

Module 6 Both Sides

TO THE STUDENT

Welcome to this module! You must be very eager to start with the learning activities. The activities in the module have been designed to provide you with rich and stimulating learning experiences that will help you communicate better in English! Familiarize yourself with the different sections of this module.

What are the parts of this module?

The different sections of the module are presented by the following headings and icons.



MODULE NUMBER AND TITLE appears on the first page of the module is represented by the icon on the left. The module number and the title are followed by a picture and a brief introduction which tells you what the module covers. You should read carefully the title and the introduction to give you an idea of the exciting things in store for you.



WHAT THIS MODULE IS ABOUT provides you insights on what you are going to learn. This section encourages you to read carefully the activities you need to work on.



WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE This section lists what you should learn after going through the activities in the module. You can use this list to check your own learning.



HOW TO WORK FROM THIS MODULE. This section provides the steps that you need to do in accomplishing the activities.



HOW MUCH DO YOU KNOW. Assesses what you already know about the skills you will learn in the module. Do not worry if you fail to answer all the question. After working on the various module activities, you will take similar test.



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

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



A listening lesson is introduced by this icon.



This icon introduces a speaking lesson.



A reading lesson is introduced by this icon.



This icon introduces a grammar lesson.



A writing lesson is introduced by this icon.



This icon introduces a literature by this icon.



A vocabulary activity is introduced by this icon.



KEY POINTS provides the key terms, concepts and generalization from this module.

Grammar lessons are clearly discussed in this part.



HOW MUCH DID YOU LEARN. After you have work on all the activities in the module, check on how much you have achieved. It has the same icons as the **HOW MUCH DO YOU KNOW.**



CHECK YOURSELF provides the answers to the exercises as well as the answers to the **HOW MUCH DO YOU KNOW** and **HOW MUCH DID YOU LEARN**. The purpose of the **CHECK YOUR SELF** is to help you determine if your responses are correct, and to provide you with feedback. If you are able to answer correctly all the items in the exercise, you may proceed immediately to the next learning activities. If you are unable to answer most of the topics, you may need to go back and review the lessons which you have not understood well.

After checking your answer, go over the topics or items you missed.



How To Learn From This Module

1. Study the cover. Read the title. What does it mean to you? Look at the picture. What do you see? From the title and the pictures what do you think is the module about?
2. Go over the pages of the module. What are the different parts? What do you think you will learn? What do you think you will be doing?
3. Read the sections, **What This Module Is About** and **What You Are Expected To Learn**. Were your guesses right? Are you clear now on what you will learn and do?
4. You will find exercises to work on. **Write you answers on these exercises on a separate sheet or in your English notebook.**
5. Check your answers to each exercise against **Check Yourself**. Read carefully the sentences that explain the answer.

Good Luck!



What This Module Is About

If you are going to make the most of your teen – age opportunities to grow and to make a difference in your life, you need to face up the truth that are always challenges you need to come up with. These challenges offer two there sides of the matter and you need to choose between them. Some where in these challenges is the key to your becoming a different person. Think about them and resolve how will handle each as it comes along. Remember, when you decide which side you take you need to weigh the advantages and dis/advantages of both sides.

Why is it important to look at both sides of anything you do or say? How will you assure yourself that you can make a sound decision? This module offers opportunities for you to explore and to try.



What You Are Expected To Learn

1. Listen critically to solve a problem
2. Express one’s thoughts and opinions on a issue
3. Give the correct meaning of idiomatic expressions used in the selection
4. Read closely to get specific and stated information
5. Change yes/no question to reported questions
6. Single out the poetic devices employed by the writer
7. State the theme of the poem
8. Write a preliminary outline for a research paper.

*Now that you know what you are expected to learn from this module, it’s time for you to try this!

How Much Do You Know



Reading



Direction: Read the following excerpt “From the Diary of Anne Frank”. Choose the letter of the expression that completes each statement.

1. They haven’t given me the name “little bundle of contradiction” for nothing

2. I have a dual personality which turns off some people. 3. The first is all the unpleasant qualities for which I am famous and the second, nobody knows about, that's my own secret. 4. You must realize that no one knows Anne's better side and that's why most people find me unbearable.

5. My lighter, superficial side will always be too quick to set in for the deeper side of me and it always wins. 6. I'm scared that everyone who knows me will discover. I have another side, a fine and better side. 7. I'm afraid they'll laugh at me, think I'm ridiculous and sentimental, not take me in seriously.

8. If I'm quiet and serious, everyone thinks it's a new comedy and then I have to get out of it by turning it into a joke... and finally I twist my heart around again, so that the bad is on the outside and the good is on the inside. 9. I keep on trying to find a way of becoming what I would like to be and what I could be, if... there weren't any other people living in the world cut from the same mold.

From. "could be This Be You?" Challenge by
Ronald Wilkins, p.41

1. The story is about Anne's _____.
a. bundle of tricks b. dual personality
c. lighter jokes d. serious thoughts
2. No one knows Anne's secret which is her _____.
a. better side b. fear
c. sentiments d. serious thoughts
3. According to Anne, She is famous because of her _____.
a. better side b. contradictions
c. secrets d. unpleasant qualities
4. Anne says her lighter and superficial side always _____.
a. exits b. hides
c. lives d. wins
5. The reason why Anne doesn't want to let everyone discover her finer and better side is she's afraid of _____.
a. dual personality b. her attitude
c. others' reactions d. people's opinion
6. When Anne is quiet and serious, everyone thinks it's a new _____.
a. Anne b. comedy
c. escape d. twist
7. The last part of the passage states Anne's desire to be _____.
a. what would like to be b. laughed ridiculed at
c. the same with others d. talar seriously

Vocabulary



Directions: Write the letter of the word that means the same as the underlined two-word verbs. Choose the answer from the word pool.

Word Pool.

- | | |
|-------------------|--------------------|
| a. Accept | d. disappointed |
| b. change\ become | e. fly |
| c. continue | f. exists |
| | g. part of a whole |

1. This side is cut from the original.
2. You better get out of the situation.
3. We have no choice but to keep on.
4. Those breakthroughs set in expectedly.
5. She has to take responsibility in.
6. I hope you'll turn into a hero.
7. They couldn't help but be turned off.

Grammar



Directions: Copy the letter of the correct word that completes each indirect question below.

1. "Is he sincere?" She asks. She asks (A. if B. that C. whom D. whether) he's sincere.
2. They asked, "Is it acceptable or not?" They asked (A. if B. that C. what D. whether) that was acceptable or not.
3. They asked, "Shall I Continue?" They asked whether I (A. shall B. should C. will D. would) continue or stop.
4. He asks, "Can I start now?" He asks if (A. I B. she C. he D. use) can start now.
5. We asked, "Did you take the test this morning?" We asked if you took the test (A. that morning B. this morning C. now D. yesterday)
6. "Is that a sign of success or failure?" I asked. I asked (A. that B. if C. whether D. what) that was a sign of success or failure.



How's that for a start?
Were you able to score well?
It's high time to try the next phase!

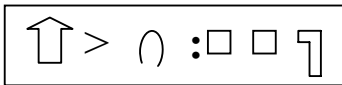
Listening is one basic skill you have to master. You'll find this worth the efforts you'll exert. How about this?

Listening



Activity 1

Be a detective and find out the key word hidden in these secret codes



Each symbol represents a letter. What's this word?

Use the following clues.

A.	=	└┘
D.	=	↑
E.	=	:
I.	=	>
L.	=)
H.	=	□

Activity 2

Pick out the word in the sentence which makes the meaning of the underlined word wrong. Then give the word that would correct its meaning.

1. One is proud to be involved in anomaly.
2. A person with a strong conviction has a very low morale.
3. When one is in a predicament he is in a difficult situation where he has to decide between two good choices.
4. A beleaguered person is unaffected by what's going on around him.
5. When one is offered an alternative, he is not given another choice.
6. A dilemma is to decide between two equally satisfactory choices.

Activity 3

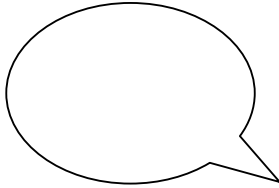
Listen to your (friends, sister, or mother) read "Dilemma" and find what it is about. Then, listen to the text again and accomplish the chart as shown below

Situation: _____	problem: _____
_____	_____
_____	_____
_____	dilemma _____
_____	_____
_____	_____

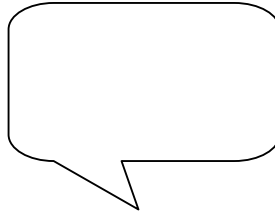
Activity 4

Pretend you are being interviewed by Vicky Morales of “Wish Ko Lang” in GMA 7. What will be your answer to the following questions? Plot your answer in the Speech balloons as shown below.

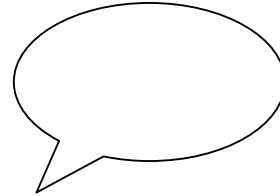
1.



2.



3.



Questions

1. If you were the son of Mr. Gomez what would you tell your father?
2. Is the Tagalog proverb “Ang taong nagigipit kahit sa patalim ay kakapit” applicable to the situation? Explain your answer.
3. If you were confronted with a dilemma similar to that of Mr. Gomez, how would you react? What would you do to solve your problem?

Activity 5 Think of a quotation that best expresses the message of the article. Explain how this quotation is related to the message.

Lets try your reading skills now.
Ready

Reading



Obviously you understand that sometimes God sends us a big problem to measure our true worth, prove our mettle, or strengthen our values. It is how we solve the problem that makes us what we are.

How do we really go about these problems? Have you ever had to make decision about something that was difficult? Did you have to choose between the two sides?

Vocabulary



Activity 1

Match the idiomatic expressions in Column A with their meanings in Column B.

A

1. fuss over someone
2. get it in the way
3. take oneself off
4. go away in a huff
5. run off

B

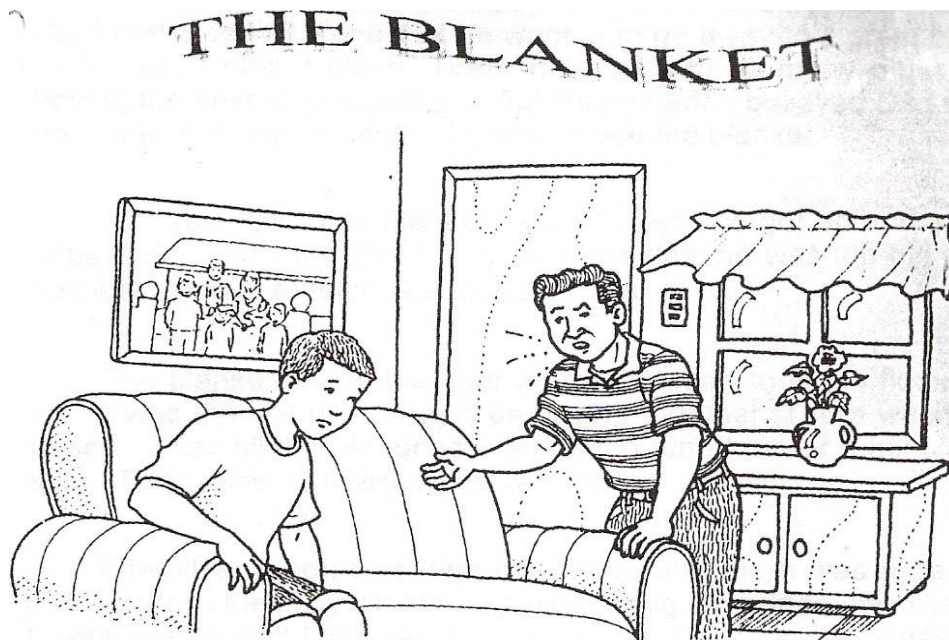
- a. to run away or flee
- b. to give effusive, insincere praise
- c. to consider a nuisance
- d. to go away
- e. to leave indignantly and angrily



What is an extended family? Do we have extended families?

Activity 2

A theme is an author's statement about life. Read the story and then accomplish the theme diagram by answering the three questions.



Petey hadn't really believed that Dad would be doing it – sending Granddad away. "Away" was what they were calling it. Not until now could he believe it of Dad.

But here was the blanket that Dad had that day bought for him, and in the morning he'd be going away and this was last evening they'd be having together. Dad

was off seeing that girl he was to marry. He'd not be back' till late, and they could sit up and talk.

It was fine September night, with silver moon riding high over the sully. They washed up the supper dishes and then took their chairs out on to the porch. "I'll get my fiddle," said the old man, "and play you some old tunes." But instead of the fiddle he brought out the blanket. It was a big double blanket, red with black stripes.

"Now, isn't that a fine blanket!" said the old man, smoothing it over knees, "and isn't your father a kind man to be giving the old fellow a blanket like that to go away with? It cost something. It did – look at the wool of it! And warm it will be on cold winter nights. There'll be few blankets there that is equal to this one!"

It was like Granddad to be saying that. He was trying to make it easier. He'd pretend all along that he wanted to go away to a great brick building- the government place. There he'd be with so many other old fellows having the best of everything... But Petey hadn't believed Dad would really do it, until this night when he brought home the blanket'

" Oh yes, it's fine blanket." Said Petey, and got up and went into the house. He wasn't the kind to cry, and besides, he was too old for that. He had just come in to fetch Granddad's fiddle.

The blanket slid to the floor as the old man took to fiddle and stood up. It was the last night they'd be having together. There wasn't any need to say. "Play all the old tunes." Granddad tuned up for a minute, and then said, "This is one you'll like to remember."

The silver moon was high overhead, and there was a gentle breeze playing down the gully. He'd never be hearing Granddad play like this again. It was just as well Dad was moving into that new house, away from here. He'd not want to sit here on the old porch of a fine evening, with Granddad gone.

The tune stopped suddenly, Granddad said, "It's a poor tune except to be dancing to" And then said. "It's a fine girl your father's going to marry. He'll be feeling young again, with a pretty wife like that. And what would an old fellow like me be doing around their house, getting in the way? An old nuisance what with my talk of aches and pains! And then there'll be babies coming, and I don't want to be there hear them crying at all hours. It's best that I take myself off, like I'm doing. One more tune or two, and then we'll be going to sleep. I'll pack up my fine blanket in the morning and take my leave. Listen to this, will you? It's a bit sad, but a fine tune for a night like this,"

They didn't hear the two people coming down the gully path. Dad had one arm around the girl with the hard, bright face like a doll's but they heard her when she laughed, there right close by the porch. The tune stopped on a wrong note. Dad didn't say anything, but the girl came forward and spoke to Granddad prettily: "I won't be here when you leave in the morning so I came over to say goodbye."

“It’s so kind of you,” said Granddad, with his eyes cast down. Then seeing the blanket at his feet, he stooped to pick up. “And will you look at this,” he said in embarrassment, “the fine blanket my son has given me to go away with”

“Yes,” she said. “It’s a fine blanket.” She felt of the wool and repeated in surprise, “A fine blanket – I’ll say it is!” She turned to Dad and said to him coldly. “That blanket really cost something,”

He cleared his throat and defended himself. “I wanted him to have the best...”

The girl stood here, still intent on the blanket. “It’s double, too,” she said, as if accusing Dad.

“Yes,” said Granddad, “It’s double – a fine blanket.”

The boy went suddenly into the house. He was looking for something. He could hear that girl scolding Dad, and Dad becoming angry in his slowly way. And now she was suddenly going away in huff... As Petey came out, she turned and called back, “All the same, he doesn’t need a double blanket!” And she ran off up the gully path.

Dad was looking after her as if he weren’t sure what he ought to do.

“Oh, she’s right,” said the boy coldly. “Here Dad” and he held out pair of scissors. “Cut the blanket into two.”

Both of them stared at the boy, startled. “Cut into two, I tell you, Dad!” he cried out. “And keep the other half.”

“That’s not a bad idea,” said Granddad gently. “I don’t need so much of a blanket.”

“Yes,” said the boy harshly. “A single blanket’s enough for an old man when he’s sent away. We’ll save the other half Dad; it will come in handy later.”

“Now, what do you mean by that?” asked Dad.

“I mean,” said the boy slowly, “that I’ll give it to you Dad – when you’re old and I’m sending you – away.”

There was silence. Then Dad went over to Granddad and stood before him, not speaking. But Granddad understood for he put out a hand and laid it on Dad’s shoulder. And he heard Granddad whisper, “It’s all right, son – I knew you didn’t mean it...” And then Petey cried.

But it didn’t matter – because they were all three crying together.

1. What is the subject or “big idea” of the selection?
2. What do the characters do or say that is related to the subject?
3. What do these details tell us about parent-child relationship?



Note: Plot your answer in the chart similar to the one shown below.

Activity 3

Answer the following questions:

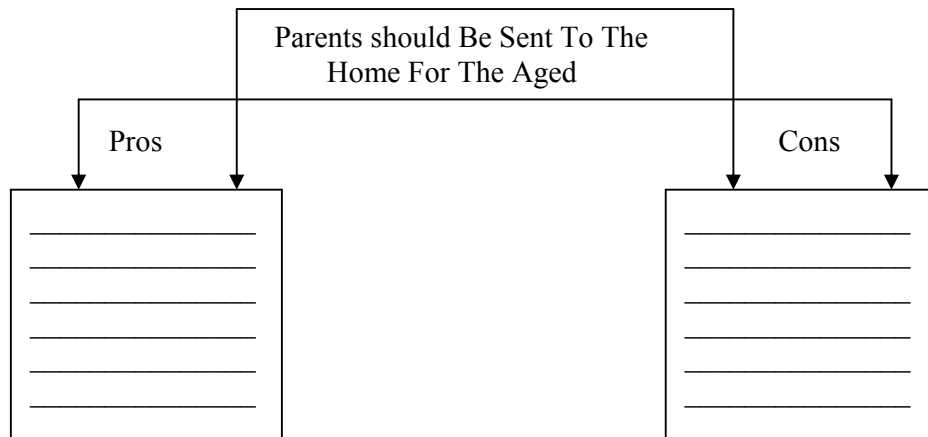
1. What is the family problem?
2. What made Dad decide to send the Granddad away?
3. Did the old man really want to go away? Prove your answer.
4. How did the author establish the strong relationship between Petey and Granddad?
5. Pick out incidents that characterize the woman.
6. What do you think happened to the wedding plan? Why?
7. What is the significance of the blanket in the story?
8. Could the story happen in a Filipino setting? Why or why not?

Activity 4

Write a dialog between Petey and Dad. Show or express how he (Petey) will make his father realize his responsibility to his own father and how should aging parents be treated.

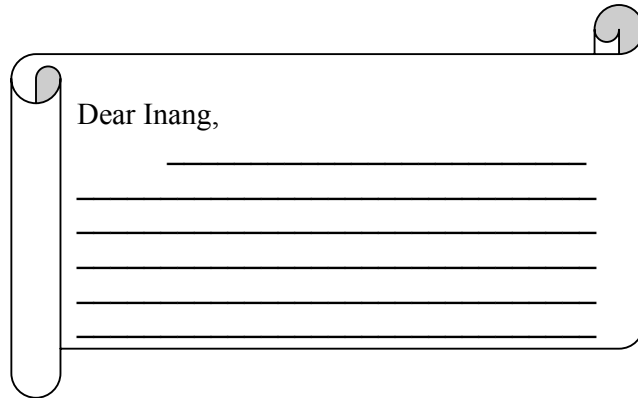
Activity 5

Is it right to send parents to the Home for the Aged? What are its pros and cons. On your paper or notebook, make a chart similar to the one shown below. Fill up the entries as indicated.



Activity 6

Write a letter to your parents or grandparents expressing your love and care for them.



Dear Inang,

That makes you feel great!
Surely, your spirit is soaring high, right?
Now, let's try this

Grammar



Activity 1 Who said What

Consider the following sentences lifted from the text you read, and tell who said each line.

1. Isn't it a fine blanket?

2. I'll give the other half to you when you're old and leaving us.

3. Does he need a double blanket?

4. I wanted him to have the best?

Activity 2

Read the direct questions below and observe how they are changed to reported questions. Then answer the questions.

Direct questions	Reported Questions
1. Dad asked, "Do you like the blanket?"	Dad asked if he liked that blanket
2. The old man asked, "Isn't that a fine blanket?"	The old man asked if it wasn't a fine blanket.
3. The girl inquired "Does he need A double blanket?"	The girl inquired if he needed a double blanket.
4. He asked, "Are you leaving or not?"	He asked whether you were leaving or not.

Questions:

1. What kind of questions are asked by the characters?
2. What changes are observed when these questions are changed from direct to reported questions in terms of –
 - a. structure
 - b. punctuation mark
 - c. tense of verb inside the quoted area?
3. What connective is used as a link between the introductory clause and the reported question if the yes-no questions express –
 - a. no choices
 - b. two or more choices or options

Key Points



- To change a yes-no question to a reported question, if is used as a link between the introductory clause and a reported question. This is observed where there are no choices.
- When the yes-no question express two or more choices, the word whether is used as a link between introductory clause and a reported question.

Activity 3

Change the following yes-no question to reported questions using the given introductory clause.

1. Do you kiss the hand of your parents before leaving home and upon arriving home from school?
Romy asked _____

2. Does Tess remember to send greeting cards to her parents whenever there is an occasion?
Patrick asked _____
3. Did Nora give her father his going-away present?
Mother asked _____
4. Can you live without your parents?
The teacher asked _____
5. Did your parents enjoy the surprise party you tendered for them?
Edilyn Marie asked _____
6. Will he appreciate card or money as birthday present?
Father asked _____
7. Are you nervous or excited?
The man asked _____
8. Is your decision final or is it the first?
The jury asked _____
9. Can I repay your with love or kindness?
My crush asked _____
10. Shall I continue or not?
I asked _____

Activity 4

Consider the following sets of words. Use them to construct yes-no questions. Then change each to reported question.

1. Corazon – invite – anniversary – birthday
2. Parents – like – decision
3. Tess – enjoy – conclusion
4. Beth – love – angels – cakes
5. Nena – prefer – tasks

Activity 5

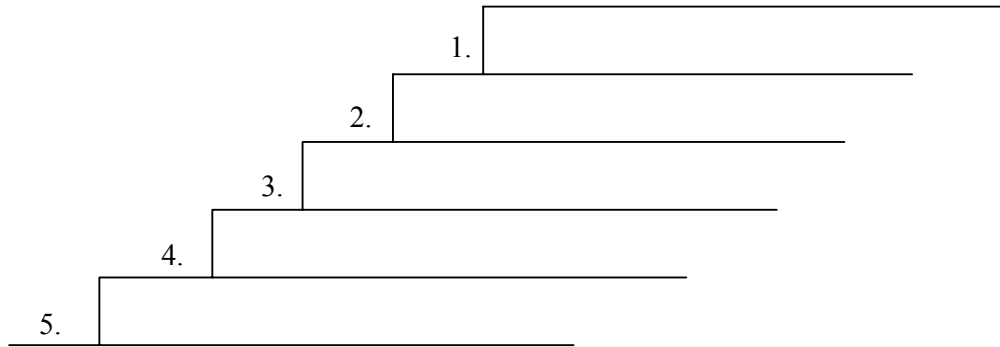
Asses yourself whether you have been a good daughter or son to your parents. Write five yes-no questions that you can ask yourself. Then express them using indirect statements.

Literature



Activity 1

- Do you believe in the saying, “The best things in life are free!” Why?
- Think of at least five best things in life that you receive for free. Rank them in their order of importance. (Plot your answers in the rungs of the stairs as shown below)



Activity 2 Give the meaning of the underlined words through context clause.

1. Mel bartered her cell phone for a new one.
2. Spending his holiday in his province made him forget his problem and gave him a feeling of ecstasy.
3. We are afraid of war because it will mean endless strife for all of us.
4. God showers us these beautiful and splendid things.
5. Our spirit soars to heaven.



Trace the letters of the words up, down, horizontally, vertically or any other ways.

X	M	X	P	R	M	L	W	S
D	E	G	N	A	H	C	X	E
X	L	X	I	O	U	V	W	X
X	B	X	O	Z	C	O	C	Z
X	O	X	W	S	V	X	S	M
G	R	A	N	D	Y	Y	O	J
X	P	X	S	X	L	S	X	M
W	X	R	X	F	X	I	Q	R

Activity 3

Read “Barter” by Sara Teasdale and answer the questions.

BARTER Sara Teasdale

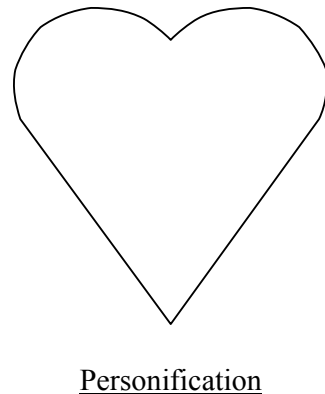
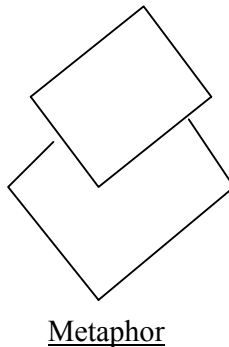
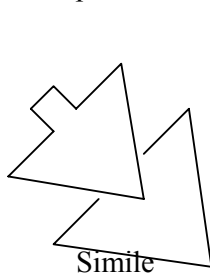
Life has loveliness to sell,
All beautiful and splendid things,
Blue waves whitened on a cliff,
Searing fire that sways and sings,
And children’s facing looking up
Holding wonder like a cup,

Life has loveliness to sell,
Music like a curve of gold
Scent of pine trees in the rain,
Eyes that love your arms that hold,
And for your spirit’s still delight
Holy thoughts that star the night.

Speed all you have for loveliness
Buy it, and never count the cost,
For one while singing hour of peace
Count many a year of strife well lost,
And for a breath of ecstasy
Give all you have or could be.

Questions

1. Who is the “seller” and who is the “buyer” in the poem?
2. What does the poet find particularly lovely? According to her, why should one barter for the things she considers lovely? Do you agree?
3. What devices help to make the poem musical?
4. Spot and chose the lines in the poem that makes use of simile, metaphor and personification. Plot them on the illustration shown below.



Activity 4

Have you ever experienced to trade or barter between two choices which you liked both? Write a paragraph about such experience. Tell when it took place, who else was/were involved and how you finally made decision. How did you feel about your decision afterwards?



You are now ready for another learning task.

Writing



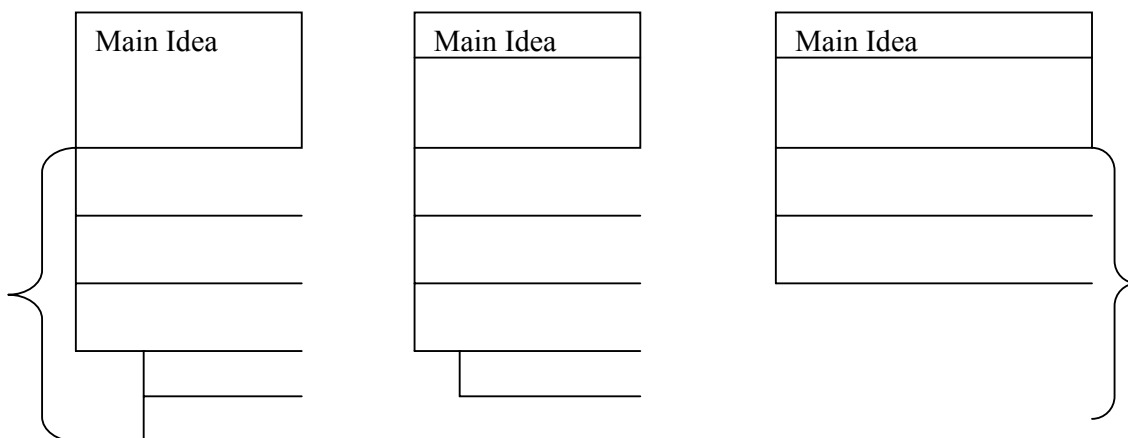
To organize the data or information you gathered for your research paper, you need to prepare a preliminary outline for your topic. What is an outline?

An outline is a list of the main points or ideas in a speech, essay, lecture, story, report, research, etc. You write outline from the top of your head. Using your common sense and wealth of experience, you write down the main points or idea of the topic you have chosen. Then, you group or categorize the main as well as the supporting ideas.

Activity 1

- Consider the words inside the box. Determine which are the main ideas then the supporting ideas. Plot your answers in the maps shown.

- Season
- Food
- Imported
- Other uses
- Nature of garlic
- Kinds of garlic
- Uses if garlic
- Cure for hypertension
- Local
- Insecticide
- Place of origin
- History of garlic



Activity 2

Below is a format of an outline. What do you write in each part?

- I. _____
- A. _____
- 1. _____
- 2. _____

- B. _____
- 1. _____
- 2. _____
- a. _____
- b. _____

- II. _____
- A. _____
- B. _____
- C. _____
- 1. _____
- a. _____
- b. _____

- III. _____
- A. _____
- B. _____
- C. _____

Key Points



A. Read the general rules for preparing an outline

1. Put the title above outline
2. Do not use the term “Body” in the outline. Sometimes you may use “Introduction” and “Conclusion” as part of the outline; however, “body” should never be used as a major discussion.
3. Number main headings with Roman numerals. Use capital letters for subheading. Further subdivision are given numbers and letter in descending order: Arabic numbers, small letters, Arabic numbers in parentheses, and small letters in parentheses.
4. Indent subheading so that all corresponding letters or number are in a vertical line.
5. Never place a subheading by itself: have two or more headings, or none at all. Subheadings are divisions of the heading above; a heading cannot be subdivided fewer than two.
6. Begin each heading and subheading with capital letters: otherwise, capitalize only proper nouns and adjectives. In a topic outline, do not end items with a period.
7. Observe parallelism throughout. All headings and subheadings should be parallel in form. For example, if the first main heading is a noun, the other headings must also be nouns; if the first subheading under the heading is an infinitive, the corresponding subheading must also be an infinitive.

B. There are three (3) Kinds of outline based on framework

1. Mono level → only main ideas are considered
2. bi level → main ideas and subordinating ideas are considered
3. multi level → main ideas, subordinating ideas as well as support ideas are included

Example:

1. mono level
 - I. _____
 - II. _____
 - III. _____
 - IV. _____
 - V. _____
 - etc. _____

- 2. bi level
 - I. _____
 - A. _____
 - B. _____
 - II. _____
 - A. _____
 - B. _____
 - C. _____
 - III. _____
 - A. _____
 - B. _____
- 3. multi level
 - I. _____
 - A. _____
 - B. _____
 - 1. _____
 - 2. _____
 - C. _____
 - II. _____
 - A. _____
 - 1. _____
 - 2. _____
 - a. _____
 - b. _____
 - III. _____
 - A. _____
 - B. _____
 - C. _____

Activity 3

Below is a preliminary outline of the researcher's initial thoughts about hazards of cigarette smoking. Fill in the missing entries. Choose them from the box below.

HAZARDS OF CIGARETTE SMOKING

- I. Background of Cigarette Smoking
 - A. History of Cigarette Smoking
 - B. Present day scenario
- II. Reasons why people smoke
- III. _____ (1.) _____
- IV. Effects of Cigarette Smoking
 - A. _____ (3.) _____
 - B. On non smoker

- V. _____ (4.)
 A. Anti-smoking campaign
 B. _____ (5.)

- a. On Smoker
- b. Preventive Measure
- c. Air Pollution
- d. Modern drug research and development
- e. Hazards of cigarette smoking

Activity 4

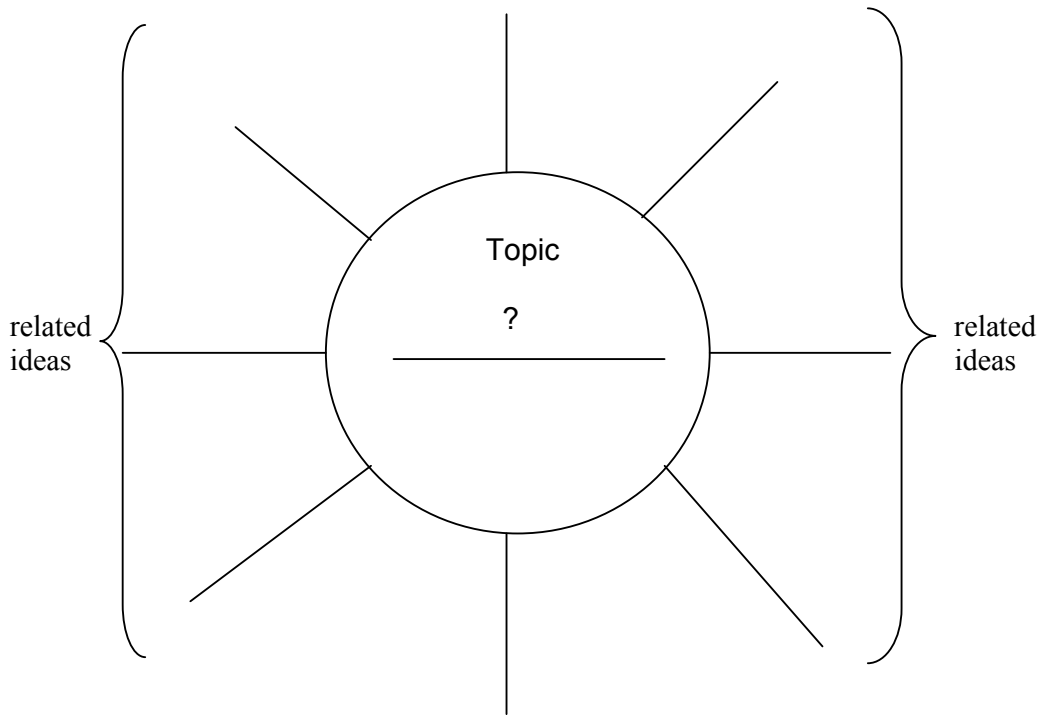
Using the given framework, prepare a topic outline for the list of ideas below. Think of an appropriate title for the outline.

- History of computers
 - Present application of computers
 - Nature and function of computers
 - Types
 - Parts
 - Functions
 - Minimizing human work
 - Helping in technological development
 - Uses of computer in the future
- ←—————→ (title)

- I. _____
- II. _____
 A. _____
 B. _____
 C. _____
- III. _____
 A. _____
 B. _____
- IV. _____

Activity 5

Think of an interesting topic which you hope to research on. Make a list of ideas related to your topic. Group, classify and arrange them in the order you'll present them on your research paper. Prepare a preliminary outline for your research. Plot your entries in the spaces allotted.



b.

- II. _____
 - A. _____
 - B. _____
- III. _____
 - A. _____
 - 1. _____
 - 2. _____
 - B. _____
 - C. _____
- IV. _____

Etc.

How Much Did You Learn



Reading



Direction: Read an excerpt from “This I Believe” by Albert Einstein. Choose the letter of the expression that completes each statement.

1. Ever since childhood I have scorned the commonplace limits so often set upon human ambition.
2. Possession, outward success, publicity, luxury set upon – to me these have always been contemptible.

3. I believe that a simple and unassuming manner of life is best for everyone, best both for the body and the mind.
4. My passionate interest in social justice and social responsibility has always stood in curious contrast to a marked lack of desire for direct association with men and women.
5. I am a horse for single harness, not cutout for team work or tandem.
6. I have never belonged wholeheartedly to country or state, to my circle of friends, or even to my own family.
7. These ties have always been accompanied by a vague aloofness and the wish to turn into myself increases with the years.
8. Such isolation is sometimes bitter and puts me down, but I do not regret being cut off from the understanding and sympathy of other men. 9. I lose something by it, to be sure, but I am compensated for it is being rendered independent of the customs, opinions and prejudices of others and am not tempted to fall for such shifting foundations.

- From: "This I Believe" by Albert Einstein, Comm. Skill III
by J. Gabriel and E. Martinez, p. 199.

- The whole passage is mostly about Einstein's belief in
 - manner of life that is _____.
 - luxuries and contemptible
 - passionate and interesting
 - single and unassuming
 - simple and taken for granted
- According to the writer, this manner of life is best for _____.
 - body
 - mind
 - soul
 - both A and B
- It is clear that he despises _____.
 - luxury
 - possessing
 - publicity
 - all of the above
- Paragraph 2 shows Einstein's _____.
 - humility and simplicity
 - democratic ideals
 - social consciousness
 - trust for fellowman
- He contrasted his interest in social justice and social responsibility to lack of desire for _____.
 - direct association with men and women
 - direct association with horses
 - country or state
 - ties
- The writer compares himself to a _____.
 - country
 - harness
 - horse
 - man

7. One of the shifting foundations mentioned by Einstein is other's _____.
A. ambition B. opinion C. manner D. responsibility

Vocabulary



Directions: Write the letter of the word that means the same as the underlined two word verbs. Choose the answer from the word pool.

Word pool:

- | | |
|------------------|--------------------|
| A. Change | E. limit/stop |
| B. enter/exist | F. part of a whole |
| C. insult | G. depend |
| D. be interested | |

1. Father won't cut off your allowance no matter what happened.
2. This passage is a cut out from the best selling book.
3. You need not fall for something grand.
4. The result is that they put them down.
5. When changes set in, we can't do anything.
6. Your philosophy sets upon a solid rock.
7. It's impossible for it to turn into a magical scenario.



Grammar

Direction: Read the yes-no question below. Copy the letters of the correct indirect question.

1. The teacher asked, "Are you going to weigh the situation?"
C. you are going to weigh the situation
D. if you were going to weigh the situation
E. if you are going to weigh this situation?
F. whether you are going to weigh the situation.
2. "It is all right for us?" a student asked. A student asked if it _____.
A. is all right for us.
B. is all right for them.
C. was all right for us.
D. was all right for them.
3. The boy asks, "Do you like it or not?" The boy asks _____.
C. if you do like it or not.
D. if you liked it or not.
E. whether you like it or not.
F. whether you liked it or not.

4. "Does she prefer to be honest or dishonest?" I asked. I asked _____.
- A. whether she preferred to be honest or to be dishonest.
 - B. whether she prefers to be honest or to be dishonest.
 - C. if she preferred to be honest or to be dishonest.
 - D. if she prefers to be honest or to be dishonest.
5. He asks, "Can you make decision now?" He asks _____.
- A. if you could make decision.
 - B. whether you could make decision.
 - C. if you can make decision now.
 - D. whether you make decision now.
6. "Will you take the right or the bad side?" she asked. She asked _____.
- A. if you would take the right or the bad side.
 - B. whether you would take the right or the bad side.
 - C. If you will take he right or the bad side
 - D. whether you will take both sides.

It's time for harvesting!

Ready? Well, let's see how you fared!

Check Yourself



Reading



- 1.B – (dual personality)
- 2.A – (better side)
- 3.D – (unpleasant qualities)
- 4.D – (wins)
- 5.C – (others' reactions)
- 6.B – (comedy)
- 7.A – (what she would like to be)

Vocabulary



1. G – (part of a whole)
2. E – (fly)
3. C – (continue)
4. F – (exists)
5. A – (accept)
6. B – (change)
7. D – (disappointed)

Grammar



1. A – (if)
2. D - (whether)
3. B – (should)
4. C – (he)
5. A – (that morning)
6. C – (whether)

Listening



Activity 1

Answer: **DILEMMA**

Activity 2

1. proud – ashamed
2. low – high
3. good – bad

4. unaffected – affected
5. not given – given
6. satisfactory – unsatisfactory

Activity 3

Situation: Mr. Ray Gomez is a low salaried employee
Problem: His wife needs a major operation
<u>His eldest son might not enroll in college</u> They lack money
Dilemma: Mr. Sy offered him a high paying job and a three – month salary loan. <u>He had closed his eyes and mouth</u> <u>to any anomaly he may discover in</u> the company.

Activity 4 (answer the verses)

Sample answer

I would not enroll anymore. You can use the money for mother's operation. It's more important.

2.

Yes, oftentimes we will do everything, anything to save the lives of people whom we care for.

3.

I will not accept the offer. Instead, I will ask help from my closest relatives and friends.

Reading



Activity 1

- | | | |
|----------------------|---|------------------------------------|
| 1. fuss over someone | ↔ | to give effusive, insincere praise |
| 2. get in the way | ↔ | to consider a nuisance |
| 3. take oneself off | ↔ | to go away |
| 4. go away in a huff | ↔ | to leave indignantly and angrily |
| 5. run off | ↔ | to run away or flee |

Activity 2

CHARACTER	SAY	DO	What the details tell us
1. Petey	"I'll give it to you when you're old"	Cried	He loved his parents and cared for them
2. Granddad	"I don't need so much blanket."	Put on a hand and laid it on Dad's shoulder	He loved, cared for and understood Petey and his son.
3. Dad	"How, what do you mean by that?"	He defended himself	He was confused and defensive.
4. the girl	"He doesn't need a double blanket"	She ran off. She scolded dad.	She's selfish and insecure.

Activity 3

1. Petey didn't want to live away from his parents. (Dad and granddad)
2. He was to marry an insecure and selfish girl.
3. No, he cared for his son and grandson a lot.
4. He showed how close the two are. He made Petey work successfully on a wise decision that opened his dad's eyes and mind perhaps.
5. The girl/woman said the blanket really cost something and she scolded Dad for it.
6. It would have been cancelled. Obviously, the girl didn't deserve to be a part of Petey's family.
7. The blanket served as an instrument to make Dad realize his mistake. It symbolizes the love comfort, and care parents may give their children and vice versa.
8. Rarely you'll find Filipinos sending their parents to Home For The Aged because one positive trait of the Filipinos is being close to family or strong and close family ties.

Activity 4 (Answer my vary) Sample answer

Petey : I love granddad and you shouldn't send him away.

Dad : I love your granddad also but I love this girl just the same.

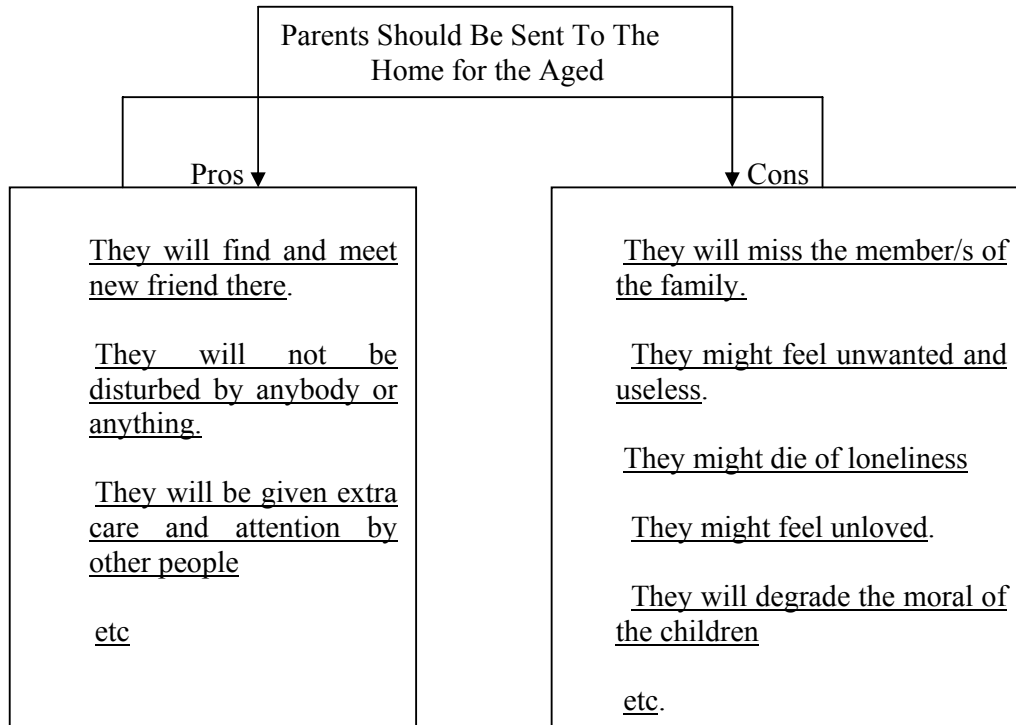
Petey : Yes, but there's no need for you to do that togranddad.

Dad : What should I do then?

Petey: Let him stay with us!

Activity 5

(Answer my vary)



Activity 6

Sample Answers
(Answer may vary)

Dear Inang,

I would like you to know how much I love you and I'll will always find time to show how great that love is. I know sometimes I would not be able to show it but I hope I can make it...



Grammar

Activity 1

1. granddad
2. Petey
3. the girl
4. Dad

Activity 2

1. Yes – no question
2. a. yes – no questions are changed to plain statement
b. question marks and quotation marks are omitted.
c. tense of the verb inside the quoted area must agree with the tense of the verb outside the quoted area (introductory part).
3. a. if
b. whether

Activity 3

1. Randy asked if you kissed the hands of your parents before leaving the home and upon arriving from school.
2. Patrick asked if Tess remembered to send greeting cards to her parents whenever there was an occasion.
3. Mother asked if Nora gave her father a going away present.
4. The teacher asked if you could live without your parents.
5. Edilyn Marie asked if your parents enjoyed the surprise party you tendered for them.
6. Father asked whether you would appreciate card or money.
7. Then man asked whether you were nervous or excited.
8. The jury asked whether your decision was final or the first.
9. My crush asked whether I could repay you with love or kindness.
10. I asked whether I should continue or not.

Activity 5 (answer may vary)

These are suggested answer.

1. a. Corazon asked, “Are you invited in their anniversary or birthday party?”
b. Corazon asked whether you were invited in their anniversary or birthday party?
2. a. My parents asked me, “Do you like our decision?”
b. My parents asked me if I like their decision.
3. a. Tess asked, “Does she enjoy making conclusion?”
b. Tess asked if she enjoy making conclusion.
4. a. Beth wonders, “Do I love angels and cakes?”
b. Beth wonders if she loves angels and cakes.
5. a. Nena asked, “Are you aware she prefers doing difficult tasks?”
b. Nena asked if you are aware she prefer doing difficult tasks.

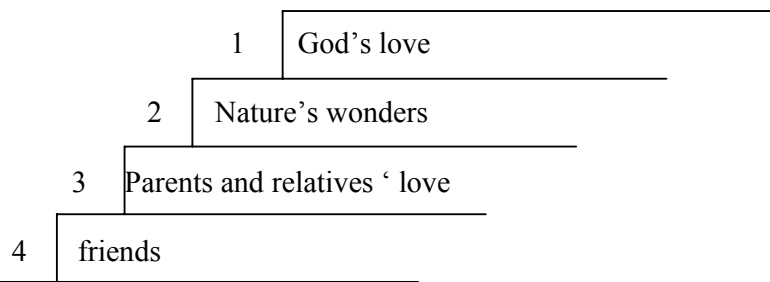
Activity 5 (Answer may vary)

1. a. "Am I a good daughter?"
b. I ask if I am a good daughter.
2. a. "Do I love them dearly?"
b. I ask if I love them dearly.
3. a. "Have I shown how I love them?"
b. I ask if I have shown how I love them.
4. a. "Can they depend on me?"
b. I ask if they can depend on me.
5. a. "Will I give them reasons to be happy?"
b. I ask if I will give them reasons to be happy.

Literature



Activity 1 (Answer may vary)



Vocabulary



Activity 2

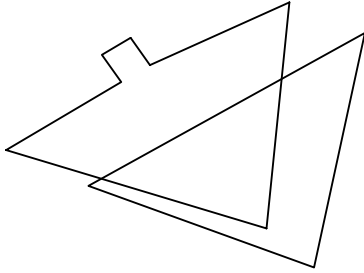
1. exchanged
2. joy
3. problem
4. grand
5. flies

X	M	X	P	R	M	L	W	S
D	E	G	N	A	H	C	X	E
X	L	X	I	O	U	V	W	X
X	B	X	D	Z	C	O	C	Z
X	O	X	W	S	V	X	Z	M
G	R	A	N	D	X	Y	O	J
X	P	X	S	X	L	S	X	M
W	X	R	X	F	X	I	Q	R

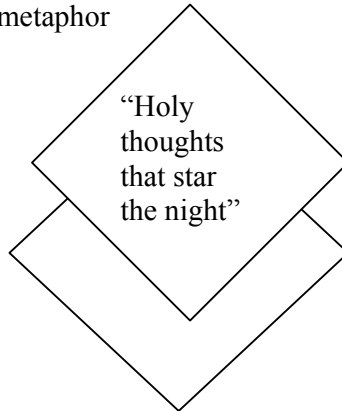
Activity 3

1. seller – life
buyer - us (human beings)
2. nature
you can benefit from it all
the more.
3. rhyme, repetition, imagery and figurative language

4.
a. simile



b. metaphor



c. personification



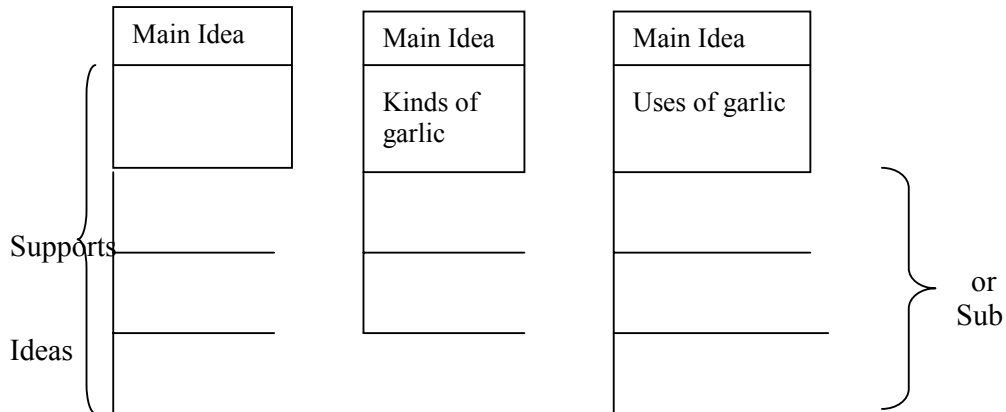
Activity 4 (Answer may vary)

Sample answer

I remember once I experienced to barter between spending Sunday in Tagaytay or attending mass and “Karakol” in Banakayan. I loved doing these two but I had to choose only me so I attended mass and joined “Karakol” in Binakayan instead. My sister and nephews understood the situation and I was happy with my decision. After all, I could still go to Tagaytay anytime I like.



Activity 1



Activity 2

I. main idea

A. sub idea

1. sub sub idea
2. sub sub idea
 - a. sub sub sub idea
 - b. sub sub sub idea

Activity 3

1. Hazard of Cigarette Smoking
2. Air pollution
3. On smoking
4. Preventive measure
5. Modern drug research and development

Activity 4

Use of computer.

I. History of computer

II. Nature and Function of Computer

A. Types

B. Parts

C. Function

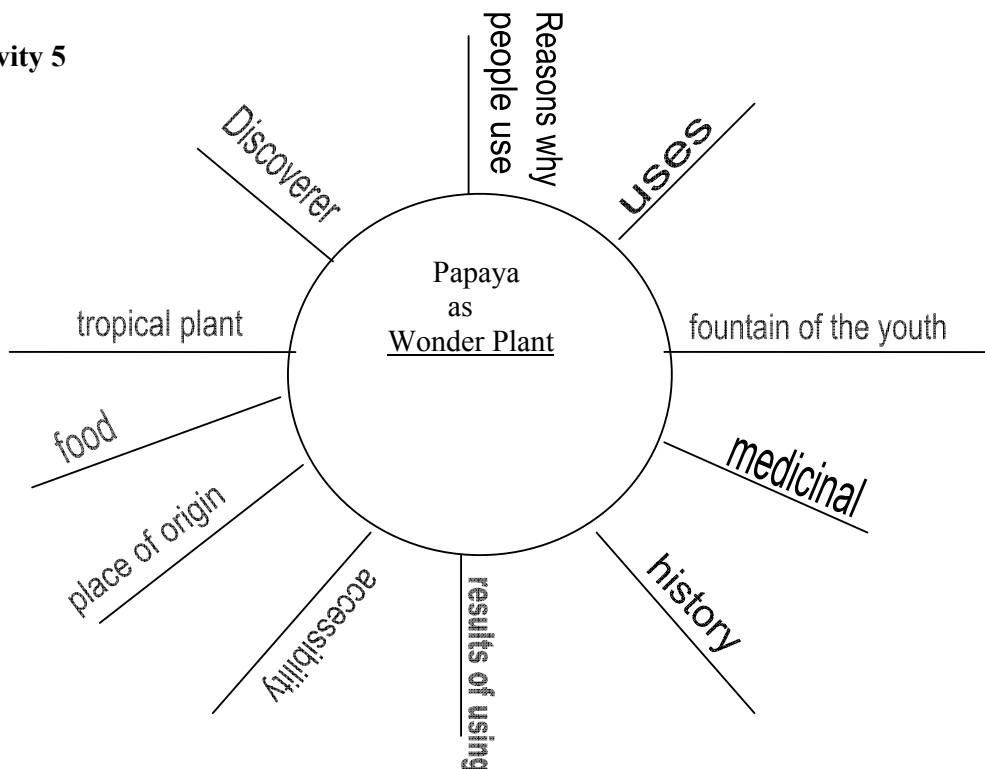
III. Present application of computers

A. minimizing human work

B. Helping in technological advancement

IV. Use of computer in the future

Activity 5



Papaya As Wonder Plant

- I. History of Papaya
 - A. Tropical plant
 - B. Place of origin
 - C. Discoverer
- II. Reason why people use papaya
 - A. Fountain of youth
 - B. Accessibility
- III. Uses of Papaya
 - A. Food
 - B. Medicine
- IV. Result of using papaya

How Much Did You Learn



Reading



1. C – (Simple and unassuming)
2. D – (body and mind)
3. D – (luxury, possession and publicity)
4. C – (social consciousness)
5. A – (direct association with men and women)
6. C – (horse)
7. B – (opinion)

Vocabulary



1. E – (limit/stop)
2. F – (part of a whole)
3. D – (be interested)
4. C – (insult)
5. B – (enter/exit)
6. G – (depend)
7. A – (change)



Grammar

1. B – (if you were going to weigh the situation)
2. D – (was all right for them)
3. C – (whether you like it or not)
4. A – (whether she preferred to be honest or dishonest)
5. C – (if you can make decision now)
6. B – (whether you would take the right or the bad side)

★ Did you make it big?
Surely, you made both sides work!
Congratulation!
Listening Text

Dilemma

Mr. Rey Gomez is a low-salaried employee. His wife needs a major operation, the further delay of which might cause blood poisoning and death. His eldest son is in last year in college but he might not be able to enroll this year for lack of money.

Mr. Ronaldo Sy, his employer, sensed his predicament. He offered Mr. Gomez a high-paying job and three-month-salary loan to boost, provided he closes his eyes and keeps his mouth shut to any anomaly he may discover in the company.

If he accepts this exciting and generous offer all his financial problems will be over. The boss offers no other alternative.

To accept or not accept the offer was a problem added to an already beleaguered Mr. Gomez.

Listening Text

Ink from Used Oil

Three junior students of Iligan City East High School have discovered a unique process of converting used engine oil into technological ink. The three students, two girls and a one boy developed the process. The project was chosen to represent Region 12 in the national Search for Young Science Researches Competition. They beat fifteen other regional contestants.

The process as explained by the students involved a simple chemical reaction. First, the ingredients are measured. There are only three: used engine oil, cassava starch, and carbon. Next, cassava starch is added to the used engine oil to make the ink more sticky. Finally, the carbon is added to thicken and darken the black color of the ink.

The new ink can be used in engineering, architectural and business process. The ink can also be used for mimeographing and drafting. Pollution will be reduced greatly by this newly discovered process inasmuch as highly toxic used engine oil is oftentimes discarded into the sewers and end up in rivers and waterways.