

## Quarter Two: I, as a Learner

Week 1

**I AM A LEARNER**



**To the Student:**

## **Welcome to Quarter 2 Modules!**

You must be familiar with the use of the modules because you have worked on several modules already. We hope you have learned from them and developed your skills as you did the activities contained in the modules.

The modules in Quarter 2 will have the following **icons** which will serve as your guide as you do the modules. Here they are:

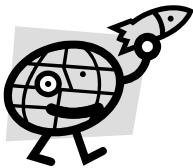


### **WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE.**

This will tell you the objectives of the modules and guide you as you work on the activities. This will give you some ideas about what to focus on as you study the module.

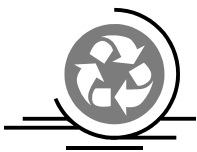


**THE PRE-TEST** diagnoses what you have already known about the topics in the module. You may not be able to answer all the questions correctly, but this will not affect your grade in any way. After studying the modules, you should improve your score in the posttest. If you still find some difficulty you can always go back to the previous module to check which part you may have missed or have some difficulty in. You can also consult your teacher-proctor if you have really some difficult problems.



**THIS ICON INTRODUCES THE ACTIVITIES.** The specific activities are numbered and are also marked by different icons. This is done so that you will not get lost! They are your guides on the different learning activities you will undergo such as listening, speaking, reading and writing, vocabulary development and writing exercises.

Try not to miss any of the activities. They are sequenced in such a way that you will go from the easiest exercises and move on to the more difficult ones.



After each activity, check your answers against the **SELF-CHECK SECTION**. If you find that you have made errors in a particular section, go back and re-read that section. Review some of the items you may have missed.

The following are the **icons** for the different activities from **Quarter 2 modules**.



**A thinking activity**



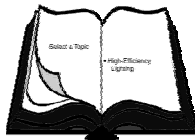
**A listening activity**



**A speaking activity**



**A vocabulary activity**



**A reading activity**



**An activity to develop grammatical skills**



**A writing Activity**



You should take the **POST-TEST** after you finish reading the module. The purpose of the posttest is to give you a feedback on what you are expected to have learned. If you answer all of the test items correctly, you can go on to the next module. If not, you may need to go back and re-read those lessons which you think you did not understand well enough.

Remember you should not write on the modules, Use answer sheets, which you will submit to your teacher later.

**We wish you good luck as you read the modules and work on the exercises. Enjoy reading the modules and learn from them!**

## WHAT IS THIS MODULE ABOUT?

This module will enable you to learn how to listen attentively and intelligently. You will also learn “how to learn” so that you will become good learners. You will find interesting articles and stories about young people like you who have learned to conquer their inadequacies.



## WHAT YOU ARE EXPECTED TO LEARN

After reading this module and doing the activities, you are expected to-

- develop your listening skills to enable you to identify the speaker, the addressee, the speech event and the type and objective of talk.
- pronounce words clearly and use the correct intonation when you convey ideas;
- use the present tense of the verb correctly in stating universal truths, habitual action or everyday occurrences.
- note, recognize, compare and contrast supporting details when reading a text;
- realize that accepting one's weaknesses is a positive value.
- distinguish as a positive value of accepting one's weaknesses;
- use structural analysis and other skills to improve one's vocabulary;
- develop one's ability to use correct English through reading texts.
- write a summary of a text by putting together the significant details of a selection, using the half-and-half method of comparison;
- single out explicitly stated details to aid in comprehension and enhance appreciation of the essay.

## HOW TO LEARN FROM THIS MODULE

As you read this module and do the exercises, you will develop many skills, which hopefully, make you a better learner. Before you start your work, however, there are a few things you need to remember:

1. Read carefully the first two sections of this module. The first section tells you what this module is all about and what to expect from it. The second section tells you what you are expected to learn.
2. Never move on to the next page unless you have done what you are expected to do, in the previous page.
3. Before you start working on the activities, take the pretest in the **Pretest Section**.
4. Take note of the skills which each activity is helping you develop.
5. After each activity, go over the **Self-Check Section** that follows to find out how well you understood the activity. Take note also of the items you have missed.
6. Work on the Posttest in the **“How Much Have You Learned”** section.
7. At this point you are now ready for a conference with your teacher-proctor. This is the time you should ask her about any difficulty or confusion you may have.
8. Finally, prepare and collate all your outputs. You are expected to submit them to your teacher in **“What You Are Expected”** to produce section. This usually is a learning portfolio, containing the following:
  - All your tests
  - Your semantic web and/or graphic organizers
  - Your compositions and Journals.

## HOW DO YOU WORK ON THIS MODULE?

Now that you know the different parts of this module, you will benefit from it if you follow these steps.

1. Read the module title and the module introduction to get an idea of what the module covers.
2. Read the section “**What You Are Expected to Learn from this Module**” to have an idea of the skills you are to develop in this module.
3. Take the Pre-Test. Check your answer against the Key to Corrections on the Self-Check section at the back of the module. Keep a record of your scores.
4. Do the activities. For the exercises, you are to check your answers against the Self-Check section. Indicate the activities such as Activity 1, Task 1, etc.
5. Take the Post-Test after you are done with all the activities in the module.  
Remember to check your answers against the key to correction on the Self-Check section.

**You are to write all your answers to the module, test and exercises on a separate notebook. For this purpose, you should have an English notebook or journal. Please do not write on the module itself. Your notebook is an important record of your accomplishments for English.**

Good luck as you begin this module!

## Quarter Two: I, as a Learner

Week 1

### I AM A LEARNER



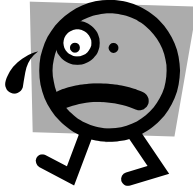
How do you fare in your studies? Do you usually get good grades, or do you barely pass your subjects?

Do you find difficulty in doing your lessons and are often worried by tests, homework and projects?

If you believe you belong to the group of students who find studies a heavy burden, even a “torture” you might have problems with how to study effectively.

To be successful in your studies, you need to learn how to study effectively and spend your time wisely.

In this module, you will meet other young people who use their time well, and those who don't. In order to succeed, you should learn from other people of your age. Aside from this, you will also learn many other things that will help you become an effective communicator.



Before you proceed to the activities found in this module, do the pre-test below:

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### A. Naming the Addressee

Directions: Who do you think will present each type of talk listed below? (Write your answers on the blanks at the left).

_____	A homily
_____	A campaign speech
_____	A lecture
_____	A newscast
_____	A recitation of a poem

### B. Identifying What a Good Learner does or does not do

Directions: Put a check mark (✓) before the items that tell what a good learner does and an (X) mark on those that a good learner does not do.

(1) takes notes of	notices announcements warnings
(2) takes down	important ideas from readings major points to remember assignments given
(3) listens closely to	what the teacher says the questions she asks the advice she gives
(4) takes part in	discussions group work class activities
(5) resents	criticism advice correction
(6) ignores	greetings



	advice remarks
(7) breaks	rules regulations promises
(8) avoids	work responsibilities challenges

### C. Supplying an Appropriate response

Imagine that you are talking to your friend over the phone. What are the usual responses that you will give to her questions? Here two girls are talking about an assignment. Read the whole selection first before putting in your answers.

Directions: Here is a telephone conversation between **Myla** and **Lea**. **Myla** is the one talking. If you were **Lea**, what will be your responses?

**Myla:** Hello! May I speak to Lea, please?

**Lea:** \_\_\_\_\_

**Myla:** Yes! Oh Lea, what am I going to do?

**Lea:** \_\_\_\_\_

**Myla:** I have to make a report on test-taking tomorrow, but I lost my notes.

**Lea:** \_\_\_\_\_

**Myla:** Go ahead, please. I'm listening.

**Lea:** A test measures how much a student has learned. It is the teacher's way of knowing how much a student has learned, so that she can give you the appropriate grade. It is also a way of finding out how much progress you have made.

**Myla:** That is all I need, Lea. I still have the rest of my notes. Thanks.

**Lea:** \_\_\_\_\_

**Myla:** Thanks again. You're a big help.



Answer this question:



If **Myla** did not get some ideas from the telephone conversation with **Lea**, what do you think will happen to her tomorrow?

#### D. Adding a Follow-Up Sentence

Directions: If the statement points out what a good learner does not do., mention in the follow-up sentence what he does instead. If the statement gives what he does., point out in the follow-up sentence what he does not do. Number 1 is done for you.

1. A good learner does his own assignments.  
He does not copy the work of others.

2. A good learner does not come late.

\_\_\_\_\_

3. A good learner does not postpone working on his project.

\_\_\_\_\_

4. He does not ask others to do it for him.

\_\_\_\_\_

5. A good learner takes good care of his books and things.

\_\_\_\_\_

6. He behaves in the library.

\_\_\_\_\_

7. A good learner puts trash in the trash can.

\_\_\_\_\_

8. A good learner does not give up when something gets rough.

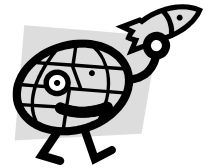
\_\_\_\_\_

9. He rejoices in the success of others.

\_\_\_\_\_

10. He takes note of his mistakes.

\_\_\_\_\_



## Activity 1: Listening to a Talk

In this activity, you will listen to a pre-recorded text. If this is not available, please read the selection orally, and pretend that you are listening to someone talk.

### Pre-Listening

While you are listening to a tape-recorded message, or reading aloud, keep the following in mind:

Directions: Think of a phrase or word that would describe each clustered words. Choose your answers from the words/phrases below. Write your answers on the blanks on the left.

Speaker	Objective of Talk
Place	Addressee
Type of Talk	Speech Event
1. _____	A church A big, open space A classroom Over the radio School auditorium
2. _____	A priest A politician A teacher A newscaster A participant in a program
3. _____	Churchgoers Voters Students Radio listeners or viewers Audience
4. _____	to spread the words of God to convince voters to instruct to inform to entertain

5. \_\_\_\_\_ a religious ceremony  
a political rally  
a class lecture  
news broadcast on radio or TV  
recitation of a poem

### **Back to School**

Welcome to the Bonifacio High School! Today, you begin another chapter in your life.

High School years are very important years. You learn to get along with others; you learn to observe the rules of simple courtesy and good sportsmanship whether on the athletic field, in the classroom, or at a party. You will think seriously about your future and seek guidance in choosing your courses.

Each of your teachers assigns homework and expects it to be submitted on time. You will be asked to read books and references, solve problems, and write compositions. I would strongly advise you, then, to develop good study habits. Schedule your activities and use your time wisely.

Every subject in your curriculum is planned to make you live a fruitful life, prepare you for the future, and make you useful, reliable and responsible citizens. You, the students of today, are the teachers, parents, decision-makers, and leaders of tomorrow. How you spend those years in high school will determine to a great extent the kind of nation and world you will help shape in the future.

Directions: Think of a phrase or word that would describe each clustered words. Choose your answers from the words/phrases below. Write your answers on the blanks on the left.

### **While Listening**

Directions: Listen to the tape-recorded listening text. Then answer the questions that follow.

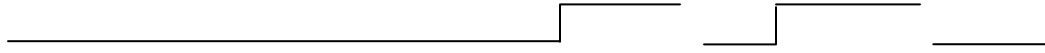


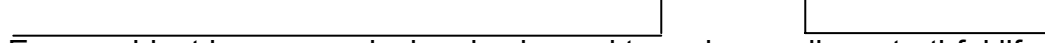
## Questions:

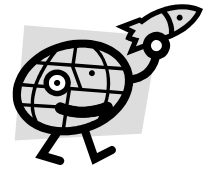
Directions: Write your answers briefly on the blanks after each question.

1. What is the speech event? Support your answer by writing down the sentence or phrase in the listening text that you can recall.
2. Who do you think is talking? How can you tell?
3. To whom does the speaker address his talk? Why do you think so?
4. What type of talk is it?
5. What is the objective of the talk?

## Post-Listening

Directions: Read the following sentences taken from the Listening text. Observe the proper intonation pattern for each.

1. You will be asked to read books and references, solve problems and write compositions.  

2. You, the students of today, are the teachers, parents, decision-makers and leaders of tomorrow.  

3. You learn to observe the rules of simple courtesy and good sportsmanship whether on the athletic field, in the classroom or at a party.  

4. Every subject in your curriculum is planned to make you live a truthful life, prepare you for the future and make you useful, reliable and responsible citizens.  




## Activity 2: Writing Follow-up Sentences Showing the Reasons or Causes.

In this activity, you will learn to write follow-up sentences to the ones given. Use your imagination so that you will be able to give reasons or causes to the statements. Also try to recall the uses of the simple present form of the verb that you learned when you were in the elementary grades.

Directions: Read each sentence that gives reasons or causes. Use the present form of the verb and underline them. Make sure that your verbs agree with the subjects of the sentence.

1. Edna is an honor student.  
She studies very hard.

2. Al is failing in two subjects.

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3. Ed has difficulty in understanding the lessons.

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4. Innah goes to the library after classes.

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5. Yoko has no time to study.

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6. Ellen always comes to class on time.

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7. Mel studies hard.

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8. Val knows what is happening in the Philippines and the rest of the world.

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9. Luz speaks and writes well in English.

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10. Marvin participates actively in class.

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## Form and Uses of the Simple Present Tense

### a. The Simple Present tense is used to express-

- ❖ **A habitual action**  
Ex. He learns new words everyday
- ❖ **A general truth which is repeated periodically.**  
Ex. The sun sets every late afternoon.
- ❖ **A condition which is not repeated, but which is true.**  
Ex. My parents love music.

b. The verb in the present tense has two forms. The **base form (V)** and the **s-form (Vs)**. Thus, the present forms of learn are learn and learns. The **V** form is used with the subjects I, you, they or plural count nouns. The **Vs** is used with the **third person singular subjects** such as she, he it, or with any singular count noun. The verb **be** has three present forms: am, is, and are.

c. **Adverbs of frequency** like often, usually, always, everyday, every week, every Sunday are signals that the present tense should be used.

### Other uses of the simple present tense:

1. If you are talking about something which is scheduled or time tabled to happen in the future, you may use the simple present tense.

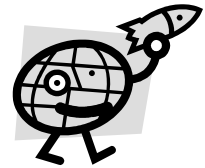
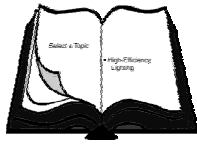
Example: The next train **leaves** at two-fifteen in the morning.

2. A future activity expressed in a subordinate clause.

Example: Nora dreams of going to America when she **finishes** her nursing course.

3. The simple present tense normally has no auxiliary verb. However, questions and negative statements are formed with an auxiliary do for first or second person or plural forms. Does is used all singular forms. In a verb phrase, this is followed by the main verb in its base form.

Example: Do you live near this place?  
Does your father work in an office?



### Activity 3: Reading a Text on “How to Study Effectively”

Do you get high grades in school? If your answer is a “no”, then perhaps you have not learned how to study effectively. Would you like to excel in your studies? Then read on, and learn about studying well.

#### Pre-Reading

Direction: Before you read the text in this activity, answer the questionnaire below. Place a check mark (✓) in the column that tells how often you do these things when you study.

Do you.....	Always	Seldom	Never
1. study in a quiet room?			
2. sit straight on a chair at your table or desk?			
3. have good lighting ?			
4. have enough fresh air?			
5. concentrate on your studies?			
6. plan your study time?			
7. take down notes?			
8. ask questions as you read?			
9. summarize the materials in your own words?			
10. study and at the same time watch TV?			

#### While Reading

Directions: Read the essay entitled “How to Study Effectively, and answer the following questions:

1. What is the main purpose of the selection?
2. Who are compared in this selection?
3. What are the points of comparison.
4. Does the writer compare the two persons one point at a time (running composition), or does he talk first about one person and tell everything about him before moving on to tell about the other person (half-and-half comparison).



## How to Study Effectively

“Read Chapter Three in your textbook and review Chapters One and Two. You will be tested on these three chapters tomorrow.” The teacher has just announced homework. How does one study effectively?

Joey begins to study right after supper. He sits in the most comfortable chair in the living room where his parents are watching television. And his older sister and friends are listening to jazz music played over the radio. Joey opens his textbook and stops. He does not know what to study. He forgot to write down the assignment given by the teacher. It took him three telephone calls and an hour of conversation to find out what the assignment is.

Joey goes back to the noisy living room and begins to read. He turns a few pages, and then starts to think about the basketball game on Friday. Will the coach allow him to play? Will he score? Joey imagines himself the top scorer and school hero. After this pleasant day dream, he felt hungry, so he made a sandwich. While eating a sandwich, Joey asks some pointers from his Dad about how to play basketball.

It is ten o'clock and Joey has not yet finished rereading Chapter One. He still has to reread Chapter Two and read Chapter Three, which is completely new. Joey quickly turns the pages and reads without remembering what he has read. By the time he finishes, it is very late. He has been half-asleep for the last hour while reading the new material in Chapter Three.

Several houses away, Andy is sound asleep. He finished studying several hours ago. Andy played basketball first for an hour after supper. He knows that he can never study well right after he has eaten. By eight o'clock, Andy goes back to his room, and sits in a straight chair at his desk. The window is open, and a light breeze is wafting in. The desk lamp and a ceiling light are both turned on.

How does Andy usually study? He has written down his assignment, so he begins right away. He decides what he will study first, and starts reading the new chapter, and follows it with a review of his notes, which he has taken from the first two chapters. He skims through the new chapter by reading the introduction, subheads, the first sentence in every paragraph and the conclusions and summary at the end of the chapter.

He reads the first few paragraphs, and writes down the important words, formulas and phrases in his notebook. He labels it “Notes on Chapter Three.” Then he reads the chapter carefully.

He looks for the main idea in each paragraph that he reads. He adds these to his notes, and summarizes them in his own words. Andy will be able to use these notes for review later, especially for the final examination. He does not need to take notes on the first two chapters, because he has already done this a few

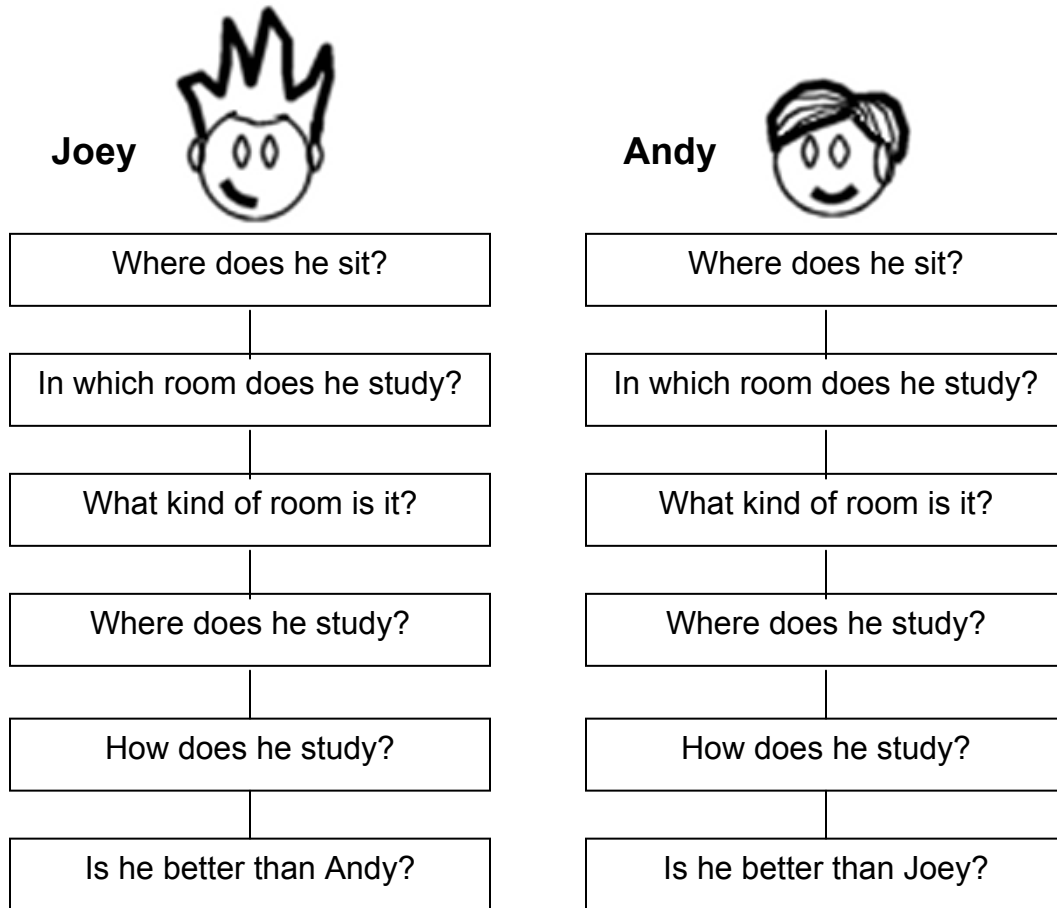
weeks ago. After he finished reading Chapter 3, he writes a summary, underscoring the important points. Then he answers the questions found at the end of the chapter.

Next, Andy skims through the previous chapters assigned this morning. He reads the introduction, subheads, and the first sentences in each paragraph. He also reads the summary and conclusions found at the end of each chapter. Then, he reads his notes on the first two chapters. Lastly, he reads the notes he has taken down on these two chapters.

Finally, Andy tries to imagine what questions the teacher will ask in the test. Whatever these questions will be, he is confident that he will be able to answer them satisfactorily. He then goes to bed, knowing that he needs a good night's sleep so that he will be alert for the many activities he will face tomorrow.

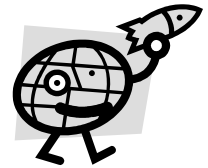
## Post Reading

Did you understand the selection? Now you should know what the study habits of Andy and Joey are. Study the diagram below and answer the questions found in each box.



**Now it is time to answer the questions asked previously.**

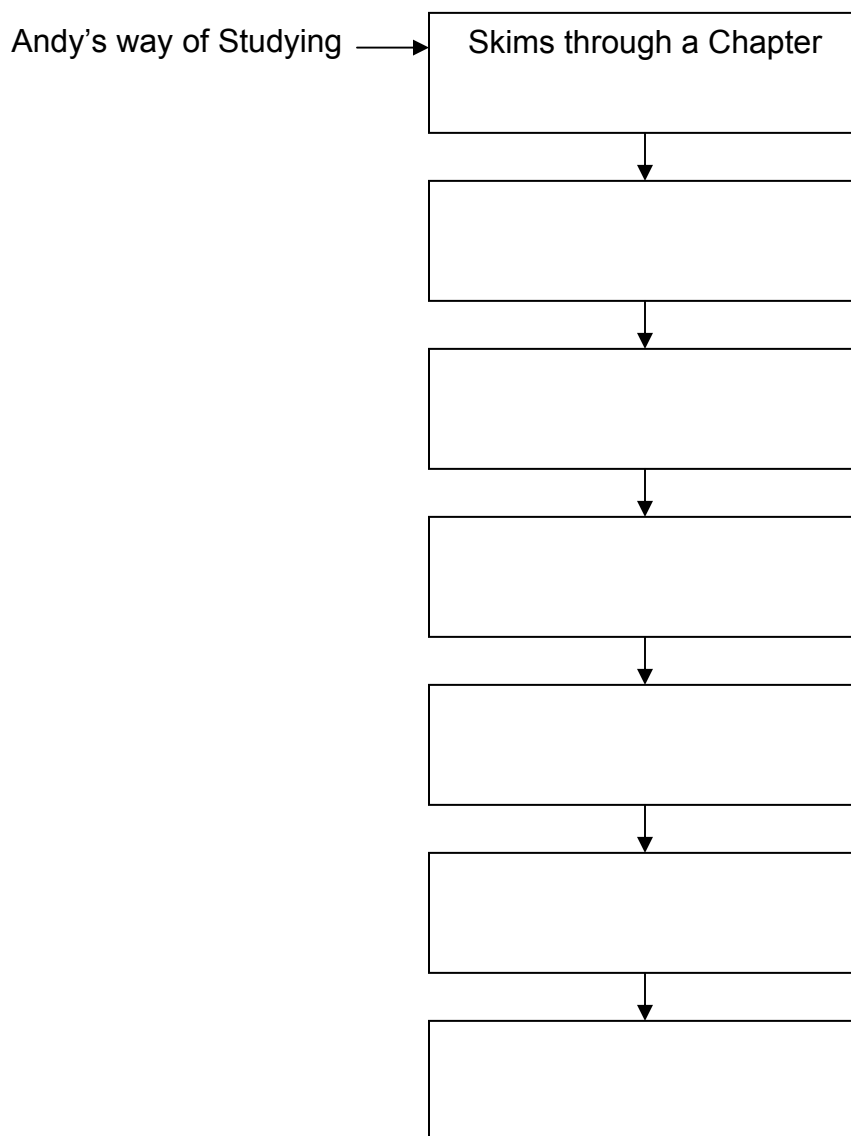
1. Who do you think is the more successful student? Why?
2. How do you study? Are you like Joey or Andy?
3. Who of the two boys do you think can give you a good advice on studying? Why?
4. Which of the two ways of studying is more effective? Why?

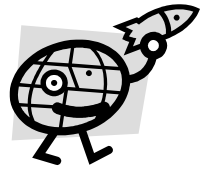


#### Activity 4: Creating a flowchart Based on the Text Read

Now we will learn to draw a flowchart, so that the paragraph that you will write later will be coherent. The flow chart will be your guide in writing. With the help of this chart, you will also learn to organize your ideas well.

Directions: Recall Andy's way of studying his lessons. Then complete the flow chart below by tracing the steps that Andy does while studying.





### Activity 5: Writing a summary of a Text

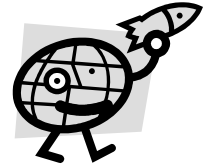
Now that you have filled in a flow chart, you are ready to write a summary of text. You may refer to the flow chart to write your summary.

Directions: Write a summary of the text you have just read. Use the statements of the main ideas as your starting point in writing your summary.

The passage tells us about the study habits of Joey and Andy.

Joey \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Andy \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

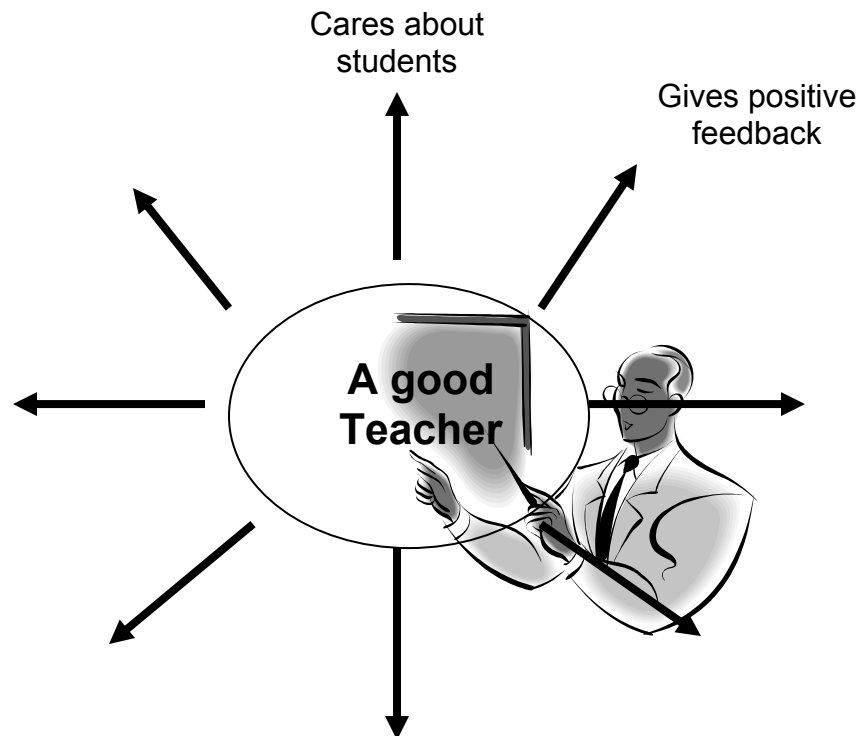


## Activity 6: Using a Semantic Web as a Guide in Writing

Now, we will fill out a Semantic Web. Do you know what a Semantic Web is? It is an illustration to describe a central idea: a thing, a concept, a process. Information and details are clustered around a central idea.

### Pre-Writing

Direction: Think of some of the **qualities of what you consider to be a good teacher**. Add these qualities to complete the semantic web below:





## Writing Activity

Are you ready to write a short essay about the topic, “The Qualities of a Good Teacher?” Using your semantic web as your guide, write your essay below. (Use a clean sheet of paper for your essay. Remember, you should not write anything in the module.)

**Before you write your essay, here are some tips:**

### The Parts of a Paragraph

The **topic sentence** is the main idea sentence. It is the most general and the most important sentence of the paragraph. It tells about the following:

- The topic: what the paragraph is about
- Controlling idea: the writer’s attitude or idea about the topic.

The **supporting details** in a paragraph explain or develop the topic sentence. They may include narratives, details, facts, examples, explanation or statistics. All of the “support” relates to the main idea stated in the topic sentence and shows why the topic sentence is true.

The **conclusion** of a paragraph summarizes or comments on the main idea. In a composition having only one paragraph, the **conclusion** is stated in only one or two sentences. Often, the concluding sentences close the paragraph by returning to the main idea in the paragraph.

Directions: Refer to the semantic web that you made. Use them to write a short paragraph about the topic, following the structure of the paragraph shown below.

(Topic sentence with controlling Idea)\_\_\_\_\_

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(Supporting details)\_\_\_\_\_

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(Concluding sentence)\_\_\_\_\_

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### **Post writing**

You may now submit the paragraph that you have written to your teacher for her comments and suggestions. After doing that, rewrite your paragraph according to the suggestions made by your teacher.

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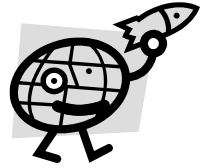
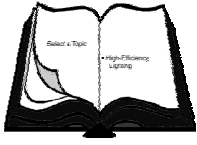
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## Activity 7: Reading an Essay Entitled “An Escape from a Curse”

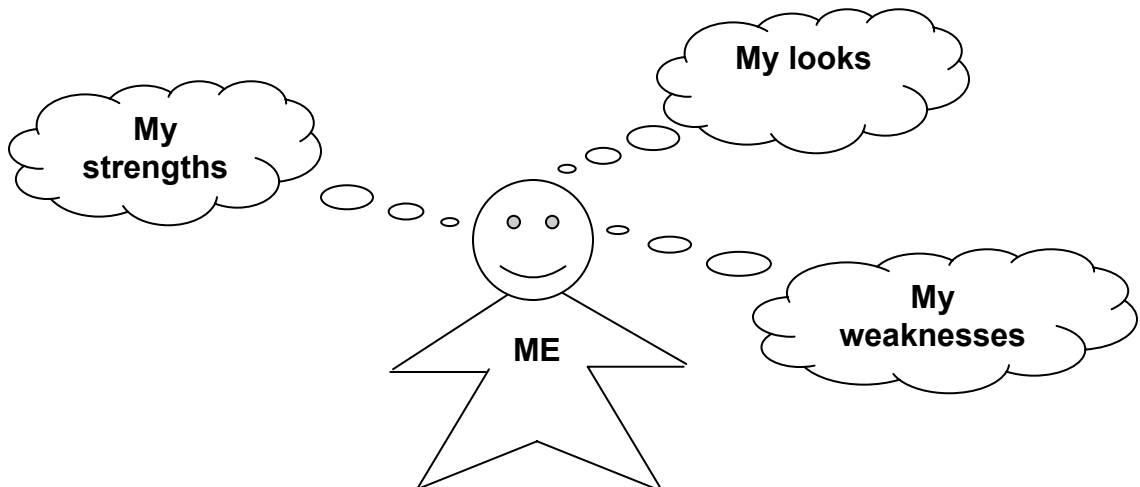
Have you written your essay carefully? Are you happy with what you wrote? The activity that follows will be an example about how to write a good essay. You will also learn some new words.

### Pre-Reading

#### Task 1

Directions: Answer the following questions and complete the instructions that follow.

1. Have you taken a good look at yourself in front of the mirror lately?
2. Do you believe that everything you are is not only what people see on the outside?



3. Do you find it difficult to think of what is special and unique about yourself?
4. What prevents you from feeling proud about yourself?

## Task 2: Matching Synonymous Words

Directions: Match the words in column A with their synonyms in column B. You may have to look at the meaning of some of the words in a dictionary if you are not sure of your answer.

### Column A

Futile  
Ambled  
Introversion  
Pondered  
Inferior  
Sprint  
Complacent  
Vile  
Excruciatingly  
Defiantly

### Column B

painfully  
thought  
evil  
useless  
content  
run  
walked leisurely  
rebelliously  
shyness  
lowly

## While Reading

Directions: As you read the selection entitled “The Escape from the Curse, try to answers to the questions that follow:

### Comprehension Questions

1. What event was the narrator dreading at the beginning of the essay?
2. What would usually happen during occasions like this?
3. How would this make the narrator feel?
4. What curse do you think did the narrator get?
5. Why did he suffer from this curse?
6. What incident made him realize this?

Read the selection that follows. Keep in mind the questions given you as your guide in reading.



**The Escape from the Curse**  
Jason Cabanes

(1) 1987. It was an early December morning. The sun had been up for some time, but the wind was still chilling. I sat at the back of the school bus in solitude and in silence. I was trying to knot the straps of my backpack, but my hands were shaking uncontrollably. I also tried whistling “Life Dance”, but it was terribly out of tune. Everything I tried was futile. There was nothing I could do but surrender to the fear that was swiftly enveloping me.

(2) I really did not want to face the day. I did not want to go to the Christmas party. It would not matter anyway. No one would ever notice if “Quiet Boy” was there or not. If only Mom’s word was not the law, I would just spend my morning watching Inspector Gadget on the TV instead. But as it was, I had to attend the party.

(3) My knees knocked at each other as I slowly descended the bus. With small, scared steps, I ambled towards the auditorium. I was shaking so much, I wanted to crawl (I probably would have done so if it was not so shameful an act). As I got closer and closer to the auditorium, the gleeful voices of my classmates screaming in delight grew louder and louder as well. I began shaking even more. Horrific thoughts flooded my mind. I could picture it. They would have fun again. I’d be left all alone again. I’d be an outcast again. But I braved these thoughts and I continued until I got to the auditorium gate. It took ten eternal minutes and the Death March was over. But my agony has yet to come.

(4) Everything that happened in the party went as I expected it to (although I certainly did not hope for it). My classmates had so much fun from the parlor games, from playing “tag” and “hide-and-seek, and from chatting about the newest G.I. Joe figures. The teachers, the parents who were there, and I guess everyone else had a grand time, too, except me. Throughout the whole time, I sat in one corner of the auditorium and twirled spaghetti noodles with my fork. I pretended to have fun with my own little game. Deep inside me though, I was crying. I felt so alone. I wanted to reach out to my classmates. I wanted to tell them, “I wanna join!” But I was too excruciatingly shy. I was cursed with introversion.

(5) Throughout my grade school life, the Christmas party experience reincarnated itself in many different situations. Sometimes it would be during a classmate’s party, sometimes during sleepovers, and most of the time, during recess and lunch breaks. It was always the same painful experience of being an outcast for always the same reason- I was too shy. All of these pained me extremely. But they helped me to become aware of my introversion. As my awareness heightened, my want to discover the reason for the curse grew. I believed that knowing where my introversion was rooted was the first step I needed to overcome it.

(6) The search was indeed a climb to Mt. Everest. I pondered about the problem day in and day out, but I could not come up with a clear reason as to why I was such a person. That was until one early October morning. I was then a high school sophomore.

(7) There was only one bathroom ritual left before I could sprint to school- combing my hair. I took my brush and started fixing my hair. But it was too stubborn. When I wanted a strand of hair to go left, it went right and vice-versa. I began to curse my hair. I had such stupid hair. It was stiff and all curly and dry. It looked so awful in the mirror. I caught a glimpse of my nose. I cursed my nose, too. Why wasn’t it like my Dad’s pointed, Spanish nose? I saw my lips. They were too big. I cursed them as well. I went on cursing everything about me. Then, I stopped. And I smiled. It was the most painful smile in my entire life, but I just had to smile. I had finally realized why I was an introvert. I felt inferior to my peers. I felt that I was not good enough to be with them.

(8) As I had discovered where the curse came from, escaping it became easy. Throughout high school, I persevered to prove to myself that I was as good as everyone else. I devoured books, promptly did my assignments and researches, and developed my passion for writing poetry and prose. And it paid off. I reaped honor medals, constantly ensured myself of being in the top three in my class, and modesty aside, got recognized by my classmates for my English writing and speaking skills. By the end of my junior year in high school, I was ranked 29<sup>th</sup> in the whole batch and my self-confidence was at an all time high (although I assure

you I never crossed the line between being confident and complacent). But more important than this, is that I finally had friends to be with. Nikko, the modern Mozart, Allen, the Math wizard, TJ and Gau, the tennis champions- all of them became curious about how “Quiet Boy” could function so silently, yet so efficiently. So, they started getting to know me. I guess they liked the person they found because I became part of the group. Finally, I was not in the painful silence of solitude.

(9) I had escaped the curse, although not completely. Sometimes I still shake in fear of not being able to reach out to other people, especially when I’m at functions where I know no one. But I’m no longer the young Jason, the “Quiet Boy” who always succumbed to the curse. I have learned the magic words – “I’m as good as anyone else”. Whenever introversion comes to haunt me, I use the magic words to defiantly battle against the vile curse... and triumph.

## Post Reading

### Task 1: Identifying the Main Idea and Supporting Details

Directions: Reread the selection and try to find its main idea and minor details.

Main Idea:

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Minor (Supporting) Details:

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## Task 2: Creating a motto

Do you know what a motto is? It is something that you believe in and follow consistently.

Here are some examples of mottos.

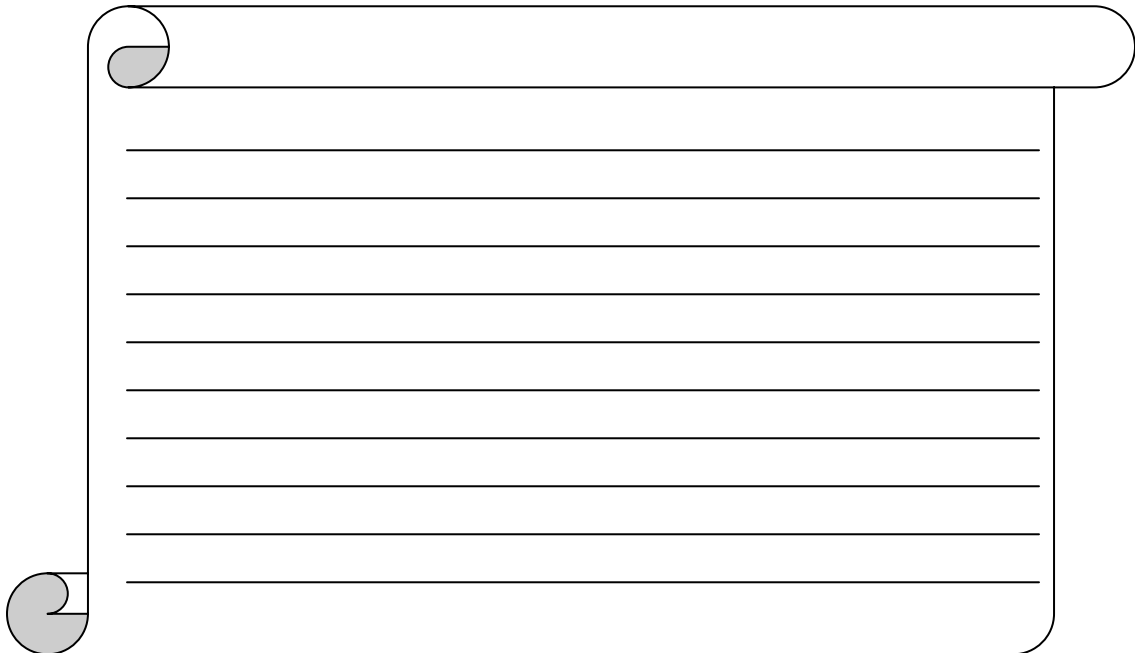
“I am a Christian, I will love my neighbor.”

“I will do my work diligently at all times.”

“I will be friendly to everyone.”

Do you get the idea? Are you ready to write your motto?

Directions: Write a motto which will inspire you to improve your self-image. You may also refer to this motto when you feel lost and alone.



A scroll-shaped writing area with horizontal lines for text. The scroll is unrolled, showing a series of horizontal lines for writing. The top and bottom edges of the scroll are rounded, and there are small circular tabs at the top and bottom corners.

Have you finished reading the modules and accomplishing all the required activities? Good!

You are now ready to take the **Post Test**.

**If you got a high score, Congratulations!. If not, perhaps you need to re-read the module to improve your score.**



## Post Test

### A. Presenting your answers in a table

Directions: Present the experiences of the narrator and how he overcame his problems in the table below. Show also the lessons he has learned from his experience.

Experiences	Process of Overcoming Weaknesses	Lessons Learned

### B. Using the Present Tense of the Verb

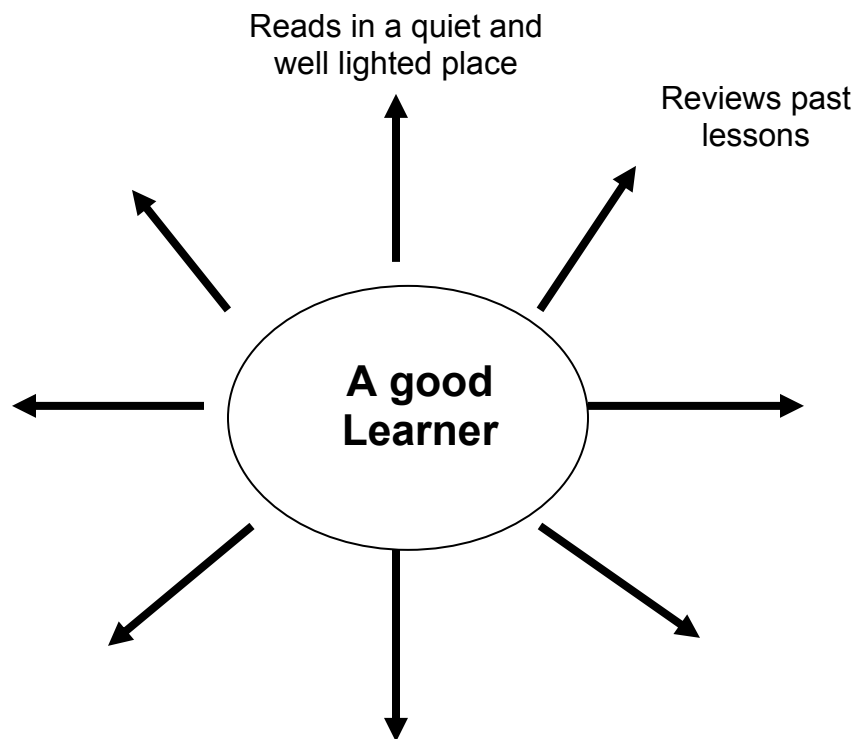
Directions: Go over the following paragraph. Complete the paragraphs with the appropriate form of the verb in parentheses. The verb should be in the present tense.

The scientist and the poet use words quite differently, for each is after a certain kind of truth, and the truths are not the same. The scientist 1. \_\_\_\_\_ (apply, use) words to describe, as accurately and unemotionally as he/she can, what he/she 2. \_\_\_\_\_ (observe, look). What emotional effect his or her words may have on the reader is utterly unimportant to him or her. He/She 3. \_\_\_\_\_ (decide, intend) which words should be impersonal and which ones should be free of emotion as the square root of nine.

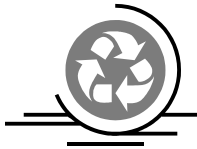
The same can be said of a poet, although the poet 4 \_\_\_\_\_ (use, put) words for something very different for us. Often, the poet 6. \_\_\_\_\_ (re-create, make) an experience of his or her own, and 7. \_\_\_\_\_ (pretend, try ) to involve us in it, and 8. \_\_\_\_\_ (carry, get) us involved in it. The scientist, concerned with data, 9. \_\_\_\_\_ (have, am) no concern about getting a response from us. Therefore we can say that the differences between the ways of the scientist and the poet often 10 \_\_\_\_\_ (make, give) us wonder.

### C. Completing Ideas in a Semantic Web

Directions: Recall what you have learned in your previous lessons, and complete the semantic web below with your ideas about what a student as a good learner should do:







## Self – Check for Pretest

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### A.

- |                 |                               |
|-----------------|-------------------------------|
| 1. A priest     | 4. A newscaster               |
| 2. A politician | 5. A participant in a program |
| 3. A teacher    |                               |

### B.

- |      |      |
|------|------|
| 1. ✓ | 5. X |
| 2. ✓ | 6. X |
| 3. ✓ | 7. X |
| 4. ✓ | 8. X |

### C.

**Myla:** Hello! May I speak to **Lea**, please?

**Lea:** Speaking. Is this **Myla**?

**Myla:** Yes! Oh **Lea**, what am I going to do?

**Lea:** What's the matter?

**Myla:** I have to make a report on test-taking tomorrow, but I lost my notes.

**Lea:** Give me a second. I will get my notes. Okay. Here they are. I just took down the most important words.

**Myla:** Go ahead, please. I'm listening.

**Lea:** A test measures how much a student has learned. It is the teacher's way of how much a student has learned, so that she can give you the appropriate grade. It is also a way of finding out how much progress you have made.

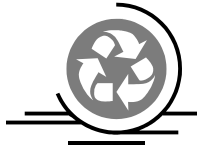
**Myla:** That is all I need, **Lea**. I still have the rest of my notes. Thanks.

**Lea:** Don't mention it. See you in class tomorrow.

**Myla:** Thanks again. You're a big help.

**D. Possible Answers:**

1. (This was done for you)
2. He always comes to school on time.
3. He does his projects right away.
4. He works on his project independently.
5. He does not destroy them.
6. He does not bother other students who are studying in the library.
7. He does not litter.
8. He keeps on trying until he achieves his goal.
9. He does not criticize others, nor does he feel insecure.
10. He does not ignore other students.



## Self-Check for Activity 1

### Pre-Listening

- |              |                      |
|--------------|----------------------|
| 1. place     | 4. Objective of talk |
| 2. speaker   | 5. speech events     |
| 3. Addressee | 6. type of talk      |

### While Listening

1. The text relates an event in an orientation for high school freshmen. We know this to be true because of the following sentences from the speakers:

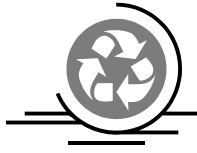
“Welcome to Bonifacio High School?”

“High School years are very important years.”

2. It is the School Administrator or Principal who is talking. The topic is about the rules and regulations of Bonifacio High School. He also mentioned his subordinates: the teachers.
3. The speaker is addressing his message to the high school freshmen.
4. The type of talk is “Welcome Remarks.”
5. The objective of the talk are the following”
  - To orient students about school rules and regulations.
  - To let students know the school’s expectations.
  - To inform students about activities they have to attend and requirements they have to comply with.

### Post Listening

Your teacher will model the proper intonation of some sentences. Repeat after her.

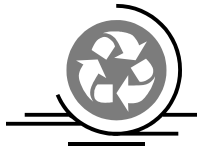


## Self-Check for Activity 2

### Adding a Follow-Up Question

#### Possible Answers:

1. (This was done for you).
  2. He does not study well.
  3. He lacks comprehension skills.
  4. She does her assignments in the library.
  5. He likes to watch TV rather than study.
  6. He leaves early for school.
  7. He reviews his lessons as soon as he arrives home.
  8. He reads newspapers everyday.
  9. She likes to read English books and watch TV shows in English.
  10. He wants to get high grades.
- 
- 



## Self-Check for Activity 3

### Pre-Reading

Simply count how many activities you “**Always do**”, “**Seldom do**” and “**Never do**”.

### While Reading

1. The main purpose of the text is to show the students some effective studying strategies.
2. It compares the study habits of Joey and Andy.
3. The article compares the two boys on the following aspects:
  - the place where they study
  - the schedule/time allotted for studying
  - the manner of studying
4. The writer used the half-and-half method of comparison. First, he wrote about what Joey does, and later told about what Joey does.

## Post Reading

Note: You need to confer with your teacher about your answers. Don't hesitate to ask her about any difficulty you may have,

### Comparing the Study Habits of Joey and Andy

Joey



1. He sits on his chair in the living room.

2. He studies in their living room.

3. A living room.

4. He studies in the living room.

5. He doesn't know what to study.

6. He isn't a better student than Andy.

Andy



1. He sits on his chair in his bedroom.

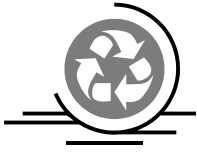
2. He studies in his bedroom.

3. A bedroom.

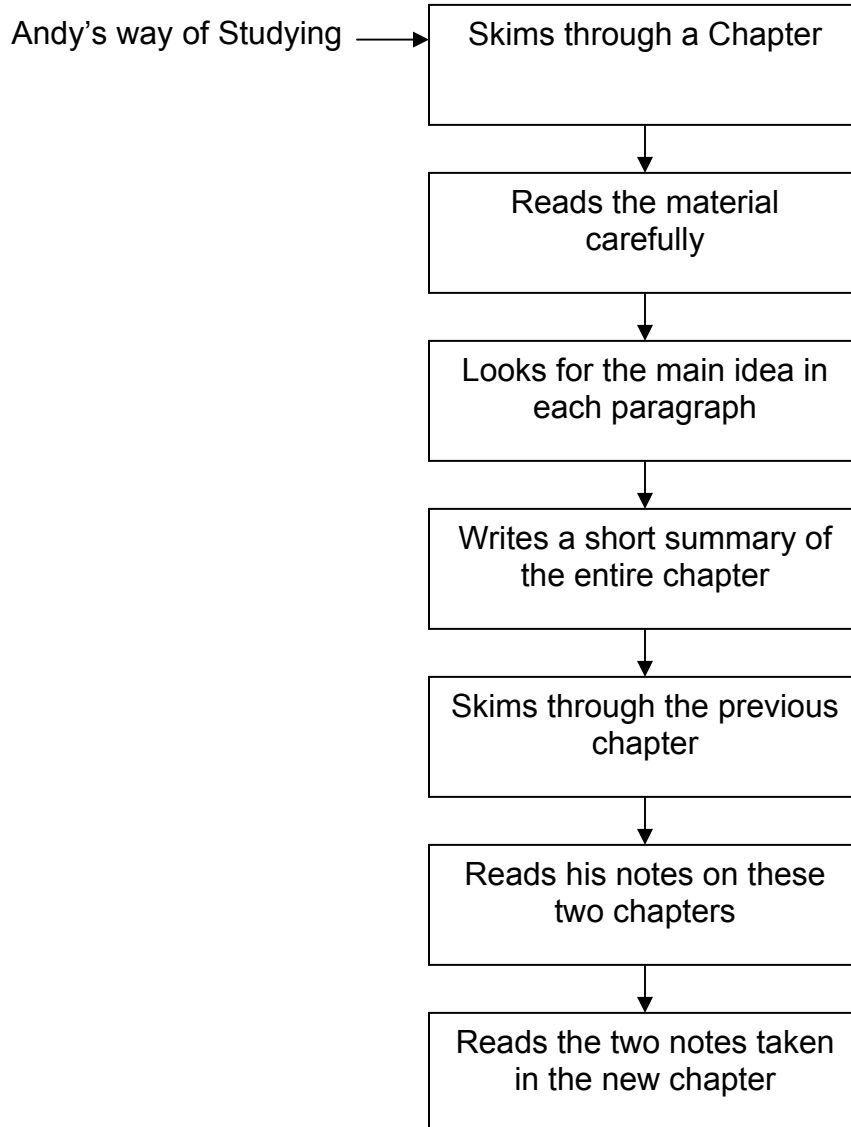
4. He studies in the bedroom.

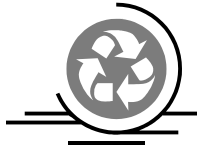
5. He writes his assignments first.

6. He is a better student than Joey.



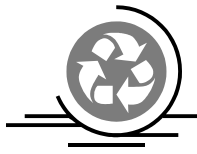
## Self-Check for Activity 4





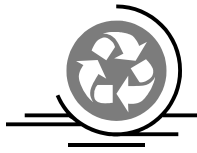
### Self-Check for Activity 5

- ❖ Submit your summary to your teacher for her comments. Then rewrite your draft if necessary.
- 
- 



### Self-Check for Activity 6

- ❖ Submit your essay to your teacher for her comments. Then rewrite your draft if necessary.
- 
- 



### Self Check For Activity 7

#### Pre –Reading

#### Task 1

##### Column A

futile  
ambled  
introversion  
pondered  
inferior  
sprint  
complacent  
vile  
excruciatingly  
defiantly

##### Column B

painfully  
thought  
evil  
useless  
content  
run  
walked leisurely  
rebelliously  
shyness  
lowly

## While Reading

1. The narrator did not attend the Christmas party.
2. Students got involved in parlor games and talent presentation.
3. The narrator was excruciatingly shy to enable him to join any of the activities.
4. He could not socialize with his peers because he felt inferior.
5. He is not confident to face others because of his imperfect physical appearance.
6. When the narrator was a high school sophomore, he realized that he had to excel in academics to be confident about himself, and accepted by his peers.

## Post Reading

### Task 1

**Main Idea:** The selection is about a high school sophomore who was once an introvert, but later became strong and confident because he excelled in his academic subjects.

### Minor Details:

1. He was too shy to attend the class Christmas Party.
2. He related some incidents, which revealed his painful experiences as an introvert.
3. He escaped the “curse of being an introvert by studying his lessons well, reading and joining the different activities in school.



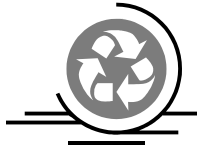
## Task 2

After you have finished all the tasks, be sure to show your work to your teacher.

### Assignment:

**Directions: Complete this table which will show your own study plan.**

Activities	Schedule	How to Prepare	Date Accomplished
	Place/ Time		



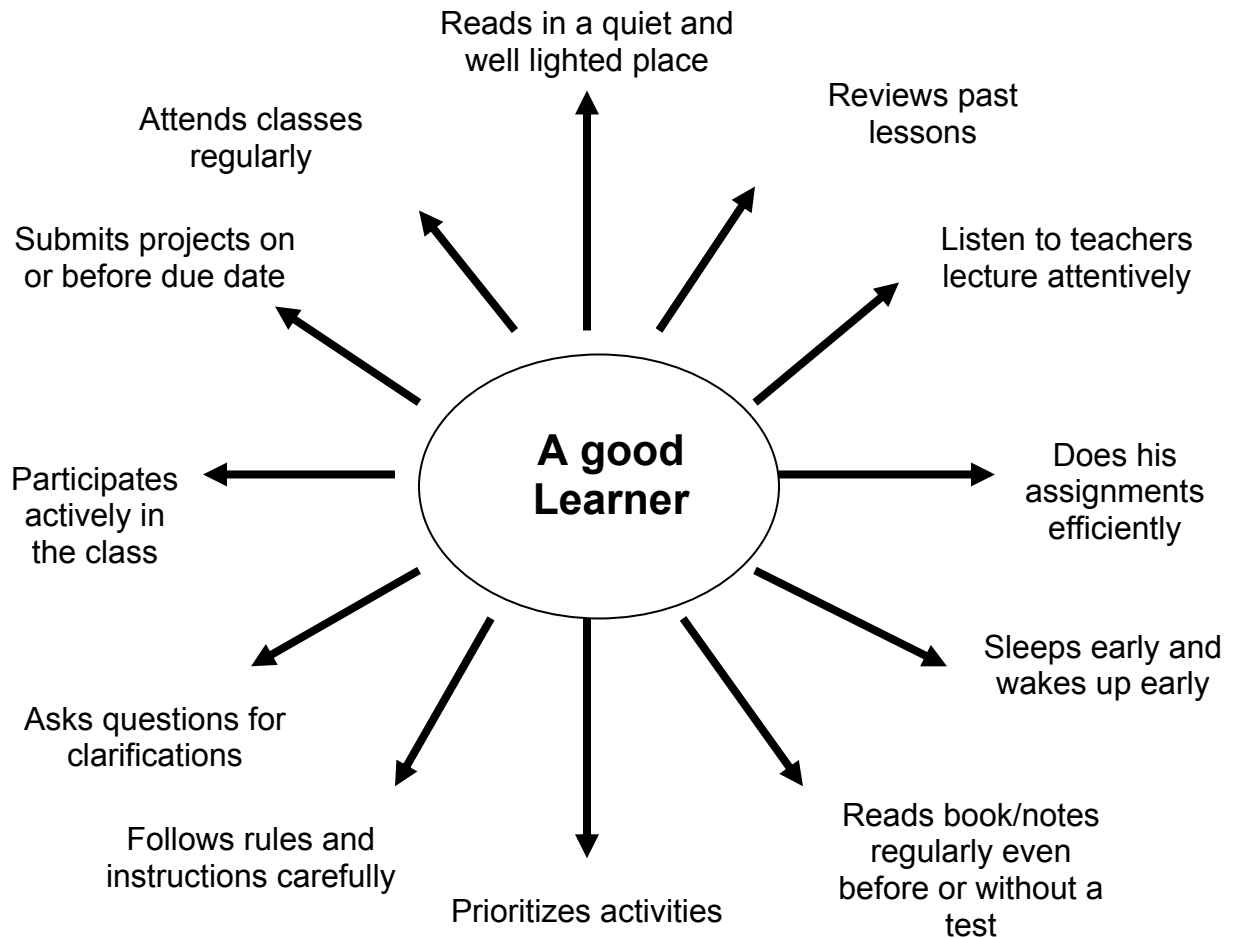
**Self-Check for the Post Test:**

Experiences	Process of Overcoming Weaknesses	Lessons Learned
Joining the Christmas Party and other functions in the elementary and high school.	<ul style="list-style-type: none"><li>- to became aware of his introversion.</li><li>- came to know the source of that kind of attitude.</li><li>- read books</li><li>- promptly did assignments</li><li>- developed a passion for writing poetry and prose.</li></ul>	<ul style="list-style-type: none"><li>- He learned to reach out to people</li><li>- He learned to motivate himself by doing what he could do best.</li><li>- He learned how to defiantly overcome his weaknesses</li></ul>

**B.**

- |             |               |
|-------------|---------------|
| 1. uses     | 6. re-creates |
| 2. observes | 7. tries      |
| 3. intends  | 8. gets       |
| 4. uses     | 9. has        |
| 5. uses     | 10. uses      |

**C. Possible Answers:**



Now that you have finished Module 1, you are expected to have learned the following:

- Determine a speech event, addressee, type of talk, and objectives of the listening text used in this module.
- Give reasons or causes of certain statements;
- Compare and contrast two students having different study habits.
- How to develop good study habits;
- Summarize a reading text;
- Make a semantic web
- Complete a table that shows the experiences of the narrator of a reading selection;
- Write a paragraph about what you expect a good teacher to be.
- Develop a study plan and good study habits;

**Have you finished drawing your study plan? I hope so. Now you can try that out for a week and find out if it will work for you. If you find it difficult to follow, you can always revise it. Refer to the guidelines again.**

**Now you are ready for Module 2.**

