its people's love for country, freedom and prosperity.

Let's See What You Have Learned (pages 11–12)

1. Paraphrase is saying in your own words the ideas presented in something written or spoken.
2. *R* stands for Read the paragraph – which means you have to read first the subject to paraphrase.

A stands for Ask yourself – find out what the paragraph is all about.

P stands for paraphrase – rewrite the paragraph using your own words while maintaining the original ideas and thoughts.

3. Paraphrasing, for one thing, encourages the learner to think on his own and express himself/herself. It also helps determine levels of understanding and comprehension of topics being discussed.

C. Lesson 2

Let's Try This (page 18)

1. The letter was about money being asked for by the son.
2. The eldest son read the letter in an angry manner. He was probably jealous of his brother.
3. The mother read the letter in a kind and concerned voice.

Mothers are usually very caring, loving and concerned about their children, especially their needs.

4. The mother's interpretation was closer to Efren's intention when writing the letter.
5. Here is a sample answer. Discuss your answer with your Instructional Manager for additional feedback.

I prefer the mother's interpretation of the son's letter. She was very sympathetic. She understood what her son was going through—being away from your own family and taking care of yourself, the hardships just so that you could save money no matter how little. More importantly, I liked her interpretation more than Gardo's because in the end, it made Pedro see and realize the true picture. Gardo's interpretation was obviously tainted with envy.

Let's See What You Have Learned (pages 19–20)

1. **Answer: (a) or (c)**

- (a) panicking, almost hysterical.

If someone steals your bag, it's natural that you would want to get everybody's attention so that the snatcher can be hopefully be stopped.

- (c) sad and on the verge of crying

This could be another possible answer. Some victims are so shocked that no one will notice what just happened. Some victims are so traumatized that they just cry in frustration.

- (b) and (d) are incorrect because they are not normal responses to that situation.

2. **Answer: (b) or (d)**

- (b) surprised and upset

Normally the friend would have been surprised and upset because her dress got wet.

- (d) angry and embarrassed

The friend would have sounded angry because he/she got wet and embarrassed because he/she would be in wet clothes the whole time.

- (a) and (c) are incorrect because they are not normal responses to that situation.

3. **Answer: (a) or (d)**

- (a) nervous and confused

This would be an obvious tone of your voice, especially if its your first time to be given a ticket violation. It would be understandable to be confused because you would not know what to do in a situation like this.

- (b) is incorrect because this tone of voice is true to influential people or those not afraid to question authority. This will only get you into trouble, so this is not advisable.
- (c) is incorrect because this tone of voice is not advisable in a situation like this. It will only give the traffic enforcer more reason to issue a ticket violation.
- (d) polite and apologetic

Here's another possible answer. If you're a first time violator, you'll probably be issued a warning. Sometimes it pays to let other people feel that they are in control of the situation.

4. **Answer: (b) or (c)**

- (b) friendly and nice

You can't go wrong with this tone of voice. It is only proper to be sensitive to other people's feelings.

- (c) polite

This is another possible answer. It does not hurt to be polite to other people no matter what the circumstances are.

- (a) is incorrect. With this tone of voice, the employee might not be able to use the computer printer of his/her coemployees. It is downright rude.
- (d) is incorrect. In the first place, you'll be requesting the use of somebody else's computer printer. Remember, you are requesting permission to use a thing which does not belong to you, so you must be polite.

5. **Answer: (b) or (c)**

- (b) diplomatic and reconciliatory

This tone of voice will convince the squabbling couple from arguing especially because they'd sense how sincere you are in mediating for them.

- (c) friendly and warm

As mentioned earlier, it always works to use this tone of voice. In this situation, the couple may suddenly realize the awkward situation and decide later to stop or resolve the issue (whatever it is) in a calm manner.

- (a) is incorrect because using this tone of voice will not help you.

- (d) is incorrect because considering the nature of the security guard's job, it would not be advisable to use this tone of voice. The security guard will not be taken seriously and therefore will just be ignored. The job requires a guard to be able to handle situations like this, otherwise he becomes incompetent.

D. Lesson 3

Let's Learn (pages 21–22)

Below are sample answers. Discuss your answers with your Instructional Manager for additional feedback.

1. It's a picture of a happy face and a sad face.
2. It's a picture of soldier standing upright.
3. It's a picture of a man with a "thumbs up" sign.
4. It's a picture of a man and a woman embracing.
5. It's a picture of two people conversing in a party.

Let's Learn (pages 25–26)

Below are sample answers. You may give answers other than these which may also be correct. Show your answers to your Instructional Manager for additional feedback.

1. The boy is irritated or angry about something.
2. The boy is happy or pleased. He may also be remembering something pleasant or nice.
3. The girl is thinking seriously. She may be trying to solve a problem or thinking hard to recall something.
4. The girl is signalling that you go to her.
5. The girl is tired and wants to rest or even sleep.

Let's Think About This (pages 26–28)

The most common nonverbal natural signals would be those that are done instinctively as a response to some stimulus. For example, we would immediately scratch our eyes every time a foreign body comes in contact with it. It's as if it can be removed by doing so. Another example would be the frowning or wrinkling of the forehead every time we look directly at bright light.

Let's Try This (pages 29–30)

Here are sample answers:

1. The three characters on the show are talking about a secret or some information that should not be made public. The characters are positioned close to each other, which suggests they are not just mere acquaintances. Their shifting eyes and the constant looking over their shoulders say that the three characters are planning something sinister or evil.
2. In a mall, a group of young people walking side by side and laughing at each other suggests that they are having a good time. A couple walking while holding hands suggests that they may be intimately related. A woman carrying several plastic shopping bags and walking hurriedly, almost bumping everybody, suggests that the woman is pressed for time. She is obviously anxious to get to another place by all means.
3. A group of tourists in a very popular and exotic place would look excited, fascinated, or in awe of the sights. Some tourists would sometimes draw the others' attention by vigorously pointing to an object of interest to them. Sometimes we get surprised with their reactions. Some tourists get overly anxious about something that is totally normal to us. Their over-eagerness can be best compared to a child tremendously thrilled to see a new toy or game.
4. Here are some common manifestations of the following emotions:
 - ◆ happy
 - smiles generously
 - walks lightly and relaxed
 - ◆ sad
 - droopy face
 - unusually quiet
 - sometimes found staring at nothing
 - ◆ surprised
 - eyes bulge
 - body jolts or jerks
 - body shakes

- ◆ angry
 - eyes piercing or bulging
 - gnashing teeth
 - lips closely tightly
 - clenched fists
 - walks fast
 - face turns red
- ◆ thinking deeply
 - can be found staring at nothing
 - an arm folded, other arm is placed close to face while fingers or a finger is place on the temple
- ◆ curious
 - neck extends to see object of curiosity
 - upper torso bends slightly forward
- ◆ nervous
 - hand and/or body shakes
 - walks or paces back and forth
 - face turns pale
 - fidgets
- ◆ shy
 - arms folded or placed in front
 - head constantly bowed
 - covers mouth

Other emotions:

- ◆ afraid
 - hands or body shakes
 - face turns pale
- ◆ worried
 - can be found staring at nothing
 - fidgets
 - paces back and forth
- ◆ excited
 - frolicks
 - smiles or laughs generously

Let's Review (page 31)

Natural nonverbal signals are signals that need not be taught and are learned naturally or almost instinctively. One example of this is keeping the arms close to the body and then rubbing the hands on them. This is done to keep the body warm.

Learned nonverbal signals are signals that are acquired or learned because of our “membership” in a certain group or particular environment. An example of which is the bowing of Japanese people when greeting each other. People in other countries greet each other differently. This particular nonverbal signal shows the uniqueness of people living in different places.

Let's See How Much You Have Learned (pages 31–32)

1. Nonverbal communication
2. feelings and emotions
3. Natural signals
4. poker face
5. Gestures
6. posture
7. Spacing
8. animals or children
9. facial expressions or natural signals
10. observant

E. What Have You Learned? (pages 33–34)

A. Below are sample answers. You may use different words and sentences in your paraphrased paragraphs. In preparing your paraphrase you should have done a RAP and then checked that your paragraph contains a complete thought, is accurate, makes sense, is in your own words and shows understanding of the topic. You may discuss your answers with your Instructional Manager for additional feedback.

1. We do not really know our parents when we are young. We do not pay much attention to them or to what their true personality or character may be like. Only when we grow older do we learn to see our parents in a different light and then we get to know them for what they really are.
2. Helen was very proud of what she was doing. It was obvious by the way she treated her customers. Her love for her work inspired the people who knew her. Helen taught the gift of appreciating life and living it to one's fullest because no one can love you better more than yourself.

- B. Below are sample answers only. You might have different answers. Show your answers to your Instructional Manager for additional feedback.
1. Verbal communication involves written or spoken words while nonverbal communication involves movements and gestures of the whole body.
 2. I believe they are both important. One cannot be effective without the other. The fact that a deaf or a mute person can still communicate effectively means that the body is equipped to make gestures that still show how we feel.
 3. One concrete example where being an effective communicator is an advantage is during a job interview. If you can communicate well with the interviewer, chances are, the person in-charge of interviewing you might be impressed. Thus, giving you a greater chance of getting the job you are applying for. Let us remember that the ability to express your thoughts and feelings eloquently—either through spoken or written words—is already an accomplishment.
- C.
1. The man is sad. He seems to be worried about a big problem.
 2. The teenager is very happy because he has finally graduated.
 3. The woman is surprised or shocked because of something that she saw or heard.

Glossary



Gesture A movement of any body part, or any part of the face, which communicates emotions

Paraphrase A restatement of something using different words

Posture How a person stands

Nonverbal communication Communication which involves gestures, facial expressions and body movements

Spacing The distance between two people when they are conversing

Verbal communication Communication which involves spoken words, or utterances



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