

# LEARNING MODULE

English

G7 | Q2

# Examining and Resolving Conflicts



## NOTICE TO THE SCHOOLS

This learning module (LM) was developed by the Private Education Assistance Committee under the GASTPE Program of the Department of Education. The learning modules were written by the PEAC Junior High School (JHS) Trainers and were used as exemplars either as a sample for presentation or for workshop purposes in the JHS In-Service Training (INSET) program for teachers in private schools.

The LM is designed for online learning and can also be used for blended learning and remote learning modalities. The year indicated on the cover of this LM refers to the year when the LM was used as an exemplar in the JHS INSET and the year it was written or revised. For instance, 2017 means the LM was written in SY 2016-2017 and was used in the 2017 Summer JHS INSET. The quarter indicated on the cover refers to the quarter of the current curriculum guide at the time the LM was written. The most recently revised LMs were in 2018 and 2019.

The LM is also designed such that it encourages independent and self-regulated learning among the students and develops their 21st century skills. It is written in such a way that the teacher is communicating directly to the learner. Participants in the JHS INSET are trained how to unpack the standards and competencies from the K-12 curriculum guides to identify desired results and design standards-based assessment and instruction. Hence, the teachers are trained how to write their own standards-based learning plan.

The parts or stages of this LM include Explore, Firm Up, Deepen and Transfer. It is possible that some links or online resources in some parts of this LM may no longer be available, thus, teachers are urged to provide alternative learning resources or reading materials they deem fit for their students which are aligned with the standards and competencies. Teachers are encouraged to write their own standards-based learning plan or learning module with respect to attainment of their school's vision and mission.

The learning modules developed by PEAC are aligned with the K to 12 Basic Education Curriculum of the Department of Education. Public school teachers may also download and use the learning modules.

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ENGLISH 7

# Module 2: Conflicts And Chances

## Lesson 1: Examining and Resolving Conflicts

### INTRODUCTION AND FOCUS QUESTIONS:

Have you at any time in your life asked yourself who would you like to be in the future? As a young Filipino, what are your dreams and aspirations in life? What are the things that you should do or avoid in order to achieve these goals? Have you ever wondered how people victoriously achieve their dreams in life despite the conflicts they have encountered? Do you think it is possible to give answers to these questions from the Philippine literature?

In this lesson, ***Examining and Resolving Conflicts***, you will find out how critical understanding of and appreciation for Philippine literature in English help you recognize the ideas, feelings, values and attitudes of the Filipinos as they examine and resolve conflicts and create chances of envisioning their dreams and meeting people in the big world.

Remember to search for the answers to the following questions:

1. How do conflicts in culture affect a person’s perception and understanding of the world around him/her?
2. How should a person deal or cope with conflicts around him/her?
3. In what ways can these conflicts shape a person’s understanding of the world?
4. How can he maintain his integrity in the modern world?
5. ***How does literature during the Apprenticeship Period mirror lives of the Filipinos?***

### LESSONS AND COVERAGE:

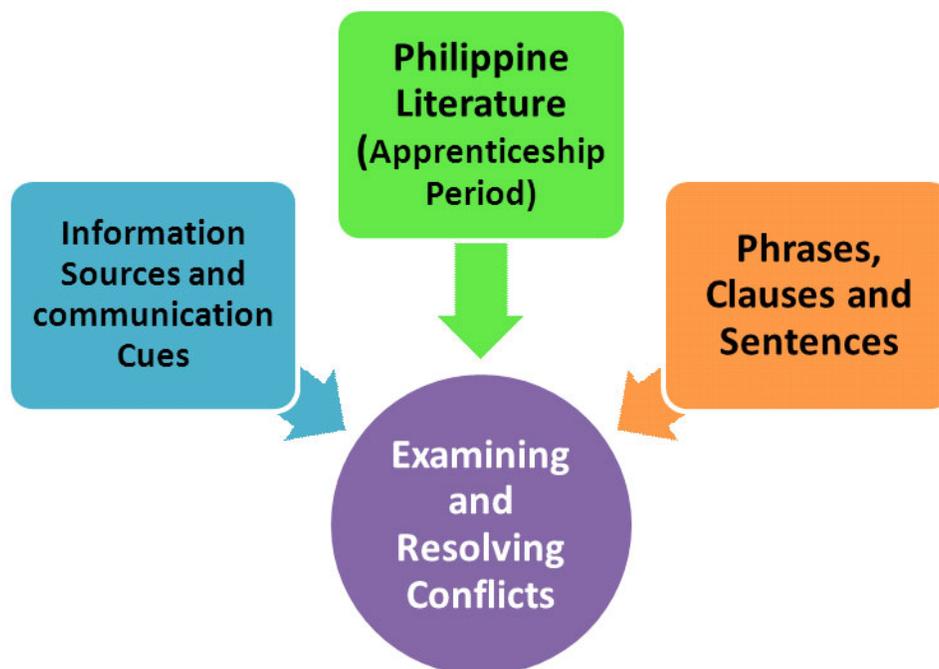
In this module, you will examine this question when you take the following lessons:

<i>Lesson 1</i>	<ol style="list-style-type: none"> <li>1. Listen to extract information, recognize key ideas and infer the purpose of the text.</li> <li>2. Engage in dialogs by observing appropriate suprasegmentals like pitch, juncture, rate and voice projection</li> <li>3. Use appropriate tools to locate specific resources</li> </ol>
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	<ol style="list-style-type: none"> <li>4. Explain how a selection may be influenced by culture, history, environment, or other factors.</li> <li>5. Gather information from varied print and non print media.</li> <li>6. Narrate events from texts listened to.</li> <li>7. Summarize ideas using appropriate phrases.</li> </ol>
<i>Lesson 2</i>	<ol style="list-style-type: none"> <li>1. Listen in order to infer emotions and thoughts, make predictions and note details.</li> <li>2. Engage in conversations by observing appropriate gestures, turn taking, turn giving and topic control strategies.</li> <li>3. Identify figures of speech (irony, oxymoron, paradox) in literary selections.</li> <li>4. Gather information from books and general references.</li> <li>5. Read in order to determine tone and mood, draw similarities and differences and examine and resolve conflicts.</li> <li>6. View in order to get information and note details, sequence and relationships.</li> <li>7. Simplify ideas by using correct clauses and sentences.</li> </ol>

**MODULE MAP:**

Here is a simple map of the above lessons you will cover:



**EXPECTED SKILLS:**



To do well in this module, you need to remember and do the following:

1. Read all instructions carefully and follow them diligently.
2. View videos and movies critically and respond to them intellectually.
3. Find meaning of words which are difficult or unfamiliar to you. Dictionaries, thesaurus and books can help you.
4. Strive to learn from this module by studying the inputs and answering all online activities.
5. Take time to answer all process questions after each activity.
6. Having a checklist of tasks to do can help you.
7. When in doubt or difficulty, always consult your teacher.
8. Be guided by criteria and rubrics as you accomplish certain tasks. Performing better and monitoring your progress can be a lot easier by using these standards.
9. Manage your time properly. Perform tasks and submit outputs promptly.
10. Take down important notes. These maybe useful as you take the succeeding module.

**LEARNING GOALS AND TARGETS**

For you to accomplish the activities in this lesson, write your goals and objectives in the scroll provided below. Let this piece of writing be your constant guide and reminder so that you can finish this module successfully.

**My Goals in Learning this Module**

## LESSON 1: EXAMINING AND RESOLVING CONFLICTS

### PRE-ASSESSMENT

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Let's find out how much you already know about this module. Click on the letter that you think best answers the question. Please answer all items. After taking this short test, you will see your score. Take note of the items that you were not able to correctly answer and look for the right answer as you go through this module.

1. Which of the following learning resources cannot be found in the library?
  - A. newspaper
  - B. textbooks
  - C. encyclopedia
  - D. multi-media projector
2. Which of these sentences is expressed using literal language?
  - A. Her voice affected him like fingernails scraping across a chalk board.
  - B. Paul tried to turn his bike but it was too late, and he ran into the tree.
  - C. Paul wrapped his bicycle around a tree.
  - D. She gazed up into the cotton candy sky.
3. Study Joe Garcia Villa's poem below and identify the dominant figure of speech used :

First, A Poem Must Be Magical  
By Jose Garcia Villa

First, a poem must be magical,  
Then musical as a seagull.  
It must be a brightness moving  
And hold secret a bird's flowering  
It must be slender as a bell,  
And it must hold fire as well.  
It must have the wisdom of bows  
And it must kneel like a rose.  
It must be able to hear  
The luminance of dove and deer.  
It must be able to hide  
What it seeks, like a bride.  
And over all I would like to hover  
God, smiling from the poem's cover.

What dominant figure of speech is used in the underlined lines above?

- A. Hyperbole

- B. Metaphor
- C. Personification
- D. Simile

4. Study an excerpt of the poem below:

I am lovers of all quietness  
unechoed songs within a silent heart,  
a silver pond, a statued loveness  
where words can take no part.

What sensory image is stimulated within you as brought about by the use of the words “quietness”, “unechoed” and “silent” in the poem?

- A. Sight
  - B. Smell
  - C. Sound
  - D. Touch
5. Below is an incomplete sentence. Decide which phrase can best complete its meaning.

*Courtesy demands* \_\_\_\_\_.

- A. Giving bad example.
  - B. Sleeping in a well-ventilated home.
  - C. Seeing the mistakes of others.
  - D. Answering an invitation promptly.
6. "I was awakened by the strong odor of a freshly brewed pot of coffee." This is an example of what type of imagery?
- A. hearing
  - B. sight
  - C. smell
  - D. touch
7. Which of the following group words is considered a phrase?
- A. My favorite grocery store.
  - B. After I worked in the grocery store.
  - C. The grocery store offers low prices.
  - D. The thief went out of the grocery store fast.

8. Read the passage carefully.
- It was beginning to get dark. My brother and I were still not home yet. I bet Father is going to be mad at us, I thought. I yelled at my brother Bob to ride his bike faster, but it was difficult to ride bikes uphill. I was so tired that every

muscle in my legs was burning. Bob finally got off his bike and sat down. I stopped and went back to help him. Suddenly, there was a car coming toward us. I could see headlights. It was Papa. He had come to look for us, since we were so late getting home. I knew I was going to get into trouble, but at least we were safe. Papa picked us up and took us home.

What is the BEST summary of this passage?

- A. Two boys got into trouble, were very late getting home and could not ride their bikes anymore.
  - B. It was beginning to get dark and was difficult for two young bikers to move uphill. So, they decided to wait for their father.
  - C. Two boys were late getting home and their father came looking for them. He took the boys home.
  - D. A father went looking for his two lost sons, found them in the mountain and brought them home.
9. The first thing to do when resolving conflict with someone else is to...
- A. Assertively but diplomatically state your perspective.
  - B. Brainstorm possible solutions to the problem.
  - C. Slap some sense into them.
  - D. Listen to their perspective.
10. Below is an excerpt of Jose Garcia Villa's "Footnote to Youth". Read and understand the lines carefully to answer the question : What sort of conflict confronts the leading character?

*"In a few moments he would be a father. 'Father, Father,' he whispered the word with awe, with strangeness. He was young, he realized now, contradicting himself nine months ago. He was very young... He felt queer, troubled, uncomfortable.... "*

[http://www.litreact.com/reactions/footnote%20youth\\_villa\\_conception.html#sthash.1ig8pdDQ.dpuf](http://www.litreact.com/reactions/footnote%20youth_villa_conception.html#sthash.1ig8pdDQ.dpuf)

- A. Man VS man
  - B. Man VS himself
  - C. Man VS nature
  - D. Man VS society
11. Read the summary of Carlos Bulosan's "My Father Goes to Court".
- The story is set in a city in the Philippines. The young narrator begins by describing his large family. Though they are poor they are full of mischief and laughter. The children are all strong and healthy even though they often go hungry. In contrast, their rich neighbor's children are thin and sickly although they are given plenty of good food, which their impoverished neighbors enjoy smelling over the fence. Consequently, the rich man brings a charge against the narrator's family for stealing the spirit of his family's

food. The absurd case goes to court, and the narrator's father agrees to pay back the rich neighbor. He does this by collecting coins from all his friends present in his hat, then shaking the hat full of coins. Being charged to pay for the spirit of food which his family supposedly got from its smell, he maintains that the jingling of the coins is a fair equivalent. The judge rules in the poor father's favor, and the rich man is forced to depart with no other payment than the "spirit" of the money the poor man collected.

<http://www.studymode.com/essays/My-Father-Goes-To-Court-By-1936277.html>

What does the story tell us?

- A. Even the spirit of food can be stolen.
  - B. Money is not everything in this world.
  - C. Money can always make people happy.
  - D. Laughter can save people from injustice.
12. In the story "My Father Goes to Court" found in Item No.11, the narrator tells us that he and his family were poor. What does the story reflect about the Filipino culture in the 1940s when the story was written?
- A. There is a significant 'oppression' of sorts of the poor by the rich.
  - B. The early Filipinos were usually happy-go-lucky to cover up their poverty.
  - C. Poor people used to collect money from their friends using hats.
  - D. There is a competition between the rich and the poor, the rich being favored by the judge.
13. Read the following passage carefully.

A small black mouse that lived in my room grew for many days on nibbles of my snacks. I'd pack a meal before bed and, while I slept, he would take small bites of my food. He'd take a cracker crumble here, and a bread crumb there, but he wouldn't take too much and he'd always clean up after himself. Things were going quite well for him and I didn't even know he existed, until he got careless and untidy. One night while I slept, he ate all of my chips and left behind a big mess. When I awoke to this sight, I knew what had happened to my chips. So the next night when he returned for another snack, he found a nice, delicious piece of cheese... lightly balanced on a mouse trap. Now I don't have to share my chips anymore.

What is the message of the selection?

- A. Don't be greedy. Share your cheese.
  - B. Don't be careless; clean up after yourself.
  - C. Always share your food, not a mouse trap.
  - D. Keep your food in a safe place, away from animals.
14. Refer to the passage in No. 13.  
What happens in the story that makes you choose your answer in No. 13?
- A. The host / owner was very generous with his food.

- B. The host did not notice that a mouse existed in his room.
- C. The mouse was enjoying the food in his master's room.
- D. The mouse lived a happy life, until he got brave and daring.

15. Read the passage and identify its main idea.

When one hears the term "reality" applied to a television show, one might expect that the events portrayed occurred naturally or, at the least, were not scripted, but this is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. Such living environments do not reflect what most people understand to be "reality." Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of "reality" television claim that the participants were urged to act out story lines premeditated by producers. With such accusations floating around, it's no wonder many people take reality TV to be about as real as the sitcom.

<http://www.ereadingworksheets.com/reading-worksheets/main-idea-answers.html>

- A. Many reality shows occur in unreal environments.
  - B. Events not captured on film were later restaged by producers.
  - C. The participants were urged to act out story lines premeditated by producers.
  - D. Reality television shows are not really "real."
16. When you are selecting ideas from an article to include in your précis, which of the following questions should you ask yourself:
- A. If this idea or concept were remitted, would the fundamental meaning of the article be changed?
  - B. If this idea or concept were omitted, would the fundamental meaning of the article be changed?
  - C. If this idea or concept were admitted, would the fundamental meaning of the article be changed?
  - D. If this idea or concept were conceited, would the fundamental meaning of the article be changed?
17. Which of the following should not be included in a summary?
- A. Examples
  - B. Key words
  - C. Main ideas
  - D. Main sentence
18. Which of these groups of words can best complete the meaning of the sentence "\_\_\_\_\_, they all enjoyed a glass of lambanog wine on the terrace overlooking the sea."
- A. To celebrate their arrival at the villa,

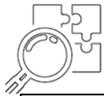
- B. Watching soccer in the town plaza,
  - C. To rest after a long travel from the city,
  - D. Fascinated by the stalactites and stalagmites in the cave,
19. Kay Elise was lost. She didn't know where she was, or how to get where she was going. She had left the directions at home and she didn't have a map. Now, she was in a strange neighborhood and she was confused. If she could find a familiar landmark, she might figure things out.

A summary is a short retelling of something, for example, a story or article. Which of these choices best sums up what the story is about?

- A. Getting lost
  - B. Wanting a map
  - C. Kay Elise was lost.
  - D. On a strange place
20. Many Filipinos buy lotto tickets, but not many win. Even fewer give away their prize. Odie Maghanoy, a fast food assistant manager, won Php 1,000,000.00 in the state lottery and decided to give the money to an orphanage in Cebu. The club's director could not believe Odie's generosity. Odie didn't think it was any big deal. "The kids need it more than I do," he said.

Which of the following sums up best what the short passage is about?

- A. Orphans needing help
- B. One man's generosity
- C. The dangers of gambling
- D. Winning in the state lottery



**EXPLORE**

Let's start this module by studying each of these "It's More Fun in the Philippines" poster slogans.



<https://www.google.com.ph/search?q=images+poster+slogan+in+the+philippines>

What does each poster-slogan represent? How do they reflect the traditions and practices in our country? What do these pictures mirror about the Filipino character? How do you think a Filipino can resolve conflicts in culture and appreciate better his identity?

**ACTIVITY 1. CHARTING MY KNOWLEDGE AND MY INTEREST**

DESCRIPTION: Below is a KWHL Chart which is used to recognize what you know, identify what you want to learn, target how you will find the desired information and summarize what you shall have learned in this module. Fill out completely and honestly the first three columns of the chart.

KWHL Chart_ Examining conflicts: Creating Chances			
What do I <b>K</b> now?	What do I <b>W</b> ant to know?	<b>H</b> ow do I find it?	What have I <b>L</b> earned?

**PROCESS QUESTIONS:**

1. What type of information did you write in Column Know? How and when did you develop such knowledge?
2. What did you write in Column Want? Why do you want to know more about these things? Do you think the new knowledge will be helpful to you? How?
3. What did you write in the How Column? How else do you think you can achieve what you want to know? What trait should you develop more as you find out new information about this module?

**End of EXPLORE:**



You have just charted your previous knowledge and your interest to learn more. This chart will be given back to you at the end of this lesson so that you can fill out the last column.

As you continue, keep in mind to answer the questions below:

1. **How do conflicts in culture affect a person’s perception and understanding of the world around him/her?**
2. **How should a person deal or cope with conflicts around him/her?**
3. **In what ways can these conflicts shape a person’s understanding of the world?**
4. **How can he maintain his integrity in the modern world?**

Let's find out how others answer these questions and how their ideas compare with yours. As you compare, you will learn other concepts which will help you complete the required project. This project is about writing a travelogue with a personal narrative emphasizing a personal advocacy. We will start by doing the next activity.



## FIRM-UP

Your goal in this section is to learn and understand key concepts on verbal and nonverbal strategies of communication, various sources of information, figurative language, features of literary selections during the Apprenticeship period of Philippine literature, suprasegmentals and simplifying ideas.

### ACTIVITY 2. LISTENING ACTIVITY\_ Meet my Family

**Pre-listening:** People can get to know each other better if they can talk about their families, jobs, hometowns, and even their hobbies. Think of three questions (and possible answers) you might ask someone about his or her family before you do the listening activity (for example, "How many sisters do you have?").

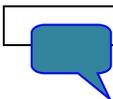
**Listening Exercise:** Click this link <http://www.esl-lab.com/eslbasic/family-1.htm>. Scroll down to "Listening Exercises".

Listen by pressing the "Play Audio" button and select the correct answer for each question that follows. Press the "Final Score" button to check your quiz.

Process Questions:

1. What was your feeling before exposing yourself to the listening text? Why did you feel so?
2. What information did the text give you? What is the main idea of the text?
3. Do you think knowing the family members well and talking to them can minimize conflicts among family members?
4. Examine your own family. **Are you experiencing problems or disagreements with any of your family member/s? What do you think caused the conflict?**

**Post Listening Exercise:** Click this link <http://www.esl-lab.com/eslbasic/family-sc1.htm> which contains the script of the dialog you read a while ago. Listen to the sentences again by pressing the Play Audio button and read along with the recording.



Learning English well depends on listening. Listening provides the aural or audio input that serves as the basis for acquiring knowledge and skills about English language and enables learners to interact in spoken communication. We listen in order to extract information, note important details, predict, draw inferences and summarize.

### **Listening for Meaning**

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategy.

Source: <http://www.nclrc.org/essentials/listening/stratlisten.htm>

### **ACTIVITY 3. LISTENING FOR MEANING - “Breakfast Recipes Small Surprise”**

DESCRIPTION: Listen to the conversation that is found in this link <http://www.esl-lab.com/breakfastrecipes/breakfastrecipesrd1.htm> . Listen to the conversation by pressing the "Play Audio" button in the Listening Exercises part of the page and answer the questions. Press the "Final Score" button to check your quiz.

#### **PROCESS QUESTIONS:**

1. What ideas are presented in the listening text? Enumerate them in proper order as presented in the text. What signals or cues determine the order of these ideas?

2. What is the main purpose of the text?
3. What did you eat for breakfast this morning? If a friend from another country ate breakfast at your house, would he discover something different to eat than he or she is used to?



## SUPRASEGMENTALS IN SPEECH

Click this link <http://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htm>. Listen to the conversation again by pressing the Play Audio button and read along with the conversation. Click the **Key Vocabulary** and the sample sentences for review. Take note of the pitch, juncture, voice projection and rate.

The term *suprasegmental* refers to properties of an utterance that apply to groups of segments, rather than to individual segments. For example, *stress* is generally assigned to a syllable rather than to an individual sound. The three main suprasegmental features are stress, intonation, and tone.

**Stress** - Emphasis, conveyed through differences in pitch, loudness, or duration, that distinguishes a stress-bearing unit (often a syllable) from neighboring units. In some languages (not English), stress is contrastive (i.e. stress alone can distinguish between two otherwise identical words). An English word with initial stress is escapade. An English word with final stress is understand.

**Intonation** - The pattern of rising and falling pitch over an utterance. In English, rising pitch is often used to indicate a question ("Mary likes John?"), while falling pitch is usually characteristic of a declarative sentence ("Mary likes John.").

**Tone** - The use of pitch on a sequence of sounds to convey lexical information. In English, tone is not contrastive, but in many languages it is. For example, in Mandarin Chinese, the same syllable ma has four different meanings, depending on which tone is used.

To learn more about pitch, juncture, stress, volume, rate and voice projection, visit the click these sites:

1. <https://www.englishforums.com/content/promo/pitch-and-stress.htm>  
This site presents a discussion with exercises on "Pitch and Loudness Change the Meaning of Sentences."
2. [http://www.youtube.com/watch?v=Kpdgi6\\_qeU4](http://www.youtube.com/watch?v=Kpdgi6_qeU4)  
This link contains a fifteen-minute video on a discussion of suprasegmentals like loudness, pitch and length.
3. <http://teachingpronunciation.weebly.com/suprasegmentals.html>  
This link shows video links on intonation and rhythm.

4. <http://esl.about.com/od/speakingadvanced/a/timestress.htm>  
 This site links you to a further discussion on intonation and stress.

## ACTIVITY 4. PRONUNCIATION PRACTICE

**DESCRIPTION:** Practice pronouncing words, phrases and sentences in English by observing proper stress and intonation. Click this link <http://www.learning-english-online.net/areas/pronunciation/stress-and-intonation/> and take the series of quizzes. Make sure to turn on the audio or increase the volume of your speaker in order to listen to the prompt well.

**Word Stress**

When you are speaking English the words you stress can change the underlying meaning of a sentence. Let's take a look at the following sentence:

**I don't think he should get the job.**

This simple sentence can have many levels of meaning based on the word you stress. Consider the meaning of the following sentences with the stressed word in **bold**. Read each sentence aloud and give a strong stress to the word in **bold**:

I don't think he should get the job.  
**Meaning:** *Somebody else thinks he should get the job.*

I **don't** think he should get the job.  
**Meaning:** *It's not true that I think he should get the job.*

I don't **think** he should get that job.  
**Meaning:** *That's not really what I mean. OR I'm not sure he'll get that job.*

I don't think **he** should get that job.  
**Meaning:** *Somebody else should get that job.*

I don't think he **should** get that job.  
**Meaning:** *In my opinion it's wrong that he's going to get that job.*

I don't think he should **get** that job.  
**Meaning:** *He should have to earn (be worthy of, work hard for) that job.*

I don't think he should get **that** job.  
**Meaning:** *He should get another job.*

I don't think he should get that **job**.  
**Meaning:** *Maybe he should get something else instead.*

As you can see, there are many different ways this sentence can be understood. The important point to remember is that the true meaning of the sentence is also expressed through the stressed word or words.

Source: [http://esl.about.com/cs/pronunciation/a/a\\_wordstress.htm](http://esl.about.com/cs/pronunciation/a/a_wordstress.htm)

**ACTIVITY 5. Pronunciation: Changing Meaning through Word Stress**

DESCRIPTION: Say each sentence in Column A aloud using the stress word marked in bold. Once you have spoken the sentence a few times, match the sentence version to its meaning in Column B. This time, read each sentence as well as its corresponding meaning. During this second round of oral reading, record your voice by using this app <http://vocaroo.com/>. Make sure to “allow” the use your microphone and camera before clicking “Click to Record” button. Once you’re done recording your voice, click “Listen”. Then, save the file by sending this sound clip to your teacher through email.

Column A	Column B
1. <b>I</b> said she might consider a new haircut.	a. Not just a haircut.
2. I <b>said</b> she might consider a new haircut.	b. It’s a possibility.
3. I said <b>she</b> might consider a new haircut.	c. It was my idea.
4. I said she <b>might</b> consider a new haircut.	d. Not something else.
5. I said she might <b>consider</b> a new haircut.	e. Don’t you understand me?
6. I said she might consider a <b>new</b> haircut.	f. Not another person.
7. I said she might consider a new <b>haircut</b> .	g. She should think about it. It’s a good idea.

Source: [http://esl.about.com/cs/pronunciation/a/a\\_wordstress.htm](http://esl.about.com/cs/pronunciation/a/a_wordstress.htm)

 Much information is elicited in the dialogues found in Activity Nos. 2 and 3. The details were extracted or drawn because the other speaker asked

questions. Thus in order to carry out an effective conversation, a student of English has to learn tips in asking questions and eliciting answers. Click these links in order to learn the rules in asking questions and eliciting answer.

1. <http://www.englishgrammarsecrets.com/questions1/menu.php>  
This site shares a discussion with examples on the basic rule of asking questions in English.
2. <http://esl.about.com/od/question-forms/a/How-To-Ask-Questions.htm>  
This link contains a thorough discussion on several ways of asking questions in English.

## **ACTIVITY 6. ASKING QUESTIONS**

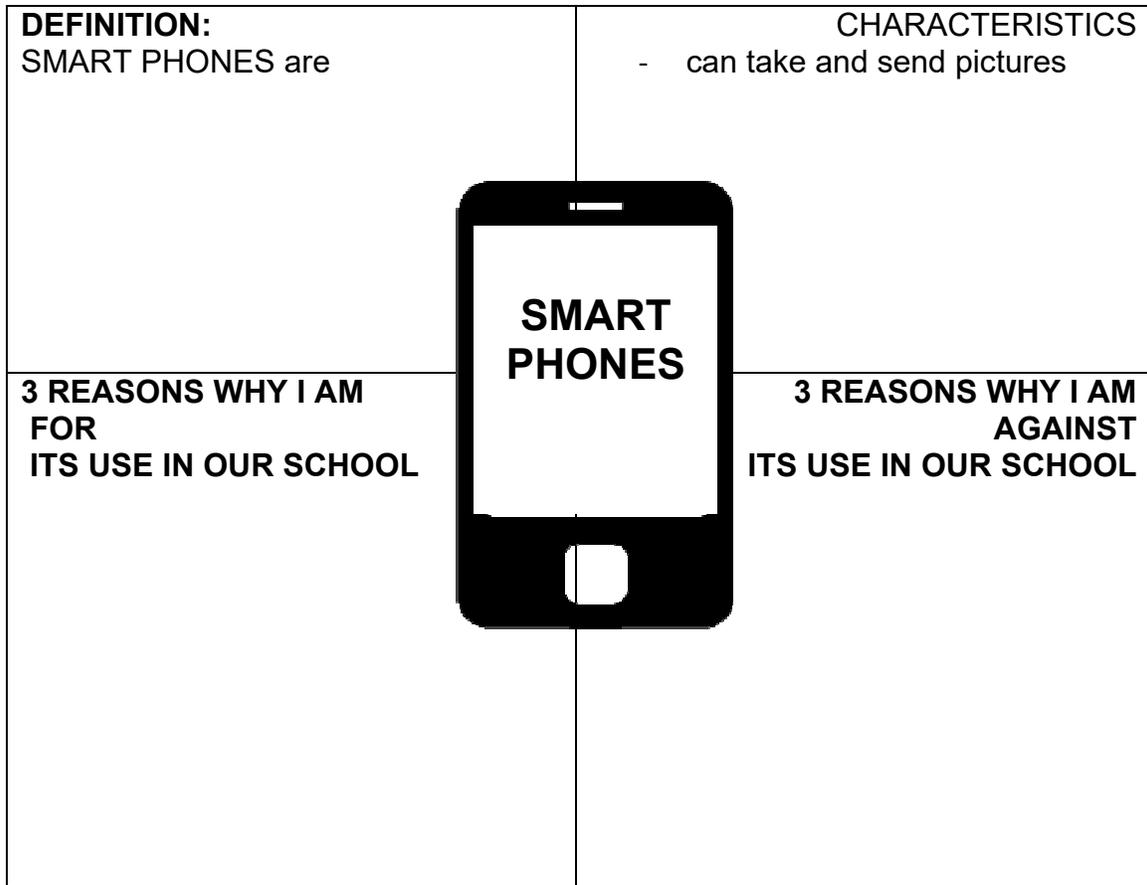
**DESCRIPTION:** Practice reading a dialogue by observing appropriate voice, rate, intonation, voice projection, juncture and volume. Click this link <http://www.esl-lab.com/smartphone/smartphonerd1.htm> and listen to a telephone conversation about a man who demanded from his parents a new smart phone. Then click the Quiz Script button, press Play Audio button and read along with the conversation.

**PROCESS QUESTIONS:**

1. What information did the young woman get from the man in the dialogue? How did she extract the details about the phone and the conflict between him and his parents? What expressions did he use to draw these details?
2. Did the speakers in the dialogue observe proper stress, voice projection, juncture, pitch and volume while speaking? Explain your answer.
3. Evaluate your performance when you read along with the conversation.

## **ACTIVITY 7. SMART PHONES? MY SMART IDEAS!!!**

**DESCRIPTION:** Many teachers have concerns about students' use of cell phones at school and in the classroom. Think of three reasons for and against this issue and explain your ideas from your own experience.



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**PROCESS QUESTIONS:**

1. What are smart phones? What are their common characteristics?
2. What are your reasons for using and not using phones in school?
3. Are you FOR or AGAINST the use of phone in school? Why?
4. The dialog in Activity 6 expresses a conflict between a son and his parents. Dialogs and other texts reveal conflicts. What does this tell us about the importance of listening and reading texts to Filipino students of English?  
For your answers to the four process questions here, initially write your answers on a piece of paper. Revise and edit them. Practice reading your answers aloud taking note of proper intonation, stress, pitch and rhythm. Then record your voice by clicking this site <http://www.chirbit.com/>. Create an account, record your voice and share it on Facebook by using the short URLs. Finally, tag your teacher.

**ACTIVITY 8. MY OPINIONS IN A BURGER**

**DESCRIPTION:** Express your opinions freely on whether a phone is necessity for people of all ages or simply a luxury item. Complete the organizer on Hamburger Writing by writing your stand/position on whether a phone is a necessity in the Main Idea bun, your three reasons that support your position in the Detail # 1 to 3

patties, and your conclusion ( a restatement of your stand) in the Closing sentence bun. Make sure to use appropriate signals or cues to connect your ideas together. This image from this site <http://www.pinterest.com/pin/392024342537276131/> will assist you in accomplishing this task.

Name: \_\_\_\_\_

### Hamburger Writing

Main Idea: \_\_\_\_\_

\_\_\_\_\_

Detail #1: \_\_\_\_\_

\_\_\_\_\_

Detail #2: \_\_\_\_\_

\_\_\_\_\_

Detail #3: \_\_\_\_\_

\_\_\_\_\_

Closing Sentence: \_\_\_\_\_

\_\_\_\_\_

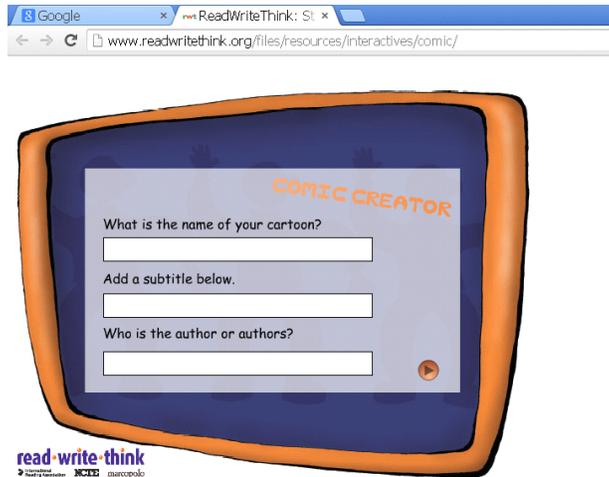
Super Teacher Worksheets - [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

**PROCESS QUESTIONS:**

1. What problems have you encountered in accomplishing the hamburger writing task? Who do you think can help you best with this concern? How?
2. Is the use of a cellular phone more of a boon or bane to you as a student?
3. Can the possession / use of a phone create or resolve conflict/s between you and family and friends? Justify your answer.
4. ***How can family conflict influence a person’s perception and understanding of the world around him?***

**ACTIVITY 9. THE DAY I EXAMINE A CONFLICT**

**DESCRIPTION:** Create a dialogue between you and a family member. Illustrate the usual conflict you have with this loved one- what is the conflict, what causes it and how do you usually resolve it. Click this link <http://www.readwritethink.org/files/resources/interactives/comic/> to help you create the dialogue with illustrations. Practice reading your dialogue. Then record your voice using either <http://www.chirbit.com/> or <http://vocaroo.com/>. You can either email your audio clip along with the written dialogue to your teacher or upload the clip and the dialogue to Facebook and tag your teacher.



**PROCESS QUESTIONS:**

1. What conflict did you illustrate in your comic creator? Why did you encounter such conflict? How did you solve it? What/ who helped you solve it? What characteristics in you helped you overcome the problem/conflict? What have become of you after such experience?
2. How did you find writing a dialogue and illustrating it with the use of comic creator? What problems did you encounter as you accomplished the task? How did you manage to solve those problems?
3. How has the comic creator helped you accomplish the task of writing a dialog and illustrating it? How has technology aided students like you accomplish school tasks? Has technology helped man live comfortably?

**EXERCISE NO 1 : READING TIME\_Philippine LITERATURE DURING THE APPRENTICESHIP PERIOD**

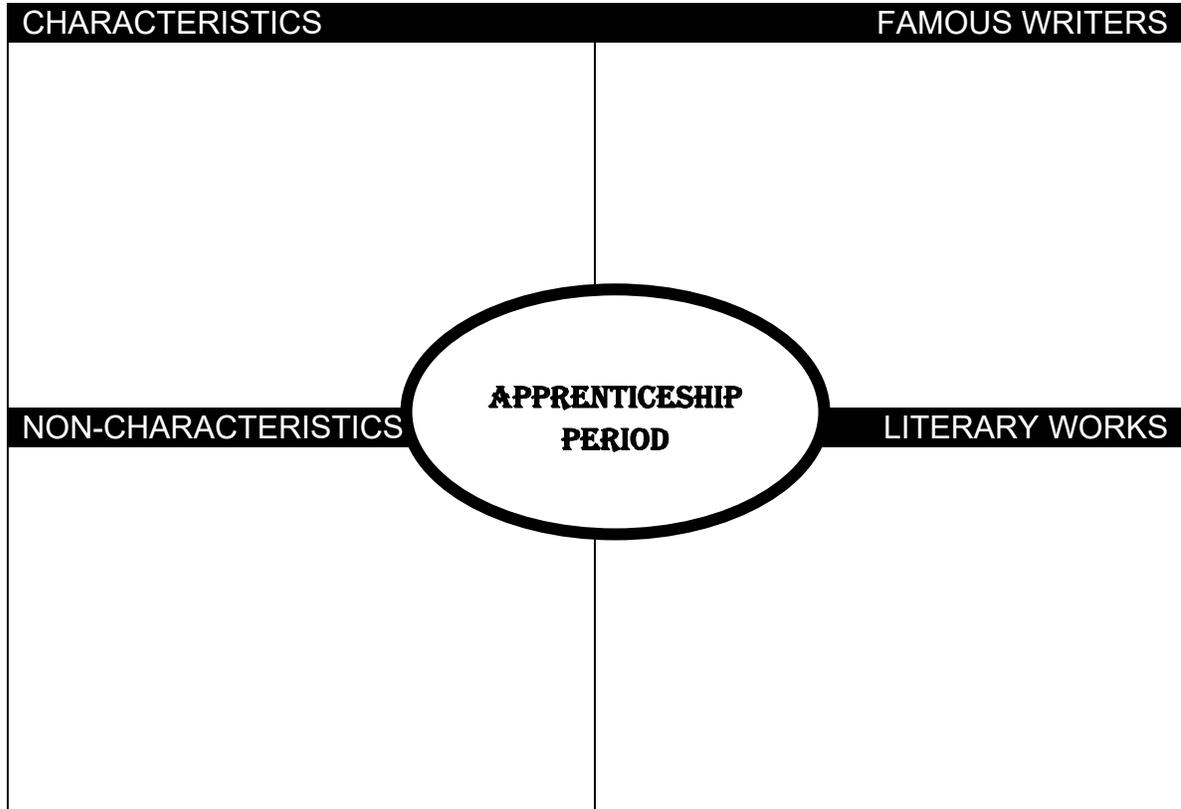
DESCRIPTION: Click these links [http://johnray-estrellado.weebly.com/uploads/4/2/1/2/4212180/background\\_on\\_philippine\\_literature.pdf](http://johnray-estrellado.weebly.com/uploads/4/2/1/2/4212180/background_on_philippine_literature.pdf) , <http://linglithumanities.blogspot.com/2011/10/notes-on-apprentice-ship-period-1910.html> and <http://www.ncca.gov.ph/about-culture-and-arts/articles-on-c-n-a/article.php?igm=1&i=131> and read some notes on Philippine Literature during the Apprenticeship Period.

**PROCESS QUESTIONS:**

1. What are the periods in Philippine literature?
2. What are the characteristics of the Apprenticeship Period?
3. Who are the famous Filipino writers during this period? What are their contributions to Philippine literature?
4. What do most of the literary selections speak about the Filipino character during this period?

**ACTIVITY 10. MY THOUGHTS IN A MODEL**

DESCRIPTION: Express your understanding of what you have read by accomplishing the Frayer Model graphic organizer below.



**ACTIVITY 11. THE APPRENTICESHIP PERIOD IN A NUTSHELL**

DESCRIPTION: Write a ten-sentence summary of the texts about Apprenticeship Period. Read the texts very carefully again and understand its over-all meaning. Identify the main ideas regarding the period. Write these ideas using your own words. You may also answer the prompts in each of the four squares. Do not copy chunks from the original text. Use correct grammar, punctuation and sentences. Do not include details, descriptions and opinions that do not support the main idea of the Apprenticeship Period. Write your summary in the Summary Chart graphic organizer below.



## **EXERCISE NO. 2 : APPRECIATING THE POEM “MAN OF EARTH”**

DESCRIPTION: Click this link

<http://instructionalminutes.blogspot.com/2013/07/man-of-earth-by-amador-t-daguio-and-more.html> and read a representative poem “Man of Earth” by Amado Daguio of the Apprenticeship Period.

PROCESS QUESTIONS:

1. Recall the ancient Filipino myth about creation of man. State in 3-5 sentences only.
2. What is another word for pliant?
3. In the second line, what is it that the author asserts about himself to be?
4. Does he agree with what “they” say?
5. What do the first and second lines of the second stanza reflect of the author’s attitude or emotional status?
6. In the third and the fourth lines, the author is asking whether he would be subservient to his sufferings. What is the meaning of subservient?
7. What do the winds in our lives represent?
8. What is common between the bamboo to be pliant, and the author being man of earth?
9. What kind of relationship does the author have towards God?
10. What does the poet resolve to believe about himself?
11. The poet compares himself to a pliant bamboo. What common characteristics do the two possess? What figure of speech is this?

## **EXERCISE NO. 3 : READING TIME: LITERAL AND FIGURATIVE LANGUAGE**

DESCRIPTION: Read the difference between literal and figurative language. Click the links below to learn this lesson. Two of these links contain exercises on literal and figurative language. Answer them too.

1. <http://www.readwritethink.org/files/resources/lesson-docs/LiteralFigurativeHandout.pdf>  
This site contains a PDF file of a comparison of literal and figurative language.
2. [http://www.youtube.com/watch?v=1H8KKXyQr4E&list=PLQIncb-nn\\_ca8atj1lpQnK3qzskLqa8e8&index=2](http://www.youtube.com/watch?v=1H8KKXyQr4E&list=PLQIncb-nn_ca8atj1lpQnK3qzskLqa8e8&index=2)  
This is a 1:37-minute video of a discussion on the difference between literal and figurative language.
3. [http://www.youtube.com/watch?v=lcr8F33Xgb0&list=PLQIncb-nn\\_ca8atj1lpQnK3qzskLqa8e8&index=15](http://www.youtube.com/watch?v=lcr8F33Xgb0&list=PLQIncb-nn_ca8atj1lpQnK3qzskLqa8e8&index=15)  
This brief instructional cartoon helps explain denotation and connotation - figurative and literal meaning.

- [http://www.youtube.com/watch?v=U3Z8FENbPBI&list=PLQIncb-nn\\_ca8atj1lpQnK3qzskLqa8e8&index=16](http://www.youtube.com/watch?v=U3Z8FENbPBI&list=PLQIncb-nn_ca8atj1lpQnK3qzskLqa8e8&index=16)  
 This is a 2:33-minute video discussion on “Figuratively and Literally | Like A Native Speaker”.

PROCESS QUESTIONS:

1. What is meant by literal language? Figurative?
2. What is the difference between literal and figurative language?
3. What happens to a discourse when figurative language is used?
4. When is the best time to use figurative language?

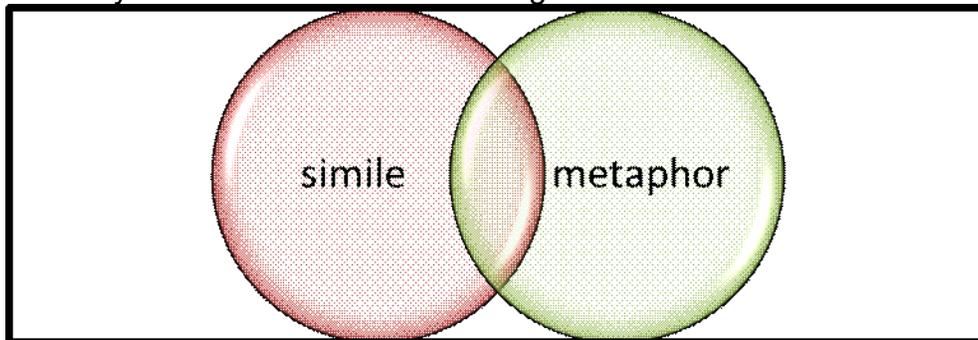
**EXERCISE NO. 4 : READING TIME: SIMILE, METAPHOR AND PERSONIFICATION**

DESCRIPTION: Learn more about figurative language specifically simile, metaphor and personification by clicking the links below.

- <http://www.growingwithgrammar.com/files/www5smplelessfinal.pdf>  
 This is a PDF file containing a five-day lesson and practice exercises on the lessons on simile, metaphor and personification.
- <http://www.ereadingworksheets.com/figurative-language/>  
 This site presents a discussion on the figures of speech- simile, metaphor and personification. More examples are given.

PROCESS QUESTIONS:

1. What is simile? What is metaphor?
  2. What are the similarities and differences between simile and metaphor?
- Reflect your answers in the Venn Diagram below.



3. What happens to an idea / message when similes and metaphors are used?
4. What is personification?
5. When is it best to use such figure of speech?
6. Where do you usually find/ read similes, metaphors or personification?
7. If you were to write a poem, song or short story, which of the three figures of speech would you like to use. Explain your answer?

## ACTIVITY 12. PUTTING MY KNOWLEDGE TO TEST

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**DESCRIPTION:** Evaluate your knowledge on the three figures of speech you have just learned. Click the links below and take the tests. Email the results of your tests to your teacher.

1. [http://www.quia.com/pop/280862.html?AP\\_rand=1871774294](http://www.quia.com/pop/280862.html?AP_rand=1871774294)  
This site offers a five-item test on simile, metaphor and personification. Answers are given after the test.
2. <http://www.proprofs.com/quiz-school/story.php?title=simile-metaphor-personification-s-m-p>  
This links you to a twelve-item test on simile, metaphor and personification.
3. <http://www.proprofs.com/quiz-school/story.php?title=figures-speech-metaphor-simile-personification>  
This site exposes you to a thirty-item on identifying simile, metaphor and personification.

## ACTIVITY 13. TWO-IN-ONE: GAME AND TEST

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**DESCRIPTION:** Learn more about simile, metaphor and personification through a game. Click this link <http://ereadinggames.com/orpheus/> and enjoy the game!

**PROCESS QUESTIONS:**

1. How did you fare in the game? What percentage of your answers was right?
2. How many “enemies” in the game did you vanquish? How many coins did you collect?
3. In learning literal and figurative language, simile, metaphor and personification, has technology been helpful to you? How?
4. What skills and values have been developed in you while you were learning figurative language through the Internet? Which of these skills and values shall you cherish the most? Why?

### **EXERCISE NO. 5 : LEARNING LITERATURE MORE: SENSORY IMAGES**

**DESCRIPTION:** Appreciate poetry more by learning further about sensory imagery. Click these links <http://classroom.synonym.com/sensory-imagery-mean-poetry-1667.html> and <http://education-portal.com/academy/lesson/imagery-in-poetry-definition-examples-types.html#lesson> and study basics of sensory imagery, sensory imagery tools and sensory imagery poems.

**PROCESS QUESTIONS:**

1. What does imagery mean? What are the three main types of imagery?
2. What are examples of sensory imagery tools?
3. What happens to a poem when sensory images are used?
4. Is the use of sensory imagery limited only in poetry? What instances of your life do you think require you to use sensory imagery?

### ACTIVITY 14. SENSORY IMAGERY AT WORK

DESCRIPTION: Below is another poem written by Daguiso. Read this carefully to get its meaning. Identify, too, the literary devices used in the poem. Make sure to explain them accurately.

	<p style="text-align: center;"><b>Quietness</b></p> <p><i>I am a lover of quietness---          Unechoed songs within a silent          heart,          A silver pond, a statued loveliness          Where words can take no part.</i></p> <p><i>I love the quiet ways of memory,          The quiet looks to give you loving          praise,          The quiet secrets of your ministry          Through quiet nights and days.</i></p> <p><i>The quiet mountains of the earth I          love,          The soaring cloud, the sun, the dewy          leaf,          My quiet questioning of God above,          My quiet, tearless grief.</i></p> <p style="text-align: right;">By Amador T. Daguiso</p>
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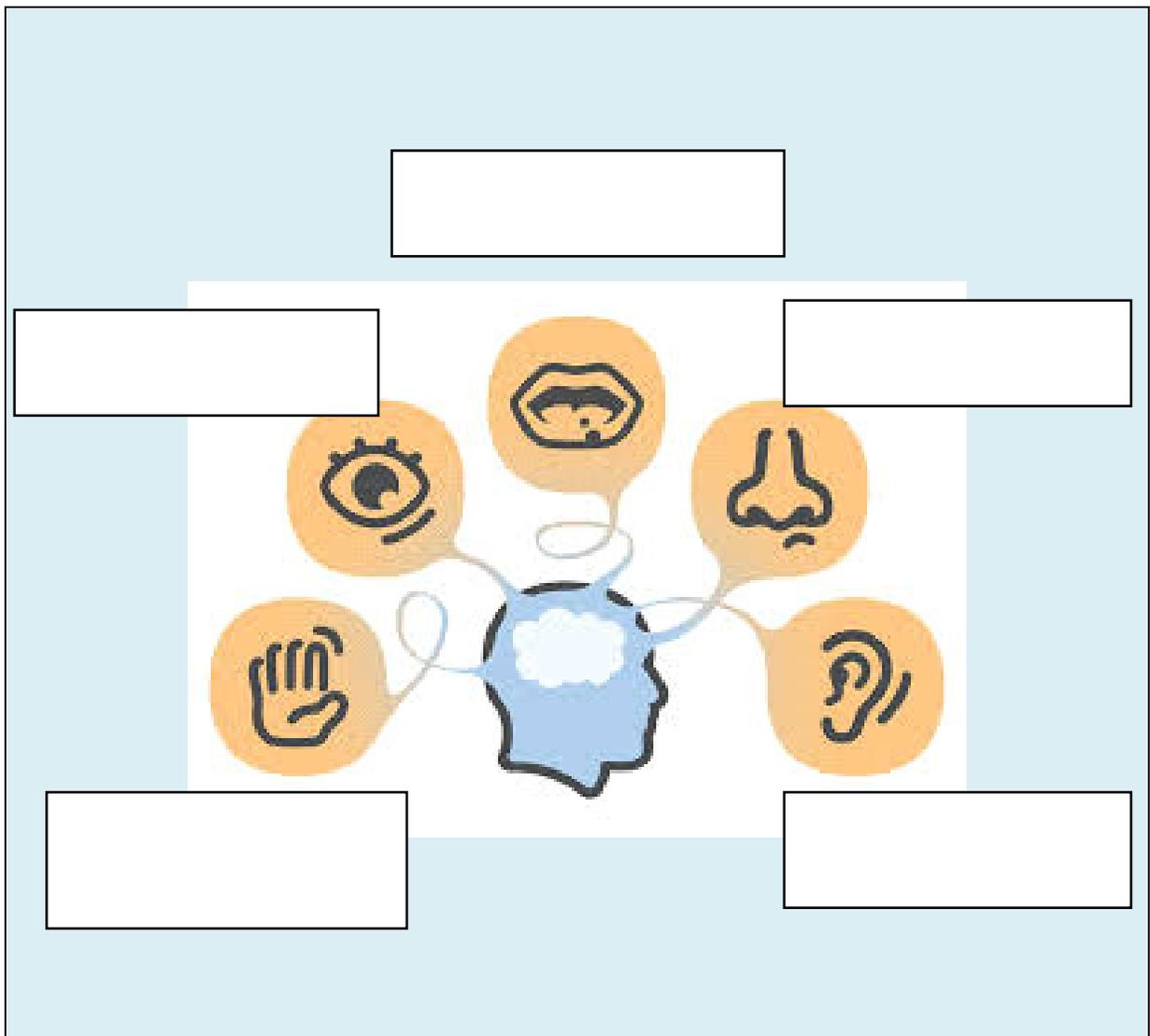
**PROCESS QUESTION:**

1. Why does the speaker in the poem consider himself a lover of quietness? What words in the poem support his claim?
2. What feelings are invoked in you while reading the poem and looking at the picture beside it? Why?
3. What problem does the speaker encounter? What is the cause of such problem? **What does the speaker do to solve this problem? Based on the poems “Man of Earth” and this one “Quietness”, what problems beset the Filipinos during those years? How do you think did the**

***Filipinos during the Apprenticeship Period find solutions to their problems?***

**ACTIVITY 15. WHAT I SEE, HEAR, SMELL...**

DESCRIPTION: Complete the graphic organizer below by writing the line from the poem that indicates the sensory image specified. Write your answers in the box. Put an X if none is found.



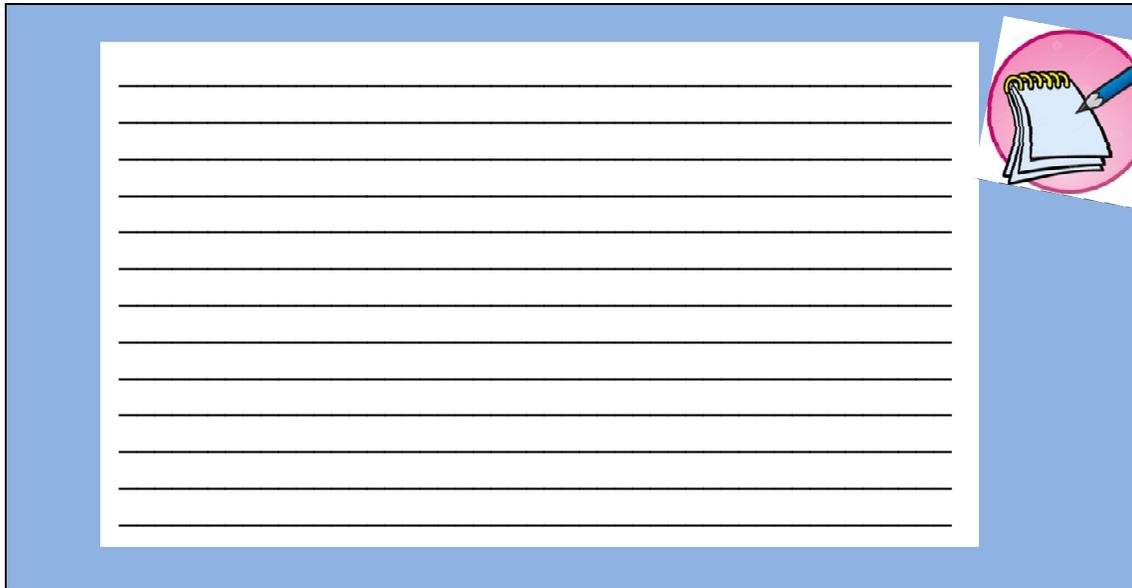
**PROCESS QUESTIONS:**

1. What sensory images did the poet use in his literary work?
2. Has the poem improved in terms of meaning and structure with the use sensory images?

3. What dominant figure of speech is used in the poem? Why do you say so?

### ACTIVITY 16. THE WAY I UNDERSTAND IT

DESCRIPTION: Express your understanding of the poem by writing your ideas and feelings below.



### EXERCISE NO. 6 : LEARNING LIBRARY TOOLS

DESCRIPTION: Libraries contain thousands of books that are well organized. Some people may have difficulty navigating the shelves to find the books that they need. All libraries provide card catalogs for patrons to find the books they need by author, title or subject. Click these links to read more about these library tools.

1. card catalogs  
<http://www.library.illinois.edu/rex/guides/cardcat/>  
This site offers a discussion on the card catalogue- how it started and how to use it.  
  
[http://www.ehow.com/about\\_5449148\\_types-card-catalogs.html](http://www.ehow.com/about_5449148_types-card-catalogs.html)  
This links you to a discussion and an illustration of the three types of card catalogs.
2. Dewey Decimal Classification System  
<http://mypages.iit.edu/~smart/halsey/lesson1.htm>  
This site presents discussions on Dewey Decimal Classification Systems.

<http://www.enchantedlearning.com/library/deweydecimal/>

This site presents further discussions on Dewey Decimal Classification Systems.

3. Online public access catalog

<http://www.shannoncollege.com/wp-content/uploads/2013/01/OPAC4.pdf>

This links you to a discussion of what is OPAC and basic information about OPAC like author search, title search, etc.

<http://library.dce.edu/pdf/OPAC.pdf>

This site gives a PDF file of a thorough discussion on OPAC, search techniques, browse and the like.

#### PROCESS QUESTIONS:

1. What are the different library tools? How is the DDCS different from the card catalogue?
2. What is the similarity between DDCS and OPAC?
3. How do these tools help a library user find the information he/she needs?
4. As a researcher of knowledge and information, which of the three tools would you like to use often? Why?

### **ACTIVITY 17. QUIZZES ON FORMATS OF LIBRARY RESOURCES**

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DESCRIPTION: Let's see how well you are in the use of library resources. Click this link [http://homepage.smc.edu/quizzes/powers\\_anne/quiz1formatslibrary.html](http://homepage.smc.edu/quizzes/powers_anne/quiz1formatslibrary.html) and take the test. [This site contains a twenty-item test on Formats of Library Resources](#). Make sure to get 15 out of 20 in this quiz. Locate library information further. Take this test by clicking this link <http://www.bpc.edu/bpcclibrary/libraryquiz/index.html>. This links you to a ten-item multiple choice on Library Quiz.

### **ACTIVITY 18. SELF-MONITORING COMPETENCY (PART 1)**

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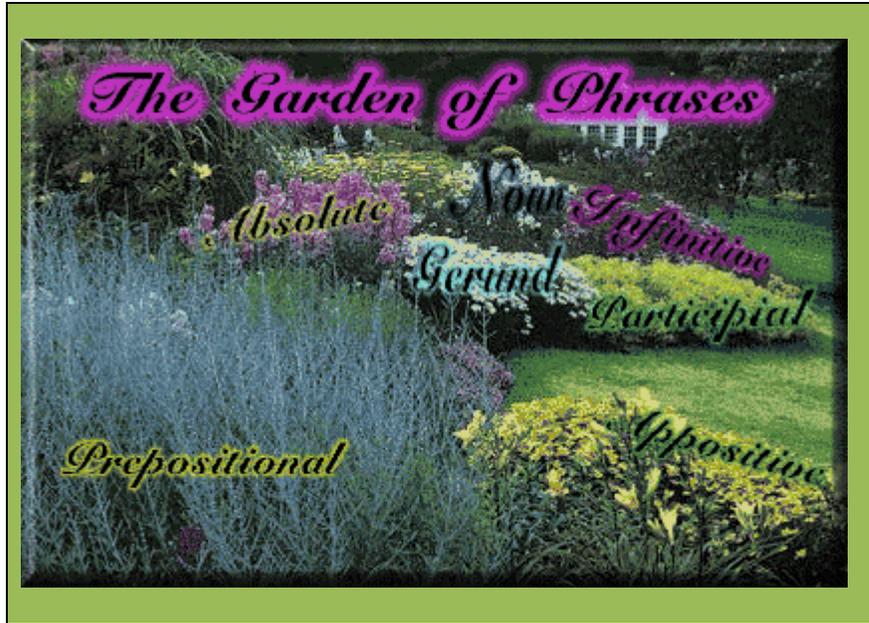
DESCRIPTION: Below is a table containing a list of what is expected of you to learn so far in this module and the degree of your capacity of doing these things. Put a check mark on the appropriate column.

I CAN...	VERY WELL	SOME-WHAT WELL	WITH DIFFICULTY
1. Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to.			
2. Recognize signals/ cues to determine the order of ideas/ events			
3. Use appropriate techniques and strategies when asking questions and eliciting answers			
4. Use correct pitch, juncture, stress, volume and projection and rate / speed of speech in conversations and dialogs			
5. Classify sample texts into literal or figurative			
6. Identify figures of speech that show comparison (simile metaphor, personification).			
7. Use appropriate mechanisms/ tools in the library for locating resources			
8. Use the card catalog, the online public access catalog, or electronic search engine to locate specific resources			

**IMPORTANT NOTE:** *Email to your teacher. Tell him/her of the difficulties you may have. Confide in him/her specific ways how you can be assisted.*

### **GRAMMAR POINT: PHRASES AND KINDS**

A phrase is a group of related words that does not include a subject and verb. (If the group of related words does contain a subject and verb, it is considered a clause.) There are several different kinds of phrases. Understanding how they are constructed and how they function within a sentence can bolster a writer's confidence in writing sentences that are sound in structure and various in form.



Read more on the different kinds of phrases by visiting these sites:

1. <http://grammar.ccc.commnet.edu/grammar/phrases.htm#absolute>.  
This site offers a discussion on the different kinds of phrases. A quiz on Recognizing Phrase Functions follows.
  
2. <http://learningnerd.wordpress.com/2006/09/06/english-grammar-types-of-phrases/>  
This links you to another discussion of phrases and kinds of phrases.
  
3. <http://www.english-grammar-revolution.com/english-phrases.html>  
This site contains a very thorough discussion on the basics of phrases and the various kinds of phrases.
  
4. <http://www.dailywritingtips.com/7-classes-of-phrases/>  
This site on Daily Writing Tips discusses “The Seven Classes of Phrases”.

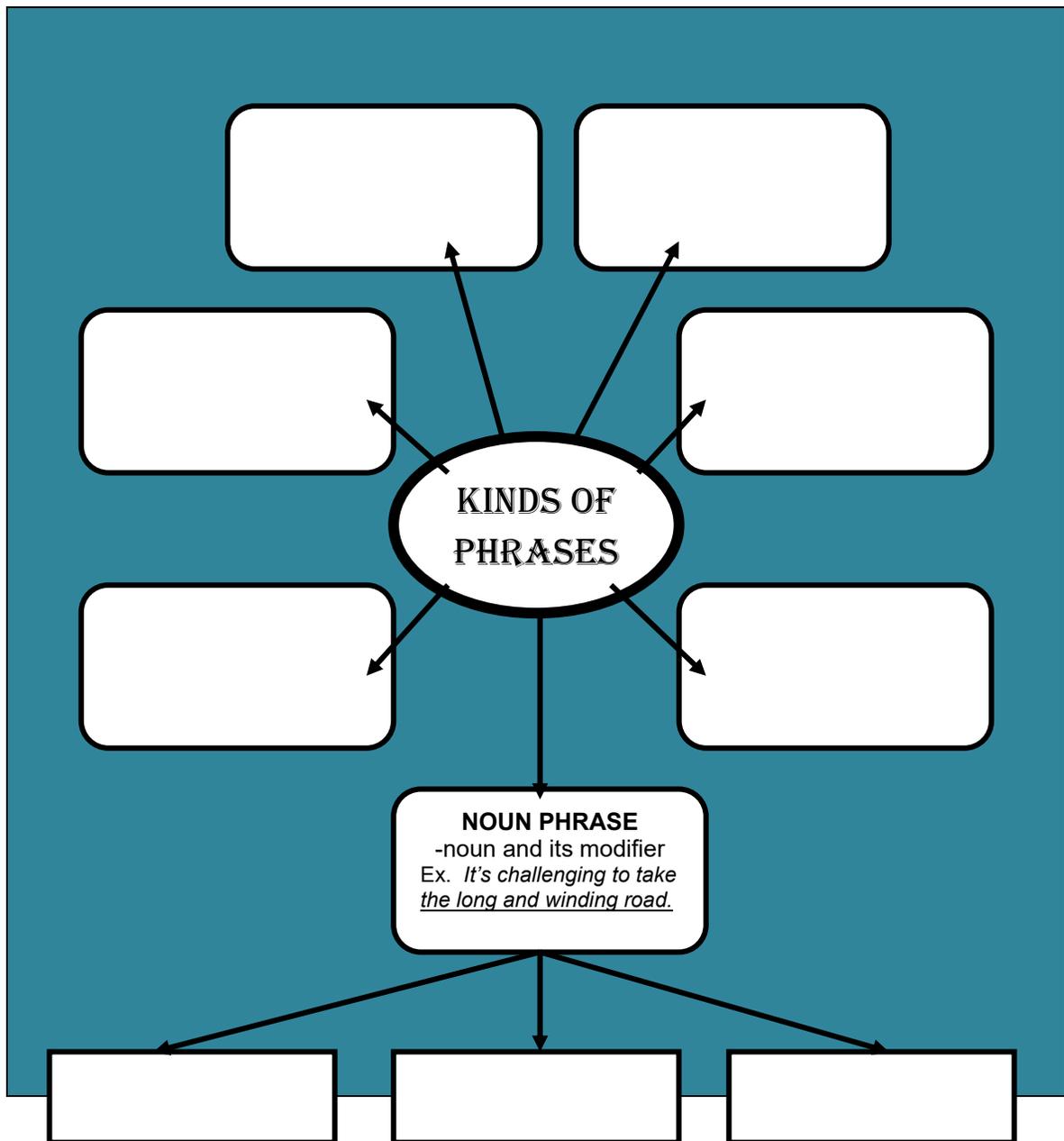
**PROCESS QUESTIONS:**

1. What is a phrase? How does it differ from a word?
2. What are the different kinds of phrases? How does each kind function?

3. What are the similarities and differences between a phrase and a sentence?  
Use a Venn Diagram to illustrate your answer.
4. How do you come to know the answers to the first three questions above?  
Were you able to visit the four websites cited? Which of the four is most helpful to you? Why?

**ACTIVITY 19. PUTTING THE PHRASES TOGETHER**

DESCRIPTION: Summarize what you have learned about phrases using this graphic organizer. Write the seven different kinds of phrases, describe each and write an example. Make sure to write the appropriate data required. A sample answer is given as your guide.



## ACTIVITY 20. QUIZZES ON RECOGNIZING THE FUNCTIONS OF PHRASES

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**DESCRIPTION:** Learning the kinds and functions of phrases is an important skill for you to construct better sentences. You have been exposed to different sites which contain discussions on phrases. This time let's put your knowledge to test. Visit these sites and take the quizzes.

1. [http://grammar.ccc.commnet.edu/grammar/quizzes/phrase\\_quiz.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/phrase_quiz.htm)  
This site contains a five-item test on Recognizing the Function of Phrases. Prompts, choices and even feedback are given.
  
2. <https://www.noslangues-ourlangues.gc.ca/quiz/20140609-type-phrases-eng.php>  
This links you to a seven-item multiple choice test on kinds of phrases.

### EXERCISE NO. 7: READING A TEXT “DEAD STARS”

**DESCRIPTION :** Reading Philippine short stories can help us understand better our roots and appreciate more our customs and traditions as Filipinos. This time, you are about to read the short story “Dead Stars” by Paz Marquez Benitez. This is a representative text of the Apprenticeship Period of Philippine Literature. Click this link to enjoy the selection <http://sushidog.com/bpss/stories/stars.htm> . This links you to Paz Benitez’s short story “Dead Stars”.

## ACTIVITY 21. MAPPING MY THOUGHTS thru the WEB

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**DESCRIPTION :** Reflect your understanding of the short story “Dead Stars” in the four graphic organizers found in this site  
<http://www.readwritethink.org/files/resources/interactives/storymap/>.

Make sure to accomplish the **character map** first. Your portal should look like this: Write its title: **CHARACTER MAP: DEAD STARS** in the Title box and your complete name in the By box.

Once done, take a screen shot of your output. Then click **graphic organizer** button to choose Conflict Map. Do the same things you did in accomplishing your character map. Complete Resolution map and Setting Map as well. Email these outputs to your teacher.

## ACTIVITY 22. DEAD STARS: POWER WORDS

DESCRIPTION: You must have encountered difficult word in the story “Dead Stars”. Learn more words today by writing five difficult words, drawing them and using them in sentences. Click this link <http://www.pinterest.com/pin/105201341269797431/>. The graphic organizer in this site will help you accomplish the task. Your portal should look like this:

Once you're done with the task, publish it by clicking the **Pin it** button.

**PROCESS QUESTIONS:**

1. Who is Alfredo? Discuss his character? How is it revealed in the story? What personal traits does he possess? Are these traits worthy of emulation by you and the young Filipino youth? Discuss your answer.

2. What is the climax of the story? What makes Alfredo pursue his marriage with Esperanza rather than fulfil his love for Julia? Was his decision a result of his character? Or was he influenced by the people around him? Or was he conscious of what the society might think of him?

3. "Dead Stars" depicts a love triangle. Alfredo had to decide between Esperanza and Julia. This story reflects the lives of the Filipinos in the 1920s. Do you think our culture before affected the way the author Benitez wrote the plot of the story? Justify your answer.

4. How do conflicts in culture affect a person's perception and understanding of the world around him/her?

5. *How did Alfredo examine and resolve the conflict in his life? Did he do it in a violent manner? Was he able to maintain his integrity after his decision to marry Esperanza, during his marriage and after meeting Julia years after his marriage?*

6. What is the theme of the story? Explain the title “Dead Stars”. Can you relate it to the theme? Are “dead stars’ symbolic?

7. The story begins at the middle of the events and then makes a flashback. Make a chronology of events. What does the author gain by not presenting the events chronologically?

### ACTIVITY 23. SELF-MONITORING COMPETENCY (PART 2)

DESCRIPTION: Below is a table containing a list of what is expected of you to learn so far in this module and the degree of your capacity of doing these things. Put a check mark on the appropriate column.

I CAN...	VERY WELL	SOME-WHAT WELL	WITH DIFFICULTY
1. Explain how a selection may be influenced by culture, history, environment, or other factors			
2. Express appreciation for sensory images used.			

3. Narrate events chronologically.			
4. Use phrases appropriately.			
5. Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways			
6. Identify key ideas.			
7. Use the card catalog, the online public access catalog, or electronic search engine to locate specific resources			

**IMPORTANT NOTE:** *Email to your teacher. Tell him/her of the difficulties you may have. Confide in him/her specific ways how you can be assisted.*

**End of FIRM UP:**



In this section, the discussion was about segmental and suprasegmentals, literal and figurative language, literature during the Apprenticeship period and library resources.

Go back to the previous section and compare your initial ideas with the discussion. How much of your initial ideas are found in the discussion? Which ideas are different and need revision?

Now that you know the important ideas about this topic, let's go deeper by moving on to the next section.



**DEEPEN**



Your goal in this section is to take a closer look at some aspects of the topic like summarizing texts, writing précis and the like.

**EXERCISE NO. 8: SUMMARIZING TEXTS**

**DESCRIPTION:** Summarizing is an important life skill. The ability to summarize also plays an important role in the comprehension and retelling of stories. One of the most crucial pillars of summarizing is the capacity to distinguish between the important and not so important parts of a story. For many young readers, this pillar

alone can be a stumbling block. Click the links below and learn the tips in summarizing long texts.

### Summarizing a Story

<http://www.reallifeathome.com/teaching-young-readers-how-to-summarize/>

This presents a discussion on summarizing a story.

### Videos: Discussion on Summarizing Texts and on Retelling VS Summarizing

<http://teachersites.schoolworld.com/webpages/dhernandez1/resources.cfm?subpage=1383264>

#### PROCESS QUESTIONS:

1. What does a “story summary” mean? What elements should you consider when you summarize a story?
2. What does “retelling a story” mean? Is “summarizing” a story the same with “retelling” a story? Explain your answer.
3. How is a story summary different from an article summary?
4. What instances in your life require you to summarize stories?
5. Is this lesson on summarizing important to you in your daily life? How?

### Summarizing a Newspaper Article

<http://www.howtosummarize.info/how-to-summarize-a-newspaper-article/>

This site contains four tips on summarizing a newspaper article. Related sites are also mentioned.

<https://www.youtube.com/watch?v=YO0AUyev1IY> (video)

This links you to a video which offers a 1:51 minute discussion on summarizing articles.

#### PROCESS QUESTIONS:

1. What does “summary” mean?
2. What are the tips in summarizing newspaper articles?
3. In what instances should newspaper articles be summarized? When you summarize, what should you do to facts and information found in the original text?
4. How long should a summary of an article be? Why is there a need to summarize newspaper articles?

**ACTIVITY 24. PRACTICE TEST IN SUMMARIZING TEXTS**

DESCRIPTION: Writing a good summary is not as easy as it may appear. It actually requires quite a bit of finesse. Always remember the three things to do 1) read and understand the original text; 2) identify the main ideas/ key points ; and 3) express the ideas in your own words. Now, let's put your summarizing skills to test! Click this link and take the test.

<http://www.ereadingworksheets.com/reading-comprehension-worksheets/summary-and-main-idea-worksheet-2.pdf>

ksheets.com/reading-comprehension-worksheets/summary-and-main-idea-worksheet-2.pdf

Name: \_\_\_\_\_

**Summary and Main Idea Worksheet 2**

**Directions:** Read each passage and on a separate sheet of paper...

1. Create a title for the passage related to the main idea.
2. Accurately summarize the text.
3. Your summary must describe all key ideas from the text.
4. Do **not** include opinions or personal info in your summary.
5. Highlight or underline key ideas in each passage.



What's dressed in all black, practices stealth, and is a master of espionage, sabotage, and assassination? You guessed it: it's a *ninja*! Perhaps the only thing more elusive than a *ninja* is the source of the word *ninja*. In China *ninja* are more often referred to as *shinobi*. The Chinese word *shinobi*, short for *shinobi-no-mono*, means "to steal away." The word *shinobi* appears in Chinese poems as far back as the eighth century. So how did this word become *ninja*? Some believe that during the Edo period in Japan, the word *shinobi-no-mono* was appropriated and transformed to the very similar word *ninja*. This probably happened because it was a lot quicker and easier to just say *ninja*. It is difficult to see how such a transformation could have occurred when we look at the words using our alphabet, but if you look at the kanji representing these words, it may make more sense to you. This is how you write *shinobi-no-mono* in Chinese: 忍の者. And this is how you write *ninja*: 忍者. Now do you see the similarities?

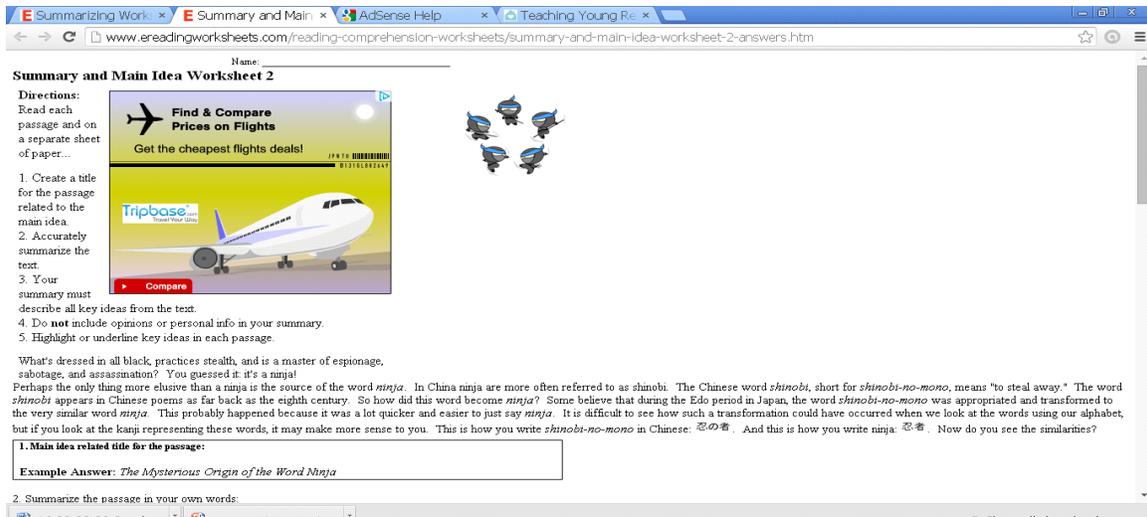
1. Main idea related title for the passage:

2. Summarize the passage in your own words: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Then compare your answers to the answers found in this link <http://www.ereadingworksheets.com/reading-comprehension-worksheets/summary-and-main-idea-worksheet-2-answers.htm>



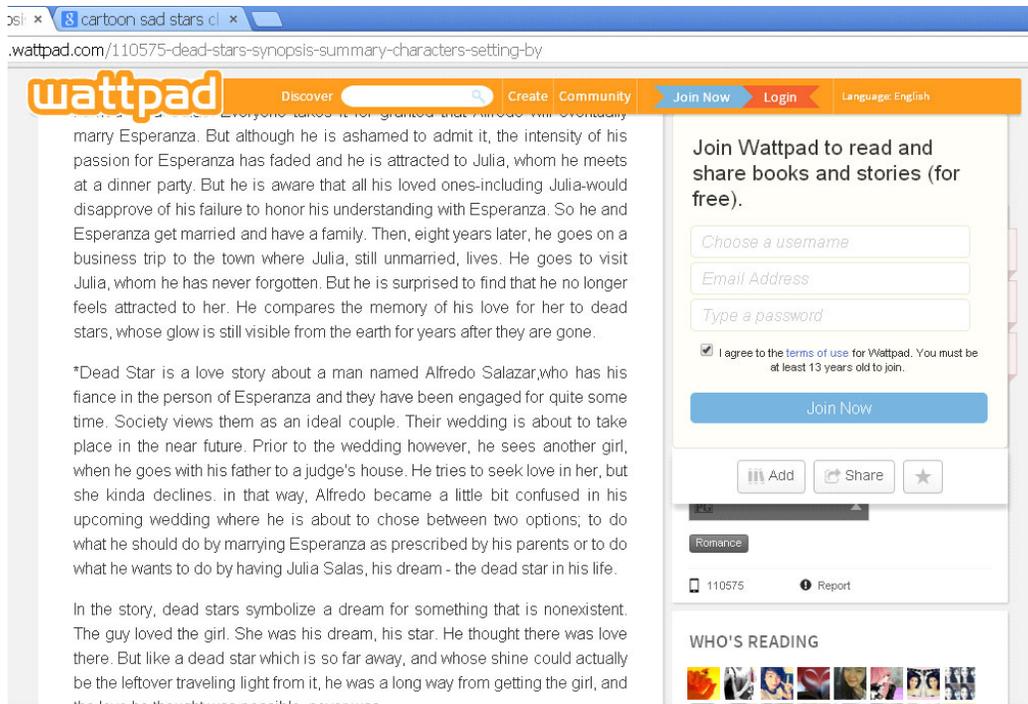
**ACTIVITY 25. “DEAD STARS” IN A SUMMARY**

**DESCRIPTION :** Using your outputs in the Activity “Mapping My Thoughts through the Web”, retell the story “Dead Stars” by summarizing it. Introduce and define the basic story elements using the organizer below then write the summary in the summary chart.

**FICTION TEXT STRUCTURE RETELLING ORGANIZER**

<p><b>WHO?</b></p> 	<p><b>WHEN AND WHERE?</b></p> 
<p><b>WHAT'S WRONG?</b></p> 	<p><b>SOLUTION</b></p> 
<p><b>TITLE:</b></p>	





**Process Questions:**

1. Why do you need to summarize texts/stories? What processes do you undergo in doing such?
2. What similarities do your summary and that of Wattpad have in common? Differences?
3. Why do you think such differences exist?
4. What senses and skills have been developed in you as you summarize?
5. How can you hone these skills further?
6. When do you think can these skills be useful to you and to others?

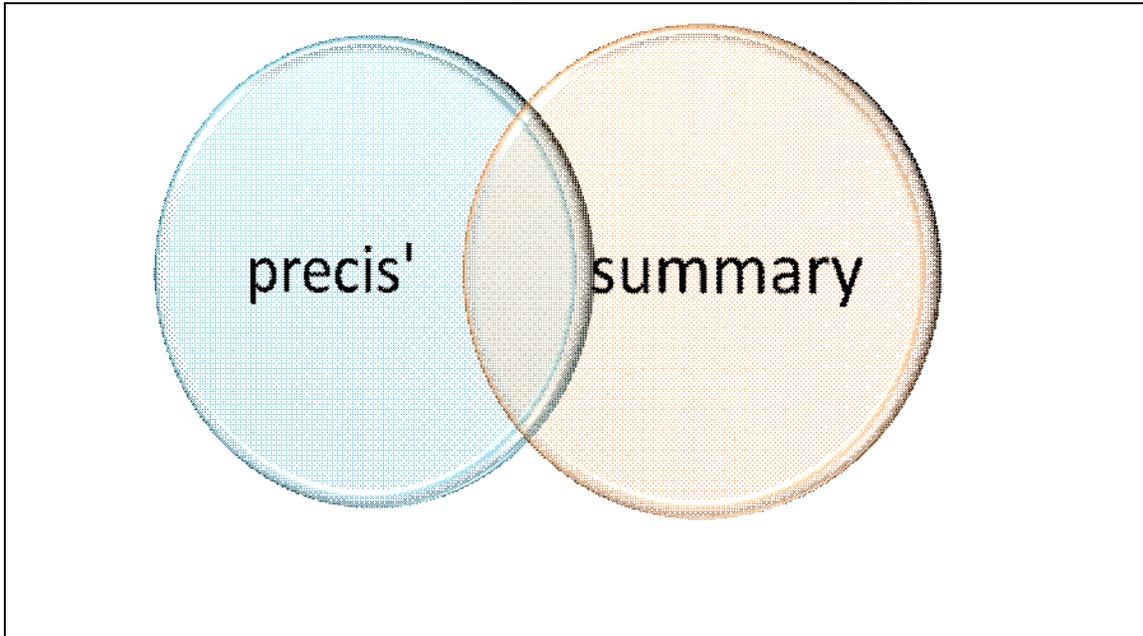
Complete the chart with words or phrases regarding your comparison of the two summarized versions of “Dead Stars”.



CATEGORY	“DEAD STARS”-MY SUMMARY	“DEAD STARS”-WATTPAD VERSION
Characters	.	.
Setting	.	.
Conflict	.	.
Important events	.	.
Solution to the conflict	.	.
Length of summary	.	.
Choice of words	.	.
Grammar and mechanics	.	.

## ACTIVITY 27. PRECIS' VERSUS SUMMARY

DESCRIPTION : Visit this site <http://grammar.about.com/od/pg/g/preciserm.htm>



and learn about précis writing.



Process Questions:

1. What is a précis? How is it written? What are the basic characteristics of a précis? When is a précis written?
2. How is it different from a summary? Reflect your understanding between précis' and summary using the Venn Diagram below.
3. When is it best to use a summary? A précis'?
4. What is the best way to shorten lengthy texts?

### **EXERCISE NO. 9 : WRITING A PRECIS**

**DESCRIPTION** : Learn more about rules in précis writing by visiting this site <http://preciswritingexamples.wordpress.com/2013/04/19/some-rules-of-precis-writing/> This site offers a discussion on the rules of writing a précis.

Learn more about précis writing by watching this video. Click this link <https://www.youtube.com/watch?v=GtncXlijH2I> and enjoy viewing a nineteen-minute video on précis writing.

#### **PROCESS QUESTIONS:**

1. What is a précis? What are its basic characteristics?
2. Can you write a précis of a short story? Discuss your answer.
3. How long should a précis be compared to its original text?
4. What are the things that must be avoided when writing a précis?
5. Why must a student of English learn how to write a précis?

### **ACTIVITY 28. A CELEBRATION OF CULTURES**

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**DESCRIPTION:** Read this newspaper article found in this link <http://www.tribune.net.ph/life-style/a-celebration-of-philippine-indigenous-cultures> Pay attention to the details of the article so that you can shorten it. Remember to write the lead first- the answers to what, who, when, where, why and how questions. Write the key points of the article. Usually the most important information is at the beginning of the article. Decide whether to write a precis' or a summary. Reflect your ideas in the box.

## NEWS ARTICLE GRAPHIC ORGANIZER

**LEAD:**

What \_\_\_\_\_

When \_\_\_\_\_

Why \_\_\_\_\_

Who \_\_\_\_\_

Where \_\_\_\_\_

How \_\_\_\_\_

**SHORTENED VERSION:** Check one:  PRECIS  SUMMARY

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Process Questions:**

1. What is the article all about? Why do indigenous groups in our country gather from October to November?
2. What government agency takes care of this annual activity? What preparations has this agency done to engender wider awareness and appreciation for indigenous cultures?
3. When accomplishing the graphic organizer for this article, which version did you check, précis or summary? Explain thoroughly your decision.

**ACTIVITY 29. IT'S STORY TIME!**

---

**DESCRIPTION:** During a weekend, your parents leave you and your teen cousins for the city. In the absence of TV and computer sets, you are to entertain your siblings and cousins with stories. You are to tell the stories “How My brother Leon Brought Home a Wife” and “Wedding Dance” . Since the stories are quite long, you are to shorten them without missing important details. Click these links to read the stories:

1. “How My brother Leon Brought Home a Wife” by Manuel Arguille  
<http://www.seasite.niu.edu/tagalog/literature/Short%20Stories/How%20My%20Brother%20Leon%20Brought%20Home%20A%20Wife.htm> This site contains a full story of the story “How my Brother Leon Brought Home a Wife.”
2. “Wedding Dance” by Amado Daguio  
<http://www.seasite.niu.edu/tagalog/Literature/Short%20Stories/Wedding%20Dance.htm> This site contains a full story of the story “Wedding Dance.”

### ACTIVITY 30. STORYTELLING CHECKPOINT!

DESCRIPTION: Evaluate your performance when telling the stories to your siblings and cousins by using this Retelling Checklist. Accomplish the checklist completely and email this to your teacher.

#### RETELLING CHECKLIST

Title of the Story:

Listeners : \_\_\_\_\_

\_\_\_\_\_

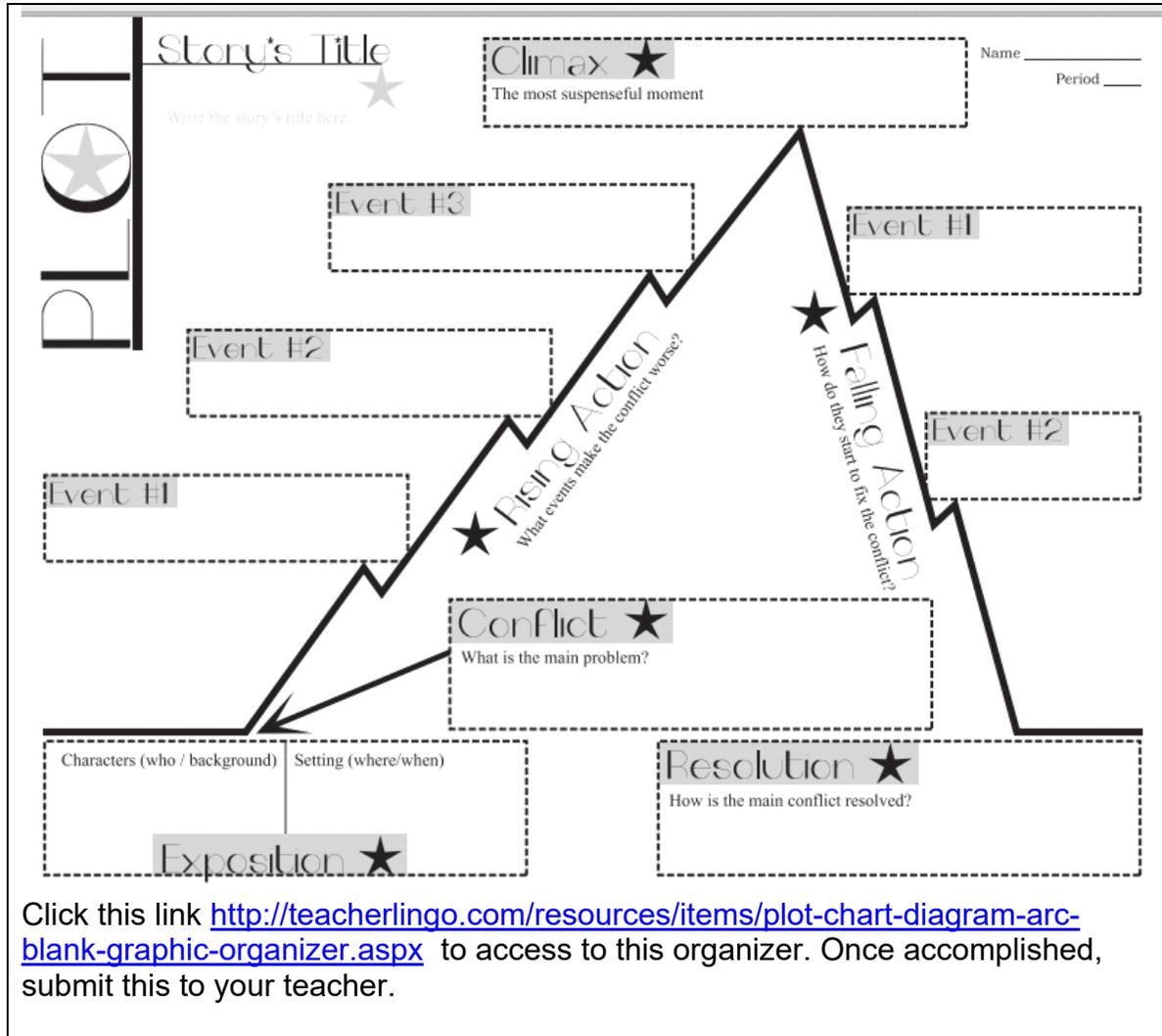
Tick on the correct column.

I am expected to...	Very well	Well	Some what well
Tell the title and the author			
Tell the place and venue of the story			
Tell about the main character			
Tell about the other characters			
Tell what the problem was			
Tell important events			
Tell the solution of the problem			
Tell how the story ended			
Tell the story in proper order			



**ACTIVITY 31. SUMMARIZING “WEDDING DANCE”**

DESCRIPTION: Summarize the story. Use the organizer below.



Story's Title Climax ★  
 Write the story's title here. The most suspenseful moment  
 Name \_\_\_\_\_  
 Period \_\_\_\_

Event #3 Event #1  
 Event #2 Event #2  
 Event #1

**Rising Action** ★  
 What events make the conflict worse?

**Falling Action** ★  
 How do they start to fix the conflict?

**Conflict** ★  
 What is the main problem?

**Resolution** ★  
 How is the main conflict resolved?

Characters (who / background) | Setting (where/when)  
**Exposition** ★

Click this link <http://teacherlingo.com/resources/items/plot-chart-diagram-arc-blank-graphic-organizer.aspx> to access to this organizer. Once accomplished, submit this to your teacher.

Process questions:

1. Describe Lumnay’s and Awiyao’s love for each other. Cite meaningful lines from the story to support your answer.

2. What problem do the husband and wife encounter? Why does Awiyao have to marry Maluminay?

3. If you were Awiyao, would you leave your dearest wife Lumnay just because she can't bear a child? Discuss your answer thoroughly.

4. How does J.Barlett's line "Custom governs the world; it is the tyrant of our feelings and manners, and rules the world with the hand of its despot" apply to the story?

5. What Filipino custom and tradition did the author Amado Daguio illustrate in this story "Wedding Dance"? Do the Filipinos nowadays follow these? ***What do you think are the factors that affect the Filipinos' behaviors and actions of adhering to/ defying these practices?***

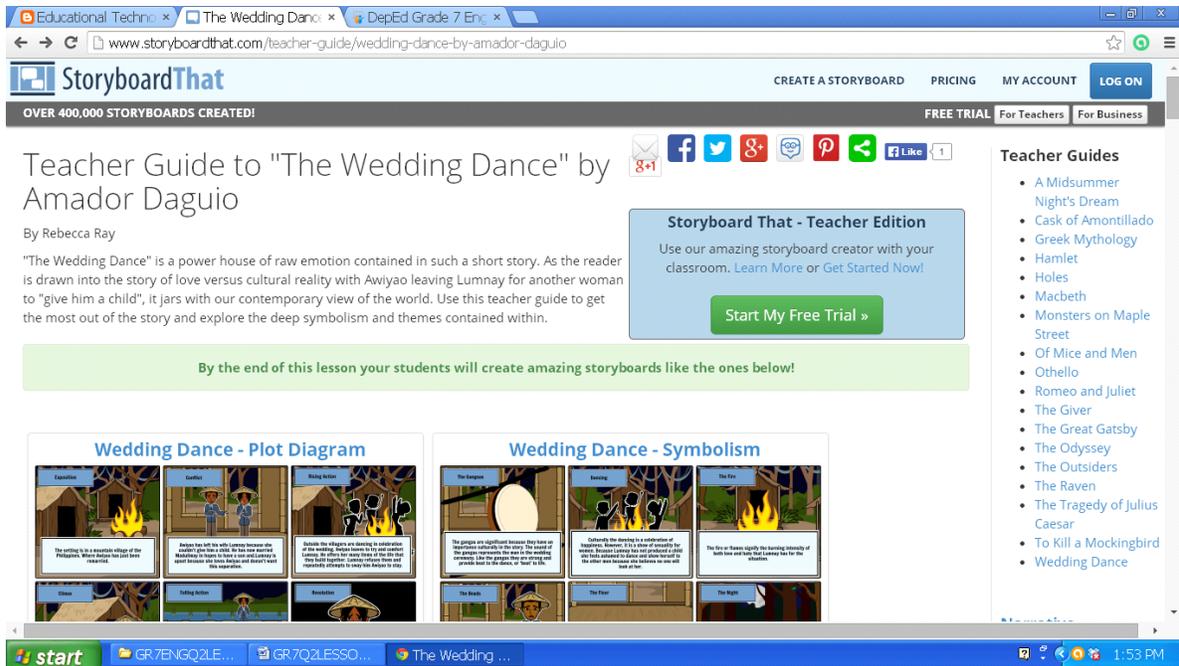
6. ***How do conflicts in culture affect a person's perception and understanding of the world around him/her? How should a person deal or cope with conflicts around him/her? In what ways can these conflicts shape a person's understanding of the world?***

### ACTIVITY 32. SUMMARIZING "HOW MY BROTHER LEON..."

DESCRIPTION: Summarize the story "How My Brother Leon Brought Home a Wife" by creating a Plot Diagram. Click this link to do this :

<http://www.storyboardthat.com/teacher-guide/wedding-dance-by-amador-daguio>.

This presents a sample plot diagram of the story "Wedding Dance."



Teacher Guide to "The Wedding Dance" by Amador Dagui

By Rebecca Ray

"The Wedding Dance" is a power house of raw emotion contained in such a short story. As the reader is drawn into the story of love versus cultural reality with Awiyao leaving Lummay for another woman to "give him a child", it jars with our contemporary view of the world. Use this teacher guide to get the most out of the story and explore the deep symbolism and themes contained within.

By the end of this lesson your students will create amazing storyboards like the ones below!

**Wedding Dance - Plot Diagram**

**Wedding Dance - Symbolism**

Teacher Guides:

- A Midsummer Night's Dream
- Cask of Amontillado
- Greek Mythology
- Hamlet
- Holes
- Macbeth
- Monsters on Maple Street
- Of Mice and Men
- Othello
- Romeo and Juliet
- The Giver
- The Great Gatsby
- The Odyssey
- The Outsiders
- The Raven
- The Tragedy of Julius Caesar
- To Kill a Mockingbird
- Wedding Dance

Create your own plot diagram of the story "How my Brother Leon Brought Home a Wife" by clicking this button



**Wedding Dance - Plot Diagram**

**Exposition**  
The setting is in a mountain village of the Philippines. Where Awiyao has just been remarried.

**Conflict**  
Awiyao has left his wife Lummay because she couldn't give him a child. He has now married another woman because she loves him and he doesn't want this separation.

**Rising Action**  
Outside the village are dancing in celebration of the wedding. Awiyao leaves to try and comfort Lummay. He offers her many tears of the life that they built together. Lummay refuses them and repeatedly attempts to sway him Awiyao to stay.

**Climax**  
Awiyao finally leaves to re-join the wedding and Lummay runs to the hills.

**Falling Action**  
Lummay sits on the side of the mountain overlooking the blazing fire and dancing and thinking about how far she has changed. She has a sense of desperation, isolation, and worthlessness.

**Resolution**  
The reader is left not knowing what will become of Lummay.

View Larger   Create a Copy

Make sure you reach StoryboardThat site to accomplish the task. Once done, save it; upload it in your Facebook account and tag your teacher.

Process Questions:

1. In the story "How My Brother Leon...", Maria is being tested. Why, how and by whom?

2. By observing Leon and Maria, what did Baldo learn about the love between a man and a woman?

3. Point out the parts of the story that appeal to your senses of smell, sight, touch and hearing.

**ACTIVITY 33. COMPARING RURAL LIFE AND URBAN LIFE**

**DESCRIPTION :** The story has a simple plot that reflects country life. Cite five good things about rural life and five good things urban life using the table below.

 <p><b>RURAL LIFE</b></p>	 <p><b>URBAN LIFE</b></p>

**ACTIVITY 34. CITY OR PROVINCE? MY CHOICE☺**

DESCRIPTION: Which would you prefer to live: urban life or city life? Defend your choice. Write your ideas below.

I'd rather live a \_\_\_\_\_

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**ACTIVITY 35. PDPI: THINKING DEEP**

DESCRIPTION: What experiences specifically problems / conflicts in your life affect your decision on which to live? ***In what ways can conflicts shape a person's perception of the world? How can he maintain his integrity in the modern world?*** Reflect your thoughts below.



**PROBLEM**



**DECISION**



**PERCEPTION**



**INTEGRITY**

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**ACTIVITY 36. APPRENTICESHIP STORIES COMPARISON CHART**

DESCRIPTION: Review the stories that you have learned in this module. Reflect the conflict, theme and resolution of each in the table below.

**APPRENTICESHIP STORIES COMPARISON CHART**

<i>Title of Story</i>	<i>CONFLICT</i>	<i>SOLUTION</i>	<i>THEME</i>
<b>“Dead Stars”</b>			
<b>“Wedding Dance”</b>			
<b>“How my Brother Leon Brought Home a Wife”</b>			

Process Questions:

1. What is common among the three stories in terms of conflict? How do you arrive at such conclusion?

--

2. What factors – things, persons, society- in the stories help resolve the conflicts successfully?

--

3. **What do these conflicts and resolutions tell us about the kind of people and society the Filipinos live during the Apprenticeship Period?**

4. **How does literature mirror life?**

### **ACTIVITY 37. Conflicts Arising**

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**DESCRIPTION** : Conflicts arise when people are competing for the same resources (such as territory, jobs and income, housing) when they aren't fairly distributed or when there aren't enough to go round; when people are unhappy with how they are governed; and when people's beliefs clash.

Click this link <http://topdocumentaryfilms.com/thailand-year-living-dangerously/> to watch a video.

Process Questions:

1. What kind of conflict is shown in the documentary film?

2. Why did these arise? What are the effects of these conflicts?

3. If you were an expert, what would you suggest in order to stop or resolve such conflict?

4. If this kind of conflict happens in the Philippines, how do you think the Filipinos will deal with it?

### ACTIVITY 38. A 43-MINUTE VIDEO IN 20 SENTENCES

**DESCRIPTION:** You are to show this video to a group of peace enthusiasts during its regular monthly meeting. Due to power failure in the meeting venue, you are asked to present the gist of the video documentary in no more than 20 sentences. Write the summary on a piece of paper first before presenting it to the group. Click this link <http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html> for the Planning Sheet. Choose the fourth cube. Accomplish all six slides, print your output and form the paper into a CUBE. Then write a summary based on this cube. Make sure your summary of the documentary is complete, accurate and concise.

### PLANNING SHEET

[readwritethink.org/classroom-resources/student-interactives/cube-30057.html](http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html)

The screenshot shows the ReadWriteThink website interface. At the top, there are navigation tabs: CLASSROOM RESOURCES, PROFESSIONAL DEVELOPMENT, VIDEOS (NEW), and PARENT & AFTERSCHOOL RESOURCES. The main content area is titled 'Student Interactive Bio Cube'. It includes a search bar on the left, a 'CUBE CREATOR' tool with four options (Bio Cube, Write Cube, Story Cube, Create Your Own Cube), and a 'GET STARTED' button. Below the tool, there is an 'ABOUT THIS INTERACTIVE' section with several links.



**End of DEEPEN:**

In this section, the discussion was about writing précis, summarizing texts, telling stories and examining conflicts in stories during the Apprenticeship Period.

What new realizations do you have about the topic? What new connections have you made for yourself?

Now that you have a deeper understanding of the topic, you are ready to do the tasks in the next section.



**TRANSFER**

Your goal in this section is to apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding.

**ACTIVITY 40. THE POWER OF MY SPEECH, THE POWER OF MY PAPER**

**DESCRIPTION :** Using your knowledge and skills in locating information using the library resources, writing summaries and précis, engaging in speeches and examining conflicts, accomplish any of the tasks below.



**PERFORMANCE TASK**

A group of indigenous people is holding a rally against its local officials who have initiated projects like road widening, bridge construction and building subdivision in its area. The group refuses to welcome these physical developments in the area for fear of logging and erosion, disturbance of natural habitat, and the like which maybe be brought about by these projects. To promote peace and unity among the people in the community, you are tasked to resolve the problem by choosing any of these roles and producing the required output:

- As a peace negotiator sent by the national government, you are to deliver a brief speech based on the President’s ideology of peace and progress before this group.  
These sites can help you gather information about President Aquino’s speeches:

a. <http://www.gov.ph/2015/06/16/english-speech-of-president-aquino-during-the-ceremonial-turnover-of-weapons-and-decommissioning-of-the-milf-combatants/>  
Speech of President Aquino during the ceremonial turnover of weapons and decommissioning of the MILF combatants June 16, 2015

b. <http://www.gov.ph/2015/03/27/english-speech-of-president-aquino-at-the-anniversary-of-the-signing-of-the-comprehensive-agreement-on-the-bangsamoro/>  
Speech of President Aquino at the anniversary of the signing of the Comprehensive Agreement on the Bangsamoro March 27, 2015

c. <http://www.opapp.gov.ph/features/speech-president-benigno-s-aquino-iii-2014-philippines-development-forum-bangsamoro>  
Speech of President Benigno S. Aquino III at the 2014 Philippines Development Forum on Bangsamoro Posted on Thursday, Nov 6th, 2014

2. As a municipal engineer, you are tasked to manage the conflict in the area by presenting to the people a brief position paper based on the municipal's thrust for globalization.

Your **speech** or **paper** should be complete, accurate, effective and concise.

**SCORING GUIDES**

<b>RUBRICS FOR SPEECH</b>				
<b>Criteria</b>	<b>Advanced (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Complete</b>	The ideas and information go beyond the requirement in order to resolve conflicts. The President's original speech is carefully and completely summarized.	Sufficient ideas and information are backed up by details that are needed to solve conflicts. The President's original speech is carefully summarized.	Ideas and information are adequate and are carefully lifted from the President's original speech; yet supporting details are needed to solve conflicts.	Ideas and information are inadequate. Details given have no bearing to the solution of conflicts. the President's ideas in his original speech are omitted.

<p>Accurate</p>	<p>Facts and information in examining and solving conflicts in peace are carefully and accurately summarized in great detail from the President's speech. Accuracy in grammar and mechanics is evident.</p>	<p>Adherence to the President's ideas of examining and solving conflicts is observable. Accuracy of facts and information and in mechanics is evident.</p>	<p>In certain parts, facts and information in examining and solving conflicts in peace are not accurately lifted from the President's speech. Few errors in grammar and mechanics can be observed.</p>	<p>Facts and information from the President's speech are inaccurately presented throughout the entire work. Errors and certain lapses in grammar and mechanics are seen.</p>
<p>Effective</p>	<p>The written speech follows convention of structure. Organization of ideas is logical and interesting. Diction is efficiently used with distinct style. Delivery of speech is engaging and the use of conventions like pitch, stress and intonation and gestures is compelling.</p>	<p>The written speech follows convention of structure. Organization of ideas is logical. Diction is efficiently used. Delivery of speech observes conventions like pitch, stress and intonation and use of gestures.</p>	<p>The written speech somewhat follows convention of structure. Organization of ideas lacks unity and coherence. Diction is problematic in some parts. Delivery of speech observes conventions like pitch and stress. Gestures are used but inappropriate.</p>	<p>The written speech does not follow convention of structure. Ideas and information are disorganized causing confusion in the audience. Choice of words needs improvement. Delivery of speech does not observe the basic conventions like pitch and stress. Gestures are absent .</p>
	<p>The overall purpose</p>	<p>The purpose is clear; the summary</p>	<p>The purpose wavers; the summary does not</p>	<p>The purpose is unclear; the summary does not</p>

Purpose and Summary	of the summary is insightful and clear; the summary expresses only the main idea and major points of the President's speech; the writing is tailored to the audience. Word choice is consistently vivid and concise.	expresses only the main idea and major points of the President's speech ; most of the writing is tailored to the audience. Word choice is appropriate.	accurately express the main idea or most major points of the President's speech ; most of the writing is not tailored to the audience. Word choice is vague or repetitive.	convey the main idea or major points of the President's speech; most of the writing is not tailored to the audience. Word choice is confusing or misleading.
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<b>RUBRICS FOR POSITION PAPER</b>				
<b>Criteria</b>	<b>Advanced (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
Clarity and Conciseness Concise	Paper has insightful thesis which is the focal point and is both strongly and thoroughly supported throughout the paper. Position is supported with compelling reasons (minimum of three).	Paper has a clear thesis which is the focal point and is supported throughout the paper. Position is supported with well developed reasons (minimum of three). Reasons are logical. The	Paper has a weak thesis statement. Some of the information supports the thesis statement. Position is supported with a minimum of three important reasons. Reasons are inconsistent and need to	Thesis statement needs to be developed further or is not included in the paper. The thesis is vague in the paper. Reasons are not developed or are repetitive. Ideas can be difficult to understand. The purpose is unclear;

	<p>Reasons show detailed analysis and conclusions are based on the information. The overall purpose of the summary is clear; the summary expresses only the main idea and major points of the President's speech; the writing is tailored to the audience. Word choice is consistently efficient and concise.</p>	<p>purpose is generally clear; the summary expresses only the main idea and most major points of the President's speech; most of the writing is tailored to the audience. Word choice is fairly concise.</p>	<p>be more specific. The purpose wavers; the summary does not accurately express the main idea or most major points of the President's speech; most of the writing is not tailored to the audience. Word choice is repetitive.</p>	<p>the summary does not convey the main idea or major points of the President's speech. Most of the writing is not tailored to the audience. Word choice is confusing or misleading.</p>
<p>Use of Sources</p>	<p>All sources used for quotes, statistics and facts are credible and updated, fit the reference requirements, and are cited correctly. Position paper does not use the textbook as the only source.</p>	<p>All sources used for quotes, statistics and facts are credible, fit the reference requirements, and are cited correctly. Position paper does not use the textbook as a source. Author makes</p>	<p>Most sources used for quotes, statistics and facts are credible and cited correctly. Position paper does not fit the reference requirements and uses the textbook as the only source. Author makes</p>	<p>Many sources are not credible. and are not cited correctly. Most parts of the position paper do not fit the reference requirements or use the textbook as the only source. Author makes several errors in capitalization,</p>

	Author makes no errors in capitalization, punctuation, or formatting, so the essay is readable and engrossing to read.	no errors in capitalization, punctuation, or formatting, but the essay is easy to read.	a few errors in capitalization, punctuation, or formatting that distract the reader's attention and interrupt the flow.	punctuation or formatting that interrupt the flow.
Organization and Mechanics	Ideas are well organized free of mechanical errors. Transitional words and phrases are used to connect ideas and maintain coherence and unity between paragraphs.	Ideas are well organized and free of mechanical errors. Transitional words and phrases are used to connect ideas and maintain coherence between paragraphs.	Organization of the paper needs to be strengthened. Mechanical errors are present throughout the paper. Too few transitions are used.	Paper lacks organization and there are numerous mechanical errors which make comprehension difficult. The paper lacks transitions.

**PROCESS QUESTIONS:**

1. What have you learned about resolving conflicts with others?
2. As future professionals, how will you forge innovations and developments without stepping on the rights of others?

**End of TRANSFER:**



In this section, your task was...

How did you find the performance task? How did the task help you see the real world use of the topic?

**ACTIVITY 41. LESSON CLOSURE: REFLECTIVE LEARNING JOURNAL**

Recording your learning insights can provide with you fresh ideas. So you need to express your inner thoughts and emotions by completing the journal below.

The most important insight I gained from this module is

\_\_\_\_\_

\_\_\_\_\_





I learned it by / through

\_\_\_\_\_

\_\_\_\_\_

I can make this learning useful to me if I \_\_\_\_\_

\_\_\_\_\_

I can best apply this learning to my life when I am

@ (Place) \_\_\_\_\_

during (Time) \_\_\_\_\_

with (Person/s) \_\_\_\_\_

You have completed this lesson. Before you go to the next lesson, you have to answer the following post-assessment.

## POST-ASSESSMENT

*It's now time to evaluate your learning. Click on the letter of the answer that you think best answers the question. Your score will only appear after you answer all items. If you do well, you may move on to the next module. If your score is not at the expected level, you have to go back and take the module again.*

1. Which **does** not belong to the group?
  - A. card catalog
  - B. vertical file
  - C. online public access catalog
  - D. electronic search engine
2. Below is an excerpt of a poem written by Fernando Maramag, a famous Filipino writer during the Apprenticeship Period. Study this and identify the dominant figure of speech used.

*Moonlight on Manila Bay*  
Fernando M. Maramag

A light serene, ethereal glory rests  
Its beams effulgent on each cresting wave;  
The silver touches of the moonlight lave  
The deep bare bosom that the breeze molests;  
While lingering whispers deepen as the wavy crests  
Roll with weird rhythm, now gay, now gently grave;  
And floods of lambent light appear the sea to pave-  
All cast a spell that heeds not time's behests.

What figure of speech is used in the underlined lines above?

- A. Apostrophe
  - B. Metaphor
  - C. Personification
  - D. Simile
3. Read carefully the poem that follows:

*The tree exploded in a riot of pink.  
Every bee in the neighborhood came by for a drink.  
The breeze was abuzz with the sound of their work  
Not a flower was missed not a bumbler did shirk.*

Which of these sentences best explains the meaning of the first line of the poem?

- A. The flowers stayed on the tree until the first hard rain.
- B. The tree blooms and is covered with pink flowers.
- C. The pink flowers attract many bees that come to collect pollen.
- D. The tree breaks and its pink branches and twigs are exposed to bees.

4. Complete the meaning of the sentence below with the most appropriate phrase. Identify the kind of phrase used.

The rivers \_\_\_\_\_ have littler inland transportation.

- A. Containing the prayers of the mass
- B. Carrying a cumbersome package
- C. Climbing mountains
- D. Flowing into the Pacific Ocean

Kind of Phrase: \_\_\_\_\_

5. Read the passage below and determine the sentence that best summarizes it.

*Right now Jason was playing right field. He really wanted to play third base. Earlier this year, coach had put him in left field and second base in a game, but never at third base. Once in practice, coach let him play third base, but he kept missing ground balls. When he did stop one, he made a bad throw to first base. Maybe if he kept practicing, Jason would be good enough to play third base. That was his dream.*  
<http://www.shsu.edu/txcae/Powerpoints/prepostest/summarizationpretest2.html>

The best summary of this passage is:

- A. Jason really wanted to play third base.
- B. Jason was the best player on his team.
- C. Jason had trouble catching ground balls.
- D. Jason was too lazy to practice.

6. Which of the following sentences contains imagery?

- A. I told Charlie I had a lot of homework to do.
- B. "It was nice to see you again," Jacob said.
- C. I opened my eyes and looked around.
- D. I could hear the waves crashing against the rocks somewhere nearby.

7. Which of these phrases can best complete the meaning of the sentence: “ While \_\_\_\_\_, Jim Uriel couldn’t help but worry about his entrance.
- A. studying late for his math quiz
  - B. preparing for the speech for the acquaintance party
  - C. donating clothes and money to typhoon victims
  - D. supporting both teams during the championship match
8. Read the passage carefully.

You have a friend who has a habit of wearing absolutely disgusting clothes. You decide to go on a campaign to help reform his taste. How do you go about it? Your friend has just one outfit in which he looks great--but which he rarely wears. Every time he wears a shirt the same color as the one you like, you compliment him, and perhaps you also mention the shirt you're trying to "promote." After that shirt appears more frequently for a while, you "reinforce" only it--not the less attractive ones of the same color. At the same time, you try to suggest that your favorite shirt looks so good on him that he really should get more like it. And when he does, you compliment him on the new outfits. Gradually, you are "shaping his behavior," though you might not call it that.

Which statement is true about the passage above?

- A. If a friend wears disgusting clothing, you should try to improve his taste.
  - B. Through a careful program of compliments, you can shape someone's behavior.
  - C. When friends wear attractive clothing, you should compliment him.
  - D. You and your friend have different tastes in clothing.
9. Read an excerpt of a poem written by Juan Salazar.

*Vacation days at last are here,  
 And we have time for fun so dear,  
 All boys and girls do gladly cheer,  
 This welcomed season of the year,  
 In early June in school we'll meet,  
 A harder task shall we complete,  
 And if we fail we must repeat,  
 That same task without retreat.*

Which sentence below best describes poetry during the Apprenticeship Period?

- A. Poetry during the period is rich in figures of speech.

- B. Poetry uses common theme and the style is simple.
  - C. Poetry is an imitation of American writing.
  - D. Poetry is an expression of violence against the conquerors.
10. When in conflict with another person the best approach in resolving it is to:
- A. say to the other person "let's agree to set aside enough time to talk about this" when we're both ready
  - B. shut down or walk away from the other person
  - C. say to the other person "let's agree not to talk about this anymore" and put it behind us
  - D. combat or coerce the other person
11. Read another excerpt of a poem.

*LIKE THE MOLAVE*  
*by Rafael Zulueta da Costa*

*Not yet, Rizal, not yet. Sleep not in peace:*  
*There are a thousand waters to be spanned;*  
*There are a thousand mountains to be crossed;*  
*There are a thousand crosses to be borne.*  
*Our shoulders are not strong; our sinews are*  
*Grown flaccid with dependence, smug with ease*  
*Under another's wing. Rest not in peace;*  
*Not yet, Rizal, not yet. The land has need*  
*Of young blood-and, what younger than your own,*  
*Forever spilled in the great name of freedom,*  
*Forever oblate on the altar of*  
*The free? Not you alone, Rizal. O souls*  
*And spirits of the martyred brave, arise!*

- What does the poem speak about the time and culture of the Filipinos during the writing this piece?
- A. The Filipinos hated Rizal that is why he could not sleep in peace.
  - B. The Filipinos loved Rizal so much that they would not like him to die yet.
  - C. The Filipinos express their love of country and desire for freedom.
  - D. The Filipinos were very willing to sacrifice to take a thousand mountains and bear a thousand crosses.
12. In the poem "Like the Molave" found in item No.11, what message , as the title suggests, does the poet Da Costa want to convey to us?
- A. Rizal realized that we have not yet achieved what he wanted us to accomplish for this country.

- B. Through this poem, few of our Filipino citizen had opened their mind foreign people.
- C. Filipinos need to be like a molave, strong, brave and resilient to commit good and achieve clean surroundings.
- D. The poem is an expression of a strong desire to achieve a better and improved Philippines.

13. Read the passage very carefully and find out its message.

Even though they were brothers, Elijah and Uriel were nothing alike. If Elijah wanted to jump rope, Uriel wanted to play pick-up-sticks. If Elijah wanted to play basketball, Uriel wanted to play soccer. Tensions rose to the point that the boys could no longer stand each other's company. It seemed that they had nothing in common. Until the day that report cards were distributed by their respective teachers in school. While riding the bus home from school, the boys startled by how upset the other looked. Both have failures. Elijah was failing math and Uriel was failing science. Since both boys wanted to pass their classes, they got to talking and agreed to help each other. So everyday after school for the next few weeks, Elijah tutored Uriel in science and then Uriel tutored Elijah in math. By the time report cards were distributed in the next grading period, Elijah and Uriel were passing all of their classes. The boys were delighted, but their mother was happiest of all. Not just because her sons passed their classes, but because they had learned to be good brothers.

What is the theme of the short narrative?

- A. It's good to have a brother.
  - B. It's better to work together.
  - C. Going to school with a brother is fun.
  - D. A mother feels happy if her sons pass their classes.
14. Refer to the passage in Item No. 13.

What happens in the short narrative that made you choose your answer in Item No. 13?

- A. Elijah and Uriel disagreed in a lot of things.
- B. Tensions usually arise between brothers.
- C. Going to and from school together can bring brothers back to each other's arms.
- D. Elijah and Uriel helped one another out by learning to work together.

15. Read the passage below and give its best summary.

*The term "machine gun" is commonly applied to any gun that is designed to fire repeatedly and in rapid succession for as long as the trigger is held down. During the course of warfare, the trigger of some machine guns may be held down almost continuously for hours to create suppressant fire (rounds fired not necessarily to kill an enemy, but to prevent them from attacking). All of this firing can generate a lot of heat, which may cause the weapon to overheat and malfunction. But this situation has been addressed in a number of ways. For one, practically all machine guns fire from an open bolt, which allows air to cool the breach between bursts of fire. Additionally, some machine guns have removable barrels, which allow hot barrels to be replaced. And some advanced machine guns even have sophisticated barrel cooling systems, which maintain a functional heat level within the weapon. As you might have concluded, a lot of brain power has gone into keeping those guns firing.*

Source: <http://www.ereadingworksheets.com/reading-worksheets/main-idea-2-answers.html>

- A. Machine guns overheat and there are different ways to address the issue.  
B. During the course of a warfare, it is best to kill an enemy, but not to attack them; a machine gun ill do.  
C. Hot barrels maybe replaced in rapid succession for as long as the trigger is held down.  
D. All guns may be replaced by a machine gun which can fire repeatedly.
16. Study an excerpt from Amado Daguio's poem "Quietness". Take note of the underlined words.

I love the quiet ways of memory  
the quiet looks to give you loving praise,  
the quiet secrets of my misery  
through quiet nights and days.

The quiet mountains of the earth i love,  
the moving clouds the sun, the dewy leaf  
my quiet questioning of god above,  
my quiet, tearless grief.

What does the poem reveal as inferred through the use of sensory images?

- A. Quietness can be experienced anytime of the day and year.
  - B. The repetition of the word “quietness” adds to the meaning of the persona’s love for silence.
  - C. Feelings of pain, misery and loneliness can be felt after reading the poem.
  - D. The love for nature can be quietly expressed in words.
17. Study very carefully the sentences below. Note that some words are underlined to bold to signify that the emphasis/stress is placed on them.
- A. I **said** she might consider a new haircut.
  - B. I said she **might** consider a new haircut.
  - C. I said she might **consider** a new haircut.
  - D. I said she might consider a new **haircut**.
18. A radio reporter is about to broadcast his report based on the lengthy interview with a local politician he did an hour ago. Due to time limit or “paid air”, the reporter should present a brief news to his listeners. Which of the following should he avoid to do?
- A. Read the interview result again and identify its main ideas.
  - B. Make a draft of the précis by omitting details, examples and repetition.
  - C. Add your own personal observations and opinions to make the news report exciting.
  - D. Borrow the ideas of the politician and express them using your own words, phrase and sentences.
19. When making a summary, the writer must bear in mind the following considerations except:
- A. Length of the text
  - B. Accuracy in facts and mechanics
  - C. Detailed presentation
  - D. Organization of ideas
20. Your teacher assigns you to read a certain editorial article and to submit a written report about it in just three paragraphs. You find out that the assigned article runs almost two pages of a journal. Which type of writing should you engage in so that you can accomplish the teacher’s requirement?
- A. Critique
  - B. Paraphrase
  - C. Précis
  - D. Summary

## **GLOSSARY OF TERMS USED IN THIS LESSON:**

**Appositive** - is a re-naming or amplification of a word that immediately precedes it

**Apprenticeship Period** - 1910 to 1935 – THE Philippine literature during the American Period. This is also known as the period of imitation

**card catalogs** – consists of two main components: a "Shelf List" (a listing of all cataloged items in call number order) and a "General Catalog" (an alphabetical file of authors, subjects, and titles)

**Conflict** – problem or struggle a person or society is encountering

**Dewey Decimal Classification System** - is a proprietary library classification system first published in the United States by Melvil Dewey in 1876.

**Figurative language** -uses similes, metaphors, hyperbole, and personification to describe something often through comparison with something different.

**Gerunds** - verbals that end in -ing and that act as nouns, frequently are associated with modifiers and complements in a gerund phrase

**Intonation** - The pattern of rising and falling pitch over an utterance.

**Literal language** means exactly what it says

**Metaphor** – is the indirect comparison of two unlike things without using the words as or like.

**Online public access catalog** - an online database of materials held by a library or group of libraries. Users search a library catalog principally to locate books and other material available at a library.

**Participial phrase** – phrase that is always used as an adjective

**Personification** – is the giving of human characteristics to inanimate things

**Phrase** - is a group of related words that does not include a subject and verb

**Précis** - (pronounced pray-see) is a type of summary that insists on an exact reproduction of the logic, organization, and emphasis of the original texts. It is a miniature of the whole document.

**Prepositional phrase** - consists of a preposition, a noun or pronoun that serves as the object of the preposition, and, more often than not, an adjective or two that modifies the object

**Sensory imagery** - is any description that involves one or more of the five senses -- touch, sight, taste, smell and sound.

**Simile** – is the comparison of two unlike things with the expressions as and like

**Stress** - Emphasis, conveyed through differences in pitch, loudness, or duration, that distinguishes a stress-bearing unit (often a syllable) from neighboring units

**Summary** - restates only the author's main ideas, omitting all the examples and evidence used in supporting and illustrating those points.

**Tone** - The use of pitch on a sequence of sounds to convey lexical information

#### REFERENCES AND WEBSITE LINKS USED IN THIS LESSON:

<https://www.google.com.ph/search?q=images+poster+slogan+in+the+philippines>

This site contains images of poster slogans on "It's more fun in the Philippines".

<http://www.esl-lab.com/eslbasic/family-1.htm>

This link contains a conversation on "Meet my Family", a listening activity.

<http://www.esl-lab.com/eslbasic/family-sc1.htm>

This contains the script of the dialog in the previous link.

<http://www.nclrc.org/essentials/listening/stratlisten.htm>

This site contains a discussion on listening for meaning.

<http://www.esl-lab.com/breakfastrecipes/breakfastrecipesrd1.htm>

This link presents a conversation on "Breakfast Recipes Small Surprise".

<http://www.esl-lab.com/breakfastrecipes/breakfastrecipessc1.htm>

This presents a discussion on pitch, juncture, voice projection and rate.

<https://www.englishforums.com/content/promo/pitch-and-stress.htm>

This site presents a discussion with exercises on "Pitch and Loudness Change the Meaning of Sentences."

[http://www.youtube.com/watch?v=Kpdqi6\\_geU4](http://www.youtube.com/watch?v=Kpdqi6_geU4)

This link contains a fifteen-minute video on a discussion of suprasegmentals like loudness, pitch and length.

<http://teachingpronunciation.weebly.com/suprasegmentals.html>

This link shows video links on intonation and rhythm.

<http://esl.about.com/od/speakingadvanced/a/timestress.htm>

This site links you to a further discussion on intonation and stress.

<http://www.learning-english-online.net/areas/pronunciation/stress-and-intonation/>

This link presents a series of quizzes on suprasegmentals.

[http://esl.about.com/cs/pronunciation/a/a\\_wordstress.htm](http://esl.about.com/cs/pronunciation/a/a_wordstress.htm)

This site gives you a through discussion on word stress.

<http://vocaroo.com/>

This link is a quick and easy way of recording your voice and saving it through downloading or sending it via email.

[http://esl.about.com/cs/pronunciation/a/a\\_wordstress.htm](http://esl.about.com/cs/pronunciation/a/a_wordstress.htm)

This contains pronunciation exercise on Changing Meaning through Word Stress.

<http://www.englishgrammarsecrets.com/questions1/menu.php>

This site shares a discussion with examples on the basic rules of asking questions in English.

<http://esl.about.com/od/question-forms/a/How-To-Ask-Questions.htm>

This link contains a thorough discussion on several ways of asking questions in English.

<http://www.esl-lab.com/smartphone/smartphoner1.htm>

This links you to a telephone conversation of asking questions.

<http://www.chirbit.com/>

This site requires the user to register free before he/she can record his/her voice and upload the audio clip to social networking sites.

<http://www.pinterest.com/pin/392024342537276131/>

This link leads you to an online graphic organizer used in writing positions and support.

<http://www.readwritethink.org/files/resources/interactives/comic/>

This site contains a generator of dialogue with illustrations.

[http://johnray-](http://johnray-estrellado.weebly.com/uploads/4/2/1/2/4212180/background_on_philippine_literature.pdf)

[estrellado.weebly.com/uploads/4/2/1/2/4212180/background\\_on\\_philippine\\_literature.pdf](http://johnray-estrellado.weebly.com/uploads/4/2/1/2/4212180/background_on_philippine_literature.pdf) , <http://linglithumanities.blogspot.com/2011/10/notes-on-apprentice-ship-period-1910.html>

<http://www.ncca.gov.ph/about-culture-and-arts/articles-on-c-n-a/article.php?igm=1&i=131>

These links contain a discussion of Apprenticeship Period of Philippine Literature.

<http://instructionalminutes.blogspot.com/2013/07/man-of-earth-by-amador-t-daguio-and-more.html>

This links you to the poem “Man of Earth” by Amador Daguio.

<http://www.readwritethink.org/files/resources/lesson-docs/LiteralFigurativeHandout.pdf>

This site contains a PDF file of a comparison of literal and figurative language.

[http://www.youtube.com/watch?v=1H8KKXyQr4E&list=PLQIncb-nn\\_ca8atj1pQnK3qzskLqa8e8&index=2](http://www.youtube.com/watch?v=1H8KKXyQr4E&list=PLQIncb-nn_ca8atj1pQnK3qzskLqa8e8&index=2)

This is a 1:37-minute video of a discussion on the difference between literal and figurative language.

[http://www.youtube.com/watch?v=lcr8F33Xqb0&list=PLQIncb-nn\\_ca8atj1pQnK3qzskLqa8e8&index=15](http://www.youtube.com/watch?v=lcr8F33Xqb0&list=PLQIncb-nn_ca8atj1pQnK3qzskLqa8e8&index=15)

This brief instructional cartoon helps explain denotation and connotation - figurative and literal meaning.

[http://www.youtube.com/watch?v=U3Z8FENbPBI&list=PLQIncb-nn\\_ca8atj1pQnK3qzskLqa8e8&index=16](http://www.youtube.com/watch?v=U3Z8FENbPBI&list=PLQIncb-nn_ca8atj1pQnK3qzskLqa8e8&index=16)

This is a 2:33-minute video discussion on “Figuratively and Literally | Like A Native Speaker”.

<http://www.growingwithgrammar.com/files/www5smplelessfinal.pdf>

This is a PDF file containing a five-day lesson and practice exercises on the lessons on simile, metaphor and personification

<http://www.ereadingworksheets.com/figurative-language/>

This site presents a discussion on the figures of speech- simile, metaphor and personification. More examples are given.

[http://www.quia.com/pop/280862.html?AP\\_rand=1871774294](http://www.quia.com/pop/280862.html?AP_rand=1871774294)

This site offers a five-item test on simile, metaphor and personification. Answers are given after the test.

<http://www.proprofs.com/quiz-school/story.php?title=simile-metaphor-personification-s-m-p>

This links you to a twelve-item test on simile, metaphor and personification.

<http://www.proprofs.com/quiz-school/story.php?title=figures-speech-metaphor-simile-personification>

This site exposes you to a thirty-item on identifying simile, metaphor and personification.

<http://ereadinggames.com/orpheus/>

This site leads you to an exciting game on identifying simile, metaphor and personification.

<http://classroom.synonym.com/sensory-imagery-mean-poetry-1667.html>

This site presents and discussion on sensory imagery.

<http://education-portal.com/academy/lesson/imagery-in-poetry-definition-examples-types.html#lesson>

This links you to another discussion on sensory imagery.

<http://www.library.illinois.edu/rex/guides/cardcat/>

This site offers a discussion on the card catalogue- how it started and how to use it.

[http://www.ehow.com/about\\_5449148\\_types-card-catalogs.html](http://www.ehow.com/about_5449148_types-card-catalogs.html)

This links you to a discussion and an illustration of the three types of card catalogs.

<http://mypages.iit.edu/~smart/halsey/lesson1.htm>

This site presents discussions on Dewey Decimal Classification Systems.

<http://www.enchantedlearning.com/library/deweydecimal/>

This site presents further discussions on Dewey Decimal Classification Systems.

<http://www.shannoncollege.com/wp-content/uploads/2013/01/OPAC4.pdf>

This links you to a discussion of what OPAC is and basic information about OPAC like author search, title search, etc.

<http://library.dce.edu/pdf/OPAC.pdf>

This site gives a thorough discussion on OPAC, search techniques, browse and the like.

[http://homepage.smc.edu/quizzes/powers\\_anne/quiz1formatslibrary.html](http://homepage.smc.edu/quizzes/powers_anne/quiz1formatslibrary.html)

This site contains a twenty-item test on Formats of Library Resources.

<http://www.bpcclibrary/libraryquiz/index.html>.

This links you to a ten-item multiple choice on Library Quiz.

<http://grammar.ccc.commnet.edu/grammar/phrases.htm#absolute>.

This site offers a discussion on the different kinds of phrases. A quiz on Recognizing Phrase Functions follows.

<http://learningnerd.wordpress.com/2006/09/06/english-grammar-types-of-phrases/>

This links you to another discussion of phrases and kinds of phrases.

<http://www.english-grammar-revolution.com/english-phrases.html>

This site contains a very thorough discussion on the basics of phrases and the various kinds of phrases.

<http://www.dailywritingtips.com/7-classes-of-phrases/>

This site on Daily Writing Tips discusses “The Seven Classes of Phrases”.

[http://grammar.ccc.commnet.edu/grammar/quizzes/phrase\\_quiz.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/phrase_quiz.htm)

This site contains a five-item test on Recognizing the Function of Phrases. Prompts, choices and even feedback are given.

<https://www.noslangues-ourlangages.qc.ca/quiz/20140609-type-phrases-eng.php>

This links you to a seven-item multiple choice test on kinds of phrases.

<http://sushidog.com/bpss/stories/stars.htm>

This links you to Paz Benitez’s short story “Dead Stars”.

<http://www.readwritethink.org/files/resources/interactives/storymap/>.

This site leads you to a story map creator.

<http://www.pinterest.com/pin/105201341269797431/>

This contains a graphic organizer for vocabulary building.

<http://www.howtosummarize.info/how-to-summarize-a-newspaper-article/>

This site contains four tips on summarizing a newspaper article. Related sites are also mentioned.

<https://www.youtube.com/watch?v=YO0AUyev1IY> (video)

This links you to a video which offers a 1:51 minute discussion on summarizing articles.

<http://www.reallifeathome.com/teaching-young-readers-how-to-summarize/>

This presents a discussion on summarizing a story.

<http://teachersites.schoolworld.com/webpages/dhernandez1/resources.cfm?subpage=1383264>

This contains a video with Discussion on Summarizing Texts and on Retelling VS Summarizing.

<http://www.ereadingworksheets.com/reading-comprehension-worksheets/summary-and-main-idea-worksheet-2.pdf>

This links you to a quiz on summarizing texts.

<http://www.ereadingworksheets.com/reading-comprehension-worksheets/summary-and-main-idea-worksheet-2-answers.htm>

These are exercises on summarizing and getting the main ideas.

<http://www.wattpad.com/110575-dead-stars-synopsis-summary-characters-setting-by>

This site is Wattpad which presents a summarized version of the story “Dead Stars”.

<http://grammar.about.com/od/pq/g/preciseterm.htm>

This presents a clear distinction between a précis and a summary.

<http://preciswritingexamples.wordpress.com/2013/04/19/some-rules-of-precis-writing/>

This site contains a discussion on when and how to write a précis.

<https://www.youtube.com/watch?v=GtncXlijH2I>

This links you to a nineteen-minute video on a very thorough discussion how to write précis.

<http://www.tribune.net.ph/life-style/a-celebration-of-philippine-indigenous-cultures>

This links you to a newspaper articles featuring the cultures of the indigenous peoples in the Philippines.

<http://www.seasite.niu.edu/tagalog/literature/Short%20Stories/How%20My%20Brother%20Leon%20Brought%20Home%20A%20Wife.htm>

This site contains a full story of the story “How my Brother Leon Brought Home a Wife.”

<http://www.seasite.niu.edu/tagalog/Literature/Short%20Stories/Wedding%20Dance.htm>

This site contains a full story of the story “Wedding Dance.”

<http://teacherlingo.com/resources/items/plot-chart-diagram-arc-blank-graphic-organizer.aspx>

This contains a graphic organizer of the “Wedding Dance.”

<http://www.storyboardthat.com/teacher-guide/wedding-dance-by-amador-daguio>

This links you to a generator of story diagram.

<http://topdocumentaryfilms.com/thailand-year-living-dangerously/>

This site presents documentary video about the conflicts that arise recently in Thailand.

<http://www.gov.ph/2015/06/16/english-speech-of-president-aquino-during-the-ceremonial-turnover-of-weapons-and-decommissioning-of-the-milf-combatants/>

Speech of President Aquino during the ceremonial turnover of weapons and decommissioning of the MILF combatants June 16, 2015

<http://www.gov.ph/2015/03/27/english-speech-of-president-aquino-at-the-anniversary-of-the-signing-of-the-comprehensive-agreement-on-the-bangsamoro/>

Speech of President Aquino at the anniversary of the signing of the Comprehensive Agreement on the Bangsamoro March 27, 2015

<http://www.opapp.gov.ph/features/speech-president-benigno-s-aquino-iii-2014-philippines-development-forum-bangsamoro>

Speech of President Benigno S. Aquino III at the 2014 Philippines Development Forum on Bangsamoro Posted on Thursday, Nov 6th, 2014