

Quarter One: Getting in Touch with Self and Others

MODULE 2

HOW DOES MY FAMILY SEE ME ?

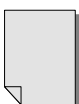


TO THE STUDENT OF THIS MODULE

How to Learn from this Module

Welcome to this module! You must be very eager to start with the learning activities prepared specifically for you. After all, the activities in the module have been designed to provide you with a rich and stimulating learning experience in the English language arts program that will help you communicate better and more effectively in English! You will do so in a little while, but before you do, try to familiarize yourself with the different sections of this module. It is important that you know what each part covers so that you can achieve the learning objectives for each section.

The different sections of the module are presented with the following headings and icons. Familiarize yourself with these headings and icons so you would know what to do in each section.



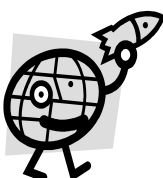
MODULE NUMBER AND TITLE appears on the first page of the module and is represented by the icon on the left. The module number and title are followed by a picture or illustration and some brief introductory paragraphs, which tell you what the module covers. You should read carefully the module title and the introduction so that you will have an idea of the exciting things in store for you in the module. Have you read the introduction to this module? Do you know what's in store for you in this module?



WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE alerts you to the objectives of the module and is represented by the icon on the left. This section consists of the list of what you should be able to do after going through the activities in the module. You can use this list to check your own learning.



PRE-TEST diagnoses what you know about the module content and skills before you go through the activities in the module. It is represented by the icon on the left. Do not worry if you are not able to answer all the questions in the pre-test. After working on the various module activities, you will take a similar test. It is hoped that you will have learned all the items covered in the pre-test so that your score will improve in the end.



ACTIVITIES consist of a variety of learning experiences and exercises designed to help you develop the skills and competencies covered in this module. The icon on the left introduces this section. The specific activities are also introduced by specific icons, are numbered, and have different titles. The icons and the titles serve as your guide on the language activities you are to focus on listening, speaking, vocabulary, reading, grammar, and writing or composition. You should not skip any of the activities. They have been sequenced to help you achieve what you are expected to learn from this module. After each exercise, you are invited to

check your answers against the Self-Check section to see if you understood the concepts correctly.

Following are the specific icons for the specific activities discussed above:



A thinking activity is introduced by this icon.



A listening activity is introduced by this icon.



A speaking activity is introduced by this icon.



A vocabulary activity is introduced by this icon.



A reading activity is introduced by this icon.



This icon introduces an activity that will develop your grammar skills for the module.



This icon is used to introduce a writing activity.



POST-TEST is done after you have worked on all the activities in the module. It is a check on how well you have achieved the module objectives. It has the same icon as the pre-test. After going through all the activities prepared for you, you are tested on similar items as the pre-test so that you can compare the gains you actually made.



SELF-CHECK consists of the key answers to the exercises as well as the answers to the pre-test and the post-test. The purpose of the Self-check is to help you determine if your responses are correct, and to provide you with feedback. If you are able to answer correctly all the items in the exercises, you may proceed immediately to the next learning activities. If you are unable to answer most of the items, you may need to go back and review the lessons, which you have not understood well.

Now that you know the different parts of this module, you are well on your way toward benefiting from it! Good luck as you begins this module!

Quarter One: Getting in Touch with Self and Others

MODULE 2

HOW DOES MY FAMILY SEE ME ?



The people who are closest to us are the members of our family. They know us more than other people do. They also care for us more than other people do. We also often follow the ways that members of our family do. Have you heard the expression, “Mother knows best?” or “like father, like son?” Our parents are patient with us because they know who we are and they love us for who we are.

Getting in touch with others begins by getting in touch with our family members. How does your family regard you as a son, daughter, brother, or sister? How has your family helped you in building your self-confidence? What forms of support do you get from your family? How do you show your gratitude for all the wonderful things your family does for you? You will reflect on these questions in this module.

In Module 1, you learned more about yourself as you reflected on the topic “How do I see myself?” In this module, you will learn about the importance of considering how others, primarily your family, see you. Recognizing how much they care will help you value their love even more. In addition, it will also help you to communicate more effectively your feelings and ideas with them.

In this module, you will learn the language skills necessary to help you analyze and discuss topics about how your family sees you, and how you see your family. After finishing this module, you could communicate better with and about your family. Therefore, good luck!



WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE

After going through this module, you should be able to:

- identify and outline important information in an article you have listened to or read by transcoding them into concept maps;
- determine the meaning of unfamiliar words by picking out context clues;
- retell the main plot and subplot of a story and identify how characters in a story view each other;
- use compound sentences with conjunctions *because, for, so, thus* and *that is why* in expressing choices and reason;
- conduct an interview and solicit feedback from family members and from other people to find out how they view you;
- interpret findings from an interview by putting findings in a chart and preparing a write-up; and
- express reasons and choices in an exposition about your name and your traits.



PRE-TEST

Now that you know what you expect to learn from this module, let's find out first how much you know about them. Follow the directions for each set of questions.

- A. Identify the meaning of the underlined words through context clues. Choose from the word pool below.

arrogant	careful
courageous	faultless
friendly	focus
kindness	inventive
laziness	modesty
respect	prevent
strong	throw

1. Antonia is the valiant young girl who braved the floods to save the stranded civilians.
2. She has impeccable conduct. Her parents, teachers, and classmates all consider her a perfect daughter, student, and friend, so they unanimously voted her as Model Student of the Year.
3. Despite her academic awards, she does not consider herself better or more important than her peers because she values humility.
4. Some haughty children boast about their talents and intelligence, but Cynthia does not. She always makes it a point to help her peers especially those who need assistance with their lessons.
5. Ramil is known for his ingenuity. In the recent Science Fair, for example, he presented his new discovery – sources of carbon monoxide-free fuel from algae.
6. He hates indolence so he always keeps himself busy by constantly researching and experimenting.
7. Seeing teenagers squander away their lives on alcohol, drugs and other senseless things saddens Ramil. For him, life is too precious to be wasted.
8. Instead of doing drugs, Ramil recommends that students just channel their energies to sports.
9. Almira has also earned the admiration of her peers. Her blindness did not deter or stop her from studying and excelling in class.
10. Her classmates and teachers simply regard her with high esteem because she has shown extraordinary courage and determination.

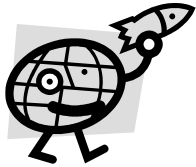
B. Underline the cause once and the result twice. Then, encircle the expression used for showing causes and results. Study the example below.

Example: Almira earned the admiration of her peers because she graduated with honors despite her blindness.

11. In the Philippines, the family is an important unit because it greatly influences the child.
12. There is massive unemployment in the country thus many parents are forced to work overseas and leave their families behind.
13. Children grow up without the guidance of parents so many often drop out of schools and engage in vices.

14. However, a good number of children succeed for they get ample moral support from relatives who temporarily act as guardians.

15. Filipino children are able to endure life away from their parents because close family ties provide them with the love and affection they need.



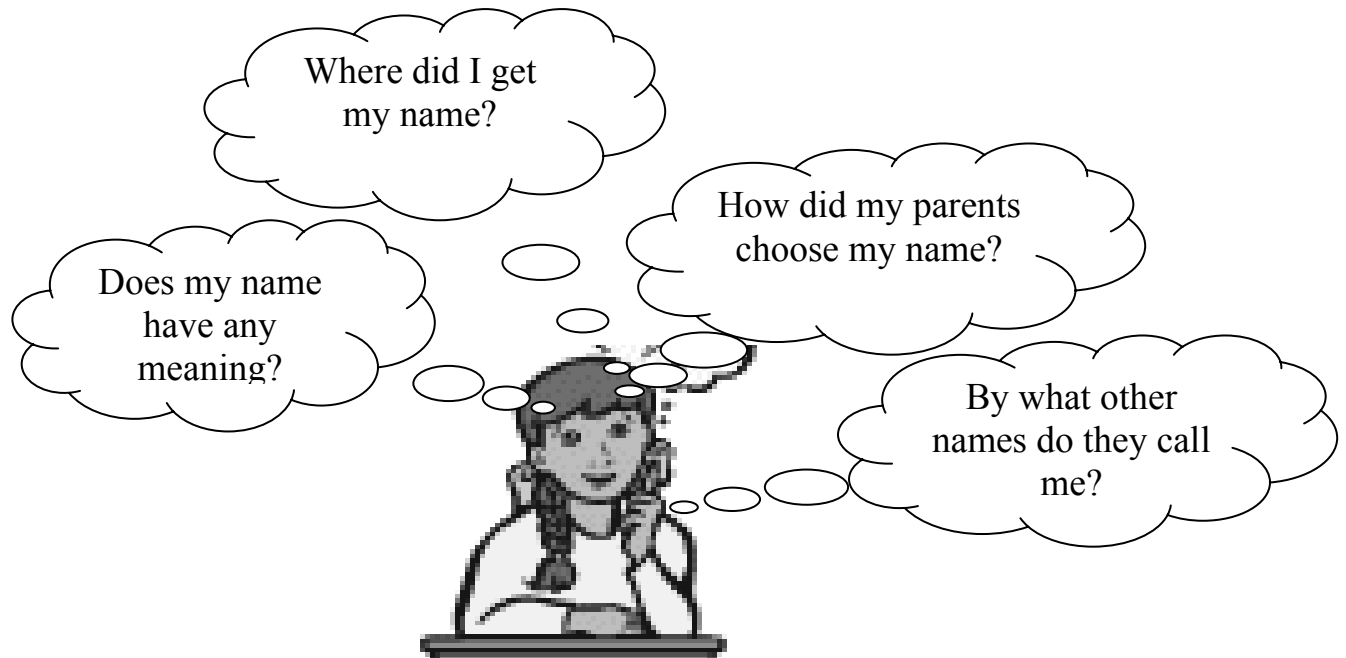
ACTIVITIES

Now that you have an idea of what this module covers, are you excited to get started? Remember that when you do the following activities diligently, you will have the skills necessary to help you communicate better in English. Good luck as you begin!



Activity 1: What's in a Name?

Think about the names each member of your family is called, including yourself. Where did you get your name? How did your parents choose the name they gave you? Have you ever wondered if your name has a unique meaning? Do you have a symbol to represent your name?



Our names give us the identity by which we are known by others, especially our family. Our names sometimes also represent how our parents see or view us. The letters or alphabet, which make up our names are linguistic symbols, which we carry with us wherever we go. Do you know where names of people come from? How do parents select the name they want for their children? How did your parents select the name they wanted for you?



Listening to Information and Transcoding Them

Imagine yourself listening to a television host who is trying to explain how people got their names. The explanation is contained in the following paragraph. Pretend that you are listening to a TV host as she provides information on how people's names come about. There are three paragraphs in her talk.

By Their Names You Shall Know Them

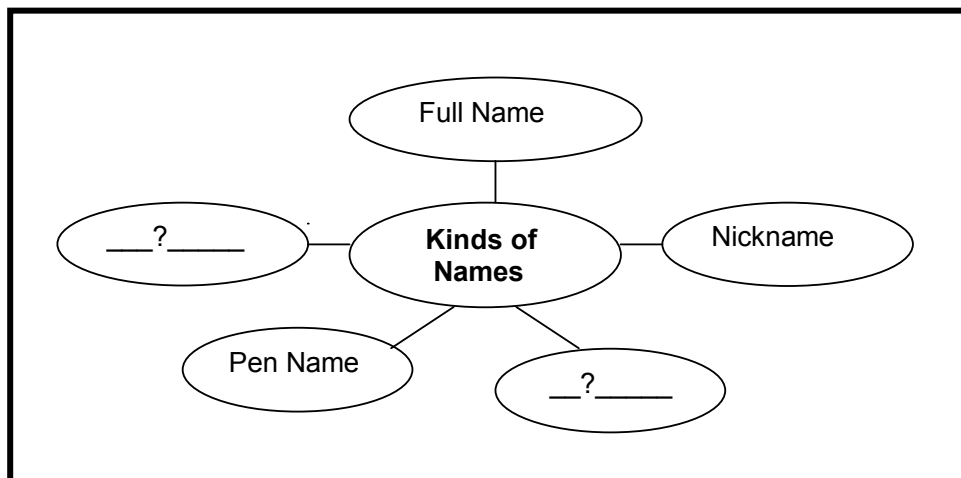
- 1 Names are important because they serve to identify us. In fact, each of us has many kinds of names. We have a first name, middle initial, and a surname. In addition, we have a nickname sometimes called a pet name. Writers who do not want to use their real names can use a pen name or a pseudonym. Criminals use other names, not their real ones. These become their alias, which means “otherwise known as.”
- 2 Our first name distinguishes us from the other members of our family. Our middle initial is the first letter of our mother's maiden name, that is, her surname before she got married. Our surname or last name is that of our father's family or clan. These three – our surname, first name, and middle initial make our complete full name. We write these in that order in formal documents. Otherwise, the more common arrangement is first name followed by middle initial and finally by the surname.
- 3 On the other hand, informally we are usually called by our nickname or pet name. This is used by the immediate members of our family and by close friends when they address us. It may be a shortened form of our first name such as Dan for Daniel or Lou for Lourdes. It could also be a generic term usually culturally determined which are given to young children. Examples of these are *Neneng* or *Inday*, meaning “little girl.” The former is used in Tagalog speaking areas, while the latter, in Visayan speaking regions. For boys, *Nonoy*, *Dodoy*, or *Dodong* are used, meaning “little boy.” The first is used among Bicol speaking families and the last two among the Visayans. Whatever it is – nickname or pet names – they signify some degree of closeness, familiarity, or endearment with the person addressed.

Can you summarize the main ideas of the talk? Summarizing the Information, we read or listen to can be done through concept maps. This is known as **transcoding information**, or the process of writing or transferring information from a text to a graphic organizer. In this module, you will learn to transcode information by using a cluster, a story map, a Venn diagram, and other simple types of concept maps.

Transcoding information is important. It is a gauge of how much you have understood to what you have listened. In transcoding information, you need to understand the main headings in the text as well as the different supporting details. You also need to examine how the text is organized to be able to select the appropriate graphic organizer that you will use. The relationship among the information presented in the text must be illustrated visually through the graphic organizer or information map.

Transcoding information is particularly important in understanding the gist of information you listen to or read. After listening to or reading a selection, you can organize your notes with the graphic organizer.

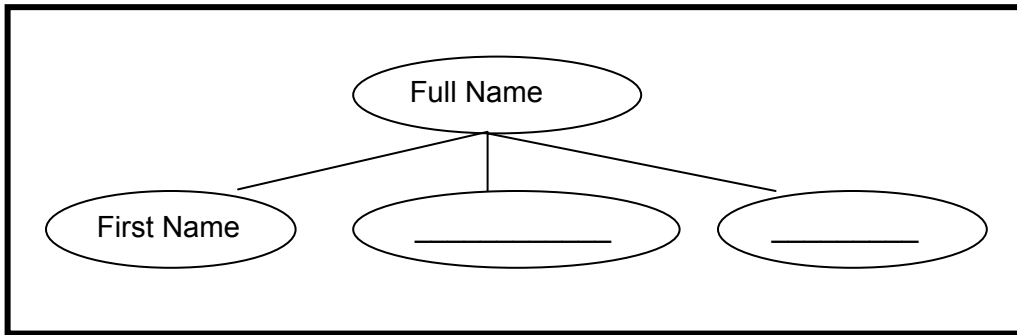
How do you transcode the information in the article you pretended you have listened to? Note how this can be done through a **cluster** as represented below. Can you fill in the blanks with the missing concepts?



The cluster above is used for showing the concepts described in paragraph 1 of the listening selection. It illustrates the major heading or core concept (**name**) and the supporting details or related concepts (**different kinds of names**) which serve to explain the core concept (**name**). The core concept appears at the center and the related concepts appear around it. In module 1, you did an example of a cluster when you identified different terms used to describe a snake. Do you remember? In the above example, if you wrote

pet name and **alias** on the blanks, you are correct! The cluster illustrates the different kinds of names we may have!

Practice transcoding information using a cluster such as the example above. Illustrate the supporting details of paragraph 2 by filling out the missing blanks in the cluster.



Major ideas and supporting details can also be transcoded by using a **table**. Notice how paragraph 3 is illustrated using the table below. Can you fill out the missing details from the listening selection? You may add your own examples.

NICKNAMES AND THEIR ORIGINS	
Shortened Forms of Names	Terms with Cultural Origin
Girls: Teresa - Tessa _____ - _____ _____ - _____	Girls: Ineng _____ _____
Boys: Francisco – Francis _____ - _____ _____ - _____	Boys: Totoy _____ _____

One way by which you could check whether you could identify the major idea and the supporting details of a text you have listened to, is by providing a title for a selection presented to you. Try to transcode the information contained in the following selection. Have an older person read it to you. After listening to the article, illustrate the major ideas and supporting details by using a table such as the one above, for your graphic organizer. Suggest a title on the blank space.

(Title)

Name-calling is considered in bad taste when it plays up a person's negative trait or characteristic. However, giving person titles or names that emphasize their outstanding abilities or high positions are welcome. Thus, Bonifacio was called "Supremo of the Katipunan," and Emilio Jacinto was referred to as "The Brains of the Katipunan." One of our past presidents, Ramon Magsaysay was known as one of the common people so they called him "The Guy." In entertainment, the late Frank Sinatra was called "The Voice" because of his melodious voice, while Fernando Poe, Jr. was named "The King of Philippine Movies" because all his films earned well in the box office. In billiards, sportscasters call Efren Bata "The Magician" because of his ability to hit the billiard ball out of seemingly impossible spots and shoot them into the pockets of the billiard table. Therefore, name-calling, in its positive aspect, is practiced because it helps point out what makes a person different from others. It is this kind of name-calling, emphasizing people's outstanding abilities, which is preferred when we talk about others and ourselves.



Activity 2: Using Expressions to Make Choices and Give Reasons about One's Name

Using Conjunctions in Sentences Expressing Choices and Reason

Now that you know more about names and where they come from, you will find it easier to explain how you got your name, or how your parents chose it. Let us find out what expressions you can use for this purpose.

Below is an excerpt from a letter of a student like you, which she wrote to a friend in another country. Toward the end of this module, you will write a similar composition about how you got your own name. First, study how she explained the origin of her name and the expressions she used.



“My parents planned to call me Rosette even before I was born. According to my mother, they chose this name because it combined their own. My parents found the word appealing, thus, they gave me this name. Furthermore, my father said that Rosette is a beautiful French word, which means a “little rose,” so whenever I sign my name, I draw a little rose beside it. That is my personal logo.

What did you notice about the expressions used by the student for giving the reasons about her parents’ choice for her name? Notice that when she explained how she got her name, she used **conjunctions** or connecting words. These are *because, thus, and so*.

1. They chose this name *because* it combined their own.
2. My parents found the word appealing, *thus*, they gave me this name.
3. Rosette is a beautiful French word, which means “little rose” so whenever I sign my name, I draw a little rose beside it.

Sentences like the ones in our example are compound sentences. They are joined by connecting words called **conjunctions**.

In using the conjunction *because*, one explains a reason or a choice. This reason or cause occurs at the end of the sentence. *For* is another expression or conjunction used for this purpose.

Examples:

1. I was named Curly for my hair is wavy.
2. My parents called me Joy *because* I was always smiling when I was a baby.
3. One of the seven dwarfs was named Grumpy *for* he was always angry.

On the other hand, in using the expressions *thus* and *so*, the reason or cause appears at the start of the sentence. Another expression used for this purpose is *that is why*. However, when you use this expression, you need to create another sentence to show the result.

Examples:

1. I was a chatterbox, so my parents named me Chatty.
2. I like carrots very much, *thus* my friends started to call me Bunny.
2. I easily lose my temper. *That is why* they call me a hothead.

Do the following exercises to help you explain choices and give reasons for calling people by their names or certain characteristics.

A. Match the utterances in Column A with the reasons in Column B. Write only the letter of your answer on the blank before each number.

Column A

- _____ 1. My mother jokingly calls me butterfingers because _____
- _____ 2. My parents named me Faith for _____
- _____ 3. My friends say I am choosy because _____
- _____ 4. They say I am an optimist for _____
- _____ 5. My sister calls me Gutsy because _____

Column B

- A. they find me daring.
- B. I always look at the brighter side of life.
- C. I keep on dropping things.
- D. they prayed so hard to have someone like me for their baby.
- E. I cannot easily decide what I really want.

B. Complete the sentences in Column A by supplying the blanks with the appropriate expressions from Column B.

Column A

1. I love to hike up the mountains and nature trails, thus, _____
2. I can't seem to stop talking, so _____.
3. I can be very talkative one moment, and be quiet the next moment. That is why _____.
4. I am basically shy and would not talk immediately to strangers, so _____.
5. I do not run away from challenges and difficulties, thus _____.

Column B

- A. my friends call me Shrinking Violet.
- B. my family thinks I am moody
- C. my brother calls me a chatterbox
- D. my father feels I am a fighter.
- E. my sister fondly calls me a nature tripper.

C. Try to explain reasons and choices about your name. Use compound sentences with the correct conjunctions in answering the following questions. But before you do, interview your parents or relatives to discover more about your name. Then write your answers for each question in the corresponding number on the information sheet below.

1. After whom did your parents name you?
2. Why were you given that name?
3. How do they call you for short?
4. Why did they give you that nickname?
5. Are you happy about your name? Why?
6. Are you happy about your nickname? Why?
7. If you were given a chance to choose your name, how would you like to be called? Why would you choose that name?
8. If you were to choose a symbol to represent yourself, what would it be?
9. Why will you choose that symbol? What characteristic of yours will it show?

Information Sheet

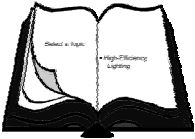
1. My parents named me after _____.
2. I was named after _____ because _____.
3. My parents call me _____ for short.
4. I _____ thus/so they gave me that nickname.
5. I am _____ about my name because _____.
6. My nickname is _____. That is why, I am _____ about my nickname.
7. If I were given a chance to choose my name, I would like to be called _____, for _____.
If I were to choose a symbol to represent myself, it would be _____.
8. I would choose that symbol because _____.



Activity 3: Writing an exposition Using Findings from an Interview

Write the results of your interview by using the information you have from the information sheet that you filled out. Write an explanation about your name, similar to the composition written by Rosette, a student like you, in the beginning of this activity. You may add more sentences to help you describe your name and yourself better, as your family members see you.

What's in My Name?



Activity 4: Similar Names but Different Qualities: How Others See You

- **Transcoding Information about the Plot and Characters from Literature**

As you may have deduced from the first two activities you have gone through, our real names and the other names by which we are called, say a lot about us. For example, people who have acquired a name for themselves did so because they demonstrated some unique traits. They worked hard to achieve their goals. They are valued for those sterling qualities. They also serve as inspiration for others to carve a name for themselves.

Knowing how others value you can inspire you so much that it becomes easier to achieve your goals. It means that people around you, especially your family, have faith in what you could do. They stand by you and are willing to sacrifice for you.

What sacrifices do your family members make in order to help you achieve your goals? Is going to school one of your goals? Read the story of Alfredo and compare his experiences with yours.

As you read the story below, you will develop further your skills in transcoding information with other types of graphic organizers or information maps. At the same time, you will discover characters in the story, which may be

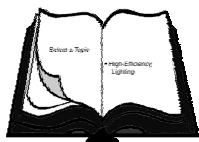
similar to those in your family. Pay particular attention to what a father and a teacher did to help a young boy achieve his potential.



Determining Meanings of Words through Context Clues

Before reading the story below, check your understanding of the following underlined words. Determine their meaning by analyzing what the words in the sentence suggest as to the meaning of the underlined word. This is called *determining meaning through context clues*. Encircle the letter of your answer.

1. From the balcony, a rocking chair creaked.
a. sharp sound of a moving object
b. sharp sound when pounding an object
2. It was our humble offering to the great man.
a. expensive
b. modest
3. For a while, I was afraid he would ask me to recite Lincoln's *Gettysburg Address*. He liked the piece very much.
a. place of residence
b. speech
4. For a while, I was afraid he would ask me to recite Lincoln's *Gettysburg Address*. He liked the piece very much.
a. text or material for a speech
b. a part of a whole object
5. It was so full that there was hardly any place for him. However, he managed to squeeze his little frame in, and then moved away.
a. picture
b. body



Villa Magdalena By *Bienvenido N. Santos*

In Sulucan, where my father comes from, there was much poverty and a lot of kindness. Father earned a few centavos a day fetching water for neighbors. My mother took in washing. Nene, my younger sister, tried to help her, but she just got in the way as I did when I tried to help Father fetch water. I was not strong enough, but I followed him about. I ran and walked beside him as he carried the two kerosene cans full of water.

One day, someone told Father about a very rich man with the same family name as his, Medallada. He came from the same town of Baba, but not from Santiago. In Santiago, Father said everybody was a servant. This man couldn't have come from there. Father was told that he must be a relative. Father shook his head. This man lived in a mansion with many rooms. It was called Villa Magdalena after his wife, a wealthy woman who belonged to the Conde family. "You must see this man," more and more people were telling Father.

"What shall I tell him?" Father asked.

"Go to him and say, "Don Magno, I'm Martin Medallada from Baba. This is my son Alfredo. He finished valedictorian in grade seven. I want him to serve you. Don't pay him anything. Just send him to school."

Actually, faced at last with the important man, Father did himself better. He told Don Magno, I'm a Medallada, too, Don Magno, but a poor one. So we cannot be relatives."

Don Magno grunted and sized me up. From the balcony, a rocking chair creaked. Later, I learned it was Doña Asuncion. She was an invalid suffering from elephantiasis. She was being rocked to sleep by a maid. If this had not been her siesta hour, she would have been with us as we stood at the door of the garage. Don Magno wore silken shorts, monogrammed MM, the same initials on the breast pocket of his polo shirt.

"My son is good," Father continued while I stood by. I was praying that I could be accepted in the household. In my hands, I held the legs of a chicken, the last one from Santiago days. It was our humble offering to the great man. But nothing had yet been said about chicken.

"My son is good," Father repeated, his tone most respectful. "He can recite speeches from memory." For a while, I was afraid he would ask me to recite Lincoln's Gettysburg Address! He liked the piece very much. In Santiago, he would listen to me for hours at night as I told him in the dialect what we had learned in school. It was hard putting some of the words in the dialect. But it was easier for such terms as truthfulness, love of God, and courage. Courage, especially, had many equivalents in our dialect.

"Is your son strong?" the great man asked.

"Yes, Sir," Father answered. I put out my chest, which wasn't much, but I wanted to help Father. He was exerting himself, as it was. "Yes, he's strong. And he doesn't eat much."

"Then he cannot be strong," Don Magno said. If he's strong, he must have a big appetite."

"I looked at Father. He seemed so old, so poor. He should have had no cases except what little trouble the Bible gave him. Then he wouldn't have to think of mother, *Nene* and me.

"Oh, well," Father said, smiling sadly, "sometimes he eats much, too. But we have not had much to eat, you know." I sighed deeply. The chicken in my hand began squirming.

"Just send him to school, Sir," Father pleaded. "I want him to serve you and make you his ideal. He's very smart. Son, show him your card and what your teacher wrote."

My teacher, Mr. Gatbonton, was happy that Father had finally decided to leave for Manila with his family. So he typed a note, a combination of letters of introduction and recommendation and praise. It meant more than that to me.

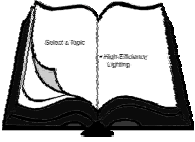
"To whom this may concern," the letter read, "I am happy to certify that the bearer of this note, Alfredo Medallada, graduated valedictorian from Santiago Elementary School with the general average of 98%. I have been Alfredo's teacher since grade four and I am happy to certify that he is the brightest pupil I have ever had in my career. I am writing this note to help him because he needs it." Signed Felix Gatbonton, Head Teacher and Acting Principal of SES.

Mr. Gatbonton was one of the earliest victims of the war in 1942. After school closed, he bundled up all his books and teaching materials and placed them in a boat. It was so full that there was hardly any place for him. However, he managed to squeeze his little frame in, and then moved away. We stood by the riverbank, shouting goodbye. In return, he raised his hand. He waved without turning his head.

According to reports, a Japanese patrol halted him. When he refused, they shot him. A bullet went through his head and he fell forward. The Japanese thought that he was trying to escape with foodstuffs or guns. One of them found him dead. So they threw the books into the river and carried his body away.

When I heard of Mr. Gatbonton's death, of the way he died, I felt sorry for him. Somehow, I was glad that he died the way he did. I knew he would have liked it that way. He defended to the end what he would have called his duty. "Never run away if you are right," he would tell us. In his own way, he taught us what courage meant."

As I stood before Mr. Medallada, my teacher's advice kept coming back to me. "No, Mr. Gatbonton, "I told myself, "I won't run away."



Noting Details and Transcoding Information from the Story

Were you able to identify yourself with Alfredo? Do you have a similar experience? Before answering these questions, study the details of the story by doing the following activities.

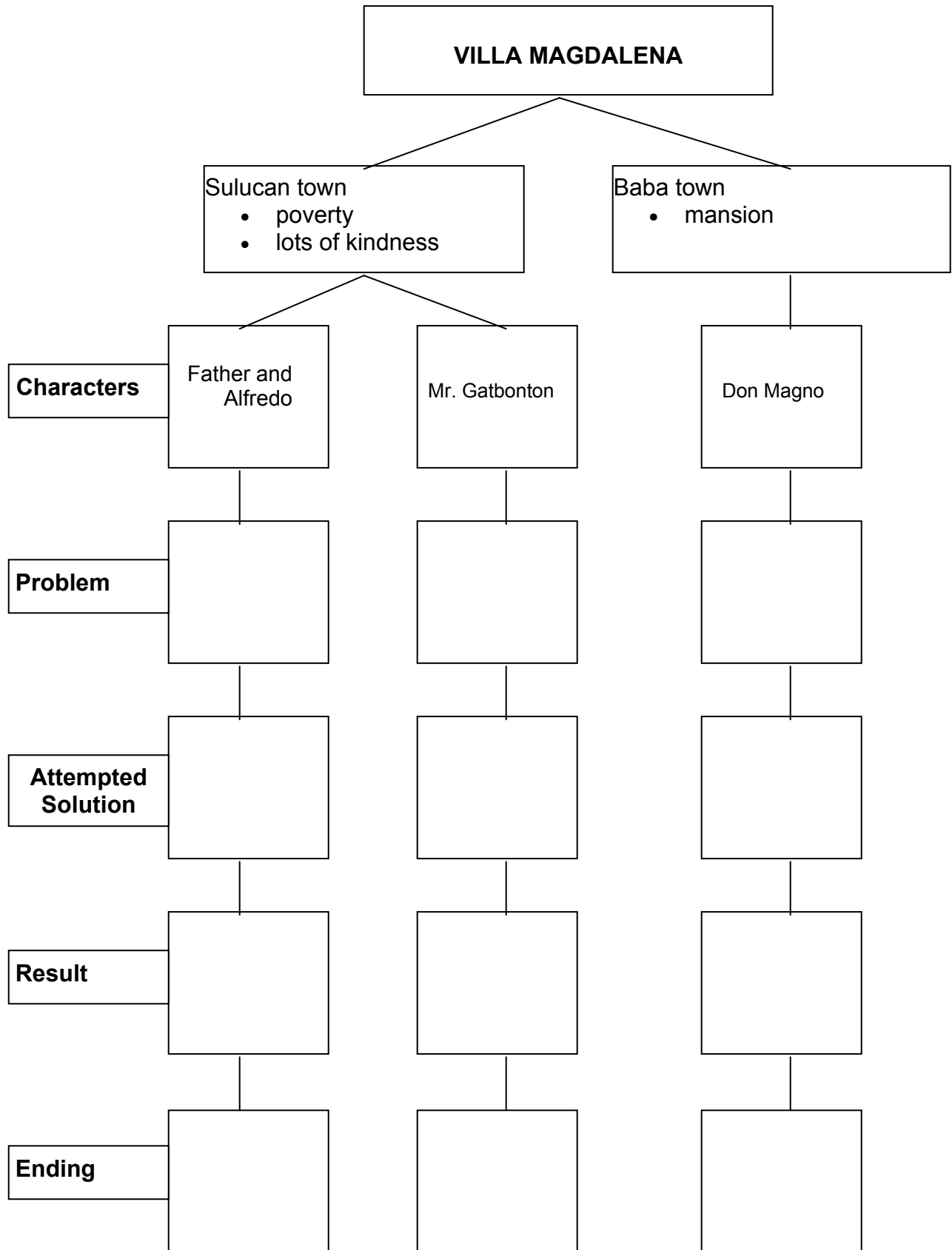
- **Understanding the Plot and Subplot of a Story by Completing a Story Map**

A story map gives a graphic representation of a story such as its setting, characters, plot, and the theme. Other story maps list the situation, the problem, the attempted solution, the result, and the evaluation based on the series of events in the story.

There are two plots presented in the story, as the story map on the next page shows: the events in Sulucan Town, and the scene at Villa Magdalena. Determine the development of these plots by answering these questions and completing the story map.

1. How did the story develop? What major events took place?
 - a. What situation did the story present? Where did the story take place? Who were the characters in the story?
 - b. What problem did the main characters have?
 - c. How did the characters try to solve the problem?
 - d. Was the result given? What was it?
 - e. How did it end?
2. If you were to give another ending to the story, what would be your ending?
3. Why do you think Bienvenido Santos included the story of Mr. Gatbonton? How is this story related to Alfredo's story?
4. What does the story reveal about what fathers could do for their children?
5. How important is a character reference? What do you think Don Magno would do after reading Mr. Gatbonton's letter?
6. Comment on the ending of the story. What do you think would happen to Alfredo several years later?

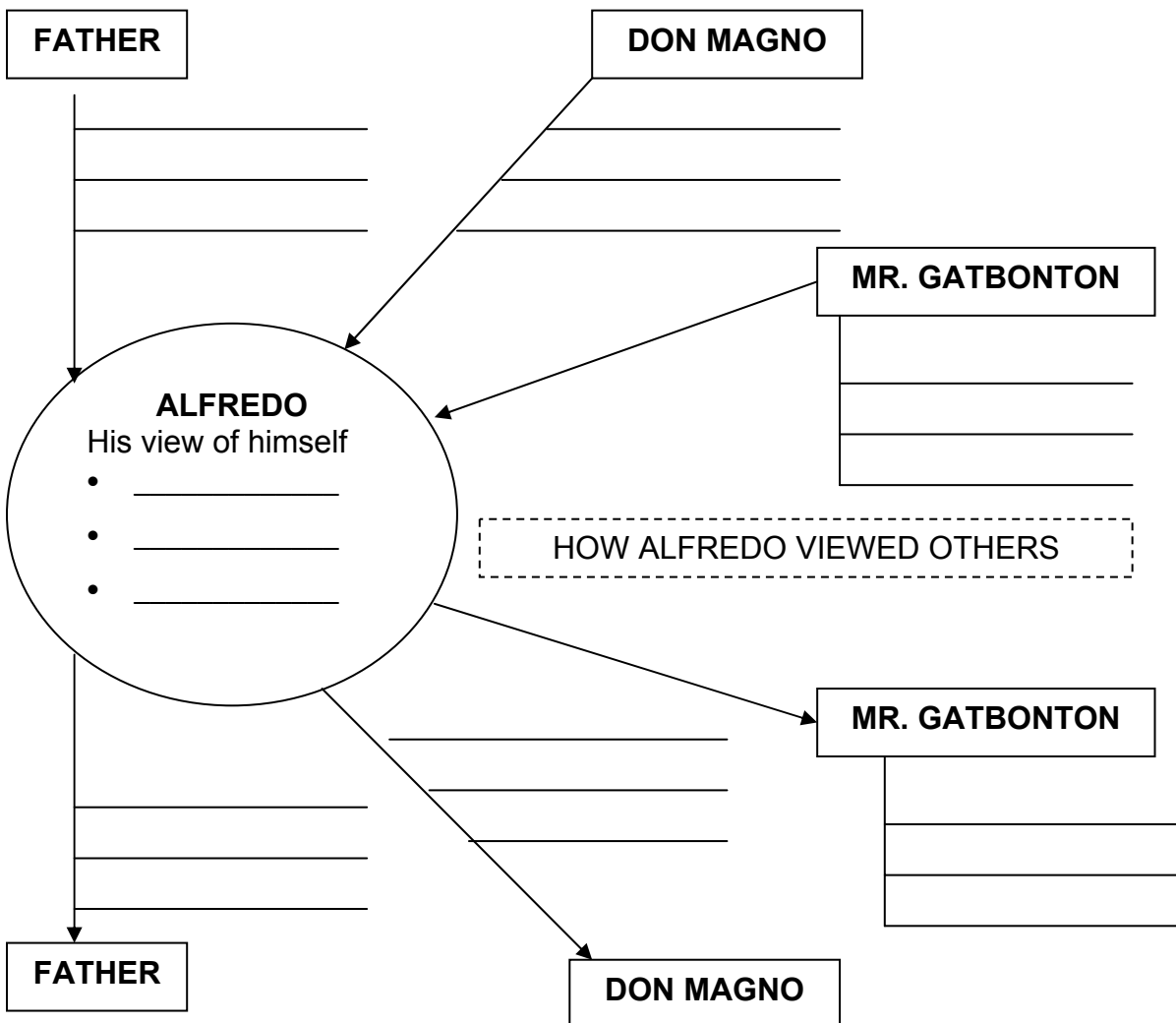
STORY MAP



- **Showing How Characters in a Story View Each Other through a Web Chart**

Another way of clarifying your understanding of information from a story is through a web chart. A web chart can give a graphic representation of the relationship among the characters in a story, and the way they view each other.

In our story, the main character, Alfredo, had some ideas about himself. Besides, also others had their own ideas about him. Complete this web chart to show how Alfredo's father, Don Magno, and Mr. Gatbonton viewed Alfredo. List also how Alfredo views himself and the others.

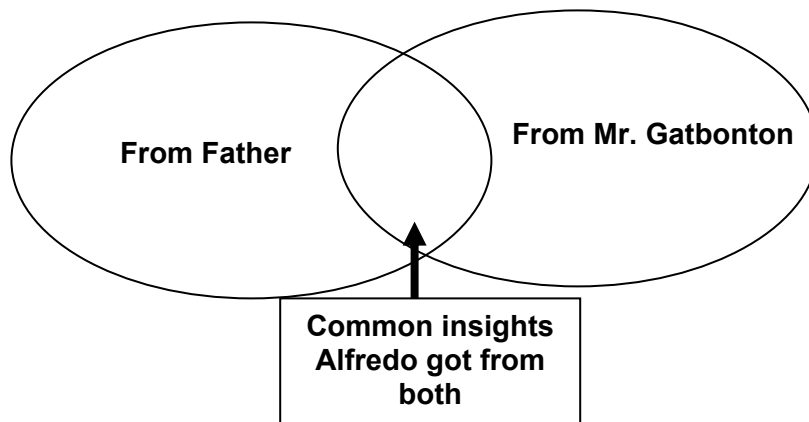


Drawing Insights from Characters in a Story through a Venn Diagram

What insights can you draw from the characters in the story?

Characters in a story also grow and change. Oftentimes, they learn lessons or insights from the events that they have been through and the other characters in the story. Through these insights, you will be able to understand the values, which characters in the story hold. You can then learn from them.

Where Alfredo was concerned, there were two father figures who helped shape his values and outlook towards life: his father and Mr. Gatbonton, right? In the Venn diagram below, identify what Alfredo learned from both of them. Where the two figures overlap, write a common insight he got from the two men.



• Drawing More Insights and Transcoding Them

A think aloud balloon is a graphic organizer that encourages you to write down your innermost thoughts or ideas that you would not normally verbalize. If you were Alfredo, how would you complete the think aloud balloons below?





Soliciting Feedback about How Others View Your Letter of Certification

In the story Villa Magdalena, Alfredo and his father presented a letter of certification to Don Magno. What is a letter of certification? What do you think is the importance of this letter to the person holding it?

Read the example of a letter of certification from the story. You will notice that a letter of certification serves as a form of feedback to show how one person views another person. What qualities of Alfredo's did Mr. Gatbonton see in him?

To Whom This May Concern:

"I am happy to certify that the bearer of this note, Alfredo Medallada, graduated valedictorian from Santiago Elementary School with the general average of 98%. I have been Alfredo's teacher since grade four and I am happy to certify that he is the brightest pupil I have ever had in my career. I am writing this note to help him because he needs it.

*Felix Gatbonton,
Head Teacher
Acting Principal of SES*

Now that you have read Mr. Gatbonton's letter of certification, can you tell the parts of a letter of certification? Number these in the order that they come in the letter to show the structure of a letter of certification.

- _____ Introduction of the person for whom the certification is made
- _____ Position or designation of the writer of the letter
- _____ Additional information to support one's certification
- _____ Addressee
- _____ Name of the writer
- _____ What one certifies to be true
- _____ Reason for the certification

If you were to solicit a letter of certification from one of your teachers, what qualities would you like to be included in that letter of certification?

Pretend that you have requested one of your teachers to write a letter of certification for you. Write a similar letter as the one Mr. Gatbonton prepared, but change the qualities with those that you possess as well as the name and designation of the letter writer.

To Whom This May Concern:



Activity 5: Getting Feedback about Yourself by Interviewing Family Members

Find out from the members of your family (parents, brothers or sisters, or relatives such as your cousins, how they consider you as a son or daughter or as a sibling (brother or sister). Here are some of the questions you could ask:

1. What do you think of me as a son or daughter, or as a brother or sister? What do you consider three of my strong points?

2. What do you consider my three weak points?

3. If you were to compare me to an object, which object would it be? Why?

4. Which color do you think would best show my qualities?



Activity 6: Recording and Reporting Findings from an Interview

- **Preparing a Chart of Your Findings**

When you conduct an interview, you summarize your findings and make conclusions about them, just like the one you have conducted in this module. You can discover how others in your family see you by carefully recording their views and then writing them up in an organized way just like a report. Are all their views about you the same? Which are different?

From your interview, enter your findings in the chart below. List in Column 1 the items they mentioned: strong points, weak points, objects and colors representing you. List an item only once. Then put a check mark in the appropriate column to show who in the family sees you that way. Then put the final score for each item in the last column (total). Change the number of columns and the relatives you interviewed to suit your family.

How my family sees me	Parents		Siblings		Other Relatives		Total
	Father	Mother	Brother	Sister	Cousins	Aunt/ Uncle	
A. My strong points _____ _____ _____ _____ _____							
B. My weak points _____ _____ _____ _____ _____							
C. The object that represents me _____ _____ _____ _____							

How my family sees me	Parents		Siblings		Other Relatives		Total
	Father	Mother	Brother	Sister	Cousins	Aunt/ Uncle	

D. The color _____ _____ _____ _____ _____							

- **Writing an Exposition**

Now that you have an idea of how your family members view you, make a write up of the information in your chart. Add another paragraph to express your response to your findings. You will be able to write a good exposition about how your family sees you! You may use the questions that follow as a guide to checking the paragraphs, which you will include in your exposition.

Paragraph 1: Introduction and Write-up of the First Item

1. How many members of your family did you interview? Who are they?
2. Do they view you in the same way or do they differ in some of their views about you?
3. What did each of them say were your strong points?
4. Based on the total number of points per trait, what were the three top traits cited as your strong points?

Paragraph 2: Write-up of the Second Item

1. Based on the total number of points per trait or weakness, what were the three top traits cited as your weak points?
2. Since weakness is the opposite of strong points, what transition words can you use as a signal that what this paragraph will contain is in contrast with what the first paragraph mentioned?

Paragraph 3: Write-up of the Third Item

1. Which object did each member of your family say best showed what you are?
2. What reasons did they give for choosing that object?

Paragraph 4: Write-up of the Fourth Item

1. Which color did each member of your family say best showed what you are?
2. What reasons did they give for choosing that color?

Paragraph 5: Your Response to the Findings

1. Which of the views expressed by the members of your family do you consider valid because you agree with them?
2. Which ones came as a surprise to you? Why?
3. What can you do about your strong points and your weak points that came out in the interview?

Use the following title and format for your exposition:

How Does My Family See Me?

_____.

_____.

_____.

How do you feel about your composition? Check your work against the Key to Correction on the Self-Check section.



POST-TEST

Congratulations for finishing all the activities in this module! You are a good learner. Now, would you care to find out how much you have gained since you took the pre-test? After answering the pre-test, don't forget to check your work against the Self-Check section. If you are able to get a good score, then you may proceed with Module 3. If some items are not clear to you, spend some time to review the activities until you master the exercises. Good luck!

- A. Identify the meaning of the underlined words through context clues. Choose from the word pool below.

resourceful non-judgmental bright	modest unruly industrious
---	---------------------------------

1. Denise is really brilliant; she perfects almost every exam in class.
2. Matthew is broadminded. He sees to it that he looks into all sides of the issue before making conclusions about people and events.
3. Many hate rowdy boys and girls because they disrupt classroom activities with their noise and disorderly behavior.
4. Rowena is one of the most humble people I know because she never brags about her intelligence and wealth. She even finds time to help the poor and the needy.
5. Mario is a very diligent person! Before coming to class every morning he goes to the market to deliver some of the rice cakes his mom cooks. In addition, he never absents from school.

- B. Underline the cause once and the result twice. Then, encircle the expression used for showing causes and results. Study the example below.

Example: Almira earned the admiration of her peers because she graduated with honors despite her blindness.

6. In the Philippines, the family is an important unit because it greatly influences the child.

7. Since there is massive unemployment in the country, many parents are forced to work overseas and leave their families behind.
8. Children grow up without the guidance of parents so many often drop out of schools and engage in vices.
9. However, a good number of children succeed due to ample moral support from relatives who temporarily act as guardians.
10. Thus, the Filipino children are able to endure life away from their parents for the close family ties provide them with the love and affection they need.



SELF-CHECK

This section helps you check the correctness of your responses to the various activities and exercises in this module. Make sure you review your responses and correct yourself. Good luck!

PRE-TEST

A.

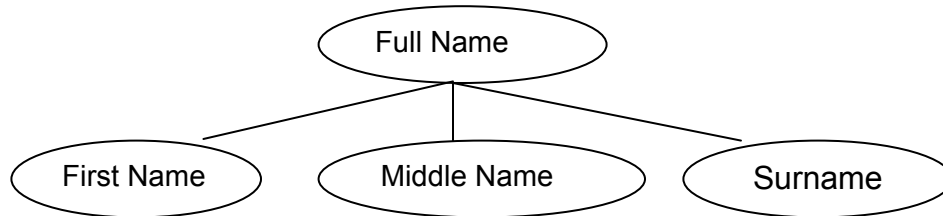
1. courageous
2. faultless
3. modesty
4. arrogant
5. inventiveness
6. laziness
7. throw
8. focus
9. prevent
10. respect

B.

11. In the Philippines, the family is an important unit because it greatly influences the child.
12. There is massive unemployment in the country thus many parents are forced to work overseas and leave their families behind.
13. Children grow up without the guidance of parents so many often drop out of schools and engage in vices.
14. However, a good number of children succeed for they get ample moral support from relatives who temporarily act as guardians.
15. The Filipino children are able to endure life away from their parents because close family ties provides them with the love and affection they need.

Activity 1: What's in a Name?

Listening to Information and Transcoding Them



NICKNAMES AND THEIR ORIGINS	
Shortened Forms of Names	Terms with Cultural Origin
Girls: Teresa - Tessa Lourdes - Lou Elena - Len Boys: Francisco - Francis Daniel - Dan Eleazar - Ely	Girls: Ineng Inday Nene Boys: Totoy Nonoy Dodong

The title for the paragraph could be one of these:

- 1) Positive Name Calling
- 2) Naming People Positively

If you have something different, show it to your teacher.

Activity 2: Using Expressions to Make Choices and Give Reasons about One's Name

Using Conjunctions in Sentences Expressing Choices and Reason

A.	B.
1. C	1. A
2. D	2. C
3. E	3. B
4. B	4. A
5. A	5. D

C. Answers will vary. Your teacher will help you go over your work.

Activity 3: Writing an Exposition Using Findings from an Interview

What's in My Name?

Compositions will vary. Show your work to your teacher for comments.

Activity 4: Similar Meanings but Different Qualities: How Others See You

Determining Meanings through Context Clues

- | | |
|------|------|
| 1. A | 4. A |
| 2. B | 5. B |
| 3. B | |

Noting Details and Transcoding Information from the Story

A. Understanding the Plot and Subplot of a Story by Completing a Story Map

1. How did the story develop? What major events took place?

Answers for a, b, c, d, and e: Please see Story Map below.

2. Why do you think Bienvenido Santos included the story of Mr. Gatbonton?
The writer included the story of Mr. Gatbonton to show the teacher's ideals. His courage inspired Alfredo to fight for what he aspired for in life - education. The last scene where Alfredo told himself "I won't run away," shows that Alfredo will bravely face the decision of Don Magno.

How is this story related to Alfredo's story?

Both stories (Alfredo and Mr. Gatbonton's) are stories of courage. Both Alfredo and the teacher wanted something from life and both fought for what they believed in. Mr. Gatbonton did not fear the Japanese because he knew he was innocent; Alfredo stood bravely in front of Don Magno because he was determined to go to school even if it meant serving the rich man.

3. What does the story reveal about what fathers could do for their children?
The story reveals that fathers could do everything to ensure a good education for their children. Alfredo's father swallowed his pride in approaching Don Magno and in pleading with him to consider Alfredo as a servant.

4. How important is a character reference? What do you think Don Magno would do after reading Mr. Gatbonton's letter?

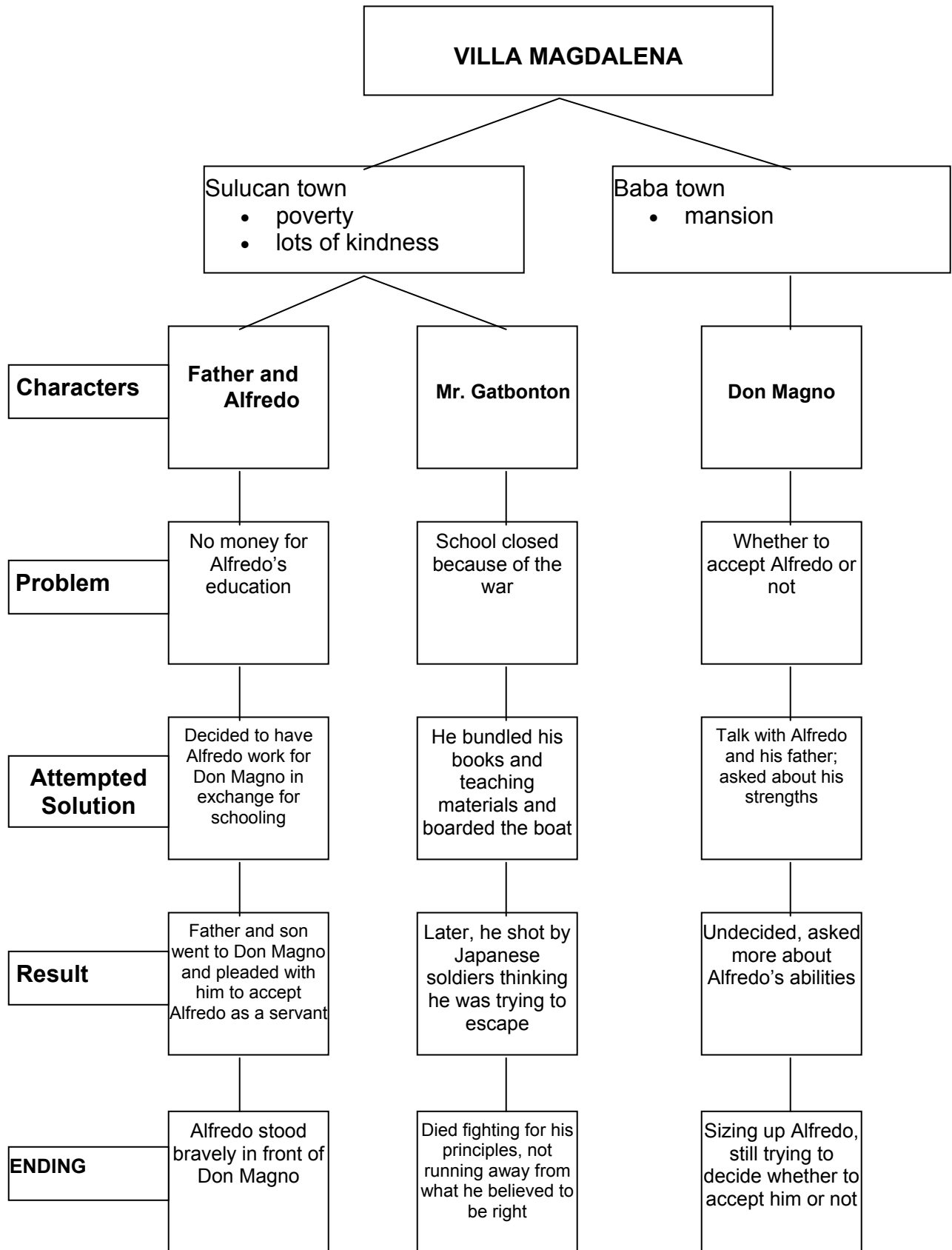
The character reference is very important because it provides other people with information regarding the achievements and the outstanding qualities of a person. A character reference is needed when applying for a job, a scholarship or entrance to any institution.

The letter of Mr. Gatbonton would possibly convince Don Magno of the determination and brilliance of Alfredo. It is likely that he would accept Alfredo and send him to school.

5. Comment on the ending of the story. What do you think would happen to Alfredo several years later?

Alfredo will surely succeed because of his determination.

STORY MAP



Showing How Characters in the Story View Each Other through a Web Chart

The manner in which you will express your answers will vary. Here are sample answers to fill in the diagram:

- Views of people about Alfredo:
 1. Father: He was a good and smart boy. He could recite speeches from memory.
 2. Don Magno: He wasn't as strong as his father had claimed.
 3. Mr. Gatbonton: He was the brightest pupil he ever had.

- Views of Alberto about the following:
 1. Father: He was hardworking, respectful and seemed so old and poor.
 2. Don Magno: He was a great and important man.
 3. Mr. Gatbonton: He was helpful and courageous.

- Views of Alberto about himself:
 1. He wasn't strong enough to help his father.
 2. He, too, was courageous like his teacher, Mr. Gatbonton.
 3. He had a high regard for his father.

Drawing Insights from Characters in a Story through a Venn Diagram

Answers will vary. Your teacher will help you go over your work..

Soliciting Feedback about How Others View Your Letter of Certification

- | | |
|----------|---|
| <u>2</u> | Introduction of the person for whom the certification is made |
| <u>7</u> | Position or designation of the writer of the letter |
| <u>3</u> | Additional information to support one's certification |
| <u>1</u> | Addressee |
| <u>6</u> | Name of the writer |
| <u>4</u> | What one certifies to be true |
| <u>5</u> | Reason for the certification |

Check the letter of certification that you wrote with your teacher. Did you follow the order of the elements as numbered above?

Activity 5: Getting Feedback about Yourself by Interviewing Family Members

Answers will vary. Check your work with your teacher.

Activity 6: Recording and Reporting Findings from an Interview

Compositions will vary. Use the following set of questions as guide in checking your work.

1. In paragraph 1, did you use expressions like these to state how many members make up your family:
 - *There are _____ of us in the family.*
 - *My family consists of _____ members.
is made up*
2. Did you put together the strong points cited in common by several members of your family?
3. Did you use expressions like these to show the strong points which were not cited in common?
 - *Whereas my _____ considers _____ as one of my strong points, my mother has another impression.*
 - *My brother thinks I am _____ while my sister says _____ is one of my strong points.*
4. Did you use any of these expressions as transition signal to introduce the paragraph on your weak points?
 - *On the other hand*
 - *Where my weak points are concerned*
5. Did you use expressions like these to give reasons for the objects and colors mentioned by your family as those that best show what you are?
 - *because*
 - *since*
 - *inasmuch as*
6. Did you use those same expressions to give reasons why you agree or disagree with their views?
7. Did you indent your paragraphs<
8. Did you capitalize the first letter of the first word in each sentence?
9. Did you put a comma to separate enumerations in your sentences?
10. Did you use the correct punctuation mark at the end of each sentence<

POST-TEST

- A.
1. bright
 2. non-judgmental
 3. unruly
 4. modest
 5. industrious

B.

6. In the Philippines, the family is an important unit (because) it greatly influences the child.
7. (Since) there is massive unemployment in the country, many parents are forced to work overseas and leave their families behind.
8. Children grow up without the guidance of parents (so) many often drop out of schools and engage in vices.
9. However, a good number of children succeed (due to) ample moral support from relatives who temporarily act as guardians
10. Thus, the Filipino children are able to endure life away from their parents (for) the close family ties provide them with the love and affection they need.