



Department of Education
Bureau of Secondary Education
CURRICULUM DEVELOPMENT DIVISION
Meralco Ave., Pasig City



(Effective Alternative Secondary Education)

ENGLISH I



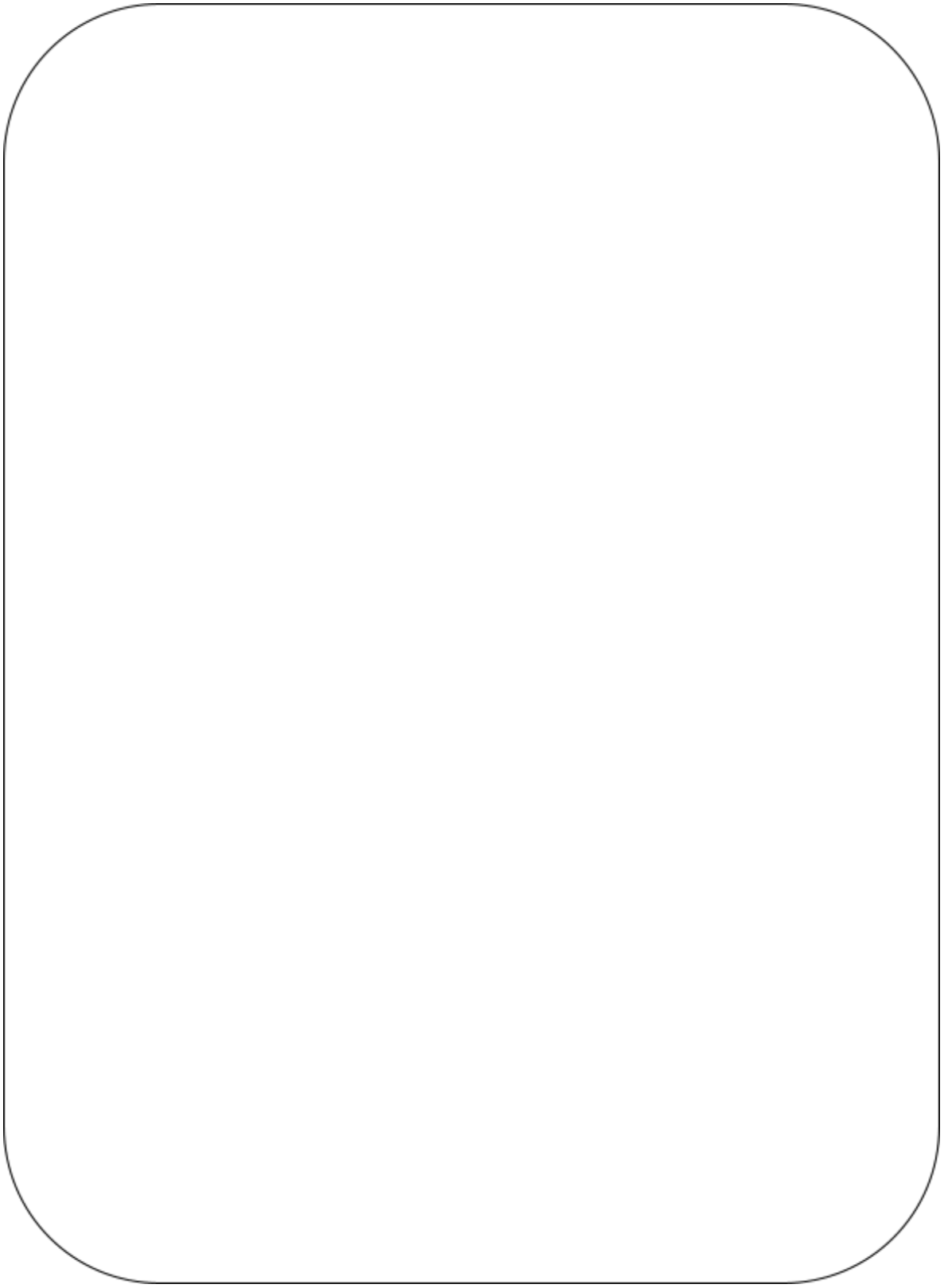
Quarter 2 I, as a Learner

Module 4
WHEN COMMUNICATION BOGS DOWN

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HOW DO YOU WORK ON THIS MODULE?

Now that you know the different parts of this module, you will benefit from it if you follow these steps.

1. Read the module title and the module introduction to get an idea of what the module covers.
2. Read the section “**What You Are Expected to Learn from this Module**” to have an idea of the skills you are to develop in this module.
3. Take the Pre-Test. Check your answer against the Key to Corrections on the Self-Check section at the back of the module. Keep a record of your scores.
4. Do the activities. For the exercises, you are to check your answers against the Self-Check section. Indicate the activities such as Activity 1, Task 1, etc.
5. Take the Post-Test after you are done with all the activities in the module.
Remember to check your answers against the key to correction on the Self-Check section.

You are to write all your answers to the module, test and exercises on a separate notebook. For this purpose, you should have an English notebook or journal. Please do not write on the module itself. Your notebook is an important record of your accomplishments for English.

Good luck as you begin this module!

WHEN COMMUNICATION BOGS DOWN



Ir

V

D

A

V

A large, empty rectangular box with a slanted top-left corner, intended for student writing. The box is defined by a solid black border. On the left side of the box, there are four small, vertically aligned characters: 'Ir', 'V', 'D', and 'A'. The top-left corner of the box is cut off by a diagonal line.



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

A. Speech

Directions: Arrange the words below in the proper columns under each sound. (in any order)

rain	ben	say	egg
brake	send	dead	
Take	lay	tell	

/ey/ as in **bay**

/E/ as in **bet**

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

B. Vocabulary: Getting meaning through context clues:

Directions: Read the multiple meanings of the key word. Then read each sentence where the word is used Copy the letter of your answer and write it in the blank before each number.

Cell: a.) a small room; b.) a group of people; c.) a unit of plant tissue

- _____ 1. The prisoner's cell is very dark,
_____ 2. The charismatic cell is very active.
_____ 3. The cell is irregularly shaped.

Stone: a.) a precious gem; b.) a rock; c.) a unit of weight

- _____ 1. The package weighs one stone.
_____ 2. The stone in her ring is a diamond.
_____ 3. She is building a garden composed of different stones.

C. Transitions

Fill the blanks with the following words:

When, and, while, because, not only/but also, although,

1. _____ it started to rain, we were already at the house.
2. The children like their teacher _____ she is kind.
3. _____ she is poor, she is very honest.
4. Nena is _____ pretty; she is _____ very bright.
5. The sun can be seen during the day _____ the moon can be seen at night.

D. Read the story below and fill the story map that follows:



The Little Daisy
Anonymous
(An oriental Legend)

A Prince went out for a walk in his garden; He came to a peach tree and said, "What are you doing for me?" The tree answered; "I give you fruits for your eating pleasure." The Prince said "Well done!"

To the Chestnut, he said, "What are you doing for me?" "I make nests for birds, and I shelter cattle from the heat of the sun." And the Prince said, "Well done."

Then he went to the meadow and asked the grass what it was doing. "We are giving our leaves for your cattle that they might be nourished." "Well done," said the Prince.

Last of all he asked the daisy what it was doing. "Nothing, Nothing. I cannot give you fruits; I cannot give nests for the birds nor food for the cattle; I cannot do what the others are doing. All I can do is to be the best little daisy I can be, and make this place beautiful." And the Prince bowed down, kissed the Daisy and said, "There is none better than you".

Story Map

Title: _____

Author: _____

Characters:

1. _____

4. _____

2. _____

5. _____

3. _____

Setting: Where did the story happen? _____

Events: Name what each character gave to the Prince.

1. _____

4. _____

2. _____

5. _____

3. _____

Climax: (What did the daisy say to the Prince?)

Resolution: What was the answer of the Prince?)



Activity 1: Listening to a Message

Pre-Listening

Directions: Listen attentively to the tape recorded message. Note down the discrepancies you are going to hear from one situation to the next. At the same time, follow the text silently, using the printed message.

While Listening

As you listen to the tape-recorded message, look out for information you may need to complete the dialoguing frame with details from the relayed messages of the assistant superintendent, the principals, the teachers and the students.

List down names of people, places, event and the day and time of the occurrence based on the text you are going to hear.

- A. People
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- B. Occurrence
 - 6.
- C. Day and Time of Occurrence
 - 7.
- D. Place
 - 8.
- E. Details (Enumerate)



Superintendent's Message

A School Superintendent told his Assistant Superintendent the following

"Next Thursday at 10:30 A.M. Halley's comet will appear over this area. This is an event which occurs only once every 75 years. Call the School Principals and have them assemble their teachers and classes on their athletic field and explain this phenomenon to them. If it rains, then cancel the day's observations and have classes meet in the auditorium to see a film about the comet."

Assistant Superintendent to School Principals:

"By order of the Superintendent of Schools, next Thursday at 10:30, Halley's comet will appear over your athletic field. If it rains, then cancel the day's classes and report to the auditorium with your teachers and students where you will be shown films, a phenomenal event which occurs only once every 75 years."

Principals to teachers:

"By order of the phenomenal Superintendent of Schools, at 10:30 next Thursday, Halley's comet will appear in the auditorium. In case of rain over the Superintendent will give another order, something which occurs once every 75 years."

Teachers to Students:

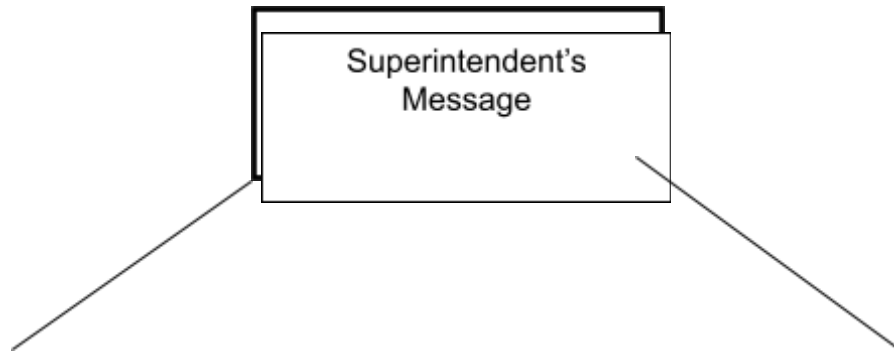
"Next Thursday at 10:30, the Superintendent of School will appear in our school auditorium with Halley's Comet, something which occurs every 75 years. If it rains, the Superintendent will cancel the Comet and order us all to our Phenomenal Athletic Field".

Students to Parents:

"When it rains next Thursday at 10:30 over the school athletic field, the phenomenal 75-years old Superintendent of School will cancel all classes and appear before the whole school in the auditorium accompanied by Bill Halley and the Comets".

Dialoging Frame. Fill out this dialoging frame after the listening activity. You may copy the chart below to a piece of bond paper where you will write your answers. This should be included in your portfolio for submission to your teacher after you have finished doing the activities in Module 4.

Assistant Superintendent	
Teachers to students	Students to parents



Post Listening

1. What was the focus of the original message?
(Answer this in outline form.)
2. What changes occurred in the assistant superintendent's message to the principals? Based on the Assistant Superintendent's message
 - a. Where will Halley's Comet appear?
 - b. What is the phenomenal event that occurs only once every 75 years?
3. Based on the principals' message to the teacher –
 - a. Who is phenomenal?
 - b. Where will Halley's Comet appear?
 - c. What occurs once every 75 years?
4. This time, based on the teachers' message to the students –
 - a. Who will appear in the school auditorium?
 - b. Who would be with the supervisor?
 - c. Who would occur once every 75 years?
 - d. If it rains, what will the superintendent do?
5. In the students' message to their parents, what changes appeared?
 - a. Who is 75-years old?
 - b. What will the Superintendent do?
 - c. Who will accompany the superintendent?



Activity 2: Speaking

Task 1

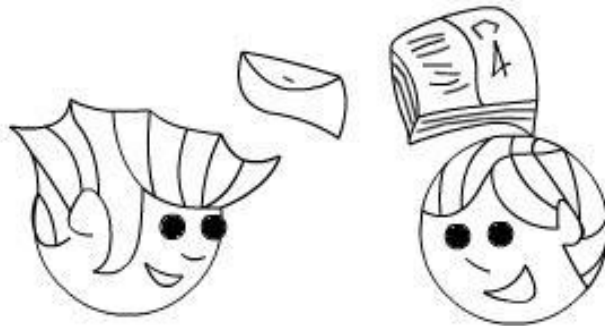
Sounds in focus /ey/ and /ɛ/

Directions: Read the following phrases and words from the selection as clearly as you can:

Halley's comet	today's observation
this area	once every year
on the athletic field	explain this
if it rains	superintendent's message

Task 2

Directions: Read the dialogue below and answer the questions that follow:



James: Come and read this, Dave.
I got it in the mail.

Dave: Let me see.

James: Read it aloud.

Dave: (reading the note)
"Avoid the aches and pains.
Stay out of danger.
Live life with grace.
Don't be lazy.
Stay in shape.
Face life with faith in God."

James: Well, what do you make of it?
It sounds strange to me.

Dave: Hmm. It means this. Have a good life. Stay healthy.
Have faith in God.

Questions:

1. What is the message of the letter?
2. Why do you think James considered it strange?

Task 3

Now, pronounce the words found in the chart below, and answer the questions that follow.

A. health	Help
Wealth	red cells
Bread	Eggs
B. play	made up
Cakes	Aids
They	Days

1. What vowel sound do the words in letter A have in common?
2. What vowel sound do the words in letter B have in common?

Task 4: Practice Exercise

1. Read the words found in the chart below:

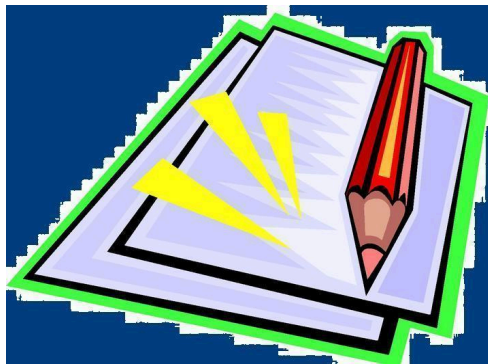
/ey/	/ɛ /
pain	Pen
fade	fed
date	debt
fail	fell
mate	met
main	men
bait	bet
sail	sell
wait	wet
tail	tell

2. Read the following sentences aloud.
 - a) The ten men went through great pains to pay their debts.
 - b) Let us sell the plates in the midnight sale.
 - c) The lady tells the tale of long ago.
 - d) On this date, all the nations debts will be paid.
 - e) They will wait for the mail today.

Task 5: Identifying the /ey/ and /E/ sounds.

Directions: Read the following passage aloud. Then, underline the words with /ey/ as in “cake” and encircle those with /E/ as in “sell”.

1. “Any person can have good health if he goes about his activities in the right way. Good health is not a gift to a favored few. Health is the intended state for all and can be achieved.”
2. “Breakfast should not be missed. Students say they are not hungry and dash off to school without breakfast. School work and play call for a substantial breakfast of cereal or rice, an egg, a glass of milk. Ham or bacon, one or two slices of bread, and an orange or a banana. Have a good night’s rest and sleep, get up early, and sit down to an enjoyable hearty breakfast.”
3. “Take a deep breath to be healthy. The main purpose of breathing is to get oxygen into our lungs. All vital processes in the body depend on oxygen. Since the moment you took your first breath, your lungs have never been without air. When you inhale, your lungs expand. They are full of air. The blood takes the oxygen from this air and leaves the waste gas – carbon dioxide – in the lungs. When you exhale, the carbon dioxide is squeezed out of your lungs. The more oxygen you have, the brighter will be your color, the more pep you will have, the smarter you will be.”



Task 6: Writing a Draft for a Speech

Directions: Imagine yourself to be a resource speaker invited in a school convocation. The topic is “Having a Sound Body is having a Sound Mind.”

Write a short speech that you will deliver. But before you do, here are some guidelines:

Writing Unified Paragraphs

1. Keep to the Main Idea

You can express a paragraph's main idea in a direct statement – that is, in a topic sentence. Or you can imply the main idea by suggesting it indirectly through your choice of supporting details.

2. Include Supporting Details

In a unified paragraph, each sentence provides one or more details that support the main idea. The supporting details can be sensory details, examples or incidents, facts, statistics and reasons.

3. Examples of Incidents

Sometimes one of the best ways to develop a paragraph is through describing examples or incidents. For example, to develop the idea of “Having a Sound Body”, you might tell about something that happened to you or someone you know.

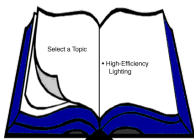
To check on whether your paragraph is unified, ask yourself whether-

4. every paragraph has an implied or stated topic sentence
5. examples of incidents to help you make your point
6. facts that help support your main idea.

Are you ready to write your speech? After you have written your draft you should prepare for presentation.

Writing Rubrics: To prepare for presentation, you should-

- Decide the best way to present your speech.
- Prepare a carefully edited written copy.
- Check your draft for errors in grammar, punctuation, etc.



Activity 3: Reading A Text entitled, "Have we Forgotten?"

Pre-reading:

Vocabulary Building

Task 1

Directions: Match the meaning of the vocabulary words in column A, with their meanings in column B. You may consult the dictionary just in case you are not sure of your answer. Write the letter of your answer on the blanks on the left.

Column A	Column B
____ 1. the rebound of a bullet; stone, etc. after striking a surface .	a. sanity
____ 2. mysterious; weird	b. topsy-turvy
____ 3. a loose, gown like garment	c. vermin
____ 4. one who travels especially for a religious purpose	d. penny-ante
____ 5. To defeat	e. tick off
____ 6. to check or mark	f. best
____ 7. a poker game	g. pilgrim
____ 8. pests	h. tunic
____ 9. disordered or confused	i. uncanny
____ 10. soundness of mind	j. rocket
	k. to frustrate

Task 2

Directions: Complete the following sentences by filling up the blanks with the appropriate word from the column B.

1. Hundreds of _____ flock to the "Our Lady of Manauag" Shrine in Pangasinan to pray for a miracle.
2. On my way home last night, I had an _____ feeling that someone was following me.
3. I had to fix my room because things were _____.
4. _____ are worn mostly by people from the Arabian countries.
5. Lets play _____.
6. Ron has _____ Jerico in a swimming competition.
7. Firing guns during New Year's Eve has been banned because bullets might _____ and harm people.

8. Not working too hard will help you keep your _____.
9. You will have less _____ in your house if you clean conscientiously everyday.
10. In some tests, you have to _____ the correct answers.

While Reading

Directions: Read the text silently. Then answer the questions that follow.

Have We Forgotten? Teodoro Benigno

(1) Have we forgotten?

(2) Many of the cronies of Ferdinand and Imelda Marcos are back in town, giving us lessons on good manners and right conduct, and telling us can restore sanity to our topsy-turvy world. When they were in power, they screwed this country upside down, backward and forward. Some of them certainly have inside information on who pulled the strings that killed Ninoy, *but* nobody is talking. It's funny *but* I do remember how we passed the word that we would never again talk to these people because they were vermin that they were a disgrace to the Filipino race that they feasted on the tables of Bacchus, that they made Ali Baba and his Forty Thieves look like penny-ante pirates. *Now*, we're not only talking to them. The red carpet is out for them as 1992 beckons.

(3) Have we forgotten?

(4) Yes, maybe we have as sooner or later, we shall forget about the July 16 earthquake. How many remember the horrors in this country of the Second World War really? And Bataan? Corregidor? The Death March? A Wagnerian dusk, it seems, has settled on these events, for we Filipinos do not want to remember suffering. We remember them as dates to be ticked off as we tick off the dates of people who have died in our families, dates on a number of graves over which candles flicker but an instant on All Souls' Day. *Then* we forget the rest of the year. The landscape of our memory rejects embarrassing, shameful, sad and tragic recollections, *like* a baseball catcher saying no with his head when the pitcher wants to heave a sinker or a knuckle ball.

(5) Yes, we may have forgotten and that is our tragedy as a people.

(6) *But* we who knew Ninoy can never forget. He touched our lives *like* a slice of the sun touches a part of a tree, followed by a playful gust of wind. He taught us what courage was, for Ninoy loved nothing better than danger. He dared Ferdinand Marcos many times and I would have loved to see a debate between him and the Bard of Batac after his exile in Boston. I knew Ninoy would easily best him. At the beginning, their minds ran along parallel lines. *But* when the dictator imprisoned Ninoy, he drove the prisoner to the reading of thousands of books, in the middle of which was the only book that really mattered - the Good Book.

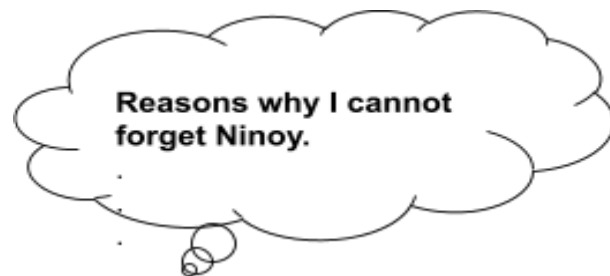
(7) From Boston on a fine August morning, he put on the pilgrim's tunic, set off for Manila with a smile and a quotation from Archibald MacLeish, a bulletproof vest he knew would be useless against a shot in the head, a rosary whose beads he had run through with his right finger and thumb thousands of times, and the uncanny, even spooky intuition that he could be shot dead upon arrival. He was shot dead. It was a shot whose generation perhaps will pick up the memory again, and who knows?

(8) Like the crack of a bullwhip, the shout of "Ninoy! Ninoy!" on that funeral day will stir the heart once again, and he would not have died in vain.

Task 3

Directions: Answer the following questions.

1. Who were considered as "vermin" and a "disgrace" to the Filipino society? Why were they regarded as such?
2. What historical event does the author think we Filipino has forgotten? What other events do we remember only once a year?
3. According to Benigno, why do we tend to forget such events?
4. What is the real tragedy of the Filipino race?
5. In paragraph 6 Benigno says those who knew Ninoy would not forget him. Why? List all the reasons Benigno mentions in his article.



6. What does the writer mean in the last line?
"Like the crack of a bullwhip, the shout of "Ninoy! Ninoy!" on that funeral day will stir the heart once again, and he would not have died in vain."

Task 4: Focus on the Writer's Craft

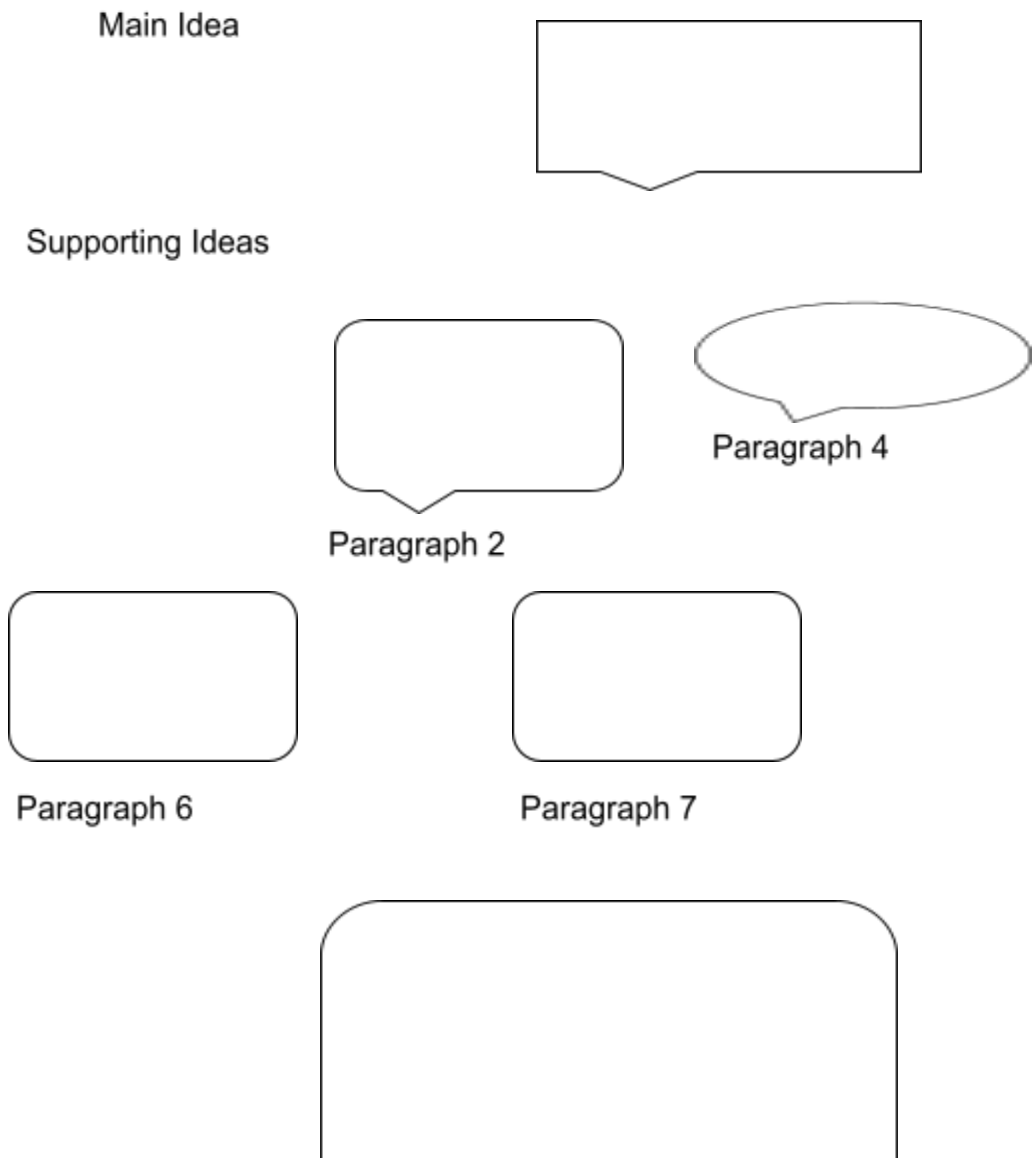
1. How does the writer begin his essay?
2. Why do you think Teodoro Benigno repeats the question “Have we forgotten? What is the purpose of the rhetorical question”Have we forgotten?”
3. In paragraph 2, Teodoro Benigno concentrates on Ferdinand and Imelda Marcos. What do you think is the purpose of this paragraph?
4. What is the purpose of paragraph 5? Why do you think Teodoro Benigno had to use a one sentence paragraph to explain his point?
5. What figure of speech was used in the last paragraph? Why does the writer compare the shout to a crack of a bullwhip”?

Task 5: Sequencing and Organizing Ideas from a text.

Directions: Recall what you have learned in Module 3. Here are some reminders:

Statement of Main Idea – Thesis Statement
Supporting Ideas – explained in the body paragraphs
Concluding Idea

Now analyze the organization of the essay, then complete the cartoon below. Write your answers inside the boxes.

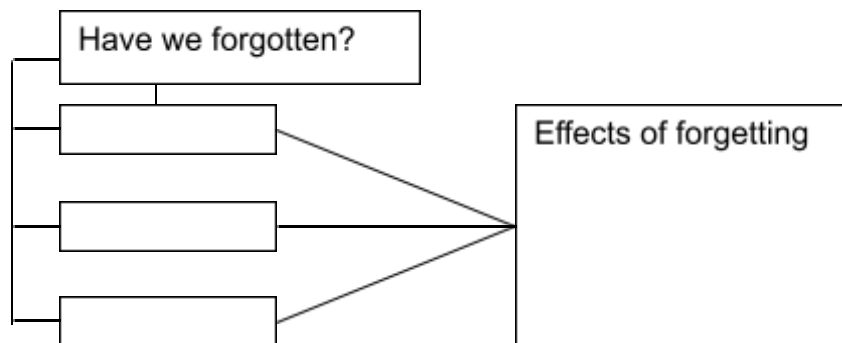


Conclusion

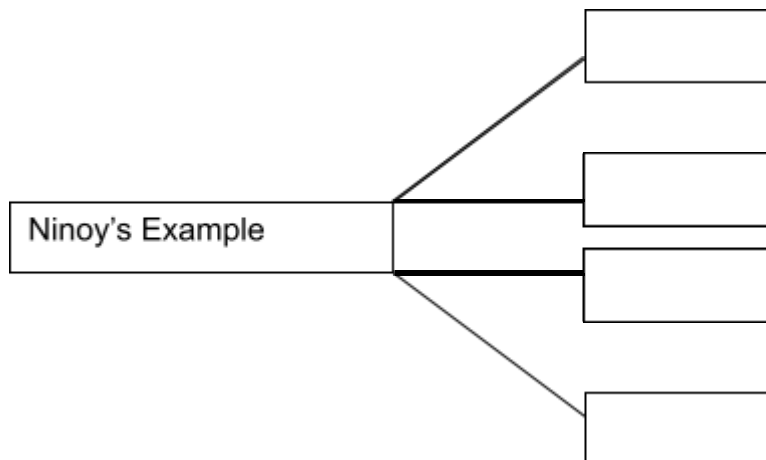
Task 6.

Directions:

1. Answer the question, "Have we forgotten? Write your answers on the boxes below:



2. Cite values learned from "Ninoy's" example.



Activity 4: Grammar

Task 1

Directions: Look at the following illustrations and recall an instance where these equipments were used. Then number them according to the sequence to follow. You may read the information inside the box on the next page before you answer.

After you have numbered the illustration below, show your work to your teacher.

INCLUDEPICTURE "A:\\tube.jpg" *
MERGEFORMATINET

Uses of Transition Devices

Transition devices are words and phrases that show how ideas are related in chronological or sequential order of appearance. Transition for chronological or sequential order are before, after, first, next, second, then, finally, last at last, soon, whom, meanwhile, after a while, later, while, as soon as and now.

Task 2

Directions: Fill the blanks with the correct answers. You may use the words below:

Next first then
And finally

How To Make Table Salt

To make your own table salt, follow these steps: _____ prepare powdered compounds called calcium chloride and sodium carbonate. _____ dissolve the compounds in separate containers. _____, pour the liquid from both containers together. _____ allow the mixture to stand. When tiny particles have settled at the bottom of the container, carefully pour the liquid into a pan leaving the leftover element. _____, heat the pan until all the water boils away. Left on the bottom of the pan is pure sodium chloride or table salt.

Task 3

Directions: Rearrange the jumbled sentence in sequential or chronological order by numbering the sentences from 1 to 5. Write your answers on the blanks before each sentence.

- _____ a. Now dial the number you wish to call.
- _____ b. the other lines answers, make your call as brief possible.
- _____ c. First, listen to the dial tone.
- _____ d. If the line is busy get your coins back
- _____ e. Then, insert 2 peso coins into the coin hole.



Activity 5: Writing

Pre-writing

Task 1

Directions: Read the following lines/sentences from the article “Have we forgotten?” Then identify the transitional devices used. Write your answers on the blanks below.

1. Somebody pulled the string that killed Ninoy but nobody’s talking
2. “It’s funny but I do remember how we passed the word”
3. “Then, we forget the rest of the year.”
4. “But we who knew Ninoy can never forget.”

Identify the different transitional devices. Write them down below.

1. _____ 2. _____ 3. _____ 4. _____

Here are some more transitional Devices that you can use in speaking and writing.

Aft	An	Alth	As	Als
e	d	o	a	o
r	As	u	n	As
As	As	g	e	w
s	i	h	x	e
o	f	But	a	l
n	As	Eve	m	l
a	t	n	p	Bes
s	h	t	l	i
Bef	o	h	e	d
o	u	o	For	e
r	g	u	i	s
e	h	g	n	Fur
	In	h	s	t
	t		t	h

Dur i n g Me a n w h i l e So o n Still Whi l e Unt i l	h e s a m e w a y L i k e L i k e w i s e S i m i l a r l y	Ho w e v e r I n c o n t r a s t O n t h e o t h e r h a n d Yet	a n c e S u c h a s	e r m o r e I n a d d i t i o n T o o
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Task 2

1. Choose one of the memories you recalled at the beginning of this lesson. Then organize your thoughts using this pattern:
2. Answer the following questions to help formulate the main idea.

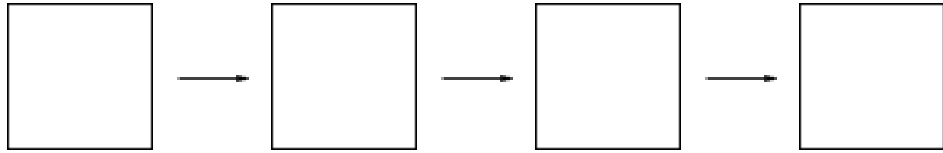
What specifically makes the experience worth remembering?
 Is there a lesson you learned from that experience?
 How do you feel about yourself every time you recall these events?

3. Do the exercises below: Write a paragraph entitled “My Most Memorable Experience.” Follow the pattern given below:

What do you want to write about?

Main Idea _____

Write the order of event in a time-line.



Use transitional devices to link your sentences in the paragraph.

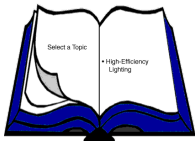
While Writing

Task 1

Directions: Write five-to-six sentence narrative of your memorable experience. Encircle the transitional devices you have used in you narrative.

Task 2

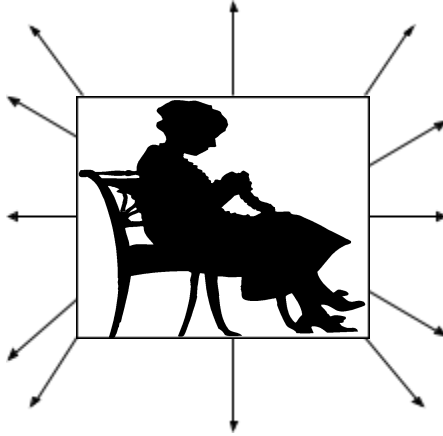
Directions: Write the final copy of your paragraph on a clean sheet of bond paper. Draw, sketch and paste cutouts to illustrate your work.



Activity 6: Appreciating Literature

Pre-Reading

Directions: Below is a picture of an old woman. Write the qualities or any words you can associate with the picture.



Vocabulary Development

Directions: Study the following sentences. Using context clues, identify the meaning of the underlined words and the clues to their meanings. You may consult a dictionary if you are not sure of their meanings.

1. Her harsh words intimidated the client.
a. Meaning
b. clue
2. The insulting words he exclaimed added to the heavy burden of the old woman.
a. meaning
b. clue
3. I remember that drizzling cold afternoon when I felt the sprinkling shower on my head.
a. meaning
b. clue
4. Her whole body was soaked under the heavy rain.
a. meaning
b. clue
5. The gentle and soothing voice of Tinay shows her care and concern for the old woman.
a. meaning
b. clue

While Reading

Directions: Read the selection silently. This is another form of writing, which can be dramatized or shown as Chamber Theater. Be ready to answer the questions that follow.

Twilight Hugs
(Adapted for Chamber Theater)
Genoveva Matute

SCENE I

Narrator: There was an old woman who has two sons. A loving mother who had the strength and courage to face challenges. A mother who was always with her children even when they were old enough to take care of themselves. Now, this mother has grown old and lonely.

NOTE: the narrator may be any of the characters
(Lola was sitting on her wheelchair with Lydia sitting near her and holding on the nape of Lola)

Lydia: “La, are you really leaving us?”

Lola: “But where shall I go?” (she asked with laughter) I can’t even move with this cursed rheumatism. How can I leave?

Lydia: That’s nice, nice! (She released her hold on grandma’s nape and she clapped her hands.) that’s what I said; you wont ever go to Odet’s!

Lola: (This light laughter slowly vanished peering into the grandchild’s face) This sprite, what mouthful of nonsense! Why should I go to Odet’s? I don’t even know where they live. I’ve gone to them only twice . . . and God knows when.

Carmen: “Lydia” Carmen called)

Narrator: The voice that grandma heard was not harsh, not angry. Cool. Cool. Carmen was soaping hard Lydia’s hands.

Ramon: “Mother,” Ramon gently said. “Rey would like you to stay with his daughter, Odet. If you’d just think of it, you have not really known your grandchild.(soft laughter without sparkle accomplished Ramon’s words.) “And I said that Carmen and I would not allow him to take you away from us, but”. . .

Lola: “And I don’t want to go there. It was you who said that I didn’t even know my grandchildren or my daughter-in-law by Rey” . . . Mother answered.

Ramon: “But Rey might get hurt.” “So Carmen and I would allow that . . . you spend vacation with them.”

Lola: (Talking to herself, face away from Ramon) “Spend my vacation . . . at the home . . . of my youngest?” “Where

does my youngest stay? What is the name of the girl she married? Odet must be my granddaughter by my youngest child. I cannot even recall her face.”

Ramon: “Mother, are you listening?”

Narrator: The voice of Ramon rang through the million thoughts that lumbered through her brain. Why would a million thoughts frequent her mind? Heavy were the hands that touched her shoulder.

Ramon: “Carmen and I have discussed this Mother. We have agreed to consider Rey’s wishes.” (Ramon leaves)

Tinay the maid:

“Lola, take this medicine for your skin. Here quickly drink water; your medicine is very bitter.”

Tinay: “Lola, Mr. And Mrs. Valli are coming.”

Lola: “Who?”

Tinay: “That Mrs., the comrade of Nyora Carmen, the one who says that when she sees you, she almost sees her mother who died. She says that Lydia is fortunate because she has a grandmother. Her child does not have any.”

Lola: “Oh, is she the one?”

SCENE II

Narrator: It was drizzling that afternoon when Rey arrived. It was Tinay the maid who told Lola the arrival.

Tinay: “Lola, what guest are you talking about? That was Mang Rey! Your own son, don’t you know him? Tinay said laughing.

Narrator: Something suddenly sang inside grandmother. Something danced about. Something shone bright. She peered with her eyes of the fading light at the tall and husky figure that went straight into the living room.

As swift as her memory, was the way she turned the wheels of her chair towards where her youngest went. Her bony fingers would love very much to touch that face akin to her dear departed. Her eyes would love very much to see the figure that she once cradled in her young arms.

At the door she halted as she heard the loud voices of her sons.

Voice over All through the years, we took care of her. Now that it is your turn; you always made excuses. Is it because you cannot get anything from her anymore?

Ramon: “And didn’t I tell you that we would be traveling around the world? How could we do that when you don’t want to take care of her?”

Narrator: Carmen's voice came. A cool voice which Lola could not understand. A cool voice that sank through the marrow of her bones. As cool as the droplets of rain that pelted her as she moved her chair into the terrace. As cool as the twilight that hugged her body of bones. Now, she was beginning to understand things better. She turned the wheels of her chair and clutched at the doorknob. It was locked. With the drowsiness that fell over her, come a million thoughts. She can hear the voice of her husband.

Voice over We have put them through college. They can start growing themselves. We can travel together even just to Mindanao and to Ilocos. Let us visit our hometown before we die.

Voice over

Lola's Husband's Voice:

"No, it's wrong to give them all they need and spend on them the little that is left for our savings. They might turn selfish."

Lola's Voice: "My two sons grown selfish? Oh but you do not know them as I know them."

Narrator: It was Tinay who saw Lola in the terrace.

Tinay: "Oh, God, this old woman, why are you getting soaked in the rain? Come inside. What are you whispering?"

Lola: "Mrs. Valli . . . Mrs. Valli . . . Mrs. Valli . . ."

Tinay: "Oh, God, Lola must be getting to be a child again. Come inside."

Narrator: There was a whole world of gentleness, of caring in the voice of Tinay the maid.

Post Reading

Task 1

Directions: Answer the following questions:

1. Who are the characters in the story? Give an adjective to describe each one.
2. Describe Lola-

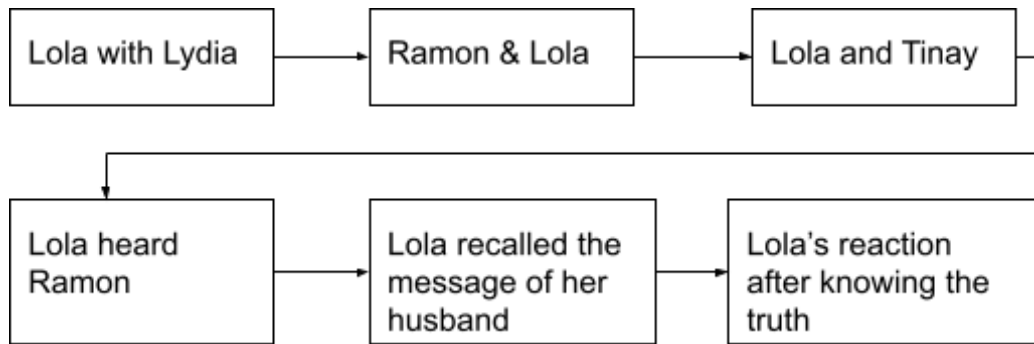
physically-
mentally

emotionally.

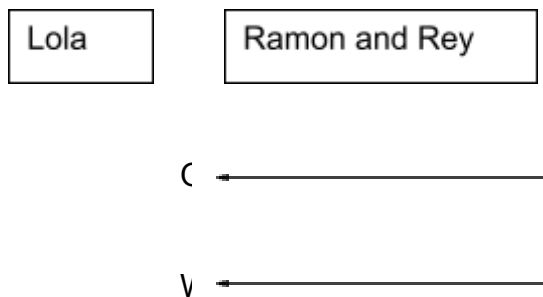
3. In making decisions about Lola's life, did the sons consult her?
4. What do you think consulting Lola would mean for her?
5. Why do you think it is entitled "Twilight Hugs?"
6. What does the story reveal about the way people treat the aged?

Task 2

Directions: Trace the organization of the story; emphasize the highlights of the events.



Illustrate the character of "Lola" and her sons. Tell them to discuss the wrong attitude of his son towards her.

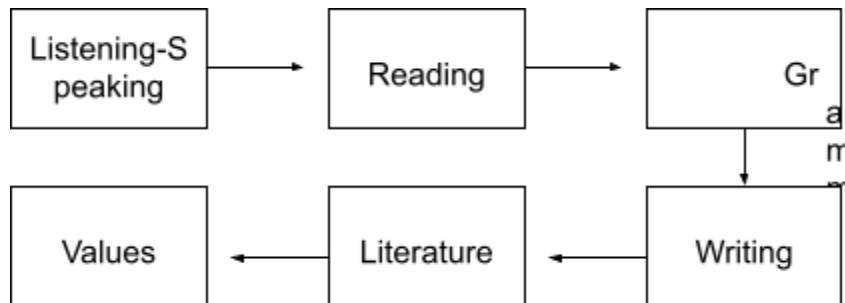


F ←—————

ε ←—————

Task 3

Directions: look back on what they have learned in the particular lesson. Organize your ideas by putting details inside the boxes:



Task 4

Directions: Write a narrative entry on your journal the things you have learned during the week. Use details indicated in the boxes above. Remember to use the transitional devices you have studied and correct organization of ideas.

When the wood for the fireplace in our Baguio home was delivered one afternoon, I stocked it in the garage. 1._____ Dad noticed the wood and asked one to move it. "If you leave it in the garage," he said, "we will have mice in the garage and in the house too. Stock it between

the two pine trees and cover it with plastic.” 2. _____ I was too busy with homework to move the wood. 3. _____ our class had a meeting and the wood still remained in the garage. 4. _____ Dad had waited long enough. “Move that wood!” he commanded. “This morning a mouse tried to catch a ride with me on the hood of the car.”

Have you finished? Now, it is time to take the Post Test.



Post Test

1. Fill the blanks with the correct transitional word chosen from the Box.

When	Next	Finally
First	Then	Now

A simple magnifying lens can be made from a piece of wire and a drop of water. 1) _____, partly fill a container with water. 2) _____, cut a piece of thin wire about six inches long. Bend one end of the wire, forming a small loop. 3) _____ twist the wire at the bottom of the loop to hold it in place. 4) _____ you are ready to dip the loop into the water. 5) _____ you do, a drop of water will stay in the loop, 6) _____ look through the drop of water. You will see things magnified four or five times their real size.

2. Rearrange the jumbled sentences in sequential order by numbering them. Then rewrite the sentences to form a coherent paragraph. They may choose title from the following”

- | |
|---|
| <ul style="list-style-type: none">• Rags and Her Puppies• A Risky Hobby• A Protective Mother• Photographing Rags |
|---|

_____ As I walk close to her and her pups, she charged at me, barking in a mild, high-pitched voice.

_____ Only later did I learn that all animals are very protective of their young.

_____Photographing pets can sometimes be a dangerous and expensive hobby.

_____Although my hobby has its risks, the chance to snap good pictures is worth it.

_____One day last week, I went to our garage to take some pictures of Rags and her newborn puppies.

_____Before I knew it, I was racing to the door, dropping my camera on the way

3. Arrange the. Words under the column where they belong:
(In any Order)

bake	face	well	care	sake
make	bread	shell	bell	said

/ ey/ sounds

/E/ sounds.

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

4. Choose from the list the correct transition words to complete the sentences.

the following day the next day later that afternoon by the third day



Self – Check for Pretest

A. Speech (in any order)

/ey/ as in **bay**

1. rain
2. Take
3. say
4. brake
5. lay

/E/ as in **bet**

6. Ben
7. Egg
8. dead
9. tell
10. send

B. Vocabulary

Cell 1. a 2. b 3. c
Stone 1. c 2. a 3. b

C. Transitions:

1. When
2. because
3. Although
4. not only/but also
5. while

Story Map

Title: The Little Daisy

Author: Anonymous

Characters:

1. Prince.
2. Peach tree
3. Chestnut
4. grass
5. Daisy

Setting: In the garden

Events: Name what each character gave to the Prince.
1 fruits

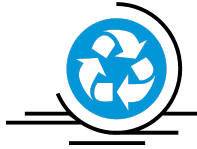
- 2.nests; shelter
- 3.grass; food for cattle
- 4.best daisy; make place beautiful

Climax: (What did the daisy say to the Prince?)

“I try to be the best little daisy; I make this place beautiful.”

Resolution: What was the answer of the Prince?

“There is none better than you.”



Self-Check for Activity 1.

Pre-Listening

List down names of people, places, event and the day and time of the occurrence based on the text you are going to hear.

A. People

- 1.School Superintendent
- 2.Assistant Superintendent
- 3.School Principal
- 4.Teachers
- 5.Students

B. Occurrence

6 Watching Halley' comet appearance.

C. Day and Time of Occurrence

Thursday Time: 10:30AM

D. Place:

Athletic field or auditorium (if it rains)

E. Details

Halley's comet appearance once every 75
years
School principals will assemble teachers and students
in the athletic field

It if rains, classes should go to auditorium for film viewing

While Listening.

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

Post Listening

1. What was the focus of the original message?
(Answer this in outline form.)
Halley's Comet appearance once every 75 years
School principals will assemble teachers and students in the athletic field
It if rains, classes should go to auditorium for film viewing
2. What changes occurred in the assistant superintendent's message to the principals? Based on the Assistant superintendent's message
 - a. Where will Halley's Comet appear?
Over the athletic field.
 - b. What is the phenomenal event that occurs only once every 75 years?
Film Showing
3. Based on the principals' message to the teacher –
 - a. Who is phenomenal?
The superintendent of Schools.
 - b. Where will Halley's Comet appear?
At the auditorium
 - c. What occurs once every 75 years?
The Superintendent will give another order.
4. This time, based on the teachers' message to the students –
 - a. Who will appear in the school auditorium?
The superintendent
 - b. Who would be with the supervisor?
Halley's Comet

c. Who would occur once every 75 years?

Halley's Comet

d. If it rains, what will the superintendent do?

Cancel the comet and order us all to the phenomenal athletic field.

5. a. Who is 75 years old?

The Superintendent of the school.

b. What will the Superintendent do?

Cancel all classes

c. Who will accompany the Superintendent?

Bill Halley and the comets



Self-check for Activity 2

Activity 2: Speaking

Task 1

Note: If you have any difficulty pronouncing some of the words, consult your teacher for the correct pronunciation.

Task 2

1. Have a good life.

Stay healthy.

Have faith in God.

2. Answers may vary

Task 3

1. / E/ sounds

2. /ey/ sounds

Task 4

Words with /ey/ sounds

Favored

Any

State

Say

Words with /E/ sounds

health

breakfast

cereal

Play
Bacon
Main
Air
Inhale
Takes
Waste
exhale

egg
bread
hearty
breath
health
healthy

Task 5 & 6

(Consult your teacher about the draft that you have written for corrections, comments and suggestions.)



Self-Check for Activity 3

Before Reading

Task 1

- | | |
|------|-------|
| 1. j | 6. e |
| 2. l | 7. d |
| 3. h | 8. c |
| 4. g | 9. b |
| 5. k | 10. a |

Task 2.

- | | |
|----------------|---------------|
| 1. pilgrims | 6. frustrated |
| 2. uncanny | 7. rocket |
| 3. topsy-turvy | 8. sanity |
| 4. tunics | 9. vermin |
| 5. penny-ante | 10. tick |

While Reading

Task 3

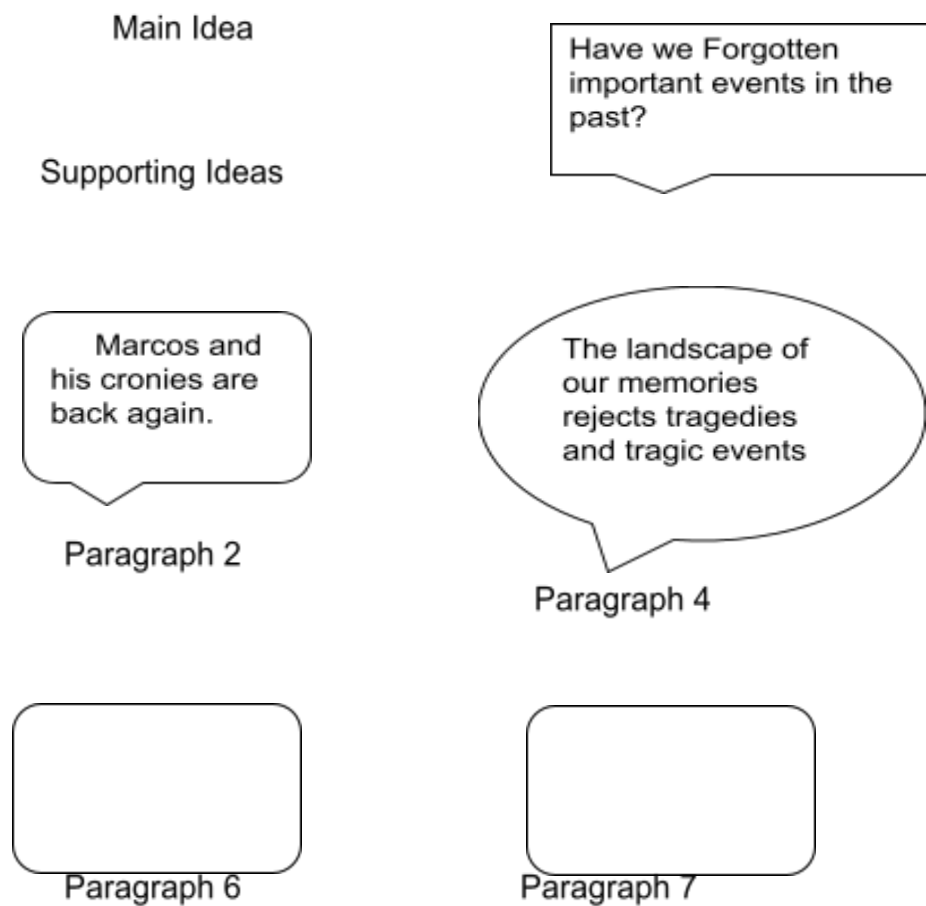
Expected Answers

1. The Marcoses . Because of their abuses of power.
2. Bataan, Corregidor and the Death March
3. The landscape of our memory rejects shameful, sad and tragic recollections.
4. We forget important events.
5. He touched our lives. He gave us courage.
6. We should not forget Ninoy.

Task 4

1. with a question
2. for emphasis
3. to recall the past
4. It is a transition paragraph
5. A metaphor; to stir the heart once again.

Task 5



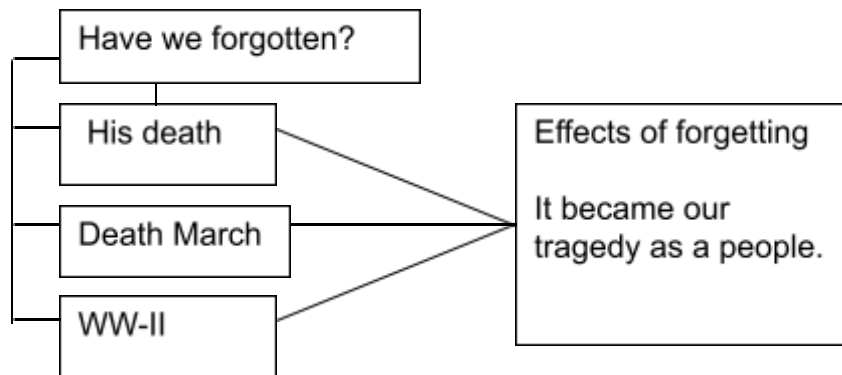
Conclusion

The shout "Ninoy! Ninoy! On his funeral day will stir the heart once again, and he would not have died in vain.

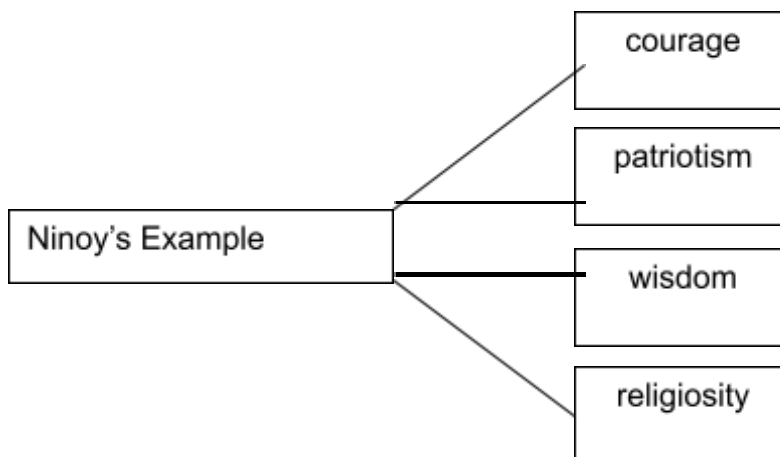
Task 6

Directions:

1. Answer the question, "Have we forgotten? Write your answers on the boxes below:



2. Cite values learned from "Ninoy's" example.



Activity 4: Grammar

Task 1 Consult your teacher for the answer.

Task 2 First, next, then, and finally.

Task 3 a (4) b (5) c (1) d (3) e (2)



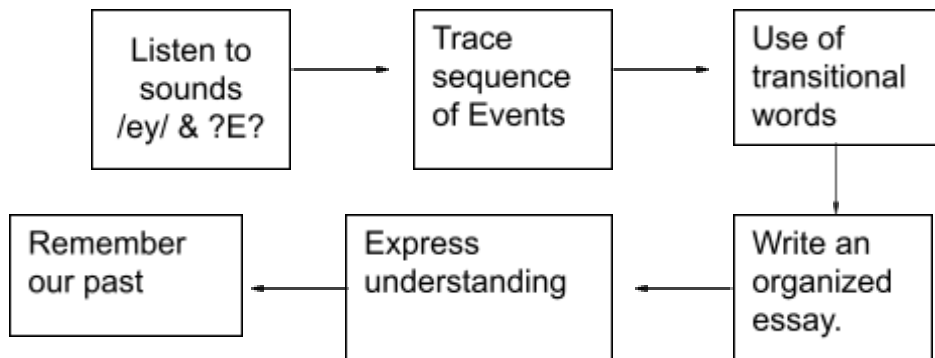
Self-Check for Activity 5

Task 1

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

Task 2

Directions: look back on what they have learned in the particular lesson. Organize your ideas by putting details inside the boxes:



While Writing

Task 1

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

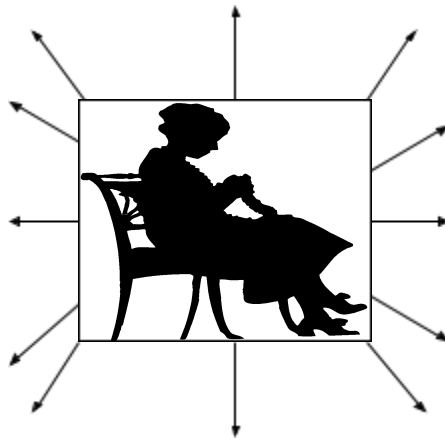
Task 2

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



Self-Check for Activity 6

Pre-reading



Vocabulary Development (Suggested Answers)

- | | |
|------------------|----------------|
| 1. a. irritating | b. intimidated |
| 2. a. load | b. heavy |
| 3. a. raining | b. shower |
| 4. a. soaked | b. heavy rain |
| 5. a. kind | b. gentle |

Post Reading:

Task 1

1. Check the answer with your teacher
2. Describe Lola-
physically- weak

mentally - forgetful
emotionally- insecure

3. In making decisions about Lola's life, did the sons consult her?

Answer: No

4. What do you think consulting Lola would mean for her?

Answer: It will make her feel happy and important.

5. Why do you think it is entitled "Twilight Hugs?"

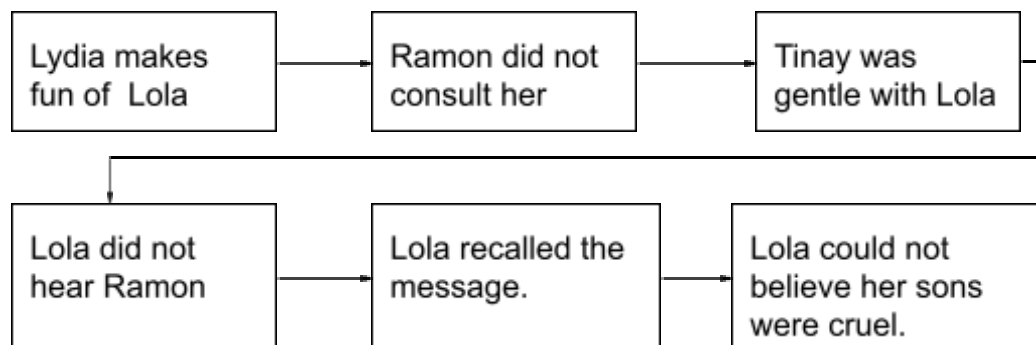
Because lola is in her twilight years and she wants to be treated kindly.

6. What does the story reveal about the way people treat the aged?

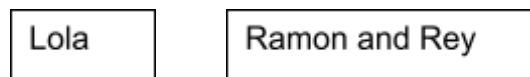
People ignore them and treat them unkindly.

Task 2

1. Trace the organization of the story; emphasize the highlights of the events.



2. Illustrate the character of "Lola" and her sons. Tell them to discuss the wrong attitude of his son towards her.



C Unkind

V Impatient

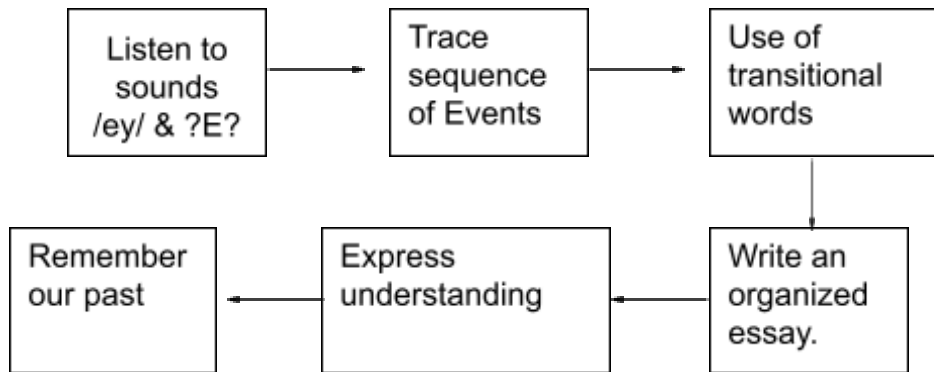
F Disrespectful

ξ

No concern for
Lola

Task 3

Directions: look back on what they have learned in the particular lesson. Organize your ideas by putting details inside the boxes:



Task 4

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



Self-Check for the Post Test:

1. Transitions

- | | |
|----------|------------|
| 1. First | 4. when |
| 2. Next | 5. then |
| 3. Now | 6. Finally |

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

3. Sounds (in any order)

/ey/

bake

face

care

snake

sake

/E/

bread

well

bell

shell

said

4. Transitions:

1. Later that afternoon
2. the following day
3. The next day
4. By the third day

Now that you have finished Module 4, you are expected to have learned the following:

- Listened to and verified information, and pointed out flaws and errors in transmitting information.
- Wrote a short talk on keeping memory active and alert.
- Distinguished vowel sound /ey/ and /E/
- Traced the sequence and organization using a map/web.
- Determined the basic pattern of text organization
- Used transitional devices and sequential order in narrating an event.

- Wrote an organized narrative essay
- Deduced the meaning of words through context clues

Empty rounded rectangular box for student response.

Now it is time to go to Module 5

