

Quarter Two: I, as a Learner

Week 9

I, AS A BUDDING WRITER



WHAT THE MODULE IS ALL ABOUT

Have you ever thought about the learning experiences you encounter each day? How you learn from them is truly amazing! How you apply them is interesting! But have you ever experienced writing about them at least at the end of each experience? Well, this is the concern of this module. You are going to learn how to write down your experiences, as well as those of others. Get the most out of the lessons and activities and don't forget to apply them in everyday life.



WHAT YOU ARE EXPECTED TO LEARN

After working on this module you will be able to:

- Express observations, plans, and intentions and give suggestions.
- Give the meaning of the word through configuration clues and asking YES-NO question.
- Read carefully to formulate and modify hypothesis.
- Report news events.
- Ask and answer questions during an interview.
- Determine the cause and effect of a given situation.
- Write well-constructed paragraphs expressing one's idea, needs, feelings, and attitudes.
- Write an open letter to the editor.
- Develop appreciation for and learn from an 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 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!

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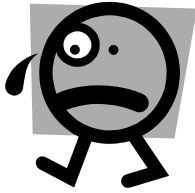


In the last few modules, you have seen examples of good pieces of writing. You have also learned how to answer questions about what you have read. Do you know that there are many types of writing?

In this module, you will write some simple paragraphs and learn how to report an incident. You will also try your skills in conducting an interview and afterwards writing what you have learned from the person you have interviewed.

Aside from all these, you will review your grammar, pronunciation, as well as hone your reading skills.

We hope you enjoy working on this module. Who knows? You might become a successful writer someday!



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

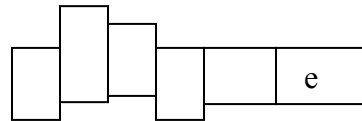
A. Finding the meaning of words through configuration clues.

Directions: Identify the words by looking at shape of the boxes. Use them as clues to their meaning. Write the missing letters in the boxes.

CLUES:

WORDS:

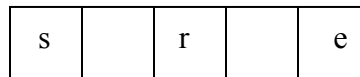
1. Calamity; epidemic



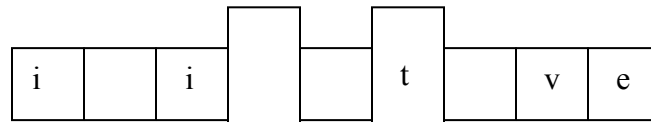
CLUES:

WORDS:

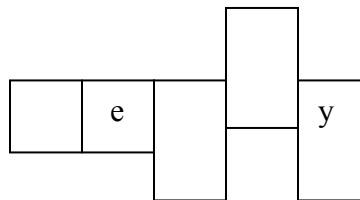
2. Calm



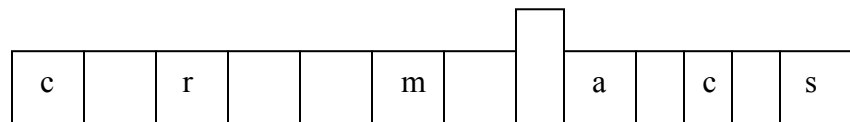
3. First step



4. Answer



5. Details



B. Cause and Effect Relationships

Directions: Write the following in the proper columns. In Column A write the causes, and in Column B, write the effects.

- That's why she cried
- Mira's father scolded her.
- It's raining hard
- Surely it will be flooded
- There's a transport strike
- Because of gasoline price increase

Column A – Causes

Column B – Effects

C. Write three sentences out of the causes and effects in B.

1. _____
2. _____
3. _____

D. The –ing forms of verbs.

Directions: Complete the sentences below by changing the verb in the parenthesis to its progressive form (-ing form).

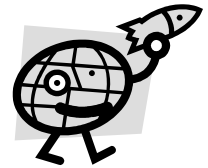
1. We keep on _____ (complain) a lot on shallow _____ (think) _____ (grandstand), population, corruption, traffic, etc.
2. We go on _____ (make) the list even long but it leads to nothing.

3. _____ (do) nothing won't make a difference.
4. By _____ (do) something right we will have no time for _____ (grip).
5. We believe _____ (do) anything positive is a key solution to our problems.
6. We can start _____ (help) others by serving them.

From: Swimming Against The Current

By: Fr. Jesus P. Estanislao
Manila Bulletin, Nov. 11 1997,
p.12

Did you get all answers correctly? Good! You are now ready to do Module 9. Remember your main task is to know how to synthesize your learning experiences.



Activity 1: Grammar. Expressing Oneself through Gerunds

In this section, you will study nouns and gerunds. Have you heard of them before? If not, then study the box below very well and do the activities that follow.

A GERUND is

- a word that looks like verb in the progressive form.

e.g. do + ing = doing

help + ing = helping

complain + ing = complaining

- a word that functions as noun

e.g. Doing nothing won't make a difference.
(Doing is the subject of this sentence.)

We can start helping others by serving them.
(Helping is direct object in this sentence.)

We keep on complaining a lot.
(Complaining is the direct object in this sentence.)

A word used as subject and direct object in a sentence is always a noun or a pronoun. Other functions or uses of a noun are:

1. Object – direct object, indirect object, object of preposition, object of verbal phrases.
2. Complement – subjective complement, objective complement.
3. Direct address

Task 1

Directions: Complete the chart and answer the questions that follow. Use the sentences in letter D of the PRETEST.

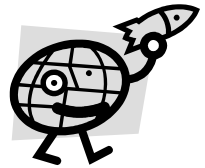
Sentence No.	V + ing	Position in the sentence	Word before V + ing	Function/ use of the V + ing

1. What do the words in the second column have in common?
2. Specify the positions of these words in the sentences.
3. What specific roles does each of these v + ing perform?
4. How do we call these words?

Task 2

Directions: Complete the dialog below with gerund.

1. Do you keep your teacher's advice?
2. Yes, I do.
3. What does she say?
4. She suggested that I stop _____ and begin _____ or try _____.
5. That's right, you can start _____ or _____ and _____.
and start _____ myself busy.



Activity 2: Writing a Paragraph and Expressing One's Ideas

You have already written several paragraphs in the last eight modules. This time, you will write a paragraph where you will express your ideas as clearly and interestingly as you can. Study what a good paragraph should be in the box below, so you can improve the way you write.

A **paragraph** is composed of several sentences about a topic. There is always a topic sentence, the one that contains the main idea. The topic sentence is supported by other sentences that contain supporting details. In writing a paragraph the first sentence is usually indented.

How about writing a paragraph?

Task 1

Directions: Below are several questions for you to answer.

1. What makes you enjoy living on earth?
2. Who usually helps you in solving problems?
3. How do you solve your problems? What guide posts or guiding principles do you follow?
4. Have you ever considered asking someone to solve your problems? Explain.
5. Do you believe in using magic to get what you want?
6. Do you practice loving and living with nature?

Task 2

Directions: After you have answered the questions. Write a paragraph following the sequence of the questions. Remember to use a topic sentence, and supply it with details to create a coherent paragraph.

Before you write your paragraph, here are some points to remember:

How to Write Paragraphs:

Each paragraph in your draft should be organized around one main, controlling idea. Often the main idea is stated in a topic sentence. The supporting details develop the main idea by proving, Clarifying, or expanding upon it. Like building blocks, the supporting ideas provide the foundation on which the main idea rests.

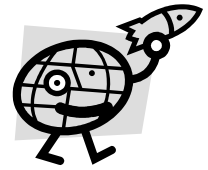
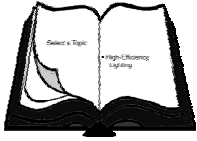
There is no magic formula for writing a paragraph. One approach is to write supporting sentences first to help determine a main idea and then write a topic sentence to express that idea. An alternative approach is to write the topic sentence first. Keep in mind that you can revise any part of your paragraph at any point in the writing process.

The **topic sentence** may be a statement or a question. Whatever the form, a good topic sentence expresses the main idea clearly and makes the reader want to keep reading. Your choice of topic sentence also helps to determine how you will develop your paragraph.

Writing Rubrics. To write an effective first draft, you should

- arrange your ideas in sentences that makes sense
- organize your draft into a good paragraph
- make sure that all the sentences are organized into one main idea

You are now ready to write a good paragraph. Arrange the sentences in Task 1 into a coherent paragraph. Make sure you use connecting words to “tie” your sentences together.



Activity 3: Reading and Formulating Hypothesis

Have you formulated hypotheses before? I am sure you have done this in your Science classes. In this section, you will formulate some hypotheses about selections that you will read.

If you cannot remember what a hypothesis is, it is “guessing” about what something is, or what it means. It is, however, a guess guided by reason or based on past experiences.

Task 1

Directions: Read Estrella Alfon’s “A Perfect Day”. Formulate hypothesis after each portion indicated after several parts of the selection.



A Perfect Day

Estrella Alfon

“You cannot write a story about today”. Bebe was sitting on the seat beside me in Guadalupe. It was evening and there was a full moon. There were many of us in the party.

Why can I not write about today? What happened that would be so hard to write about?

“For one thing,” she said, “we were very happy. I try to read all your stories and they are never happy.”

But can I write about today. Very early this morning, we went to the wharf to meet the boat that was bringing your sister to us.

“Yes”, Bebe said, “and we started being very happy then.”

We started being very happy then. How many we were! There were my mother, and your mother and your sister Binghing. Then my brothers, Nene and Boy. That is the family. Of the others, there were Ansiang and her husband. And there was Luis, who is in love with your sister Inday. And there was Kint.

When we arrived at the wharf, there was your father, too. And we waited, for the boat was late. Soon the sun was glaring fiercely. At seemed soon, because there was so much laughter to push away the hours. Boy made a pretense of jumping into the sea and we cried, “Oh, please don’t”. the people looked to what we were screaming at and then smiled to look at us. We laughed, too.

What is the author’s definition of a perfect day?

Hypothesis 1: _____

We are out on the road. We are in the courtyard of the church. Behind the roof of the house, there appears a luminous glow as of a fire rising up in flames. We point to it and wonder aloud what it is.

Kint looks at the moon, and stamps out his flare. He says, “Do you remember?” I know what he has in mind, nights when we used to walk to the pier and sit down and talk and sing; a whole crowd of us. That was before he fell in love with me. When he did, he was barred form the group and its singing, for he had committed a grievous breach of friendship. He says, “I am always asking do you remember, when there is nothing to remember!” I looked at him in silence, then before I knew it, the cruel words have sprung to my mouth, “Haven’t I shown you yet how bad I can be? Are you still in love with me?” he turns his head away, and there is fierceness about his mouth.

I look at Kint and realize how I must have hurt him... how I always have hurt him. A woman may feel triumphant about such things but it will never be true that she is happy about them.

Does your initial hypothesis about the writer’s definition of a perfect day still apply up to this point in the selection? Make the changes, if necessary.

Hypothesis 2: _____

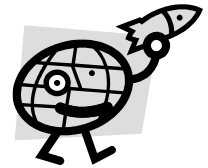
Now, read more carefully and confirm whether your hypothesis is correct.

Inday leads the singing of “Another perfect day has gone away.”
What peace that song breathes! Perfect Day. Bebe sighs but she looks out of the bus window and watches the moon.

Today was perfect not just because it held laughter; but because, like every other day, there were yesterdays to remember, to cry about and to be glad about, and tomorrows to look forward to in fear and hope.

Task 2

- 1) Are your hypotheses all correct?
- 2) Where did you base your hypotheses?
- 3) What made you change them/not to change them?
- 4) According to the author, what makes the day perfect one?



Activity 4: Grammar 2: Asking YES/NO QUESTIONS

Let us go back to grammar. This time we will ask and answer questions, using some simple, everyday language. They may sound very easy, but do you know that many students do not know how to use them?

What is Yes-No question? It is called a simple question. Here's how to formulate it.

Changing a declarative sentence to a Simple Question:

Example: The class reads the essay silently.

Procedure:

- Change the verb ' reads ' to verb phrase form

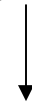
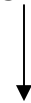
e.g. reads

does + read

HV + MV (Helping Verb + Main Verb)

- Follow the pattern HV (helping verb) + S (subject) MV (main verb) + the other parts of the declarative sentence.

e.g. HV + S + MV + other part of the
sentences



Does the class read the essay silently?

Did you understand how the sentence is changed into a “yes-No” question? Here are two more examples:

Statement:

1. An afflicting disease would make you strong.

Subject HV MV other parts

Question:

Would an afflicting disease make you strong ?

HV S MV other parts

Statement:

2. A person full of pessimism has anything positive to say about our country.

Other parts

Question:

Does a person full of pessimism have anything positive to say about our country ?

It's your turn now. See if you can change declarative sentence to a simple question.

Task 1

Directions: Change the following statements into simple questions.

1. The sight of hardworking students fills you with dismay.
2. A person who has loved one would feel despair.
3. You would be imbued with sense of pride if somebody praised you for your intelligence.
4. If someone is manipulating a person, he/she gives him/her the choice to make his/her own decision.
5. The rich oppress the poor.

Here is another way of changing simple statements into questions.

If a declarative sentence has a subject with a linking verb and complement the formula is as follows:

(subject) + LV + linking verb) + C (complement which can be an adjective or noun) pattern, you can change it to a simple question by following this pattern:

Example 1

Statement:

The poor are blessed.
S + LV + Adjective

Question:

Are the poor blessed ?
LV + S + C

Example 2

Statement: Jessa is a nurse in a rural area.
S + LV + N + modifier of nurse

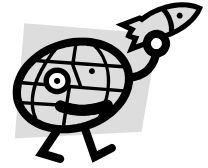
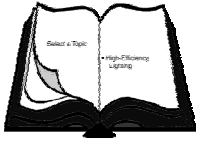
Question: Is Jessa a nurse in a rural area?

LV + N + N + Modifier of nurse

Task 2

Directions: Change the following declarative sentences to simple questions.

1. The slaves are oppressed.
2. Louvain is my friend who arrived form France.
3. It was a horrifying article.
4. We Filipinos are far better than the people in other developing countries.
5. Our situation is as not as bad as we thought it was.



Activity 5: Reading For Meaning

In this activity, you will read a simple essay about how a young Filipino like you has lived and studied in another country. In his experiences in this country he discovered many beautiful traits of Filipinos.

Read this selection to find out why, in spite of the problems that our country has, he is hopeful that we can rise above them. Read to find out how you can help young people like you can foresee a bright future for our country.

Before Reading

Task 1

Before you read the selection, there are some words which will help you understand the selection better. Answer the questions below with either “yes” or no”.

1. Would the sight of hardworking student filled you with dismay?
2. Does a person full of pessimism have anything positive to say about our country?
3. Would a person who has loved feel despair?
4. If somebody praised you for your diligence, would you be imbued with a sense of pride?
5. If someone is manipulating you, does he/she give you the choice to make your own decision?
6. Are slaves oppressed?
7. Would you be happy if a rich distant relative bequeathed you with a million pesos?
8. Would an afflicting disease make you strong?

Task 2

Now try to determine the meaning of the underlined words through context clues. If you are still not sure of your answers, consult a dictionary.

While Reading

Task 3

Read the selection “Hope” by Celso L. Cainglet, and be ready to answer some simple questions afterwards.

HOPE

Celso L. Cainglet

(1) Louvain – a friend who arrived from the Philippines brought with him a copy of the Inquirer. In my eagerness to know what’s going on in my country being away for some time. I read every article what was printed in that issue. But to my dismay, I found that the paper was full of pessimism.

(2) It was not horrifying articles (on massacres, rape, kidnapping, corruption, murders, etc.) that pulled down my spirits, for newspapers are always full of them. I was distressed that seems to pervade the country. I sense a spirit of despair among our people.

(3) When I came here to study, I was first housed in a residence hall for students from Africa and Asia. There I discovered one thing: we Filipinos are far better than people in other developing countries.

(4) This realization imbued me with a sense of optimism. Our situation isn’t as bad as we thought it was. For instance, Filipinos take personal hygiene seriously. We are more culturally refined compared to people of nations of other Third World countries. Our family values system is very strong. We have a good command of the English language. And all Filipino students who have studied in the university performed very well in academics.

(5) The Katholieke Universiteit Leuven is one of the finest and most Prestigious University in Continental Europe. It is the oldest Catholic universities in the world, having been established in 1425. And it has a long list of Filipinos who graduated summa cum laude or magna cum laude. Then professors as well as the local community have a good impression of Filipino students.

(6) I met some of these Filipinos who made their mark in Louvain and I have very high hopes for them. When they go back to the Philippines to share what they learned, I can imagine the good that they can do for our country. But some of these brilliant people will probably pack their bags quickly in search of greener pastures. Others will feel discouraged when they met with the “crabs” who spend most of their energies in trying to pull down those with talents through intrigues, character assassination, dirty tricks, etc. instead of working as one for the good of the country.

(7) Why do we seem bent on destroying ourselves? If the pessimism that is evident in newspapers is being engineered to create a scenario that would justify the imposition of harsh measures (martial law perhaps?), then that’s more reason we have to remain optimistic. If we allow despair to rule our lives, then the people who are manipulating society for their own greatest evil that could happen to a people. The moment one loses hopes, everything crumbles. But when one continues to hope even amidst miseries, doors are opened.

(8) There is more to the Filipinos that one can imagine. Ninoy Aquino was right when he said that Filipino is worth dying for. We have been oppressed before, but we fought the oppressors and our heroes offered their lives for our freedom. The best of us was seen in Edsa, and I am certain that are not the last time we will put it on display. Although somebody else said it and turned it into a slogan, I will say that for our people, the best is yet to come.

(9) I have high hopes for the youth – the “young bloods.” We are not a “depression generation” as one of us put it. Rather we are a generation of hope.

(10) Yes, we live a terrible age. Yes older generation (not everyone, though) bequeathed to us a miserable society. Yes, there are a lot of hypocrites in government as well as in the churches. One can recite a litany of miseries afflicting Philippine society. But still I see so much passion and enthusiasm in the young. Some of them maybe misdirected, but the important thing is that energy is still there. The desires and the commitment to build a better Philippines are there. The spark of life is there. And the song goes, “It only take a spark to get the fire going and soon all those around will warm up in its glowing.”

(11) In my lonely moments during this winter, I keep remembering the line from the song of After Image, “Next in Line” (I’m glad I brought a copy here with me): “In this cycle that we call life we are the ones who are next in line...”

(12) Yes, we are next in line. Whatever the future of the Philippines is, it will be ours. The older generation will fade away. Sooner or later we will be running the country and like the generation that came before us, we have tremendous responsibility to the generation to come, the generations who are next in line to us.

A professor of mine at the Ateneo tried to explain human transcendence thus. “A lousy cook is one apologizes for having prepared a lousy meal because of the limited ingredients in the kitchen. However, a good cook can prepare an excellent meal from whatever ingredients are available in the kitchen.”

(13) Despite our present limitations, there are boundless possibilities ahead of us.

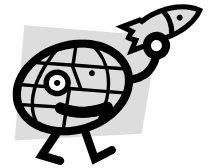


Task 3

Directions: Now answer the following questions. The number of the questions corresponds with the numbers in the above selection “Hope”.

Don't forget to write the answers in your notebook.

1. Why did the author read the ‘Inquirer’ right away?
2. What made him feel distressed about our country?
3. What positive traits has he observed about Filipinos while living with other Asians and Africans?
4. Give at least three reasons why we are better off than people from other countries?
5. What is the oldest catholic university in the world?
6. Why will scholars want to leave the Philippines want to go to other countries?
7. What happens to a country that loses hope?
8. Who said, “Filipinos are worth dying for”?
9. What does the author say about the new generation?
10. Who bequeathed the youth with a “miserable society?”
11. Who is “next in line” as his favorite song goes?
12. What can you do to help your country in its hope for progress?
List down at least three.



Activity 6: Listening Activity (News Events Reporting, Asking and Answering Questions During Interviews)

Do you listen to radio programs? Do you also enjoy listening to the news? Have you ever dreamed of becoming a newscaster like Korina Sanchez, Ces Driton or Henry Omega-Diaz? If you do, then study the lesson that follows very well. Who knows we might hear you over the radio or see you on TV someday?

Task 1

Directions: Pretend that you are a newscaster or TV program host. Listen to a newscast and write a paragraph and pretend you will announce it over the radio.

Here are some guide expressions that you may use:

1. TO INTRODUCE THE REPORT

- I will be reporting on...
- My report is about...

2. TO DESCRIBE AND COMPARE DATA

- Data show that...
- Comparing _____ with _____, data show that...
- _____ is the same as _____...
- _____ is different from _____ in the following points...
- However...
- **Likewise...**

3. TO CONCLUDE THE REPORT

- In conclusion...
- Lastly...
- **To summarize...**

Before you write, however, here are some guidelines:

Determine a Purpose

Consider the primary purpose of your writing: to inform, or explain or persuade, amuse or entertain, narrate or describe. Sometimes, however, you may write to accomplish more than your purpose. To determine the purpose of your writing, answer the following questions:

1. Do I want to describe, narrate, tell a story?
2. Do I want to describe someone or something?
3. Do I want to inform my readers about the topic or to explain something about it?
4. Do I want to persuade my readers to change their minds about something or to take some action?

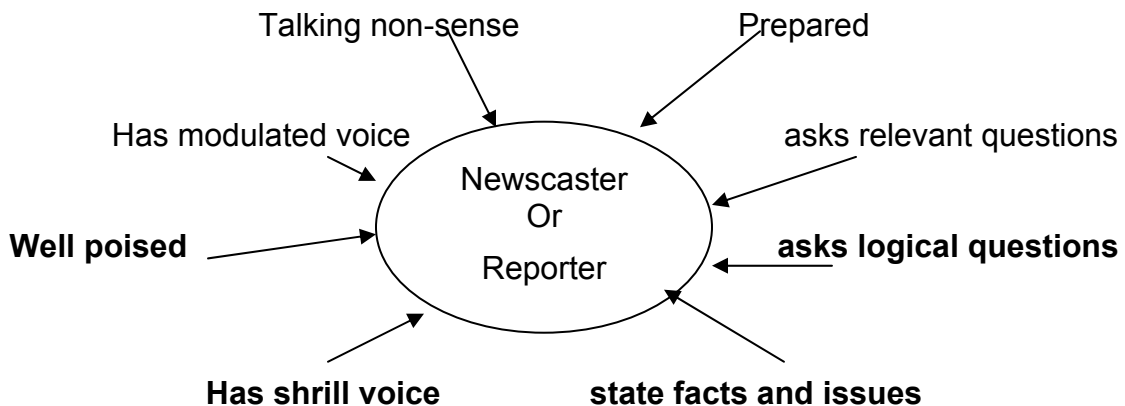
Writing Rubrics:

- determine if your purpose is to inform, entertain or describe
- consider the aspects of a topic suitable for your readers

You may now write your news broadcast.

Task 2

Directions: This time recall how a newscaster or news reporter works. Think about the qualities of a good newscaster/reporter. Circle the qualities of a good one.



Task 3

Directions: Previously you were asked to write a news report so you almost acted as a newscaster. Which of the qualities of a good newscaster did you exhibit when you prepared the report? Enumerate them.

Task 4

Directions: Below is a weather forecast. If you were an interviewer, what questions would you ask the weather forecaster that would result to the facts given in the weather forecast? List them down in your notebook.

TODAY'S WEATHER FORECAST

As of 4:00 pm yesterday, PAGASA said that the center of typhoon YOYONG was spotted at 460 east of Virac Catanduanes, with maximum center winds of 185 kilometers per hour. It was moving towards Luzon at a speed of 150 kph and had gusty wind up to 215 kph.

PAGASA hoisted storm Signal No. 3 over Bicol Region, while placing Southern Tagalog Under Signal No. 2. The rest of Luzon, including Metro Manila was placed under Signal No. 1. These areas would experience inclement weather.

PAGASA urged residents of coastal areas are the storm's paths to move to higher grounds because big waves were expected. It also urged government agencies to take the necessary precautions.

Questions about the facts in the first paragraph.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Questions about facts in the second paragraph.

- 1.
- 2.
- 3.
- 4.
- 5.

Questions about facts in the third paragraph.

- 1.
- 2.
- 3.
- 4.
- 5.

OR

If somebody praised you for your diligence, would you be imbued with sense of pride?

1. If someone is manipulating you, does he/she give you the choice to make your own decision?
2. Do the rich oppress the poor?

Task 5 – Conducting and Writing an Interview



Directions: Interview someone about a topic regarding a recent event. Then write an article based on the interview that you have conducted.

Here are some Guidelines in Conducting Interviews:

Informational Interviews: In an informational interview, you ask a person to speak about a subject he or she knows well. The interview may be informal (that is, a casual conversation) or formal (that is one for which you make an appointment).

Before the interview, learn as much as you can about the topic. Think about what your readers will want to know. Then write down at least four or five major questions.

During the interview, listen carefully so that you can ask intelligent follow-up questions. Often the most intelligent information emerges as a response to a question you had not planned to ask.

Take notes or tape-record the interview. If you do this, you should ask for permission from the person you are interviewing.

Briefly, these are what you should do:

Before the Interview:

1. Make the appointment.
2. Research your topic to find out about your source.
3. Write out four or five basic questions.

During the Interview:

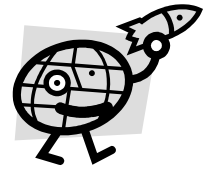
1. Ask informational questions (*who, what, where, when, why and how*).
2. Listen carefully.
4. Ask follow-up questions.
5. Take accurate notes (or tape record).

After the Interview

1. Write more detailed account of the interview.
2. Contact source for any needed clarification or to double-check fact

Writing Rubrics To gather information for your topic, you should

- locate the person who is the best source of information.
- Make arrangements to interview sources
- Prepare a list of questions you will ask in the interview
- Include enough information in your notes



Activity 7: Writing an Open Letter

We live in a democratic country and enjoy the freedom of speech. Therefore we are encouraged to write an open letter, usually to a newspaper editor about many concerns. This is an expression of one's feelings on certain issues that affect our country and people. It may also contain suggestions on how to solve problems besetting our people.

In this last part of Module 9, you will try your hand on writing an open letter to the editor of your school paper, expressing your opinion about taking care of the environment.

Study the guidelines below:

When you write to state your opinion, you are doing it to persuade others to adopt your point of view. Begin by expressing what you believe. If you are disagreeing with another view, state the opposing position clearly and correctly.

This strategy avoids giving the impression that you are attacking a point of view you do not appreciate or understand.

Whenever you express your opinion, be sure that your facts are correct and you're writing error-free. Your credibility as a writer is important and mistakes in your letter will negatively affect the impact of your letter,

Writing Rubrics. To write an effective letter of opinion, you should-

- state your opinion clearly in a reasonable tone
- provide evidence or reasons to support your opinion
- give a fair picture of the opposing point of view
- make sure you have checked your data and your statements are accurate,

At this time, you are ready to write your letter to the editor. Write it to the best of your ability, and show it to your teacher later.

Have you done all the activities? Now it is time to take the posttest.



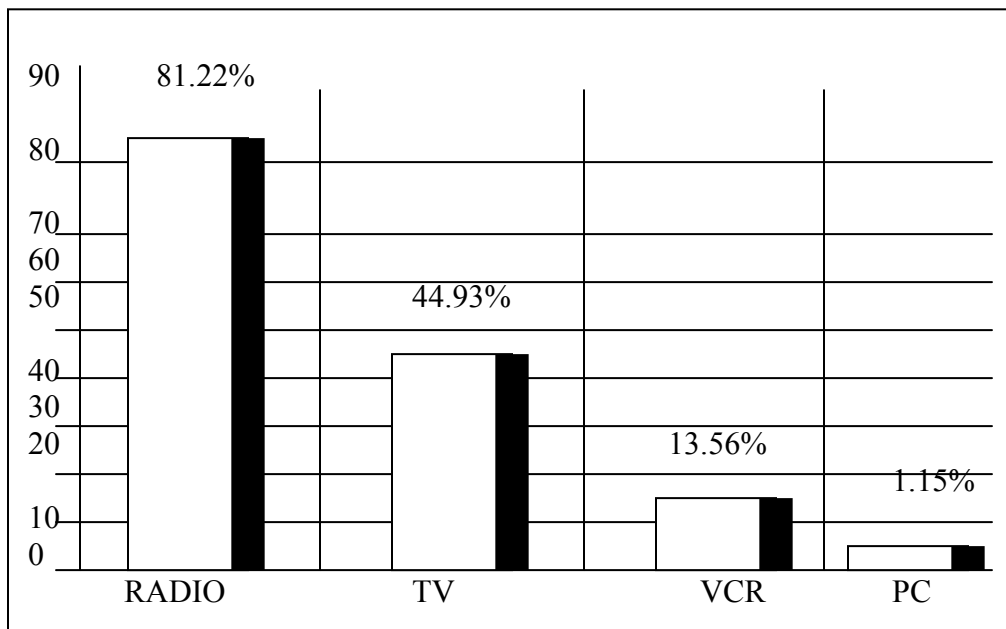
Post Test

A. Circle the gerunds in the paragraph below.

(1) Understanding people is understanding nature, and living harmoniously with them. (2) Reading about, observing, working, resting, being good, being bad, needing help form and living services to them are good ways of reacting in our daily draw or living.

B. Report about the graph by supplying the needed information.
Examine the graph carefully.

Proportions of Households by Ownership of Radio, TV, VCR and Personal Computer
(November 1994)



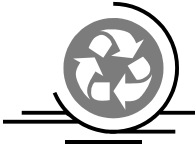
Now complete the report about the graph.

The graph is about the (1) _____
_____. The vertical axis gives information on
the percentage of (2) _____
_____ while the horizontal axis is on the (3) _____
_____. The item with the highest
percentage is (4) _____ with (5) _____%.
The one with the lowest percentage is (6) _____ with (7) _
_____% . The second and the third highest item are (8) _____
_____ with (9) _____%, and (10) _____ with (11) _
_____% Respectively.

The graph clearly indicates that many people receive news and
other information through (12) _____.

C. Construct a YES-NO QUESTION from declarative sentence in each number below.

1. A newscaster should ask relevant questions.
2. PAGASA gives the weather forecast.
3. The most important sentence in the paragraph is the topic sentence.
4. Gerunds end with -ing.
5. This module is about synthesizing your learning experience.



Self – Check for Pretest

A.

1. Plague
2. Serene
3. Initiative
4. Reply
5. Circumstances

Column A – Causes

Column B - Effects

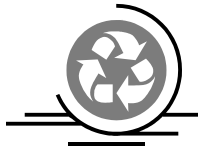
- | | |
|--------------------------------------|-----------------------------|
| • Mira's father scolded her | -that's why she cried |
| • It's raining hard | -surely it will be flooded |
| • Because of gasoline price increase | -there's a transport strike |

C.

2. Mira's father scolded her that's why she cried.
3. It's raining hard, surely it will be flooded.
4. Because of gasoline price increase, there's a transport strike.

D.

1. complaining; thinking; grandstanding
2. making
3. doing
4. doing; gripping
5. doing
6. helping



Self-Check for Activity 1

Task 1

Sentence no.	V + ing	Position in the sentence	Word before V + ing	Function/ use of V + ing
1.	Complaining		On	Noun – directing object
	Thinking		Shallow	Object of the prepositional phrase
	Grandstanding		Shallow	Object of the prepositional phrase
2.	Making		On	Object of the prepositional phrase

Task 2

	Doing		None	Object
	Doing		By	Object of the prepositional Phrase – subject
	Gripping		For	Object of the prepositional Phrase
	Doing		Believe	Direct object
	Helping		Start	Direct object

1. The words in the second column are all verbs in – ing form or verbs in progressive form.
2. Some are in the subject while the others are in the predicate of the sentence.
3. They functions as subject or direct object or object of the prepositional phrase.
4. They are called gerunds.

Task 3

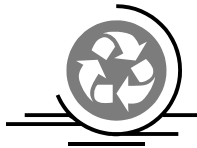
A. _____

B. _____

A. _____

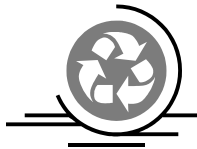
B. Complaining, working, keeping myself busy.

Note: You may use words like writing, reading, singing, crocheting, learning to playing the guitar, etc. as long as the idea fits.



Self-Check for Activity 2

Present your answers to your teacher.



Self-Check for Activity 3

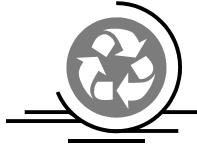
Task 1

- Show your hypotheses to your teacher.
Answers to question for discussion.

Task 2

- For questions 1,2,3, let your teacher decide.

A perfect day is one when you can laugh and when it is like any other day where there are yesterdays to remember, to cry about and be glad about, and tomorrows to look forward to in fear and hope.



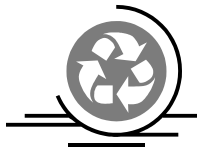
Self-Check for Activity 4

Task 1

1. Does the sight of hardworking students fill you with dismay?
2. Does a person who has loved feel despair?
3. Would you be imbued with a sense of pride if somebody praised you for your intelligence?
4. If someone is manipulating a person, does she give him the choice to make her own decision?
5. Do the rich oppress the poor?

Task 2

1. Are the slaves oppressed?
2. Is Louvain my friend who came from France?
3. Was it a horrifying article?
4. Are we Filipinos better off than the people in other developing countries?
5. Is our situation not as bad as we thought it was?



Self-Check for Activity 5

Task 1

- | | |
|--------|--------|
| 1. No | 5. No |
| 2. No | 6. Yes |
| 3. No | 7. Yes |
| 4. Yes | 8. No |

Task 2 (Suggested answers)

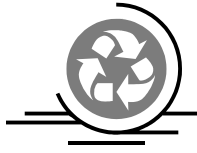
1. dismay- disappointment
2. pessimism- looking at the dark side of life
3. despair- hopelessness

4. imbued – possess
5. manipulating – making you do things you may not want to do
6. oppressed – keep in subjugation by harsh and unjust force
7. bequeathed – leave something
8. afflicting -distressing

Task 3 (Suggested Answers)

1. He was eager to know what was happening in his country.
2. He was distressed by feeling of despair among our people.
3. Filipinos are far better than people in other developing countries.
4.
 - a. Filipinos take personal hygiene seriously
 - b. We are more culturally refined
 - c. Our family value system is very strong
 - d. We have a good command of English
 - e. Students performed very well in academics
5. The Katholieke Universiteit Leuven
6. They want to search for “greener pastures”.
7. Everything crumbles.
8. Ninoy Aquino
9. The youth is a generation of hope.
10. The older generation
11. The youth
12.
 - a. study hard
 - b. become a professional
 - c. help fight ignorance and poverty
 - d. work hard to develop ourselves

(Consult your teachers for your answers that are different from the ones given above.)



Self-Check for Activity 6

Task 1

Show your report to your teacher before reporting to your classmates.

Task 2

Qualities of a good newscaster/reporter:

- Prepared
- Asks relevant questions
- Asks logical questions
- State facts and issue
- Well poised
- Has modulated voice

Task 3

First Paragraph

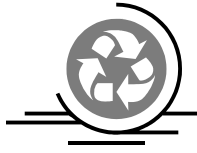
1. What is the name of the typhoon?
2. Where was it spotted as of 4:00 pm. yesterday?
3. What was its maximum center wind?
4. Where was it moving?
5. What was its speed?
6. What government agency gives the weather forecast?

Second Paragraph

1. Where did PAGASA hoist Signal No. 3?
2. Under what Signal No. was Southern Tagalog placed?
3. What about the rest of Luzon including Metro Manila?
4. What kind of weather areas placed under Signal No. 1 would experience?

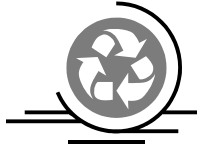
Third Paragraph

1. What should residents of coastal areas do when big waves are expected?
2. What should government agencies do?
3. What is the storm's path according to PAGASA?



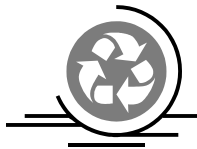
Self-Check for Activity 7

Consult your teacher for her comments and suggestions.



Self-Check for Activity 8

Show your work to your teacher for her comments and suggestions.



Self-Check for Post Test

A.

1. Understanding (people)
Understanding (nature)
Living
2. Reading about
Observing
Working
Resting
Being (good)
- being (bad)
Needing (help) from
living (services)
reacting
living

B.

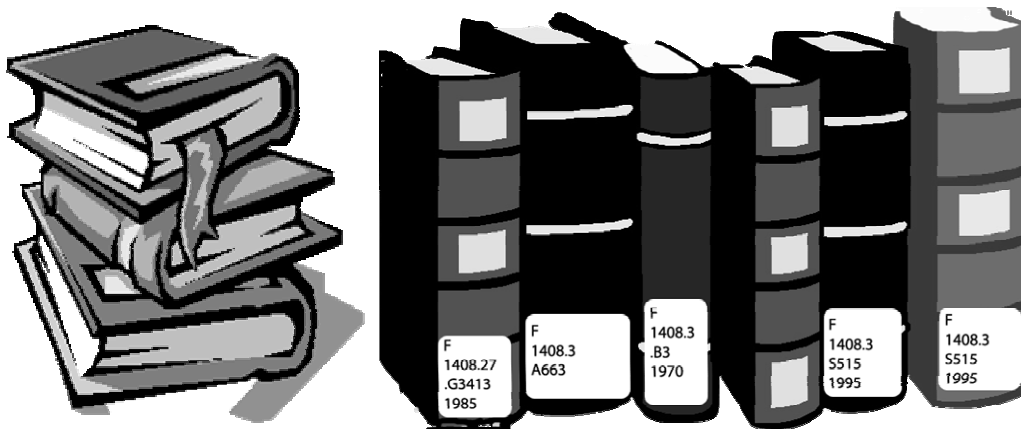
1. Proportions of Households by Ownership of Radio, TV, VCR and Personal Computer (PC).
2. Ownership of radio, TV, VCR and PC.
3. Owned items (radio, TV, VCR, and PC).
4. Radio 5. 81.22%

- 6. PC 7. 1.15%
- 8. TV 9. 44.93%
- 10. VCR 11. 13.56%
- 12. Radios

C.

1. Should a newscaster ask relevant question?
2. Does PAGASA give weather forecasts?
3. Is the topic sentence the most important sentence in the paragraph?
4. Do gerunds end with –ing?
5. Is this module about synthesizing your learning experience?

Congratulations! You have just finished Module 9. Once again, you are reminded to apply all information you've learned whenever possible.



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

After having worked on the module, and done all the activities you are expected to have:

1. express observations, plans, and intentions and give suggestions;
2. give the meaning of the word through configuration clues and asking YES-NO question;
3. read a selection carefully to formulate and modify hypothesis;
4. report news events;
5. ask and answer questions during an interview;
6. Determine the cause and effect of a given situation.
7. write well-constructed paragraphs expressing one's idea, needs, feelings, and attitudes;
8. Write an open letter to the editor;
9. develop appreciation of, and learn from an essay;

Congratulations! You have just finished a whole Quarter. Quarter 2 taught you new things and prepares you for higher learning.

Now you ready for the Quarter3 modules.

