

Quarter Two: I, as a Learner

Week 2

MAKING USE OF WHAT I'VE LEARNED



WHAT IS THIS MODULE ABOUT?

Welcome to Module 2! I hope you will enjoy working in this Module. Here you will learn about the lives of heroes, and we certainly hope that you will be inspired by their deeds. You are also expected to reflect on their lives, and how they may affect our own lives today. Remember also that there are many heroes of today who have unselfishly helped their fellowmen. Read on and find out how you, too, can be a hero!



WHAT YOU ARE EXPECTED TO LEARN

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

- listen to the lines of a passage and point the problem, the attempted solution and the result;
- learn from the listening text and illustrate a scene that creates a strong story-impression;
- observe correct pronunciation of the critical consonant /th/. As distinguished from /t/.
- deduce the meaning of words through structural analysis;
- place correct answers to the questions found in the reading text through graphic organizers;
- organize information through semantic webbing;
- use the present perfect tense of the verb correctly and appropriately;
- express appreciation for, and understanding of worthwhile and positive traits and values of Filipinos.
- write a composition about the heroic traits and/or feats of people.

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 that 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. This is the time when 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!

MAKING USE OF WHAT I'VE LEARNED



Do you still remember the deeds of our heroes like Jose Rizal, Andres Bonifacio, Apolinario Mabini and the others? If you do, then you are truly a patriotic Filipino.

The heroes of the past are the reasons why we are enjoying freedom in the present. Without their courage, bravery and patriotism, we could still be in the shackles of foreign rule.

This module will take you back to the past. You will recall the deeds of our heroes, so that you may be inspired by them. As you read about the heroes, you may be able to realize that there are “modern heroes” – men and women who have done heroic deeds. Later, you will write about them.

You will also learn many other things such as improving your vocabulary, your grammar and pronunciation, your reading comprehension, and your writing ability.

So work diligently on this module and learn skills that will help you become a better learner.



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

A. Contrasting the /t/ and /th/ sounds

Directions: Read each sentence below. Observe the correct pronunciation of the critical consonant /th/ as in math and /t/ as in teach. Encircle the word/s, which you mispronounced.

1. Have you tried telling time by the tides?
2. The thauthor thanked the thletter thwriter.
3. The three threes bend towards the sun.
4. I think the thyouth are telling the thtruth.
5. Thirty-three Thais are tired and thirsty.
6. We thought thDedith's birthday was last Thursday.
7. The third thcottage is worth thirty thousand pesos.
8. "A Thousand and One Nights will be shown at the Time's Theater.
9. The toughness and bravery of the three hundred thirty mighty warriors are worth emulating.
10. There are ten tall trees near the theater.

B. Identifying the Meaning of a Word through Structural Analysis

Do you know what a context clue is? It is a word or group of words that will help you find the correct answers. It can be a familiar experience, a definition a synonym or antonym or a summary.

Directions: Match the definition in column A with those found in column B. Write the letter of the correct answers on your answer sheet.

Column A	Column B
1. to look down with contempt on someone	a. debate
2. when a situation is said to be going from bad to worse.	b. demolish
3. to turn down an invitation or offer.	c. derailed
4. a sign that turns a motorist away from a main road because of road repairs.	d. detach
5. when a train jumps off the track.	e. denuded
6. to take a word out of a message	f. detour
7. to take away a certain amount from one's income tax.	g. deduct
8. A person who represents someone else in a conference	h. decline
9. when a forest is almost entirely stripped of trees.	i. delegate
10. to turn down completely old or illegally constructed buildings.	j. deter
	k. despise
	l. deflate

C. Reviewing the Present Perfect Tense

Let us find out if you can still remember the present perfect tense. Let us recall some of them: (1) an action or condition just completed; (2) an action or condition completed at an indefinite time in the past, or an action began in the past and continues to the present.

Directions: Read and study the following sentences. Change the verb in the parenthesis into the present perfect tense.

Example: Tina has presented her research paper to the panelists.

1. Dr. Jose Rizal (leave) _____ a legacy worthy of emulation for the young.
2. Andres Bonifacio (set) _____ an example of a life of sacrifice for love of country and people.
3. The women too (contribute) _____ their blood and tears to the cause of the men.
4. Apolinario Mabini became a paralytic at the age of 31. He (be + refer) _____ to in Philippine History as the “sublime paralytic.”
5. Philippine Independence was proclaimed on June 12, 1898. This date since (be + celebrate) as our country’s Independence Day.

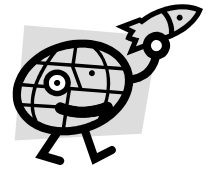
D. Adding a Clause to Show Possible Action or Inaction.

Directions: Read the sentences below and add a clause to show possible result of an action or non-action.

Example: I have lost my wallet so I can’t pay my bud fare.

1. My good friend has had a car accident.....
2. I haven’t had anything to eat today so.....
3. A cousin of Miss Luz spent five years in Singapore.....
4. As the Math teacher has given us a lot of assignment today.....
5. The road repair crew of the Department of Public Works and Highways has started work outside our school campus.....
6. My father has given me Php. 500.00 as a birthday gift so.....

Now you are ready to tackle the activities for Module 2. In this section, you will say “hello” again to our heroes and heroines who helped us attain our independence.



Activity 1: Listening to Gather Important Information

Pre-Listening

Task 1: Let's meet our heroes and heroines!

Directions: Look at the picture below: Name the persons whom you recognize and recall their valuable contributions to our country and people.

1



2



5



6



3



4



7



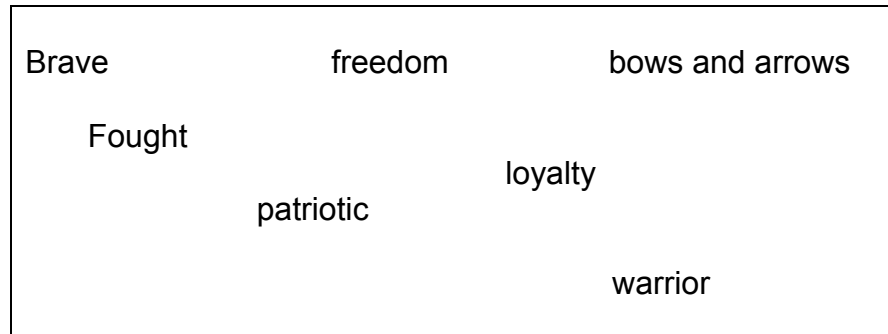
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Now, think of people you know who sacrificed their time, talents, or life for the country. List their names here.

Task 2: Word Association.

Directions: Identify what the following words suggest. Be ready to explain your answers to your teacher.



While Listening

Have you heard of Rajah Soleimen? If not, then it's time to get acquainted with him. You will find his story in the pages below.

Task 1:

Direction: You will now listen to a tape-recorded tape entitled, "Rajah Soliman." You should play the tape twice. If no tape is available, you may read the text aloud to yourself. Be ready to answer the following questions:

1. Who was Rajah Soliman? Describe him.
2. Where did the story happen?
3. When did it happen?
4. Who were their enemies?
5. Who was his uncle? Explain the important part he played in our history.
6. What happened to Rajah Soliman? What does this incident tell us about him?

Task 2:

Direction: Now listen for the third time to the tape-recorded listening text, or read it again. Then take the test below.

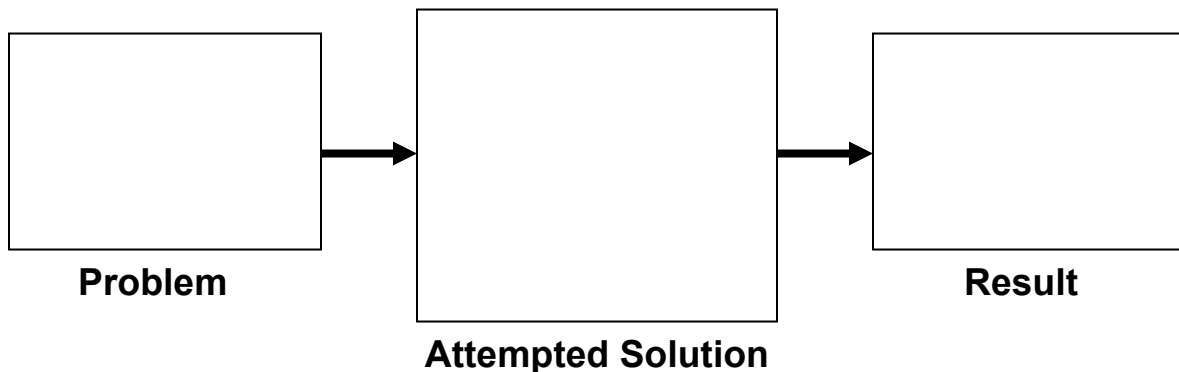
Fill the blanks with details from the passage.

1. Rajah Soliman's death in the shore of _____ can be compared in importance to the death of Magellan in the shores of Mactan.
2. Lapu-lapu and _____ were brave warriors and heroes in their country's fight for freedom.
3. Goiti and _____ returned to Manila with many warriors.
4. Rajah _____ rowed their banca in order to meet them.
5. _____ to please his uncle, promised to recognize Legaspi.
6. Being a patriotic man, he still thought he should fought the _____.
7. He asked the chieftains of the neighboring _____ to join him.
8. Legazpi offered _____ but Soliman refused to accept it.
9. Many Filipinos died with his right hand still holding the glittering _____.
10. He died a hero and has since been known as the first Filipino to die for _____.

Post-Listening

In this exercise, you will use graphic organizers. Do you know what they are? They represent stated or implied information in concrete form, to enable you to identify important ideas and details, and assist you in organizing them.

Directions: Complete the graphic organizer that follows. It will trace the following: the problem, the solution, and the results.



Text for Activity 1



Rajah Soleiman

Teodoro Agoncillo

Stand on the shore in Tondo, Manila, and you will be standing on the ground which is important in Philippine history as the shore of Mactan Island. Read this story and it will tell you why.

In May, Goiti, together with his chief Miguel de Legazpi, returned to Manila. This time, the Spaniards had many warriors. With them were several hundred Visayans. When Rajah Lakandula saw the Spanish ships in the bay, he rowed his banca to meet them. He promised Legazpi his loyalty and said he was sorry for what his nephew had done. He also promised to bring Suleiman with him the next day.

Suleiman, to please his uncle, met Legazpi and promised to recognize the Spanish king as his ruler. With this promise, Legazpi, the next day, May 19, 1571, entered Manila and took it in the name of the King of Spain.

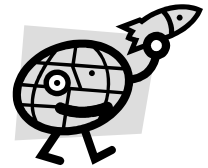
Being a brave and patriotic man, Suleiman still thought that he must fight the Spaniards, whom he considered the enemies of the Filipinos. He then took a boat to Hagonoy, now in Bulakan, and Macabebe, now in Pampanga and took the chieftains of those barangays, to join him in his fight against the white men. With joy, the warriors of Hagonoy and Macabebe prepared their bancas and armed themselves. With these friends, Suleiman prepared to fight the Spaniards.

At first, Legazpi did not want to fight, saying that he was a friend of the Filipinos. Suleiman did not believe him. When Legazpi sent a messenger to Suleiman to ask him why he was gathering his warriors, Suleiman, his face red with anger, said, "May the sun destroy me and may I be disgraced before the eyes of the women. If I accept the friendship of

the Spaniards!” Then, turning to the messenger, he said: “Go! Tell the white man at the mouth of the channel of Bangkusay, I await him in battle.

The Spanish ships soon came. It was noon of June 3, 1571. Suleiman and his men, riding in about thirty bancas, awaited the enemy. When the Spaniards’ ships were near enough, Suleiman ordered his warriors to attack. With loud cries and shouts, the Filipinos fought bravely using bows and arrows. The Spaniards in their ships answered them by firing cannons and muskets against the Filipinos. Many brave Filipinos died.

When the battle ended, the Spaniards found the dead body of Rajah Suleiman near the shore. His feet were in the salty water, while his body was on the sand. He died a true hero and a brave warrior. He was the first Filipino leader to die of freedom.



Activity 2: Oral Practice

In this exercise, you will; practice speaking in order to improve your oral skills. For this lesson, you will try to pronounce the sounds /t/ and /th/ correctly.

Task 1:

Directions: Look at the following words which contain the /th/ and /t/ sounds. Pronounce them as correctly as you can.

- | | |
|-----------------------|---------------------|
| 1. <u>T</u> imothy | 6. a <u>u</u> thor |
| 2. wa <u>n</u> ted | 7. <u>th</u> ough |
| 3. wri <u>t</u> e | 8. fa <u>t</u> |
| 4. so <u>me</u> thing | 9. tru <u>th</u> s |
| 5. <u>th</u> anks | 10. <u>th</u> ought |

Task 2:

Directions: Read aloud the following story and answer the questions that follow:



Timothy's Gift

This story is about a young boy named Timothy. He was planning to give a Bible to his grandmother for Christmas. He wanted to write something special on the inner cover, but he was not sure what to say. So he decided to copy what he has seen on a book his father has received from a friend.

Christmas morning came. Grandmother opened her gift. She was not only happy to receive the Bible, but was also pleased by the inscription Timothy wrote. It reads: "To Grandma –with compliments from the author."

Even though Timothy was not aware of it, he has suggested a unique fact about the Bible. It came to all of us, from the same author: God. The Bible is indeed, a book of truths and God's thought.. It is the most valuable and desirable of all books.

Post Reading

1. What gift did Timothy plan to give his Grandmother for Christmas?
2. What was his problem about the gift?
3. What did he write in the inner cover of the Bible?
4. Was his Grandmother happy to receive the gift?
5. Do you agree that the Bible is the most valuable and desirable book?

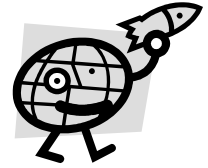
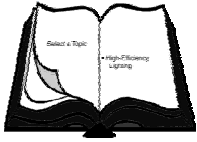
Task 3:

Directions: Think of the things you want to thank God and our heroes for. Write at least five statements. Your hints are the first two statements.

1. I thank God for what?
2. I thank Andres Bonifacio for what?
3. _____
4. _____
5. _____

Task 4:

Note: Show your work to your teacher for comments and correction.



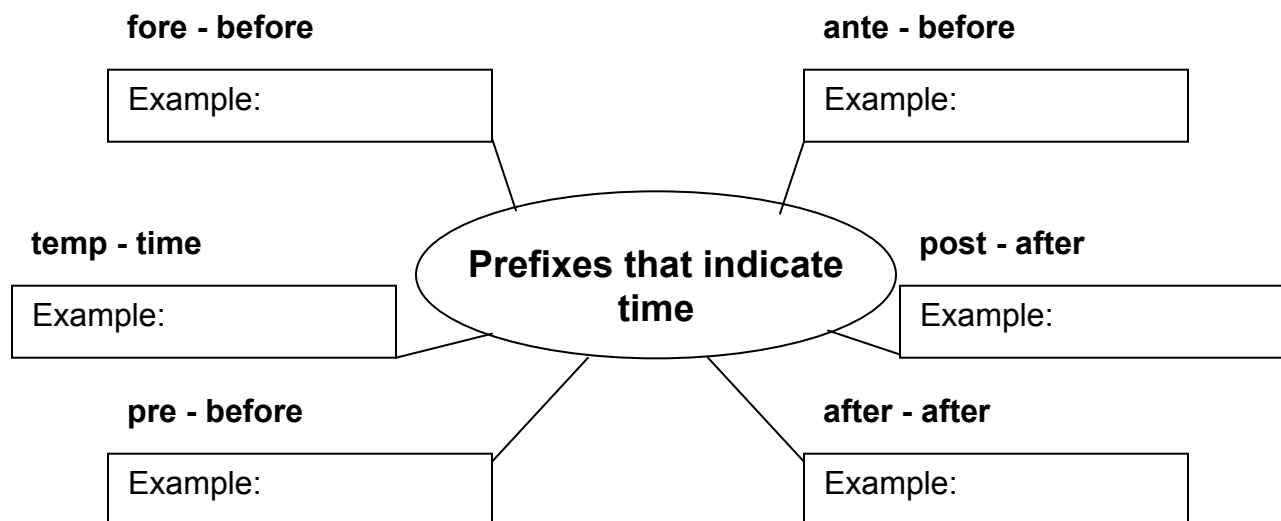
Activity 3: Reading and Analyzing a Text.

This section will help you improve your vocabulary through structural analysis. Do you know what this means? It is a means by which we identify parts of words which form meaningful units or pronunciation units within the word. To put it simply, it is looking for little words within big words.

Pre-Reading

Task 1: Structural Analysis of Words

Directions: Give an example of a word that uses the **prefixes** found in the semantic web.



Key to Understanding Structural Analysis of Words.

Structural Analysis allows you to pick out already known, meaningful parts of words. Recognition of meaningful parts of words lets you figure out the meaning of unfamiliar words in print. The use of structural clues determines the type or grammatical category of a new word.

Example 1: **Revolution**

Revolt is its root. (It means an uprising against authority)

-tion – is a noun-forming suffix that changes verbs to nouns

Revolution therefore means an uprising against ruling powers, usually with the hope of gaining freedom.

Example 2: **Revolutionaries**

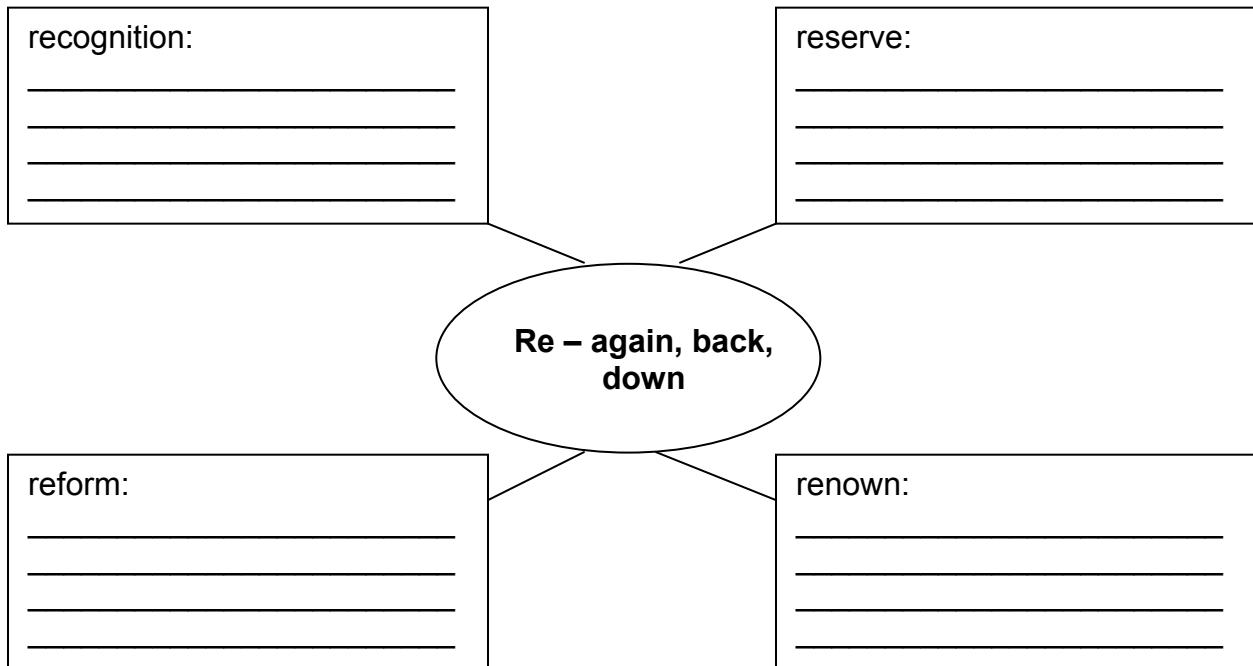
-ary – is a suffix for changing verbs to nouns.

Revolutionaries rise against ruling powers usually with the hope of gaining freedom.

Task 2: Examples of Prefixes:

We will now try to form new words through prefixes. These are little words that you add to the root word to arrive to a new word. Would you like to try forming new words? Then do the exercise below.

Directions: Give the meaning of the words in the cluster. The **prefix** can be your guide to discovering meaning.



Let us get acquainted with Filipino Heroes. Their bravery and love of country may serve as an inspiration to us all.

While Reading

Directions: Read the selection entitled, “The Revolutionaries” and complete the chart that comes after the selection:



The Revolutionaries

They say there is nothing like oppression and tyranny to challenge the courage of those who would lead a nation out of darkness and despair to freedom.

The first man to answer the call of our country and people is Dr. Jose P. Rizal, the national hero. He is also called “Indio Bravo,” and “the first Filipino.” He was persecuted as a student because of his brilliant mind. He had a secret pact with his brother Paciano to leave the Philippines and study abroad without the knowledge of their parents, so he could better prepare for the liberation of his race. His books prepared the minds of his people to fight against tyranny and abuse. Then, there was his four-year exile in Dapitan, considered a key moment in the hero’s life. Rizal’s sacrifice is an inspiration to all. He has left a legacy that is worthy of emulation by the young.

In November 30 of every year, the nation commemorates the important role of Andres Bonifacio and other heroes who took up arms against Spain. He founded the Katipunan and led the cry at Balintawak, inspired by his reading of the history of the French Revolution. He died in 1897 and like Rizal, he, too, has set an example of a life sacrificed for love of country and people.

Then, there's Marcelo H. del Pilar, journalist and leader of the propaganda movement in Spain. In his writings, he reserved his tirades for the parish priests who served the colonial government, and not the people and who, in fact, became the chief obstacle to the reforms advocated by the propaganda movement. "La Solidaridad" showcases the works of Marcelo H. del Pilar, Graciano Lopez-Jaena, Jose P. Rizal, Jose Ma. Panganiban, Ferdinand Blumentritt, and Mariano Ponce. "La Solidaridad" was the mouthpiece of the Filipino's struggle for recognition and acceptance of the Philippines by Spain.

Apolinario Mabini, the "Sublime Paralytic" was different was a different kind of hero. He was born to a farmer's family on July 23, 1864 in Talaga, Tanauan, Batangas. He worked as a houseboy to be able to study. He finished as a scholar at Letran at the age of 17. He became a professor at 18 and finished Law later. He joined the reform movement and Rizal's La Liga Filipina and supported La Solidaridad. He became a paralytic at age 31, but continued his work for the nation. He has since then been referred to as the "Sublime Paralytic."

Philippine Independence was proclaimed on June 12, 1898, the first democratic republic in Asia, but it was at war before it can even start. On August 22, 1898, Gen. Aguinaldo ordered the transfer of the seat of government from Cavite to Malolos, Bulacan and gathered the national congress to draft a constitution. It took four months. After this, he was elected president. Twelve days later, the war with America began.

The Filipino women too, have contributed their blood and tears to the cause for which the men have died. Bonifacio's widow, Gregoria de Jesus or "Peyang", stands for all the women of the revolution who were either widowed as she was, or lost their children. She wrote a poem of 40 stanzas, where she expressed her feelings of grief over the death of Andres Bonifacio. The Agoncillo sisters sewed the first Philippine flag in Hong Kong in time for the inauguration of the first Philippine Republic in Kawit, Cavite. Another brave woman was Melchora Aquino or "Tandang Sora" whose deeds are well-known.

These are the men and women of the Revolution. If freedom is precious to the Filipino, it is because it was bought at so high a price- no less than the blood of these noble men and women- great Filipinos all.

These were just a few of the great Filipinos who led us to freedom. We will now find out whether you remembered their important contribution for freedoms cause.

Task 1: Comprehending the Text

Directions: Answer the following questions:

1. In the above selection, two names or expressions are used to refer to Dr. Jose P. Rizal. What are they?
2. Think about his life and contributions to our country’s fight for freedom, and explain what the expressions that refers to him mean.
3. Below is a table that you will fill with the heroic acts done by our heroes? Write their contributions to our quest for freedom in the second column opposite their names.

Revolutionaries	Heroic Acts
Jose Rizal	
Andres Bonifacio	
Apolinario Mabini	
Emilio Aguinaldo	
Gregoria de Jesus	
Melchora Aquino	

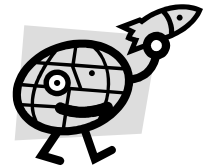
Have you finished? Good! Now you are ready to answer the questions that follow.

1. According to this selection, freedom is important. Why?
2. Read the last paragraph again. Do you agree with the author that “freedom was bought at a very high price? Explain briefly.

Post Reading:

Directions: Answer the following questions to the best of your ability.

1. Focus on the writer’s style. How did the writer begin the article? What did he do to support the first paragraph?
2. What strategies did he use to develop his ideas?
3. Reread the last paragraph. Do you think it is an effective ending? Why or Why not?



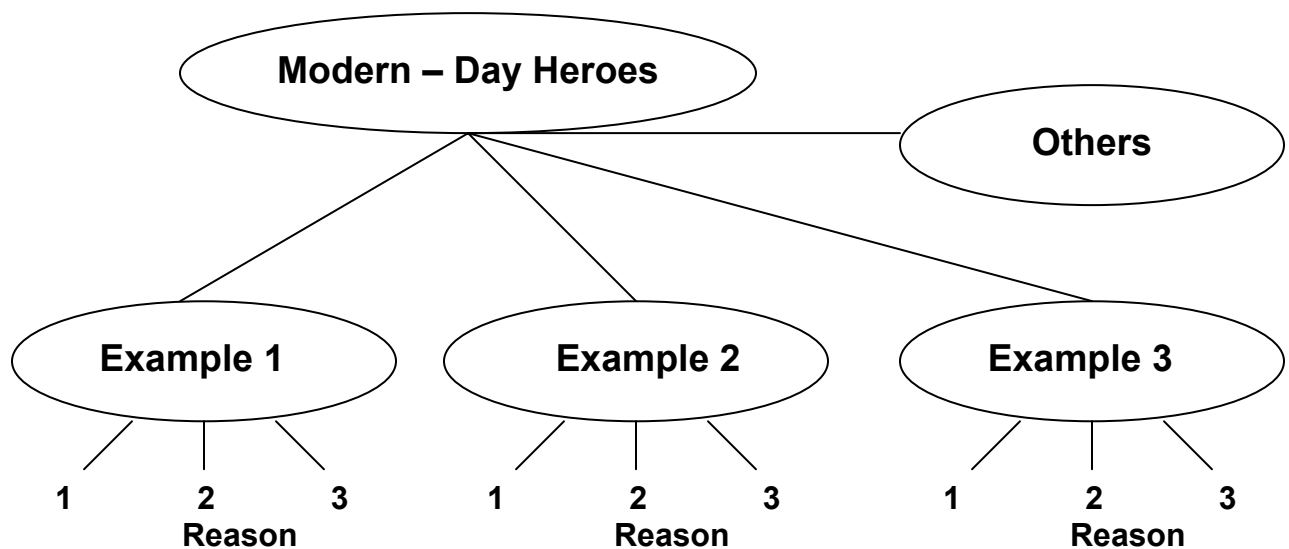
Activity 4: Writing a paragraph based on the Semantic Web.

You have learned about semantic webs in the previous section. Now you will practice drawing a semantic web about modern day heroes.

Pre-writing

Directions: Complete the semantic web by answering the questions below:

- (a) Core Question: Who are the modern-day heroes that you can think of?
- (b) Support Question: Why are they considered modern-day heroes?



Writing Activity

Directions: After completing your semantic web, write a paragraph explaining your answers to the questions given previously. Follow your semantic web when you write your paragraph. An outline is given below:

(Topic Sentence): _____

(Supporting Details/Examples): _____

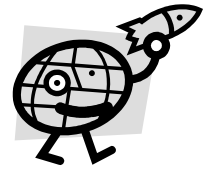
(Concluding Statement): _____

Revising:

Directions: Review the paragraph that you wrote, and follow the checklist in the box below. This will help you in proofreading your paragraph.

Checklist for Proof Reading a Paragraph

1. Does your paragraph have any sentence errors (fragments, or problem with modifiers)?
2. Have you used verbs and pronouns correctly?
3. Have you used periods, commas, apostrophes, and other punctuation marks where they are needed?
4. Have you capitalized properly?
5. Have you used the correct tense of the verbs?
6. Have you checked the spelling of any word that does not look right or those that you often misspell?



Activity 5: Using the Present Perfect Tense in Sentences.

You learned about the present perfect tense in the first part of this module. Now, you will do more exercises on its use. Before you do that, read about it in the box below.

Generalization

The **present perfect tense** is formed by using the present tense of the auxiliary verb **has** or **have** and the **past participle of the main verb**. Although the present perfect tense indicates an action that took place in the past, it is associated with an action that extends to include the present.

The present perfect tense is used to express-

- ❖ An interest in the result of the past action.

Ex. Our heroes **have left** a legacy worth emulating by the young.

- ❖ An action just concluded and whose result is still present.

Ex. **I have just lost** my schoolbag; now, I cannot do my homework.

- ❖ An action that took place in the past, but is associated with the present.

Ex. **I have read** the biographies of our heroes. Now I know what they **have done** for our country).

- ❖ An action just concluded

Ex. **The teacher** has just dismissed the class.

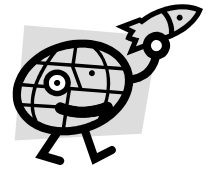
- ❖ An action whose duration began in the past but continues to the present.

Ex. **I have studied** in this school for seven years already.

Directions: Add a statement to the items that follow. Show a possible present result of action or non-action. Underline the verbs that are in the **present perfect tense**.

Example: The first one was done for you.

1. I have lost my wallet so I can't pay my bus fare.
2. My good friend has had a car accident.
3. I haven't had anything to eat today so I'm hungry.
4. A cousin of Miss Luz has spent five years in Singapore
5. As the Math teacher has given us a lot of assignment today.
6. The road repair crew of the Department of Public Works and Highways has started work outside our school campus.
7. My father has given me Php 500.00 as a birthday gift
8. She has not submitted her project to her teacher.
9. The policemen have gathered some evidence about the crime.
10. She has received a present from her mom.



Activity 6: Writing a Story

Have you ever written a story? Would you like to write one? The exercises below will guide you in writing a story.

Guided Writing

Directions: Think of a story that you would like to write. Decide who the main characters will be. You can base your decisions on the following:

- Will it be a man or a woman?
- What is special about his/her character?
- What does he or she do, or has done to make him/her special?

You may want to point out a character from the newspaper, a news magazine or a book. Or he/she may be a neighbor, a relative or a friend. The character must have made a lasting impression on you. You may write your ideas in the story plan below:

STORY PLAN
Character: _____
Traits _____
Conflict/Problem: _____

Resolution:(How the Problem was Solved) _____

Writing Proper

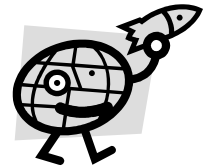
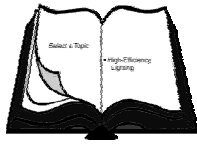
Directions: Follow the guidelines below in developing your story:

Guidelines in Developing Your Story:

1. Make use of a single action in a single moment.
2. Expand your story plan into a story by including more details and images to make the action or the incident “come alive.”
3. Answer the following questions to check your draft:
 - Did I carefully choose the topic?
 - Have I presented a clear sequence of events?
 - Have I included images and details that make the incident come alive?
 - Do I have an interesting title?
 - Did I observe tense sequence?
 - Did I check my draft for errors?

Post Writing

Have you finished? Good! Now you are able to write a story. Show your work to your teacher for her suggestions and comments.



Activity 7: Reading and Understanding a Poem

In this section, you will be reading a poem, still on the bravery and courage of our heroes. Imagine how the heroes of Bataan and Corregidor must have felt when they were fighting the Japanese. Learn some new words in the process.

Pre-Reading:

Task 1: Vocabulary Development

Directions: Give the meaning of the underlined word in each line taken from a poem. You may choose the words from those found in the box.

Long	undefeated	impassable
Lighthouse	surrounded with	

1. The world will long remember the epic struggle.
2. It was the force of an unconquerable faith.
3. Besieged on land, and blockaded by the sea.
4. But we are not made of impervious steel.
5. But the spirit that made it stand a beacon to all the world...

Task 2: Pronouncing Words Clearly

Directions: Recite the following lines from the poem. Observe the correct pronunciation of words:

Bataan has fallen.... But the spirit that made it stand- A Beacon to all the world- Cannot fail
--

While Reading:

Directions: Read the poem, and then answer the questions that follow:

Comprehension Questions:

1. Who are the “we” in the poem?
2. How would you describe the speaker in the poem?
3. What were they fighting for? Who were their enemies?
4. Were they successful? Prove your answer.

Post Reading:

Cite some experiences or situations to which the expression “bloody but unbowed” applies.

[
The Poem...

Last Words from Corregidor Anonymous

Bataan has fallen.
With heads bloody but unbowed, yet yielded to the enemy
The world will long remember the epic struggle.
We have stood up uncomplaining.
Besieged on land and blockaded by sea,
We have done all that human endurance could bear.
What sustained us was a force more than physical
It was the force of unconquerable faith
Men are made of something more than flesh
Something in the soul that is immortal!
It is the thought of the native land.
All the world will testify
Men fighting with an unshakable faith
Are made of something more than flesh,
But they are not made of impervious steel.
The flesh must yield at last.
Endurance melts away.
Bataan has fallen...
And the end of the battle must come;
But the spirit that made it stand
.A beacon to all the world-
Cannot fail.

Now it is time to take the Posttest. Are you ready? Here we go....



Post Test

A. Pairing off anonymous words:

- | | |
|----------------|-----------------|
| 1. liberation | 11. tyranny |
| 2. sacrifices | 12. despair |
| 3. reform | 13. recognition |
| 4. democratic | 14. proclaimed |
| 5. great | 15. acceptance |
| 6. oppression | 16. race |
| 7. inaugurated | 17. freedom |
| 8. struggle | 18. propaganda |
| 9. noble | 19. republic |
| 10. darkness | 20. nation |

B. Giving the Appropriate Present Perfect Tense of Verbs

Directions: Fill the blanks with the appropriate **present perfect tense** of the verb to complete each sentence:

has been very supportive
have not gone
we've
have recognized
has received

1. Lingkod e.r. officially became an organization in February and since then _____ donations from banks, corporate entities, government officials and many individuals who just wanted to help them care for emergency patients.
2. The administration _____, Luisa said.
3. All these efforts _____ unnoticed, as Lingkod e.r. has been featured in newspapers and TV shows and in programs as diverse as MTV Asia, which named them "superheroes", and Reader's Digest which dubbed the group "heroes for today,"
4. International groups _____ them as well, with cash rewards to boot.
5. "If you look at all the recognition _____, it's all about being heroes and superheroes", Luisa explains.\

C. Writing Sentences Using the Information in the Table.

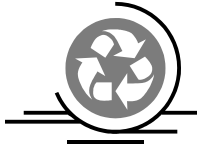
Directions: Study the table that follows. Construct sentences using the information given. Add words or phrases if needed.

I You He She We They	Have/has been here	For	An hour Four days A long time
	Have, has not seen	since	yesterday last Friday she/he left

D. Writing a Narrative

Directions: Answer the following questions in paragraph form:

1. Can you find heroic acts in your community from people who quietly live their lives and/or just do heroic deeds unnoticed?
2. Why do you consider them heroes or heroines?



Self – Check for Pretest

A.
(Your teacher will guide you on the correct pronunciation of the words).

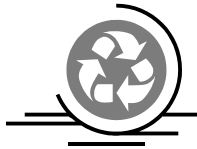
B.

1. k	4. f	7. g
2. l	5. c	8. l
3. h	6. d	9. e
		10. b

C.

1. has left	4. has been referred
2. has set	5. has been celebrated
3. have contributed/ have died	

D.
Note: Refer your answers to your teacher. Discuss them with her.



Self-Check for Activity 1

Pre-Listening

Task 1: Hero's Names

1. Andres Bonifacio	5. Emilio Jacinto
2. Francisco Dagohoy	6. Rajah Sulayman
3. Gregorio del Pilar	7. Lapu-lapu
4. Jose Rizal	8. Apolinario Mabini

Note: Show your answers to your teacher. Discuss them with her.

Task 2:

The words brave, patriotic, and warrior refer to the qualities of a hero. Words like loyalty, freedom, fought, bows and arrows symbolize what a hero does for his country.

While Listening

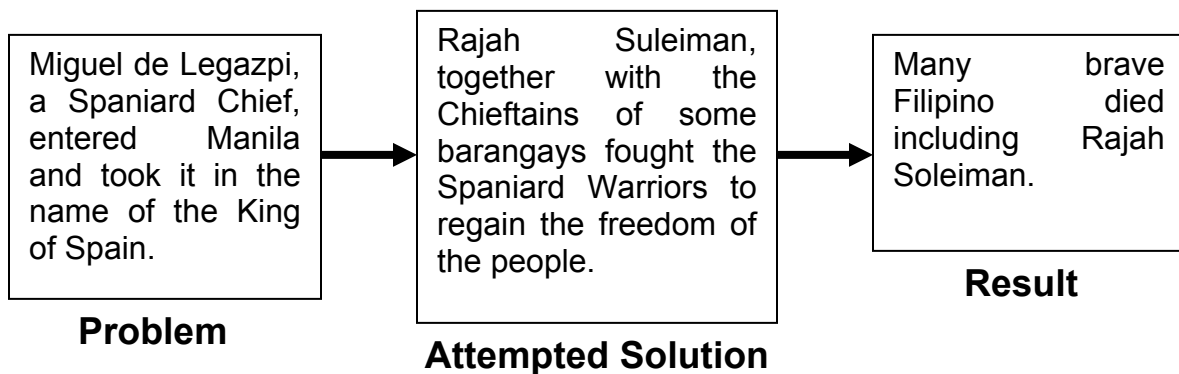
Task 1:

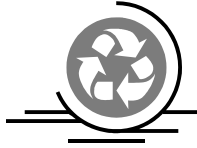
1. Rajah Suleiman was the nephew of Rajah Lakandula. He was a brave and patriotic man. He was also the first Filipino to die for freedom.
2. The story happened in Manila Bay.
3. It happened on May 19, 1571 during the Spanish era.
4. Their enemies were the Spanish warriors, including their chief named Miguel de Legazpi.
5. Rajah Lajandula promised his loyalty to Spain. He recognized the Spanish King as his ruler.
6. He fought the Spaniards with all his might because he thought they were the enemies of his people. He later died a true hero and a brave warrior.

Task 2:

- | | |
|----------------------|--------------|
| 1. Manila | 6. Spaniards |
| 2. Rajah Soleiman | 7. barangays |
| 3. Miguel de Legazpi | 8. loyalty |
| 4. Lakandula | 9. lance |
| 5. Suleiman | 10. freedom |

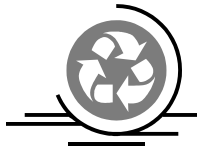
Post Listening





Self-Check for Activity 2

Note: Check Answers by consulting your Teacher...



Self-Check for Activity 3

Task 1.

Example of possible answers are given below (Inside the parentheses)

1. fore (forward, foreseen).
2. temp (temporal, temporary)
3. pre (prehistoric, prenatal)
4. ante (antecedent, antedate)
5. post (posttest, post-war)
6. after (aftermath, afterwards)

Task 2

Directions: Opposite each word are examples of expected answers.(Inside the parentheses)

1. recognition – (Acknowledge, show approval, something already known.
2. reserve – (to set aside for future use, something kept for someone)
3. reform - (correct, improve, give up something bad)
4. renown (famous, well known)

(You may refer your answers to your teacher at this point)

While Reading:

1. “Indio Bravo” and “First Filipino”
2. Rizal prepared the minds of the people to fight against tyranny and abuse through his books;

“Indio Bravo” means “Brave Filipino”. The Spaniards used the term “Indio” to refer to Filipinos.

“First Filipino”, he was called this because he was the first Filipino to answer his country and peoples call to lead them out of darkness and despair to freedom.

3. Answers on Table below

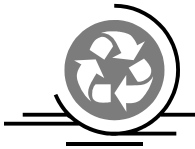
Revolutionaries	Heroic Acts
Jose Rizal	Left his country to study abroad, so he could prepare to liberate his people.
Andres Bonifacio	Together with the other heroes, he took up arms against Spain. He founded the Katipunan and led the “Cry of Balintawak.”
Apolinario Mabini	He joined the reform movement and Rizal’s <u>La Liga Filipina</u> . He also supported the <u>La Solidaridad</u> .
Emilio Aguinaldo	He ordered the transfer of the seat of government from Cavite to Malolos, Bulakan, and gathered the national congress to draft the constitution.
Gregoria de Jesus	She wrote a poem of 40 stanzas where she expressed her feelings of grief over the death of Andres Bonifacio.
Melchora Aquino	She helped sew the first Philippine flag in Hong Kong in time for the inauguration of the First Philippine Republic in Kawit, Cavite.

Answers to Questions:

1. Freedom is important to the Filipinos, because it was bought at a high prize. - No less than the blood and tears of the noble men and women: our heroes.
2. Note: For this question, refer your answer to your teacher.

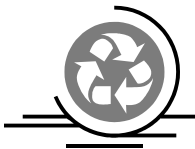
Post Reading:

1. The writer introduced his topic with the use of a quotation or saying. He used examples of his controlling idea. Those examples that he gave are the deeds and courage of those noble people who were not afraid to face tyranny and oppression.
 2. The writer presented a recount of the lives of the men and women who faced tyranny and oppression bravely.
 3. The last paragraph is effective because it repeated the statement of the main idea stated in the first paragraph.
-
-



Self-Check for Activity 4

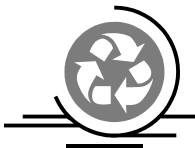
Note: Check Answers by consulting your Teacher...



Self-Check for Activity 5

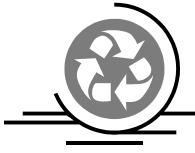
Note: Refer your answers to your teacher)

- | | |
|-----------------|----------------------|
| 1. have lost | 6. has started |
| 2. has had | 7. has given |
| 3. have not had | 8. has not submitted |
| 4. has spent | 9. have gathered |
| 5. has given | 10. has received |
-
-



Self-Check for Activity 6

Note: Check Answers by consulting your Teacher,,,



Self-Check for Activity 7.

Pre-Reading

Task 1:

1. epic – long
2. unconquerable - can not be defeated
3. besieged- surrounded with
3. impervious – impassable
4. beacon – light house

Task 2:

Note: Ask your teacher to help you pronounce some words that you found difficult to pronounce in the poem.

While Reading

1. The pronoun “we” as used in the poem refers to men and/or soldiers who fought for freedom.
2. The speaker in the poem expressed his sentiments, sacrifices, and effort exerted just to fight against the enemies of the country.
3. These men were fighting for their native land. Their enemies were those who wanted to conquer the land.
4. They were not successful; they did not win the battle.
These can be gleaned from the following lines:

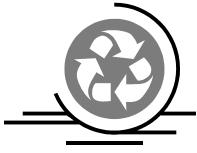
“The flesh must yield at last.”

“Endurance melts away.”

“Bataan has fallen”

Post-Reading

Note: Show your work to your teacher. Discuss them with her.



Self-Check for Post Test

A.

1. liberation – freedom
2. inaugurated-proclaimed
3. great – noble
4. oppression – tyranny
5. democratic – republic
6. sacrifice – struggle
7. darkness – despair
8. reform – propaganda
9. nation – race
10. acceptance- recognition

B.

1. has received
2. has been very supportive
3. have not gone
4. have recognized
5. we've gotten

C. Possible Answers:

1. I have been in the canteen for an hour.
2. He has been here for four days already.
3. We have not seen him since yesterday.
4. They have nit seen her since she left.

E. Note: Ask your teacher to read your composition for comments and correction.

You have done you work diligently. Congratulations. Now you are growing in knowledge.

The following are the things you are expected to have learned and/or produced:

1. Identified the valuable contributions of our heroes of the past.
2. created a graphic organizer which identifies the problem, possible solutions and results of the incidents;
3. gave correct answers to the comprehension questions and have done the activities correctly;
4. completed a chart that shows the accomplishments of heroes;
5. wrote a paragraph that explains the ideas, in a semantic web;
6. used the present perfect tense in statements of reasons or causes;
7. wrote a story based on a set of guidelines.
8. made a scrap book of our heroes/heroines stating their accomplishments and some important details using the present perfect tense.

“You may now submit your work to your teacher; then get ready for the next module.”

