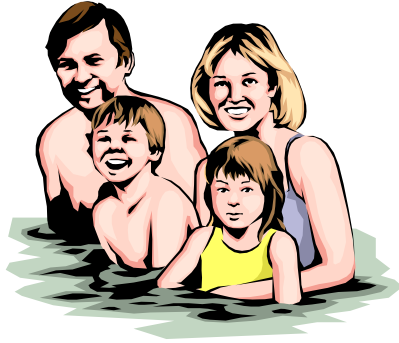


UNIT III

Module 2

Responding to Personal Problems



Overview

What do you usually do when you face problems in life? Do you quit? Or do you face the problems head on?

We all experience problems in life. Of course, they can make us feel down but they make life more exciting and more meaningful. Without them life can be boring.









The way you respond to your problems is a reflection of your good judgment, and your capacity to wrestle with and solve problems. Your quickness to recognize a problem and to analyze the possible steps to solve it are evidences of your intelligence. They also reveal your ability to adjust to different situations in life. These types of behavior will help you solve problems.

This module offers a lot of ideas about responding to day-to-day challenges. I hope that you will get the most of it.



Objectives

After working on the activities in this module, you will be able to

-  give reactions to what was listened to.
-  determine a person's attitude toward an issue.
-  point out problem-solution relationships.
-  infer character traits, feelings and motives.
-  use context clues to arrive at the meaning of words.
-  express reactions using special expressions that clarify intentions.
-  narrate events using the past perfect tense of the verb.
-  write a letter to communicate thoughts, feelings, observations, and needs.

Instructions

1. Do not write anything on this module as several students will be using it. Do all your work in your notebook. **Be sure to label your work by the module number and title.** Keep a separate notebook for your Reflective Journal.
2. Read each section carefully. If you have not read the first two sections, go over them first.
3. Each module begins with a brief introduction or **Overview** followed by a list of **Objectives** you are expected to learn.
4. Before working on the activities, answer the **Pretest** first. Find out how well you did by checking your answer against the answers given under the **Self-check** of the pretest.
5. As you work on the activities, try to relate them to the objectives of this module. What skill or strategy does the activity develop?
6. After each activity go over the **Self-check** that follows to find out how well you fared in that activity. Pay attention to the items you missed. Learn from your mistakes.
7. After working on all the activities take the **Posttest**.

For sure you want to feel great and be smart. Then you have to start with something challenging.



I. Reading

Read the paragraph carefully before you write the letter of the word or group of words that completes each of the following sentences. Write your answers in your notebook.

1.) When things go wrong as they sometimes will, when the road you are trudging seems all uphill; when the funds are low, and the debts are high, when problems are pressing you down a bit; rest if you must but you must not quit. 2.) Success is failure turned inside out 3.) There is the silver tints of the clouds of doubt. 4.) However, you can never tell how close you are because success could be very near when it seems too far. 5.) So stick to the fight when you are hardest hit. 6.) It is when things go wrong that you must not quit.



1. The paragraph is mainly about _____.
 - a. problems pressing you down
 - b. not to quit when things go wrong
 - c. success could be very near
 - d. success seems too far

2. The main idea is stated in Sentence no. _____.
 - a. 1
 - b. 2
 - c. 4
 - d. 5

3. The paragraph is developed through _____.
 - a. problem-solution relationship
 - b. cause-effect relationship
 - c. comparison and abstraction
 - d. reason-result relationship

4. The writer most probably feels _____ about problems in life.
 - a. careful
 - b. joyous
 - c. hopeful
 - d. strong-willed

5. The solution offered by the writer to solve problems is _____.
 - a. to let things go wrong and not to fight.
 - b. to rest and not to fight.
 - c. to fight and not to quit.
 - d. to quit and not to fight.

6. As hinted in the paragraph, the writer has a/an _____ attitude in facing problems in life.
- a. indifferent b. come-what-may c. negative d. positive
7. The paragraph presents a picture of a / an _____ person.
- a. daring b. happy c. determined d. optimistic
8. The primary purpose of the writer in this passage could probably be to _____.
- a. describe a situation c. give a sermon
b. give an advice d. present an issue

VOCABULARY Giving Correct Meaning of Words Through Context Clues

Write the letter of the word or phrase that has the same meaning as the italicized word.

1. The word *trudging* as used in sentence 1 means _____.
- a. gliding painfully c. running carefully
b. jumping joyfully d. walking slowly
2. The word *uphill* as used in the passage means _____.
- a. easy b. land c. difficult d. refreshing
3. The opposite of the word *continue* is _____.
- a. doubts b. low c. quit d. wrong
4. To *doubt* means to be _____.
- a. unequal b. unfit c. uneasy d. unsure
5. I like golden tint in my blouse. The word *tint* means _____.
- a. light shade of a color c. fine embroidery
b. bright shade of a color d. attractive print

GRAMMAR

Write the letter of the correct verb form that best completes each sentence in the paragraph.

I felt sad because everything I had done was wrong. First, I had a fight with my brother because he 1. (a. think b. thought c. has thought d. had thought) I should do what he had said. When I had reported to work, he 2. (a. told b. has told c. have told d. had told) me to learn all the names of the records in his store. I said to him that I 3. (a. worked b. had worked c. has worked d. have worked) in his store only for two days so he should give me more time. He 4. (a. talked b. has talked c. have talked d. had talked) to me harshly so I 5. (a. answer b. answered c. has answered d. had answered) him rudely. That time I thought he shouldn't be angry because he knew I had tried my best.

- * How's that for a start? Now check your answers using the key that follows to see how much you know of the lessons in this module.

Self-check



Pre-test

READING

1. b (you must not quit when things go wrong.)
2. a (Sentence 1 clearly states the main idea.)
3. a (The paragraph is developed through showing relationships between problems and solutions.)
4. d (strong willed)
5. c (to fight and not to quit)
6. d (positive attitude)
7. d (optimistic)
8. b (give an advice)

VOCABULARY

1. d (walking slowly)
2. c (difficult)
3. c (“quit” is the opposite of “continue”)
4. d (“to doubt” means to be “unsure”)
5. a (light shade of a color)

GRAMMAR

1. d (“had thought” – earlier action)
2. a (“told” – second or later past action)
3. b (“had worked” – earlier action)
4. d (had talked)
5. b (answered)

Reading Adventure

It may be a big deal for you to determine or to point out clearly problem-solution relationship in a selection you are reading. Spotting problems and relating them to solution is an important skill you can't do without since it gives you the chance to become an intelligent reader. You should know how to locate words that serve as clues to problems and solutions presented. You should carefully examine these words for they will lead you to relate problems with solutions.



Pre-reading

Problems or Solutions?

Read the following statements and tell whether it is a problem or a solution.

- _____ 1. Write a letter to a friend.
- _____ 2. You missed your friend who has moved away.
- _____ 3. Ask for guidance from your parents.
- _____ 4. You think a certain law is unfair to the majority.
- _____ 5. Try to get somebody to help you.
- _____ 6. Call a friend to assist you.
- _____ 7. There's a fuel shortage.
- _____ 8. You don't know what to do about your project.
- _____ 9. It's the hottest summer.
- _____ 10. Involve in a cleanliness drive.



While Reading

If you're interested in reading letters in an agony column of a magazine or a newspaper, you'll probably react positively to this one. Let's have a little secret here! Read the letter to find out what Sarah had decided to do. Then, answer the following questions.

Dear Madam Love,

I write this letter to you to seek your help about my problem. I cry easily and often because life hasn't been easy for me. I still think of my mom whom I lost when I was five years old. I grew up with two older brothers who didn't care much about me. My father was either busy at home or at work, or out of town most of the time. I had learned to either sink or swim until my father remarried again. He gave me a stepmother who oftentimes, is even more difficult to deal with. I started to think of running away from home.

Then, I lost my father in a shattering tragedy. I have had anxiety attacks since then. I wallowed in self-pity. I lost my interest in my studies and became more insecure. I tried to stop these patterns because I had realized that if you thought something's going to end badly, it would.

Now, I'm fourteen and I still can't get over the sad experiences. I don't have somebody whom I can consider a real friend and to whom I can pour out my feelings. What will I do?

*Sincerely,
Sarah*

Questions:

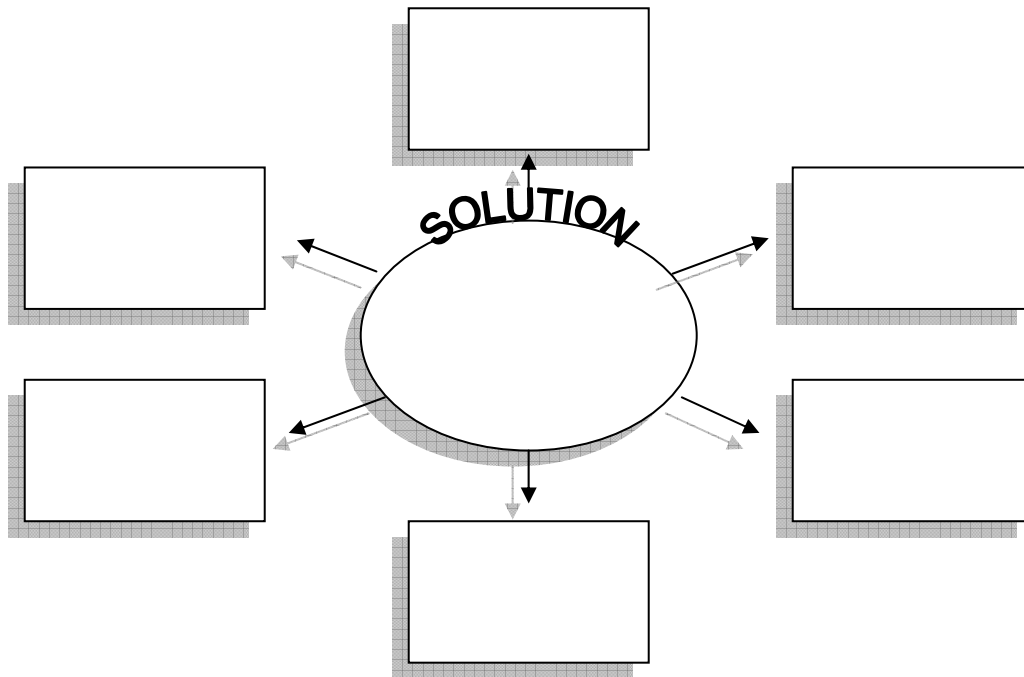
1. What is Sarah's problem?
2. How did Sarah feel about her problem?
3. Why did she feel that way?
4. What did she do to solve her problem?
5. Why did she write the letter?

Post Reading



Activity 1

In your notebook, make a problem-solution web/map as shown below. Fill in the squares with the series of problems met by Sarah. Then, think of a solution which you feel can solve her problems. Consider this question! What should Sarah do? Write your solution inside the circle.



Activity 2

In your notebook, copy the character's analysis chart as shown below. Complete it by supplying the entries being called for. Base your answers on the information in Sarah's letter.

Character : _____			
Actions	Thoughts	Feelings	Traits Revealed



Pre-reading

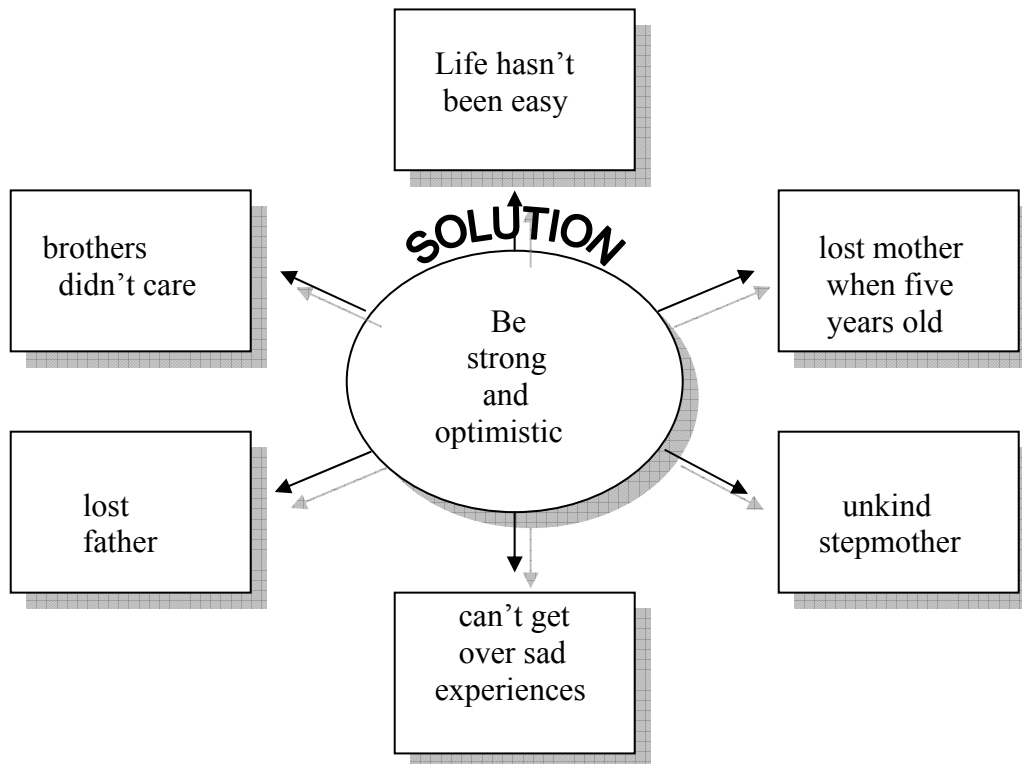
- | | |
|-------------|--------------|
| 1. solution | 6. solution |
| 2. problem | 7. problem |
| 3. solution | 8. problem |
| 4. problem | 9. problem |
| 5. solution | 10. solution |

While Reading

1. She can't stop thinking of her sad experiences.
2. Sarah felt bad.
3. Life hasn't been easy for Sarah.
4. She worked hard to stop her patterns and she asked for advice.
5. She wanted to seek help about her problems.

Post Reading

Activity 1



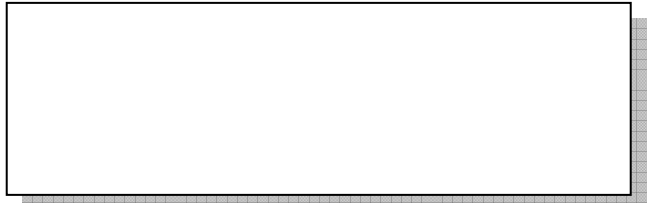
Activity 2

Character : <u>S a r a h</u>			
Actions	Thoughts	Feelings	Traits Revealed
Cries easily	<ul style="list-style-type: none"> ▪ Wanted to run away from home. ▪ Lost interest in her studies. 	<ul style="list-style-type: none"> ▪ Had anxiety attacks ▪ Had no friends ▪ Wallowed in self-pity ▪ Can't get over sad experiences. 	Weak Pessimistic Unfriendly

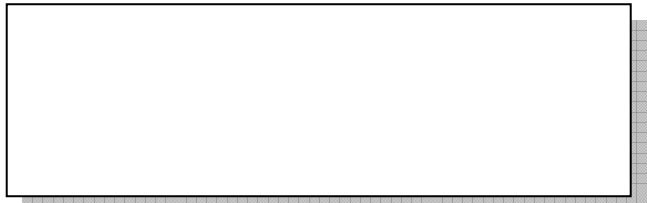
Activity 3. Recalling Experiences

After hearing from Sarah, it's now your turn to tell your own experiences. There's nothing more engaging than recalling the experiences you've had as a teenager or a young adult. Can you remember them? Write briefly your different experiences in the spaces provided.

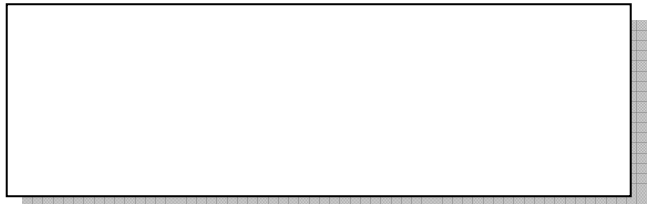
most interesting



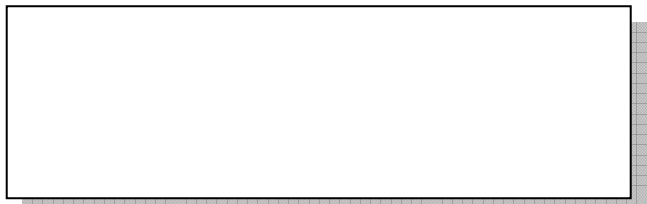
most memorable



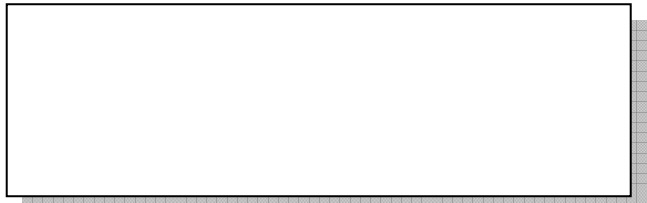
most important



most unpleasant



funniest



How did you react in those situations?

GRAMMAR

When you narrate events or happenings, you present a series of actions. These series of actions which happened in the past occurred one after the other. To express these actions clearly, you can use the “had” tense or the past perfect tense. This is when you relate or combine two past actions – one started and finished before another past action occurred.

Activity 1

Consider these sentences. Find out which is the first or earlier past action and which is the second or later past action in each sentence.

1. My friend had been very cheerful before she met this guy.
 - a. first or earlier past action = _____
 - b. second or later past action = _____

2. Gloria had done everything to solve her problem when he offered his help.
 - a. first or earlier past action = _____
 - b. second or later past action = _____

3. After he had given suggestions, I realized my weaknesses.
 - a. first or earlier past action = _____
 - b. second or later past action = _____

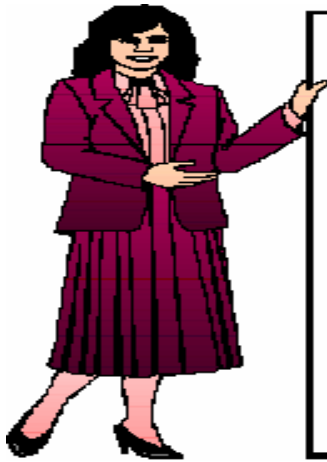
Activity 2

Study the sentences again, and answer the following questions

1. What form of the verb is used to express
 - a. the first or earlier past action?
 - b. the second or later past action ?

2. What word introduces the first or earlier past action in sentence 3?

3. Which past action is introduced by either “before” or “when”?



Remember

- The past perfect tense is used to express two past actions.
 - one started and finished before another occurred.
- The past perfect form is *had* + past participle of the verb.
It is used to express the earlier past action.
- The second past action is expressed in the simple past form.

Activity 3

Here is an excerpt from a speech delivered by a sophomore student. Give the correct form of the verb in parentheses.

We 1. (listen) to a talk by our classmate about generation gap before I 2. (realize) it was an excellent one. After it 3 (focus) on an interesting and important problem, a student 4 (react). She said that our parents had traditional education, that's why they could not have peaceful lives with their children. She added that they had not stopped criticizing their behavior. I felt lucky that my parents 5. (teach) me good manners. I remember how my parents 6. (allow) me to express my views and opinions before they 7. (give) theirs. Afterwards, they 8. (let) me choose what I had thought was right then they 9. (give) their own solutions to the problems at hand. It 10. (work) well. This generation gap problem can be solved by love and understanding between parents and children.

Activity 4

Combine each pair of sentences below. Use the past perfect tense

- Example: a. They forgave each other.
b. They decided to call it quits.

Answers: They had forgiven each other before they decided to call it quits.

1. a. Tina replied.
b. Jake sent Tina a dozen text messages.
2. a. He ignored her presence.
b. She started shouting.

3. a. She kept on worrying a lot.
b. I asked her to pray.
4. a. We heard the comments.
b. We decided to call a meeting.
5. a. The group finished eating.
b. They saw dark smoke outside.



Activity 1

1. a. 1st or earlier action = My partner had been very cheerful
b. 2nd or later past action = she met this guy
2. a. 1st past action = She had done everything to solve her problem
b. 2nd past action = he offered his help
3. a. 1st past action = He had given suggestions
b. 2nd past action = I realized my weaknesses

Activity 2

1. a. first or earlier past action = had + past participle of the verb
b. second or later past action = simple past form
2. The word “after” introduces the first past action.
3. The second past action can be introduced by either “before” or “when”.

Activity 3

- | | |
|---|--|
| 1. had listened (1 st past action) | 6. had allowed (1 st past action) |
| 2. realized (2 nd past action) | 7. gave (2 nd past action) |
| 3. had focused (1 st past action) | 8. had let (1 st past action) |
| 4. reacted (2 nd past action) | 9. gave (2 nd past action) |
| 5. had thought (1 st action) | 10. worked (2 nd past action) |

Activity 4

1. Jake had sent Tina a dozen text messages before Tina replied.
2. He had ignored her presence when she started shouting.
3. She had kept on worrying a lot before I asked her to pray.
4. After we had heard the comments, we decided to call a meeting.
5. The group had finished eating when they saw the dark smoke outside

* Surely, what you have gone through is worth the trouble. The idioms will definitely make your language more colorful and will make you feel great. Hang in there !

Write Thing



Writing A Letter of Advice

Writing a letter of advice to someone who asks for it is a good way of letting the other person know that you care for him or her. It is a sweet and thoughtful way of offering our help in solving someone else's problem with sincerity. The letter may give enlightenment to the other as well as moral support.

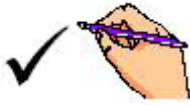
Parts of a Letter

Do you remember the parts of a friendly letter? What are they?

If your answer is heading, greeting, body, closing, and signature, you're absolutely right. Each part has a purpose. The heading gives the address of the sender and the date the letter was written. The greeting or salutation states the name of the person addressed. The body is, of course, the content of the letter. The closing ends the letter, and the signature tells who the sender is.

The following is the form of a friendly letter.

Self-check



Read the letter below. Find out if you plotted the parts of the letter well. The whole body of the letter is given.

*Blk. 2 Lot 9 Blue Subdivision
Tanza, Cavite
November 10, 2006*

Dear Angel,

It's a good thing you are aware of the situation you're in. Your acceptance that it had been your fault that you are in that situation is a good sign. That means you are willing to do something to improve your life. Let's say it won't be easy but if you're willing, nothing is impossible. You still can break your bad habit little by little. With your determination, you can be successful in finding solutions to your own problems. Why don't you try prayer first? Then, do things as planned.

God Bless!

*Always,
Jake*

Activity 2

1. What is the letter about?
2. Who is the sender?
3. Who is the person addressed?
4. When did the letter sender write the letter?
5. If the addressee wants to reply, where should she send the letter?
6. What is the purpose of the sender?
7. What kind of relationship exists between the sender and the addressee?

Activity 3

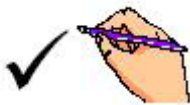
Pretend that you have an advice column for a teen-age magazine. Write an advice to a reader or letter sender whose problem has to do with having a gap with her parents. Remember to include these points in your letter .

- a. The problem to be solved.
- b. The purpose or reason for writing the letter.
- c. Comment on the reaction of the letter sender to the problem.
- d. Suggestions or solutions offered.

Activity 4

Read your letter twice. Reflect on the questions in Activity 2 and the important points of consideration in Activity 3. Add needed information; use polite words; and, have a good beginning and closure to your letter. Check your spelling, punctuation marks, capitalization and grammar. Polish your work.

Self-check



Activity 2

1. It is about Jake's advice to Angel.
2. Jake.
3. Angel.
4. November 10, 2006.
5. Blk. 2 Lot 9 Blue Subdivision, Tanza, Cavite
6. To give an advice.
7. They seem close to each other.

Everyday Expressions

Idioms make your language sound natural especially in casual conversations. You have learned quite a number already. Do you practice using them? Here are a few more.

Activity 1

Look closely at the italicized words in the sentences and find out what each means. In your notebook, write the letter of the word or phrase which means the same as the italicized idiom.

- | | |
|-----------------------|------------|
| A. show / reveal | E. raise |
| B. succeed | F. produce |
| C. causes | G. lay |
| D. makes people laugh | |

1. Good planning *brings about* positive results.
2. Why can't all parents *bring up* responsible children ?
3. This fertile land will *bring forth* a rich harvest.
4. After all, a man must *bring down* his last card on the table.
5. She was asked to *bring home the bacon* when she joined the contest.
6. Every night the comedian *brings down the house*.
7. You must *bring out* your best talent during the program.

Activity 2

Answer the following questions as briefly as you can. Remember to substitute the two-word verbs learned. Use the italicized meaning as clue.

1. When will you *reveal* your good singing voice to the public?
2. What kind of parents *raise* law-abiding and God-loving children?
3. Why is everybody expecting us to *succeed*?
4. Do you *make the audience laugh* with your antics on stage?
5. Will love and understanding *produce* lasting peace?

Activity 3. Read the following passage, and react to its truth or falsity.

“Fear little and you’ll little have for fearing
Bear what you must and profit by the bearing
Believe in what you can
Spend not much sorrow
The day is dark. It can be fair tomorrow.”

* Express your views, and comments about the truth or falsity of what the passage expresses. Remember to answer the guide questions below. Use two-word verbs or special expressions like : bring up, bring about, bring home the bacon, bring the house down, bring forth, whenever possible.

1. What does the passage mean?
2. Do you approve of what the poet says ? Explain.
3. Who do you think of when you read this passage?
4. What can you do to make the day bright?
5. What will happen if you believe in yourself?



Activity 1

1. C (brings about means causes)
2. E (bring up means to raise)
3. F (bring forth means to produce)
4. G (bring down is the same as to lay)
5. B (bring home the bacon means to succeed)
6. D (bring down the house means makes people laugh)
7. A (bring out means reveal or show)

Activity 2

1. I will bring out my good singing voice to the public next meeting.
2. Good parents bring up law-abiding and God-loving children.
3. Everybody is expecting us to bring home the bacon because they count on us.
4. I bring down the house with my antics on stage.
5. Love and understanding will bring forth lasting peace.

Activity 3

(Possible Answers)

1. The passage means we must be positive thinkers.
2. Yes, the passage can inspire us to bring out the best in us.
3. I think of optimistic people who can bring out the best in themselves.
4. I can bring down the house to make your day bright.
5. I may bring home the bacon.

* Now that you're through with the activities, let's see how much you've learned.

You're now going to test your progress in using the skills learned in this module.



Reading

Read the article carefully. Write the letter of the word or group of words that completes each statement after the paragraph.

1.) Aling Pidang is a very strong willed woman of forty five. 2.) Although she is a scavenger who limps on her way to gather scraps around the streets and vacant lots, she is proud she earns a living for her sons. 3.) In spite of the fact that she is always exposed to the heat of the sun, the shower of unpredictable rain, the critical eyes of the prejudiced people, she still manages to hold her head high. 4.) She is aware that other people belittle her job but she believes that she has earned it honestly. 5.) Her contentment in life although she has a disabled foot is always evident. 6.) She believes that what she is collecting is useless scraps for other people so it's not wrong. 7.) In fact, she believes she is contributing to garbage collection. 8.) Her income is very unstable but she manages somehow to support her family. 9.) She has learned to handle by herself the major tragedies and crises in life . 10.) For her, there is not much time to be sad; instead she believes all her trials will soon be over. 11.) The world is still her oyster no matter what!

1. The main point of the article is _____.
 a. being a scavenger is not shameful.
 b. being strong willed enables one to solve problems.
 c. contentment makes a man happy.
 d. there's nothing wrong in supporting a family.
2. The main idea is stated clearly in sentence _____.
 a. 1 b. 9 c. 10 d. 11
3. The sentence that best supports the main idea is sentence _____.
 a. 2 b. 5 c. 9 d. 10
4. The writer most probably feels _____ Aling Pidang's story.
 a. inspired by b. proud of c. surprised by d. worried over
5. Based on the writer's description, Aling Pidang's best trait is her _____.
 a. faith c. self-assurance
 b. contentment in life d. will power
6. As gleaned from the article, the writer has a / an _____ attitude for Aling Pidang
 a. appreciative b. indifferent c. negative d. supportive
7. Aling Pidang's heaviest problem is _____ in life.
 a. the critical eyes of the people
 b. her exposure to the sun and rain
 c. handling tragedies and crises
 d. her unstable income as a scavenger
8. Aling Pidang's best solution to her problem lies in her _____.
 a. belief that she's doing good to others
 b. contentment in her status in life
 c. positive attitude in life
 d. support for her family
9. Sentence _____ best shows how Aling Pidang solves her problems.
 a. 2 b. 5 c. 9 d. 10
10. Most probably, the writer's primary purpose is to _____.
 a. describe Aling Pidang c. give hope at all
 b. inspire others d. stress the value of work.

Vocabulary

The following italicized words are found in the preceding article. Write the letter of the word or phrase that means exactly the same as the italicized word in each sentence. Use the word pool below.

a. biased	d. unable to walk
b. one who gathers things discarded by others.	e. clear
c. not fixed	f. resign

1. A *scavenger* is exposed to diseases.
2. We don't need your *prejudiced* opinion.
3. How can you help a *disabled* brother?
4. It is *evident* you're happy.
5. Why can't you leave that *unstable* job?

Grammar

Write the letter of the correct verb form that best completes each sentence in the paragraph.

I had looked like an old man before I became thirty. Born to parents who were alcoholics, I 1. (a. started b. has started c. had started d. have started) drinking when I was only eight. I actually 2. (a. tasted b. had tasted c. has tasted d. have tasted) alcohols earlier. It wasn't until I was eight or nine that I 3. (a. become b. became c. has become d. had become) a habitual drinker. My life, at first, 4. (a. had been b. has been c. have been d. was) dedicated to seeking the bottle before I 5. (a. has realized b. realized c. had realized d. have realized) my life was going to the dogs.

It's harvest time. Let's find out how you fared in the Posttest.

Self-check



Posttest

Reading

1. B (being strong willed helps best in solving problems and handling tragedies and crises)
2. A (Sentence 1)
3. D (Sentence 10)
4. B (proud of)
5. D (will power)
6. A (appreciative)
7. C (handling major tragedies and crises in life)
8. C (positive attitude in life)
9. C (she handles all tragedies and crises by herself)
10. B (inspire others)

Vocabulary

1. B (A scavenger is one who gathers things discarded of others.)
2. A (Prejudiced means biased.)
3. D (Disabled is the same as unable to walk.)
4. E (Evident means clear.)
5. C (Unstable means not fixed.)

Grammar

1. C (had started)
2. B (had tasted)
3. D (had become)
4. A (had been)
5. B (realized)



How did you fare in the posttest ? The perfect score is 20.

You got a perfect score? That's excellent!

15 to 19? That's good.

10 to 14? It's okay, but you could have done better.




Below 10? Re-read the activities in the module.

You must feel greatly inspired now! You're done
with the second module of the third quarter.

You made it with a T! Keep it up!

Before you put aside this module, spend some time reflecting on what you have learned from it. Use this format in your reflective journal. Check the column that best describes your feeling about the activities you did. For the last column, give your reason.

What I think of the activities in this module

<i>Things I Did</i>	<i>How I liked them</i>		
	 <i>(Very much)</i>	 <i>(Just fine)</i>	 <i>(Not so much because)</i>
<i>What I liked best</i>			

