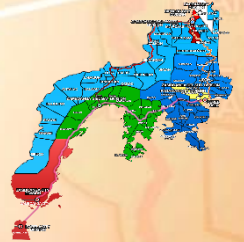


**7**



Zest for Progress  
 Zeal of Partnership

- JANUARY  
*Matuguhon*
- FEBRUARY  
*Mahigugmaon*
- MARCH  
*Matinabungen*
- APRIL  
*Matinahuron*
- MAY  
*Makapsay og Malimpyo*
- JUNE  
*Maablik og Masunod sa  
Dhasaklong Oras*
- JULY  
*Maantigo og Maabilidad*
- AUGUST  
*Maginhuhuhunon  
para sa Uban*
- SEPTEMBER  
*Madaginaton*
- OCTOBER  
*Matinud-anon*
- NOVEMBER  
*Masaligan*
- DECEMBER  
*Maalampon*

**ENGLISH**

Quarter 4 – Module 2  
 Interpersonal Communication



Name of Learner: \_\_\_\_\_

Grade & Section: \_\_\_\_\_

Name of School: \_\_\_\_\_



# What I Need To Know

**Communication** is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.

It is essential in our everyday activities, and is required in order to function in any aspect of life. It is considered to be a dynamic or an ongoing process where people understand each other and where a shared meaning is created.

Our greatest delight in our daily undertakings depends on our close relationship with our fellowmen, likewise, our successful existence depends on our **interpersonal communication**.



**MELCS:** Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation) - (EN7OL-I-b1.14)

**Learning Objective:** Discuss Dyadic communication as a basic form of Interpersonal Communication.



# What I Know

## Activity 1: Word Puzzle

**Directions:** Study the word puzzle below. List down at least five words which are related to the word **COMMUNICATION**.

L	E	R	M	O	U	N	T	S
I	N	T	E	R	V	I	E	W
D	I	O	S	U	N	D	O	O
L	A	N	S	E	N	D	E	R
A	D	G	A	U	R	D	S	D
R	O	A	G	A	T	E	R	S
R	Q	U	E	S	T	I	O	N
S	F	G	H	E	E	A	R	T

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# What's In

## Activity 2. Fact or Bluff?

**Directions:** Read the following sentences carefully. Write **T** if the statement is *True* and **F** if *False*.

- \_\_\_\_\_ 1. Various nervous mannerisms should be avoided in an interview.
- \_\_\_\_\_ 2. Communication is essential in everyday activities of human being.
- \_\_\_\_\_ 3. Cheerful physical surroundings should not be considered in an interview process.
- \_\_\_\_\_ 4. An interview is the most intimate talk of any kind between two persons.
- \_\_\_\_\_ 5. In the process of interview, argumentation is essential.
- \_\_\_\_\_ 6. Dialogue is a tedious speech by one person during a conversation.
- \_\_\_\_\_ 7. Keeping the purpose of an interview constantly in mind is vital.
- \_\_\_\_\_ 8. Conversation is an informal talk between two or more people in which news and ideas are exchanged.
- \_\_\_\_\_ 9. Verbal manifestation and disapproval in an interview should be avoided.
- \_\_\_\_\_ 10. Interview is a "pre-arranged" face to face conversation between two people.



# What's New

## Activity 3. Guess the Picture

**Directions:** Look at each picture closely and observe what does each illustrate? Cite reason(s) in coming up with your conclusion.



This picture shows a/an \_\_\_\_\_,

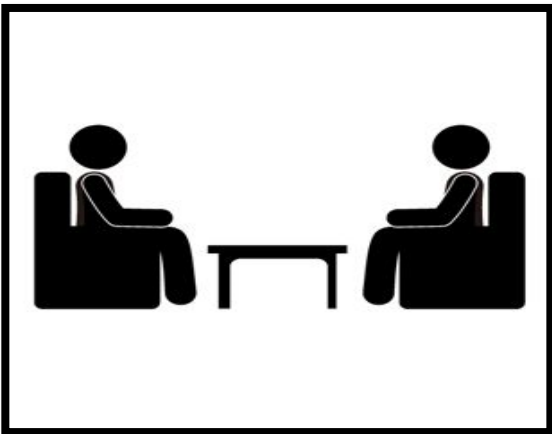
*Reason(s):*

---

---

---

---



This picture shows a/an \_\_\_\_\_,

*Reason(s):*

---

---

---

---



This picture shows a/an \_\_\_\_\_,

*Reason(s):*

---

---

---

---



# What Is It

**Dyadic Communication** refers to communication between two individuals who are responding to each other to simultaneously influence and be influenced, which is a part of developing social relationship.

Likewise, a **dyad**, which is an encounter or conversation between two persons, is considered as the basic form of **interpersonal communication**.

## FORMS OF DYADIC COMMUNICATION

1. **Conversation** is the most common form of dyadic communication. It may be defined as a friendly and usual informal talk between two people who exchange their views and ideas.
2. **Dialogue** is the most personal and intimate form of dyadic communication. It is a talk of any kind between you and your friend that brings magic, eradicating the factors which divide or hinder communication between the two of you.
3. **Interview** is a form of dyadic communication that is considered a two-way process where both parties alternately talk and listen. It is a conversation with a purpose which aims to help the interviewee to understand and put into a larger context the interpersonal, social and cultural aspects of the environment.

*Interviewer-* a person who obtains information from another by asking a series of questions

*Interviewee-* the one who is interviewed

### Types of Interview

- a. **Motivational Interview-** involves multiple objectives such as employment screening, creating stories, counseling, receiving complaints and connecting.
- b. **Structured Interview-** involves rapport building which is created by a warm and positive climate which reduces anxiety and defensiveness, for it is conducted by the interviewer to extract knowledge, information and data from the respondent.



# What's More

Score : \_\_\_\_\_  
5

## Activity 4. Complete Me

**Directions:** Read the scenario below and supply words to complete the conversation. Choose only the appropriate words in the box for your answers.

**Scene :**

Tom is having a job interview. Sarah is asking her questions about his work history.

- College
- Job
- In charge of
- Before
- worked

**Sarah:** So Tom, tell me about your current \_\_\_\_\_?

Tom: Sure. I work for ABC chemicals.

I'm \_\_\_\_\_ international sales.

**Sarah:** So, how long have you \_\_\_\_\_ there?

Tom: Um, I've worked at ABC since 2010.

**Sarah:** Ok. Where did you work \_\_\_\_\_?

Tom: I worked for Tenant Research. I was a Junior Analyst.

I worked there for five years.

**Sarah:** Was that your first job?

Tom: Yes, it was.

**Sarah:** That's fine. Thank you.

### Activity 5. Rearrange Me

**Directions:** Study the dialogue below. Arrange the jumbled words to form a clear conversation.

Example:

<b>Amy:</b>	<b>Billy/Hi ?</b>	<b><u>Hi, Billy?</u></b>
Billy:	Hello/are/you?/ how	_____
Amy:	I/fine/am	_____
Billy:	you/Did/get/modules?/your	_____
Amy:	just/yesterday/Yes,/	_____
	about /How/you?	_____
Billy:	yet,/Not/I am/so/nw/busy	_____
Amy:	you/But,/have/it/to get	_____
Billy:	Sure,/I am/waiting/	_____
	just/to finish/work/my	_____
Amy:	you around./Ok,/see	_____
Billy:	thanks/Sure,/for your/	_____
	concern.	_____



## What I Have Learned

### Activity 6. Fill in the Blanks

**Directions:** Read the following statements. Supply word/s to complete it.

1. \_\_\_\_\_ is essential in the everyday activities of human.
2. Dyadic communication refers to communication between \_\_\_\_\_ individuals.
3. Conversation is the most \_\_\_\_\_ form of dyadic communication.
4. \_\_\_\_\_ is the most formal and intimate form of dyadic communication.
5. \_\_\_\_\_ is a form of dyadic communication that is considered as two-way process.
6. \_\_\_\_\_ is a type of interview that involves employment screening, counselling, and others.
7. \_\_\_\_\_ is a type of interview that involves rapport building which is created by a warm and positive climate.
8. The \_\_\_\_\_ is the one being asked in an interview.
9. One's successful existence depends on \_\_\_\_\_.
10. The one who is asking the questions in an interview is called the \_\_\_\_\_.

# What I Can Do

SCORE : \_\_\_\_\_  
20

## Activity 7: Think and Write

**Directions:** Write a **conversation** using at least five (5) of the phrases given in the box. You can make an introduction or greetings.

free time	have a nice day
nice to meet you	favorite
repeat that	take it easy
do you like ?	how are you ?
see you later	How about you ?
<u>first name</u>	email address

*Example :*

**Angelica :** Hi, my name is Angelica. What is your first name?

---

---

---

---

---

---

---

---

## Rubrics for Activity 5- Think and Write

Points	Description
20	Student uses 5 given phrases. Student uses effective strategies to complete the conversation.
15	Student uses at least 4 given phrases. Student uses appropriate strategies to complete the conversation.
10	Student uses at least 3 given phrases. Student uses strategies that are ineffective.
5	Student uses at least 2 given phrases or failed to use any phrase. Student makes no attempt to use a strategy.





# Assessment

Score : \_\_\_\_\_

**Directions:** Read each item carefully, then answer the following questions by shading the corresponding circle of the correct answer.

1. Why is communication considered essential to human's everyday activities?
  - A. It helps a person to talk whatever he/she wants
  - B. It helps a person to develop speaking skills
  - C. It helps a person to express his/her thoughts
  - D. It helps a person to understand others and be understood.
  
2. Which of the following choices is **NOT** a form of a Dyadic communication?
  - A. Conversation
  - B. Dialog / Dialogue
  - C. Group Chats
  - D. Interview
  
3. Dyadic communication literally involves \_\_\_\_\_.
  - A. One person only
  - B. Two persons only
  - C. Three persons only
  - D. Group of people
  
4. Which of the following choices is considered as the most common form of Dyadic communication?
  - A. Conversation
  - B. Dialog / Dialogue
  - C. Motivational interview
  - D. Interview
  
5. Which of the following choices is considered as the most personal and intimate form of Dyadic communication?
  - A. Conversation
  - B. Dialog / Dialogue
  - C. Motivational interview
  - D. Interview

6. Which of the following is **TRUE** about *interpersonal communication*?
- A. It does not require an involvement of more than one person
  - B. It can be done alone
  - C. It requires more than one person
  - D. It is not essential at all
7. Which of the following choices holds the control when conducting an interview?
- A. Interviewer
  - B. Interviewee
  - C. Audience
  - D. Language
8. Can someone conduct an interview without asking question?
- A. Yes, interviewing does not require question
  - B. Yes, talking without questioning can make an interview
  - C. No, questioning is essential in an interview
  - D. No, it can be done sometimes
9. The term *Dyadic* comes from the word **Dyad** which mean?
- A. One
  - B. Two
  - C. Three
  - D. Four
10. \_\_\_\_\_ is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.
- A. Speaking
  - B. Talking
  - C. Communication
  - D. Listening



## ***Additional Activities (Optional)***

### **Activity 8a:**

**Directions:** The following are examples of dyadic communication. Choose one (1) that you usually use at home and write about it on the space provided.

### **CONVERSATION**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

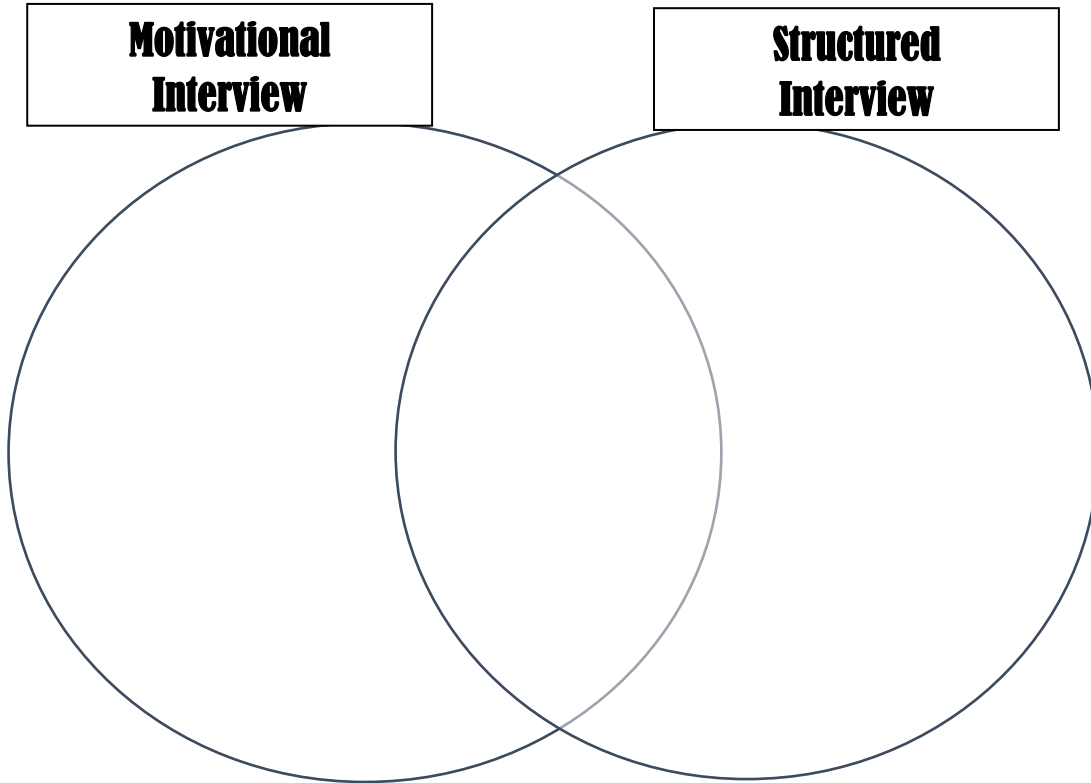
---

---



**Activity 8-B:**

**Directions:** Compare and contrast the following types of an interview using the Venn Diagram.





# Answer Keys:

<p><b>What I Know</b>          Activity 1.          (In any order)          1. Interview          2. Art          3. Message          4. Question          5. Sender</p>	<p><b>What's In</b>          Activity 2.          1. T          2. T          3. F          4. F          5. F          6. F          7. T          8. T          9. T          10. T</p>	<p><b>What's New</b>          Activity 3          Answers may vary</p>	<p><b>What's More</b>          Activity 4          1. job          2. in charge of          3. worked          4. before</p>
<p><b>What's More</b>          Activity 5          1. Hello, how are you?          2. I am fine.          3. Did you get your          modules?          4. Not yet. I am so busy          now.          5. But, you have to get it.          6. Sure, I am just waiting          to finish my work.          7. Ok, see you around.          8. Sure, thanks for your          concern.</p>	<p><b>What I Have Learned</b>          Activity 6          1. Communication          2. Two or more          3. Common          4. Dialogue/Dialog          5. Interview          6. Motivational Interview          7. Structured Interview          8. Interviewee          9. Interpersonal Communication          10. Interviewer</p>	<p><b>What I Can Do</b>          Activity 7.          Answers may vary</p>	<p>Assessment          1. D          2. C          3. B          4. A          5. B          6. C          7. A          8. C          9. B          10. C</p>
<p><b>Additional Activities</b>          Activity 8-A          Answers may vary</p>	<p><b>Additional Activities</b>          Activity 8-B          Answers may vary</p>		

## **References:**

*Mely M. Padilla, Ligaya C. Bacomong, Hilaria P. Dato-on, Ma. Anniedith B. Rosario, Leticia L. Sabornido, Speech for Effective Communication, "Interpersonal Communication: Its Definition and Nature, ch.6, pp. 157-162, Trinidad publishing Inc.*

*[https:// clipart-library.com](https://clipart-library.com)*

*Merriam-Webster dictionary*

### **DEVELOPMENT TEAM**

**Writer:** Marco David N. Codera  
Nurhuda M. Sattar  
*Basilan National High School*

**Editor:**

**Language Editor:**

**Proof Reader:** Sayana S. Hassan, EPS

**Illustrators:** Marco David N. Codera, Nurhuda M. Sattar  
Julienne Izabel A. Buante

**Layout Artist:** Julienne Izabel A. Buante

**Management Team:**

Julieto H. Fernandez, Ed. D., CESO VI

SDS-Isabela City

Maria Laarni T. Villanueva, Ed. D., CESE

ASDS-Isabela City

Henry R. Tura, CID Chief

Elsa A. Usman, LR Supervisor

Helen De Leon, EPS-English, Module Coordinator

## Region IX: Zamboanga Peninsula Hymn – Our Eden Land

Here the trees and flowers bloom  
Here the breezes gently Blow,  
Here the birds sing Merrily,  
The liberty forever Stays,

Gallant men And Ladies fair  
Linger with love and care  
Golden beams of sunrise and sunset  
Are visions you'll never forget  
Oh! That's Region IX

Cebuanos, Ilocanos, Subanons, Boholanos, Ilongos,  
All of them are proud and true  
Region IX our Eden Land

Here the Badjaos roam the seas  
Here the Samals live in peace  
Here the Tausogs thrive so free  
With the Yakans in unity

Hardworking people Abound,  
Every valleys and Dale  
Zamboangueños, Tagalogs, Bicolanos,

Region IX  
Our..  
Eden...  
Land...

### My Final Farewell

Farewell, dear Fatherland, clime of the sun caress'd  
Pearl of the Orient seas, our Eden lost!,  
Gladly now I go to give thee this faded life's best,  
And were it brighter, fresher, or more blest  
Still would I give it thee, nor count the cost.

On the field of battle, 'mid the frenzy of fight,  
Others have given their lives, without doubt or heed;  
The place matters not-cypress or laurel or lily white,  
Scaffold or open plain, combat or martyrdom's plight,  
T is ever the same, to serve our home and country's need.

I die just when I see the dawn break,  
Through the gloom of night, to herald the day;  
And if color is lacking my blood thou shalt take,  
Pour'd out at need for thy dear sake  
To dye with its crimson the waking ray.

My dreams, when life first opened to me,  
My dreams, when the hopes of youth beat high,  
Were to see thy lov'd face, O gem of the Orient sea  
From gloom and grief, from care and sorrow free;  
No blush on thy brow, no tear in thine eye.

Dream of my life, my living and burning desire,  
All hail ! cries the soul that is now to take flight;  
All hail ! And sweet it is for thee to expire ;  
To die for thy sake, that thou mayst aspire;  
And sleep in thy bosom eternity's long night.

If over my grave some day thou seest grow,  
In the grassy sod, a humble flower,  
Draw it to thy lips and kiss my soul so,  
While I may feel on my brow in the cold tomb below  
The touch of thy tenderness, thy breath's warm power.

Let the moon beam over me soft and serene,  
Let the dawn shed over me its radiant flashes,  
Let the wind with sad lament over me keen ;  
And if on my cross a bird should be seen,  
Let it trill there its hymn of peace to my ashes.

Let the sun draw the vapors up to the sky,  
And heavenward in purity bear my tardy protest  
Let some kind soul o'er my untimely fate sigh,  
And in the still evening a prayer be lifted on high  
From thee, O my country, that in God I may rest.

Pray for all those that hapless have died,  
For all who have suffered the unmeasur'd pain;  
For our mothers that bitterly their woes have cried,  
For widows and orphans, for captives by torture tried  
And then for thyself that redemption thou mayst gain

And when the dark night wraps the graveyard around  
With only the dead in their vigil to see  
Break not my repose or the mystery profound  
And perchance thou mayst hear a sad hymn resound  
'T is I, O my country, raising a song unto thee.

And even my grave is remembered no more  
Unmark'd by never a cross nor a stone  
Let the plow sweep through it, the spade turn it o'er  
That my ashes may carpet earthly floor,  
Before into nothingness at last they are blown.

Then will oblivion bring to me no care  
As over thy vales and plains I sweep;  
Throbbing and cleansed in thy space and air  
With color and light, with song and lament I fare,  
Ever repeating the faith that I keep.

My Fatherland ador'd, that sadness to my sorrow lends  
Beloved Filipinas, hear now my last good-by!  
I give thee all: parents and kindred and friends  
For I go where no slave before the oppressor bends,  
Where faith can never kill, and God reigns e'er on high!

Farewell to you all, from my soul torn away,  
Friends of my childhood in the home dispossessed!  
Give thanks that I rest from the wearisome day!  
Farewell to thee, too, sweet friend that lightened my way;  
Beloved creatures all, farewell! In death there is rest!

### I Am a Filipino, by Carlos P. Romulo

I am a Filipino—inheritor of a glorious past, hostage to the uncertain future. As such I must prove equal to a two-fold task—the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I sprung from a hardy race, child many generations removed of ancient Malayan pioneers. Across the centuries the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout. Over the sea I see them come, borne upon the billowing wave and the whistling wind, carried upon the mighty swell of hope—hope in the free abundance of new land that was to be their home and their children's forever.

I am a Filipino. In my blood runs the immortal seed of heroes—seed that flowered down the centuries in deeds of courage and defiance. In my veins yet pulses the same hot blood that sent Lapulapu to battle against the first invader of this land, that nerved Lakandula in the combat against the alien foe, that drove Diego Silang and Dagohoy into rebellion against the foreign oppressor.

The seed I bear within me is an immortal seed. It is the mark of my manhood, the symbol of dignity as a human being. Like the seeds that were once buried in the tomb of Tutankhamen many thousand years ago, it shall grow and flower and bear fruit again. It is the insignia of my race, and my generation is but a stage in the unending search of my people for freedom and happiness.

I am a Filipino, child of the marriage of the East and the West. The East, with its languor and mysticism, its passivity and endurance, was my mother, and my sire was the West that came thundering across the seas with the Cross and Sword and the Machine. I am of the East, an eager participant in its spirit, and in its struggles for liberation from the imperialist yoke. But I also know that the East must awake from its centuried sleep, shake off the lethargy that has bound his limbs, and start moving where destiny awaits.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of my inheritance? I shall give the pledge that has come ringing down the corridors of the centuries, and it shall be compounded of the joyous cries of my Malayan forebears when first they saw the contours of this land loom before their eyes, of the battle cries that have resounded in every field of combat from Mactan to Tirad Pass, of the voices of my people when they sing:

“I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto my inheritance—for myself and my children and my children's children—forever.”