

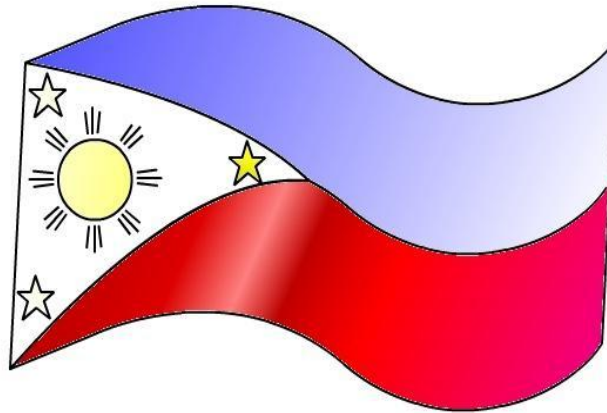


Department of Education
Bureau of Secondary Education
CURRICULUM DEVELOPMENT DIVISION
Meralco Ave., Pasig City



(Effective Alternative Secondary Education)

ENGLISH I



Quarter 2 I, as a Learner

Module 5
DEVELOPING PRIDE IN BEING A FILIPINO



HOW TO LEARN FROM THIS MODULE

As you read this module and do the activities, you will develop many skills, which hopefully, make you a better learner. Before you start your work, however, there are a few things you need to remember:

1. Read the first two sections of this module carefully. The first section tells you what this module is all about and what to expect from it. The second section tells you what you are expected to learn.
2. Never move on to the next page unless you have done what you are expected to do in the previous page.
3. Before you start working on the activities, take the pretest in the **Pretest Section**.
4. Take note of the skills that each activity is helping you develop.
5. After each activity, go over the **Self-Check Section** that follows to find out how well you understood the activity. Take note also of the items you have missed.
6. Work on the Posttest in the **“How much have you Learned”** section.
7. At this point you are now ready for a conference with your teacher. This is the time when you should ask her about any difficulty or confusion you may have.
8. Finally, prepare and collate all your outputs. You are expected to submit them to your teacher in **“What you are expected to produce”** section. This usually is a learning portfolio, containing the following:

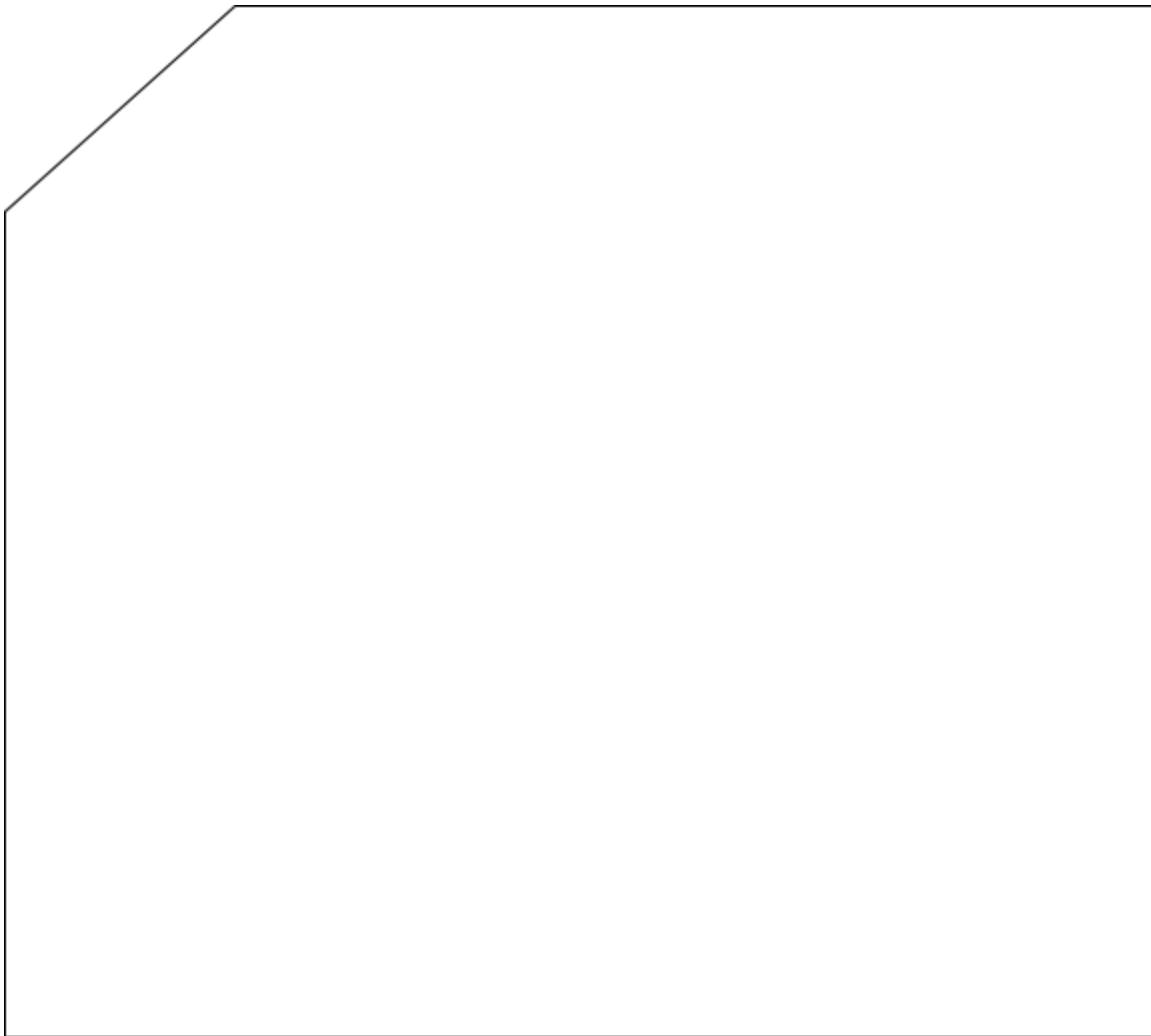
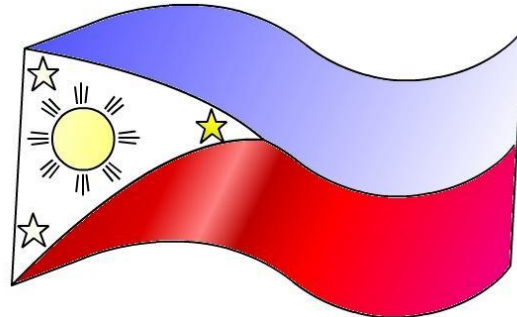
All your tests

Your semantic web and/or graphic organizers

Your compositions and Journals.

Remember: Do not write on the pages of the Module. You will need a notebook or journal where you will write the answers. For easier checking by your teacher, you will need to: (1) write the title of the activity; and (2) the task number for every activity.

DEVELOPING PRIDE IN BEING A FILIPINO





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

Distinguishing between the /U/ and /UW/ sounds.

Directions: Below are words with /U/ and /UW/ sounds. Classify each sound by writing each in appropriate columns.

Good	loot	took
Food	wood	shook
Could	blew	suit

Words with /U/ sounds	Words with /UW/ sounds
-----------------------	------------------------

B. Idiomatic Expressions

Directions: Match items in column A with those found in column B. Recall your lessons about idiomatic expressions. Write the letter only of the correct answers.

_____ 1. to turn a blind eye	a. to fall in love
_____ 2. down in the mouth	b. to weep long and bitterly
_____ 3. to lose one's face	c. to refuse to notice
_____ 4. to lose one's heart	d. suffer shame
_____ 5. bone of contention	e. sad and spiritless
	f. cause of a quarrel

C. Grammar

Directions: Give the simple present tense of the verbs in parenthesis. Write your answers on the blanks on the left.

_____	1. My father (read) newspapers every morning.
_____	2. The boys (bring) their books everyday.
_____	3. Albert (be) a good father.
_____	4. Oil (float) on water.
_____	5. Flu (require) that you take some medication.

D. Present Progressive Form of the Verb

Fill the blanks with the Present Progressive Form of the Verb.

1. (leave) She usually leaves for school at seven o'clock.

She _____ now.

2. (ring) The bell rings for the first period.

It _____ now.

3. (eat) We _____ breakfast now.

4. (take) We _____ our lunch now.

5. (play) The boys _____ basketball at this very moment.

E. Tell about yourself

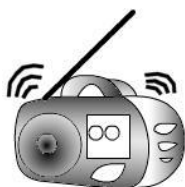
Directions: Answer the following questions truthfully. Then write a paragraph about yourself.

1. I am a person who _____.
2. These things make me happy: _____.
3. These things make me sad. _____.
4. In the future I want to be a _____.
5. I like to dream about _____.

F.

Directions: Now write a paragraph about yourself, based on the answers you have written on the blanks above.

YOU MAY NOW CHECK YOUR ANSWERS IN THE SELF-CHECK SECTION AT THE END OF THE MODULE.



Activity 1: Listening

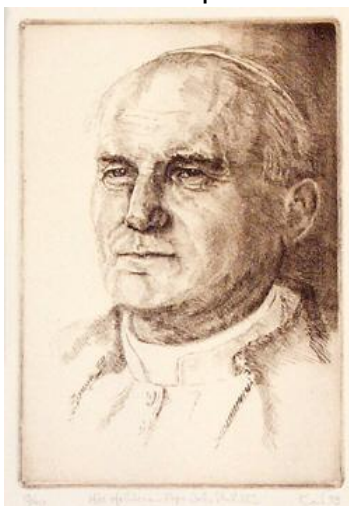
In this activity, you will listen to a tape-recorded message of Pope John Paul II during his visit to the country. You will learn many challenges in his message to students like you. He will also give you some advice about what you can do for your country. If no tape recorder is available, read the selection aloud to yourself.

Pre-listening

Directions: Listen carefully to the tape-recorded speech of Pope John Paul VI to the Filipino students. Jot down key points from the listening text and be able to answer questions later.

Listening

Directions: As you listen to the tape-recorded message, please follow by reading the text silently. Be ready to answer the questions after the selection.



Introduction

In the later part of November in 1970, Pope John Paul VI made a memorable journey to the Philippines. Our young people, then, were becoming restive because of trials met in their search for ideals that would firm them in the painful process of growing up. Find out what he advises them to do.

To the students of the Philippines:

Today is our hour. You are the advancing vanguard of your country. Your responsibility as intellectuals is supreme for the future of your nation. We understand your aspiration to involve your selves more actively in the life of your people. We know that your dynamism, hand in hand with your special sensitivity, has helped your elders to gain a better grasp of the problems that must be solved.

The youth of the Philippines, like that of all Asia, is on the march.

Do you know in which direction to go? Do you have a clear picture of the goals you are aiming at? Are you dedicated to search for true values? Does your wish to serve your brothers manifest itself in practical choices that prepare you to promote effectively the progress of the many? Are you convinced that one can only be truly free to the extent that one is responsible?

Your age is an age of critics – and criticism can be useful to society, which always falls short of perfection. Your age is also an age of generous self-giving, and this the Filipino people expect of you. What is asked of you is a balanced harmony of these two attitudes.

The considerable numbers of students in the universities speak for your intelligence and your thirst for culture; they also at the same time create obligations of a seriousness rarely found in history.

The church wishes to help you to reply to these vital questions, for your own sake and for that of your brothers. It has received the mission to spread throughout the world the gospel of salvation.

This message which comes to us from God, is the supreme answer to man's aspirations for total self-realization.

But who will believe this Gospel, unless convinced witnesses bring it? Who will accept its liberating power if heralds are not themselves liberated from self-interest, lies, from the spirit of division, from sin in all its forms?

You, the youth of the land who will be its bearers, along with your religious leaders, your teachers, with all committed Christians, should start the work so that you may build on this earth the society of brotherhood for which the world justify learns.

I was a student. I love students with all my heart. Mabuhay, Students!

Task 1

Directions: Answer the following questions:

1. To what does the Pope compare the Filipino youth in the first paragraph?
2. List down the questions asked by the Pope.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
3. List the bad qualities the young people should free themselves of if they really want to help the country.
 - 1.
 - 2.
 - 3.
 - 4.
4. What does the Pope want the youth to do as shown in the last two paragraphs?

Answer:

Post-Listening

Task 2

Directions: After getting inspiration from the speech of the Pope, list down below your own goals. Illustrate your goals through the thin lines shown below:

—————→ —————→ —————→ —————→ —————→ —————→
1st year 2nd year 3rd year 4th year college after college

Task 3:

Directions: List down the things you should do to reach your goal.

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



Activity 2: Speaking

In this activity, you will practice pronouncing words correctly. Remember that good pronunciation tells others that you are an intelligent person. Your personality will improve greatly if you learn how to speak clearly and distinctly.

Directions: Read the following words aloud. Be very careful in pronouncing each word.

/u/	/uw/
your	youth
supreme	do
full	true
look	two
good	room
could	group
should	fool

Now read the phrases that follow.

you and your responsibility	the two attitudes
the supreme desire	look up to our heroes
the youth of the land	room for improvement

Task 1

Directions: Create sentences using the phrases above.

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

Contrasting /uw/ and /u/

The tongue position for /uw/ is high back. The lips are round and the muscles are tense.

The tongue position for /u/ is high back as for /uw/ but the lips are slightly rounded and the muscles are relaxed.

Task 2: Choose the appropriate words to suit each sentence below:

pull	pool	should	shoed
full	fool	Luke	look
could	cooed	would	wood

_____ 1. The ship moved because everybody (pulled, pooled) the ropes.

_____ 2. It is easy to say (should, shoed).

_____ 3. The director did not like his (look, Luke).

_____ 4. He said, "(Full, Fool)!"

_____ 5. Did you use (would, wood) for fuel?



Activity 3: Vocabulary Building

A. Use of Context Clues

We have studied how to use context clues in the previous module. Now you will practice using them.

Task 1

Directions: Choose from the word pool the meaning of the underlined word in each sentence.

1. The students have a glimpse of their notes before taking the test.
2. A good proper education is the legacy that parents can give to their children.
3. Jose exclaimed happily when he received his paper with a perfect score.
4. My teacher convinced me that I can still pass the subject in spite of getting a very low score in the quarter exam.
5. Leah was rushing for she has lots of household chores to attend to.
6. After getting a lower grade in my quarter examination, I am now devising new strategies to improve my grades in the next periodical test.
7. He has always used his resisting tactics not to join his friends play basketball after classes.
8. Due to his long-stay in school, Dennis has no spare time to play with his brothers.

Word pool

free
ignoring
planning
tasks at home that needs to
be done
made to believe
shouted or said with intense
emotion
something valuable that
someone leaves
behind usually after
death
a brief look

B.

In this section we will study some common idiomatic expressions. Do you know what they are? Here is a definition of idioms:

An Idiom is an expression peculiar to a language. It is not readily analyzable from its grammatical construction or from its component parts.

However, we need to study idioms because they are commonly used in the English language. They will help us understand what we read better.

Here are some examples of idioms and what they mean:

has a sweet tooth –	one who enjoys eating sweets
feel the blues –	feel sad
a wild goose chase –	to look for something that cannot be found.
cry for the moon –	wish for something that cannot be had
foot-loose and fancy-free–	has no responsibilities
move heaven and earth –	to do everything to attain one's goal
room for improvement–	there are still ways when one can improve.
pull the wool over one's face–	to cover-up something.

Task 2

Directions: Fill the blanks with the correct idioms. Choose your answers from those given above.

1. Now that Johnny has graduated, he is _____.
2. Ryan has a _____. He loves chocolate and ice cream.
3. Looking for that rare diamond might just turn out to be a _____.
4. Allan said the he will _____ to find his ideal job.
5. Jane wants to be valedictorian when she is just an average student. Her classmates say that she is just _____.

Task 3: Use of Idiomatic Expressions:

Here are some more idioms and their meanings. Study them, and then fill the blanks below with the correct expressions.

look after–	take care of
look out for–	be careful about doing something dangerous
look over–	examine something
look into–	investigate
look on–	stand by and watch

1. The police _____ other possible causes of his father's death.
2. Let us just _____. We do not want to get involved.
3. Jenny has to _____ her baby sister while her mother is cooking dinner.
4. When walking in the jungle, you have to _____ for snakes and vermin.
5. _____ that jewelry before you buy it.



Activity 4: Grammar

Good grammar is a sign of an educated person. When we listen to a person speak, and he commits plenty of grammatical errors, we often look down on him. If you want to be considered a good speaker and writer, you have to improve your grammatical skills.

Directions: Read the paragraph in the box below. Take note of the verb forms used. Be ready to answer some questions after you have read the paragraph.

The Time Is Now

At this moment, you, and countless other students are busy studying their lessons. You are trying to improve yourself in preparation for the future. Now is the time to put into practice the qualities that you are trying to develop. You are doing your homework on your own efforts. You are writing your exercises neatly. You are keeping yourself busy. Today is another day that you are spending wisely. You are making good use of all your todays because you want your tomorrows stable and secure. You are not wasting your time then.

Task 1

A. Write down all the verb phrases you can find.

Example: are busy

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

B. List down the time expressions used to connote an on-going action.

- 1.
- 2.
- 3.

Here are the Uses of the Present Progressive Form:

Use the present progressive tense of the verb to express an action that is going on in the moment of speaking. The verb **be, am, is, or are** is used together with the – **ing** form of the verb to express the present progressive.

Remember to use the present progressive **ONLY** when you are talking about an on-going action at the exact moment of utterance.

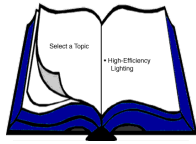
The following time expressions will help you use together with the present progressive form of the verb.

Now at this moment at this very moment	at this moment at this very hour right now	just currently presently
--	--	--------------------------------

Task 2

Directions: Study the following groups of sentences and see how the present progressive and simple present tense form are currently used. **Encircle the verb phrase in each sentence and underline the time expression.**

1. Jose is reading the newspaper now.
2. Anne is studying at this very moment.
3. At this moment two of my friends are reading science journals in the library.
4. They always read the science journal in the library.
5. She is just gently closing the door.
6. She gently closes the door every time she leaves.
7. The class is performing an experiment right now.
8. The class performs an experiment every Tuesday.



Activity 5: Reading

Have you heard about Jose Rizal, our national hero? Maybe you have read some of his works. But do you know that Rizal was also a teacher? In the reading selection that follows, you will read many things that Rizal has done, which are almost unknown. Read on and discover the other facets of the character of Jose Rizal.

Pre-Reading

To prepare you for what you are going to read, you need to study some new words. These words will help you understand the selection better.

Task 1

Vocabulary Development: Use of Context Clues

Directions: Choose the letter of the word that is close to the meaning of the underlined word. Write the letter of the correct answer.

- ___1. Horacio Cabilin worked as curator of the Rizal Shrine.
a. a caretaker of a museum b. guardian of parents
c. assistant to a priest d. principal of a school
- ___2. The guide is used to answering impertinent questions from a tourist.
a. unimportant b. many
c. insulting d. funny
- ___3. The nipa houses standing in Rizal's Talisay estate are only replicas.
a. exact copies b. fancy imitations
c. original models d. clear pictures
- ___4. Rizal's students built a dike to direct the rain water away from the house.

- a. a barrier for preventing flood
- b. a well in which water can be collected
- c. a platform for diving into a pool
- d. a bridge connecting land to water.

___5. With the physical and mental activities that they have undergone, Rizal's students received a holistic education.

- | | |
|--------------|-------------|
| a. difficult | b. balanced |
| c. religious | d. easy |

While Reading

Directions: Read the following selection. Be able to answer questions after the selection.

Introduction

In his book, *Rizal Without the Overcoat*, Ambeth Ocampo, a notable historian, writes about Rizal in a personal and intimate style. In this excerpt from one of his essays, he shares parts of two letters Rizal wrote to Blumentritt in 1895.



Rizal the Teacher and His Students

(An Excerpt)

Ambeth R. Ocampo

1. My good friend Horacio Cabilin has retired as a curator of the Rizal Shrine, but he took time out as member of the *Dapitan Sangguniang Bayan* to show me around. Although Cabilin has gone up to the world, he still remains an interest in Rizal and finds time to answer impertinent questions on Rizal from tourists like me. Since all the nipa houses standing on Rizal's estate in Talisay are mere replicas, I insisted on seeing whatever was original in the famous Talisay estate.

2. Cabilin brought me to a small dam behind the Rizal house that was described in a letter to Blumentritt in January 1895:

3. *We are now going to build a water-tank on my land. I have 14 boys whom I teach languages, mathematics, and how to work. Since we have no work, I have decided to construct a dike of stone brick and mortar so that they may learn.*

4. By March of the same year he informed Blumentritt of his progress.

5. *"I am constructing a dike in order to have a water depository for the dry season. The water is now more than three meters deep; the wall has a base two meters wide. It is also made of live rocks, sand, lime, and cement, and constructed by boys 13 to 14 years of age under the direction of one 30 years. They did it as play."*

6. In the same letter that talks about the dam behind the house Rizal told Blumentritt:

7. *"I have now 16 boys studying with me, paying me with their labor. They all belong to the best families in the town and one can see their eagerness to learn even if they have to work for me in order to study. If I would ask them for money, I am sure they would pay with pleasure and more would come. Ah, what a lack there is of a good school with good teachers who teach so that the children may learn and not that they may waste their time as generally happens."*

8. Apart from both Spanish and French, they were given lessons in algebra, geometry, and arithmetic. They had swimming, gymnastics, and other sports. They had time for work: cleaning the estate, harvesting fruits, or helping in Rizal's clinic. Rizal's "Himno al Trabajo" or "Hymn to Labor" was even sung at work to the tune of "Sampaguita." Rizal was basically a teacher at heart, and I would say that boys who lived in Talisay estate as *internos* or boarders had a holistic education.

Post Reading

Task 2

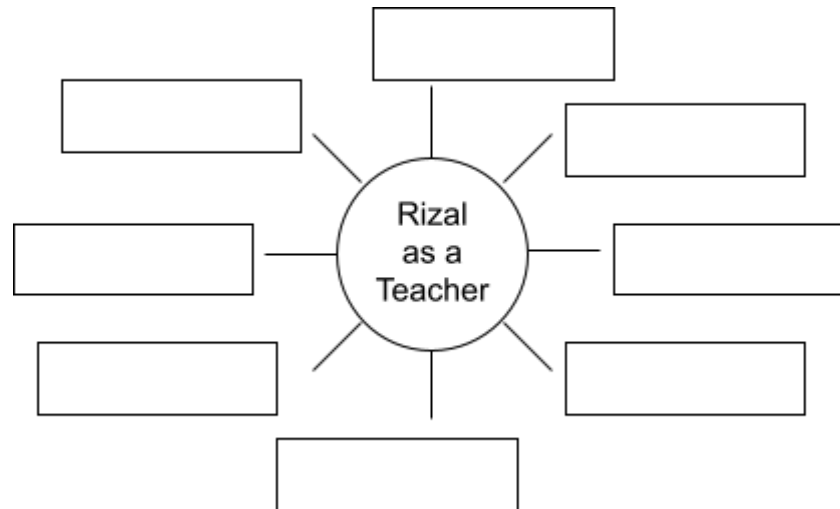
Directions: Answer the following questions as briefly as you can.

1. Who is Horacio Cabilin?
2. What did Ambeth Ocampo want to see when he visited the Talisay estate?
3. How many students did Rizal have? How did Rizal describe his students?

4. By building a dike what did Rizal teach his students?
5. For Rizal, how could students use their time wisely?
6. What does Ambeth Ocampo mean in the last sentence?

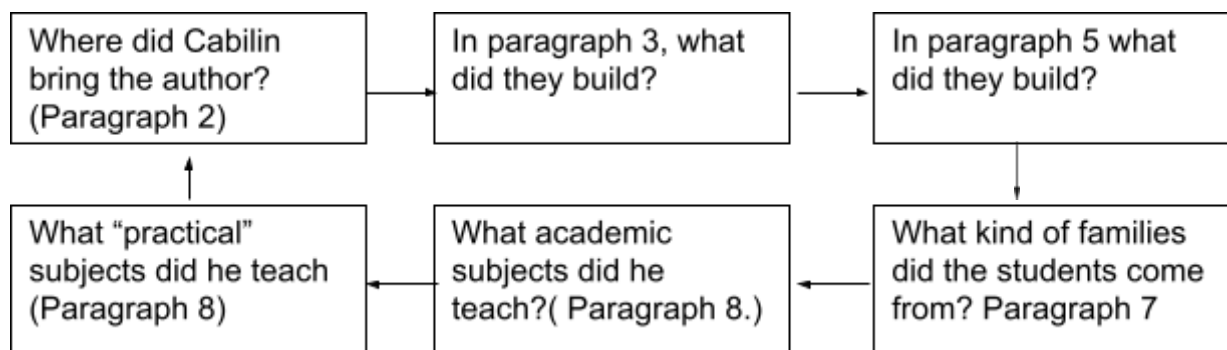
Task 3

Directions: Describe Rizal as a teacher from what you have read. Fill the boxes below with his qualities



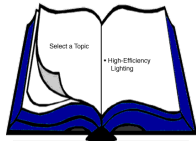
Task 4

Directions: Illustrate the sequence of events in the letter of Rizal to Blumentritt from the time he and his students were building a water-tank. Observe how the teacher teaches his students to value their time. Answer the questions in each box.



Task 5

Directions: Pick out the values you've learned from the essay. Write them down below.



Activity 6: Getting the main Idea and Noting Details

Pre-Reading:

Now you will read about the characteristics of an educated Filipino. But maybe, you already have some ideas about what an educated Filipino should be.

Vocabulary

Task 1

Directions: Before you read the selection try to determine the meaning of the words in bold letters listed below: Choose your answers from the words in the box.

Change	oneness
Beginning	provides
Basic	shallow

- The **conception** of an invention starts with an idea.
- The **fundamental** need of an individual to learn is a basic right.
- A **transition** in one's attitude involves a change of heart.
- A group that has **solidarity** has unity.
- A **superficial** understanding of a lesson leads to its shallow application.
- a person who **renders** service gives himself completely.

While Reading

Task 1

Take note of the characteristics of the Filipino as revealed by the article. Then compare your answers with those of the author.

What is an Educated Filipino?

Francisco Benitez

(1) What is an educated Filipino and what qualifications distinguish him today? The conception of education and of an educated man varies in response to fundamental changes in the details and aims of society. In our country and during this transition stage in our national life, what are the qualities that an educated Filipino possesses?

(2) Great changes have taken place in the nature of our social life during the last forty years. The contact with Americans and their civilizations has modified many of our old social customs, traditions, and practices, some for the worse many for the better. The means of communication have improved and therefore, better understanding exists among the different sectors of our country. Religious freedom has developed religious tolerance in our people. The growth of public schools and the establishment of democratic institutions have developed our national consciousness both in strength and solidarity.

(3) With this growth in national consciousness and national spirit among our people, we witness the corresponding rise of a new conception of education – the training of the individual for the duties and privileges of citizenship, not only for his own happiness and efficiency but also for national service and welfare. In the old days, education was a private concern; now it is a public function, and the state not only has a duty but it has the right as well as educate every member of the community – the old as well as the young, women as well as men – not only for the good of the individual, but also for the self-preservation and self-protection of the State itself. Our modern public school system has been established as a safeguard against the shortcomings and dangers of a democratic government and democratic institutions.

(4) In the light of social changes, we come again to the question: What qualities should distinguish the educated Filipino of today? I venture to suggest that the educated Filipino should, first, be distinguished by the power to do. The Filipino today needs more of his power to translate his reflection into action. I believe we are more and more to the conviction that no Filipino has the right to be considered educated unless he is prepared and ready to take an active and useful part in work, life and progress of our country, as well as the progress of the rest of the world.

(5) The power to do embraces the ability to produce enough to support oneself and to contribute to the economic goods and at the same time he may not be educated. But should we consider a man who utterly

unable to support himself and is an economic burden to the society in which he lives; that he is educated merely because he possesses the superficial graces of culture? The sign of economic efficiency is not only the ability to produce material goods. Useful social participation may take the form of any of the valuable services rendered to society through such institutions as the home, the church and the country.

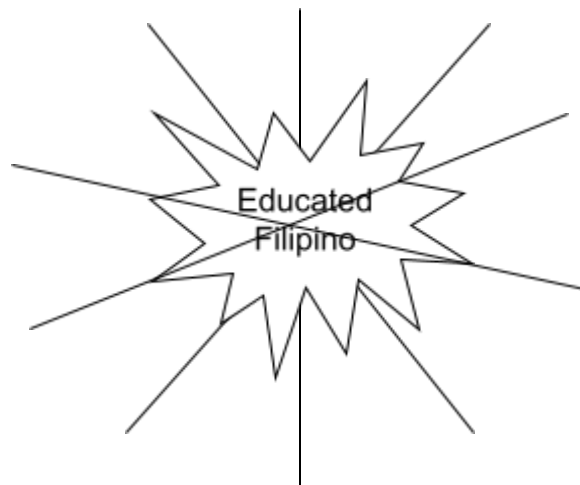
(6)The educated Filipino, in the second place, should be distinguished not only by the knowledge of his race, his people and his country, but also by his love of the truth and ideals that our people have learned to cherish. Our character, our culture, and our national history are the core of our national life, and, consequently, of our education. The educated Filipino ignore the history and culture of other lands, but can he afford to be ignorant of the history and culture of his own country, and yet call himself educated?

(7)The educated Filipino, in the third place, must have ingrained in his speech and conduct those elements that are everywhere recognized as accompaniments of culture and morality; so that, possessing the capacity for self-entertainment and study, he may not be at the mercy of the pleasure of the senses only or a burden to himself when alone.

(8) There are then, at least three characteristics, which I believe to be evidences of the educated Filipino- the power to do, to support himself and contribute to the wealth of our people; acquaintance with the world's progress, especially with that of his race, people and community, together with love of our best ideals and traditions; and refined manners and moral conduct, as well as the power of growth.

Task 2

Directions: List down the characteristics of an educated Filipino enumerated by the author by writing your answers on the end of the spikes below:



Task 3: Noting Important Details.

Directions: Summarize the characteristics of the educated Filipino. Follow the numbers in the paragraphs to answer specific questions. The topic sentences are given.

Paragraph 2. Great changes have taken place in our social life.

- 1.
- 2.
- 3.

Paragraph 3. New conceptions of Education:

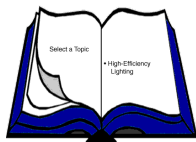
- 1.
- 2.
- 3.

Paragraph 4. What characteristics distinguish an educated Filipino.

- 1.
- 2.
- 3.

Paragraph 5. The power to do embraces-

- 1.
- 2.
- 3.



Activity 7: Valuing

Pre-reading

Are you thankful to your parents who are giving you a chance to study and therefore, become an educated citizen of our country? Do you study your lessons well and do the best that you can? Do you get high grades as a result of your hard work and seriousness in your studies?

Read the selection below and try to gain insights on how to do well on your studies.

While Reading

Directions: Read the selection very well, so that you will be able to answer the questions that follow.



Of Studies and Responsibilities

Isagani Duval Sayas

Batingaw 1st Year Vol. 2 no. 4 SY 2000-2001

Being a freshman can bring a lot of pressure. Not only are you coping with the changes in your life as a teenager, but you also have to face your fears and hopes for high school. You probably have a glimpse of that already, now that you are on your first year in high school.

When I was a high school freshmen, my parents were always fond of saying, "The only legacy we can give you is good and proper education. So study hard."

Study hard? I exclaimed. *Wasn't I studying hard enough?* Everyday, I had to get up at 5:30 in the morning to get ready for school. I spent nine hours a day studying in school and another three hours doing my assignments and projects at home. On Saturdays, I would sometimes meet my classmates for group reports or club activities. I was convinced that Sunday was my only real rest day. My whole life revolved around studying and more studying!

But come to think of it, that wasn't so bad at all. True, I sometimes blamed my school requirements for getting in the way of having fun. I couldn't go out with my old friends or family because I had to do my homework or project. But I had so much more to be thankful for.

For one thing, it gave me the opportunity to meet new friends and other people who shared my interests. High school not only gave me a chance to get a good education, it also taught me how to form positive social relationships.

I also didn't have to deal with "grown-up" problems yet. Although I did some chores at home, I didn't have to worry about planning meals or making the family budget. I didn't have to go to work and earn a living. I wasn't bothered by having to pay the bills or taxes or insurance or college educational plans. My parents were responsible for all of that. I didn't have to worry about getting a college degree and looking for a job either, like my older brother did.

I realized that the only thing that was left for me was to study. Studying was my responsibility. And no one else was going to benefit more from it than myself. So, I started devising ways on how I could be better at it.

First, I had to learn how to be responsible for my own time. If I wanted to spend my weekends for fun activities, I knew that I would have to give more extra hours on weeknights to finish my requirements. I made a game of resisting my favorite TV programs during my study hours.

I started going to the library on my spare time, too. It's not as boring as it sounds. I also learned some things from the books I read long before they were taught in class. Then helped me a lot during recitations and surprise quizzes.

Next, I learned how to motivate myself into liking studying. I wasn't easy at first especially if I didn't like my teacher or if I wasn't good in that subject. But I knew that I wanted to learn something and I used that to drive me to study. So the more difficult a subject got, the more I persisted in trying to understand it. I didn't always succeed, but at least I could say that I gave my best shot.

I had some help from friends who wanted to study seriously, too. We formed study groups to help each other. For example, those who were good in Math or English or Science would teach the rest of us who weren't. We learned more from sharing our knowledge.

With all these measures, you probably think that I graduated at the top of my high school class. I got regular grades like most of my classmates. But they made me understand the importance of studying. I also appreciated the fact that I had the chance to get a good education, which many Filipinos can't even afford. Besides, studying was *my* responsibility. And if I wanted to prove to my parents that I could be a responsible teenager, I would have to be a good student first.

Task 1

Directions: Answer the following questions as briefly as you can.

1. Who do you think is addressed in the essay?
2. What would the writer's parents often say to him that would produce a strong reaction from him?
3. What kind of schedule did the writer follow as a student on regular days? How about on weekends?
4. How did the writer look at his responsibilities as a student? Give specific examples to support your answer.
5. What sacrifices did he make to get the most out of his education?

Task 2

Now that you have read the essay list down the problems met by the author and how he solved them. Show your work to your teacher.

Have you done all the activities in this module? Then it is time to take the posttest...



Post Test

A.

Directions: Give the **present progressive** form of the verb in parentheses.

1. Jose and Leah _____ (read) some science materials now.
2. They _____ (prepare) for their quiz tomorrow.
3. They _____ (study) together.
4. Both _____ (try) their best to concentrate.
5. They _____ (go) over their notes.
6. Leah _____ (share) her textbook with Jose.
7. Mrs. Calixto _____ (give) them a mastery test.
8. Surely, she _____ (expect) much from them.
9. After all, Leah and Jose _____ (represent) their school in the Science Quiz Bee.
10. Everyone _____ (hope) that they will win.

B.

Directions: Use the correct form of the **present progressive tense** of the verbs inside the parentheses.

1. (1-5) At this moment, my mother (sew) a dress for my sister. My sister (take) piano lessons now and she is going to have a recital on Saturday. My father (read) the newspaper as he eats his meal. My little brother (play) in his playpen. Right now I (use) the -ing form of the verb.
2. (1-6)) Use the correct form of the **simple present tense** of the following verbs:

My father (work) in an office. He (type) the reporters and forms that the secretary (pass) on to him. He (go) to work at eight in the morning and (come) home at five in the afternoon. He (cultivate) a little vegetable garden on the sidewalk in front of our house.

C. Idiomatic Expressions

Directions: Match items in column A with those found in column B. Write the letters of the correct answers.

A.

1. eat one's heart out
2. a wet blanket
3. remain in the background
4. down in the mouth
5. to weather the storm

B.

- a. Her presence spoils the pleasure
- b. Sad and spiritless
- c. Become extremely sad
- d. Avoid being noticed
- e. Emerge successfully after a trial

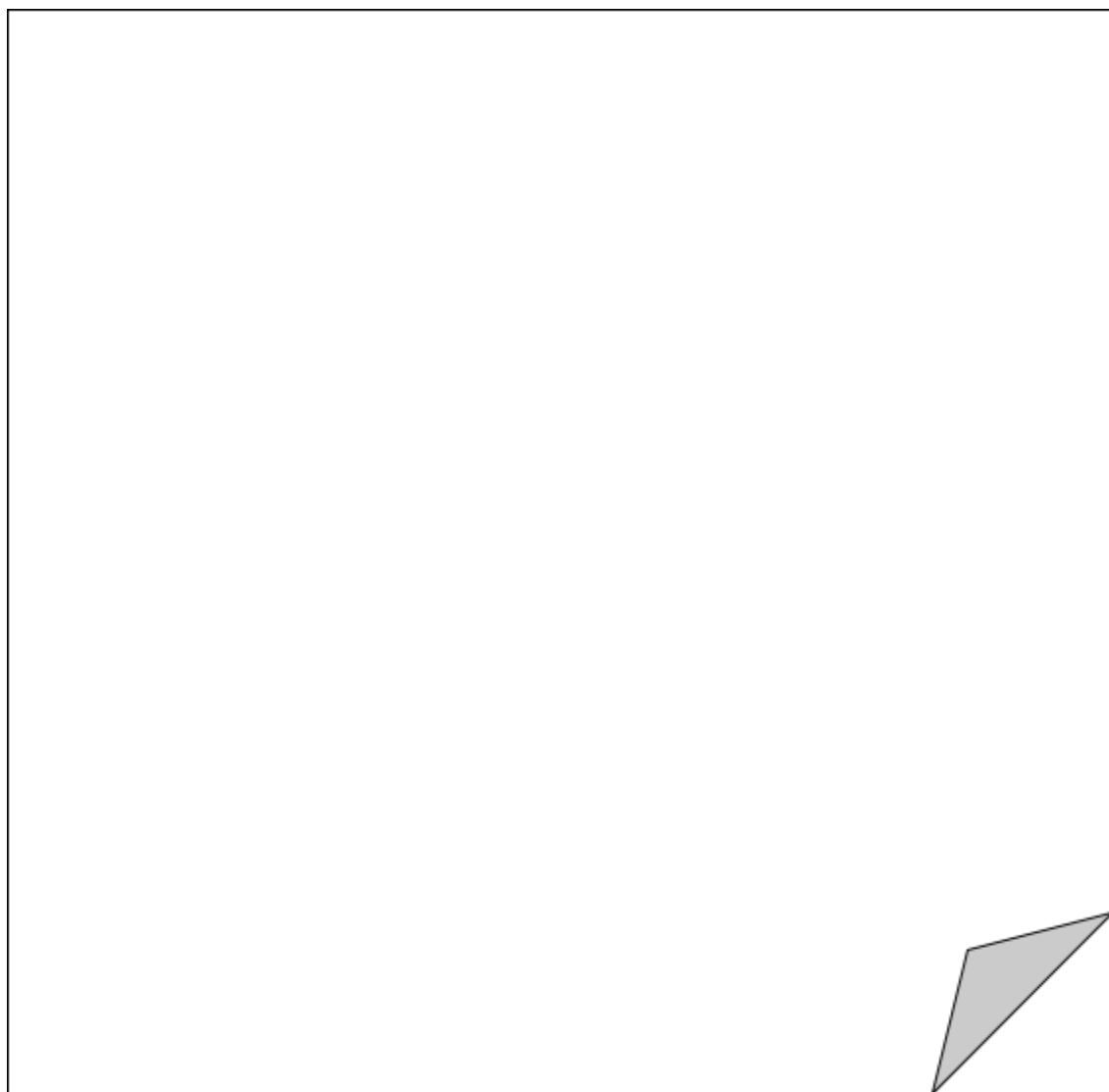
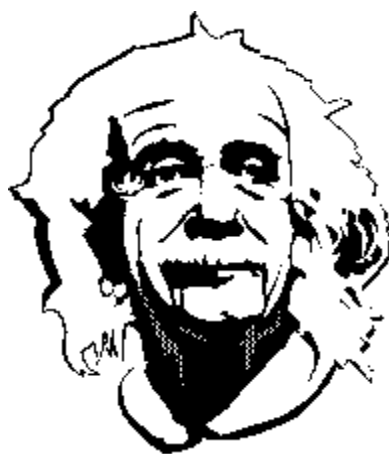
D. Context Clues

Directions: Read the sentences and encircle the word/s that suggest/s the meaning of the words in bold letters.

1. **Diverse** colors of marine life attract tourists around the world.
2. Tourists love the Philippines because it is located in the **tropics** with warm climate.
3. The Philippines is well-known for spectacular underwater scenery **teeming** with fish, corals and other marine life

E. Reading

Read the selection "For the sake of Others" and fill out the illustration below:

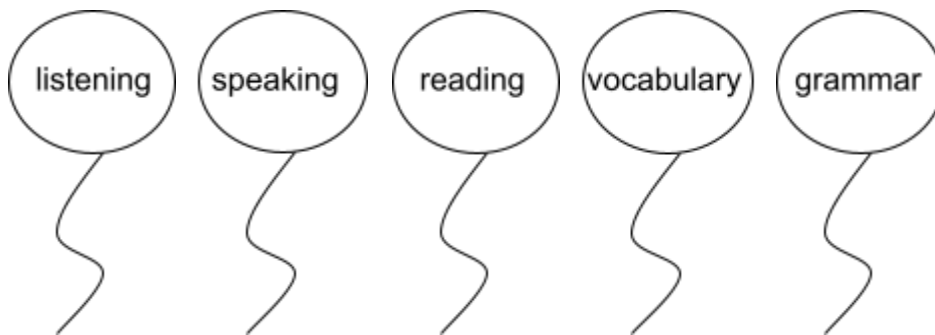


Directions: Think of what you want to be in the future – for example, a teacher, a doctor, a lawyer or an engineer. Then fill the end of the spikes below stating what you will do for others.



F. Writing a Summary of what you have Learned

Directions: List down the things that you have learned in this module. Put them inside the balloons below.





Self – Check for Pretest

A. (in any order)

/U/

good

food

wood

could

took

/UW/

loot

blew

shook

shoot

boot

B.

1. C
2. E
3. D
4. A
5. F

C.

1. reads
2. bring
3. is
4. floats
5. requires

D.

1. is leaving
2. is ringing
3. are eating
4. are taking
5. are playing

For E and F. Show your work to your teacher for her comments and suggestions.



Self-Check for Activity 1.

Listening

Task 1

1. Answer: Advancing vanguard

2. Answers

- 1.) Do you know in what direction to go?
- 2.) Do you have a clear picture of the goals you are aiming at?
- 3.) Are you dedicated to search for true values?
- 4.) Does your wish to serve your brothers manifest itself in practical choices?
- 5.) Are you convinced that one can truly be free to the extent that one is responsible?

3. Answers

self-interest

lies

spirit of division

4.) Build on this earth a society of brotherhood

Task 2 and 3

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



Self-Check for Activity 2

Consult your Teacher



Self-Check for Activity 3

Task 1

1. a brief look
2. something valuable that someone leaves behind
3. shouted with intense emotion
4. made to believe
5. tasks at home
6. planning
7. ignoring
8. free

Task 2

1. foot loose and fancy-free.
2. sweet tooth
3. wild goose chase
4. move heaven and earth
5. crying for the moon.

Task 3

1. look into
2. look on
3. look after
4. look out
5. Look over



Self-Check for Activity 4

Task 1

A.

- | | |
|----------------|--------------------|
| 1. are busy | 5. are spending |
| 2. are trying | 6. are writing |
| 3. are doing | 7. are making |
| 4. are keeping | 8. are not wasting |

B.

- | | |
|----|----------------|
| 1. | at this moment |
| 2. | now |
| 3. | today |

Task 2

Words to Encircle

1. is reading
2. reads
3. are reading
4. read
5. is closing
6. closes
7. is performing
8. performs

Words to be Underlined

1. now
2. today
- 3 at this moment
4. always
5. just
6. every time
7. right now
8. every Tuesday



Self-Check for Activity 5

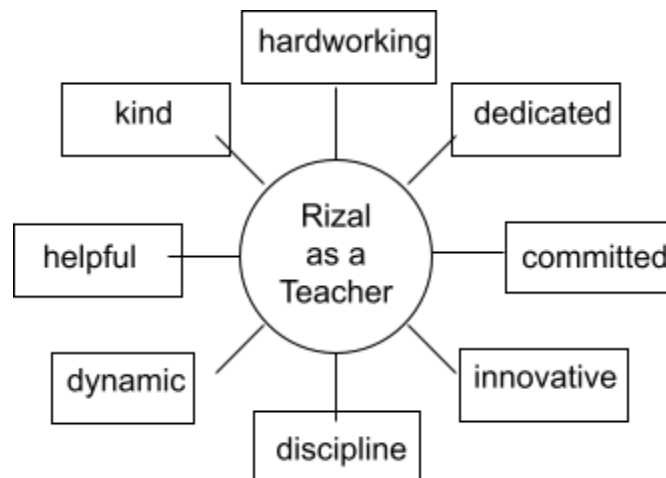
Task 1

1. a 2. a 3. b 4. a 5. b

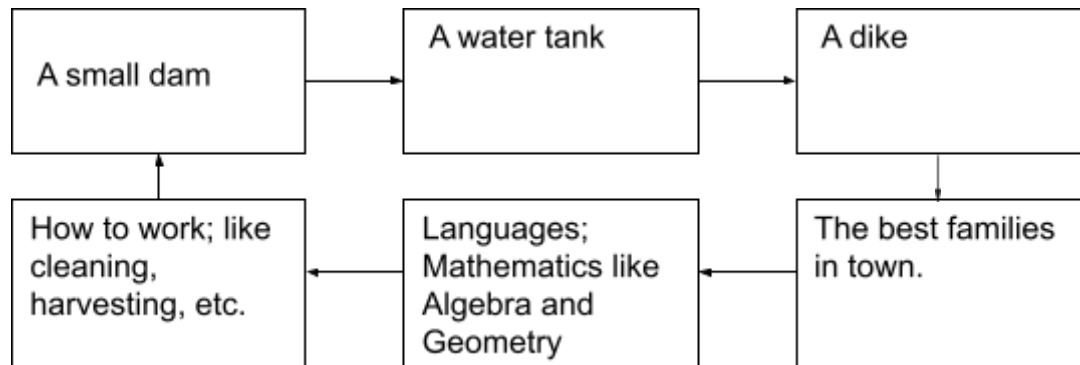
Task 2

1. retired curator of the Rizal shrine
2. original Talisay estate
3. sixteen; eager to learn
4. a learning experience
5. they had time for everything

Task 3 (Suggested answers)



Task 4



Task 5 (Suggested Answers)

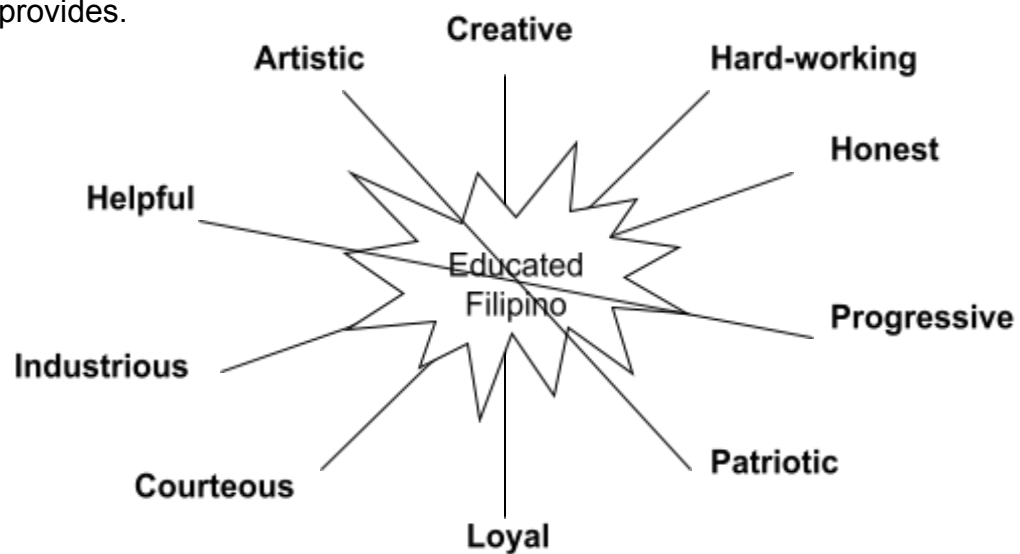
Discipline, hard work, helpfulness, dedication to duty.



Self-Check for Activity 6

Task 1

- a. beginning
- b. basic
- c. change
- d. oneness
- e. shallow
- f. provides.



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

Task 3 and 4. Show your work to your teacher for her comments and suggestions.

Task 3

Paragraph 2

modified our social customs, traditions, and practices.
Improved means of communication
religious freedom
growth of public schools
establishment of democratic institutions

Paragraph 3

training for duties of citizenship
education as a public function
modern public school system

Paragraph 4

power to do
power to translate his reflection to action
prepared and ready to take an active part in work life, and contribute to progress

Paragraph 5

ability to produce
social participation
3. service to country and the world



Self-Check for Activity 7

Task 1

1. the reader
2. study hard
3. Get up early; spend nine hours in school; Saturdays are for group reports and club activities
4. More time for studies; go to the library; get help from friends
5. Missed: "Fun Activities; TV programs; going out with friends"

Task 2: Show your work to your teacher for her comments and suggestions



Self-Check for Posttest

A.

1. are reading
2. are preparing
3. are studying
4. are trying
5. are going
6. is sharing
7. is giving
8. is expecting
9. are representing
10. is hoping

(1-5)

is sewing
is taking
is reading
is playing
am using

(1-6)

works
types
passes
comes
5. cultivates

C. Idiomatic Expressions

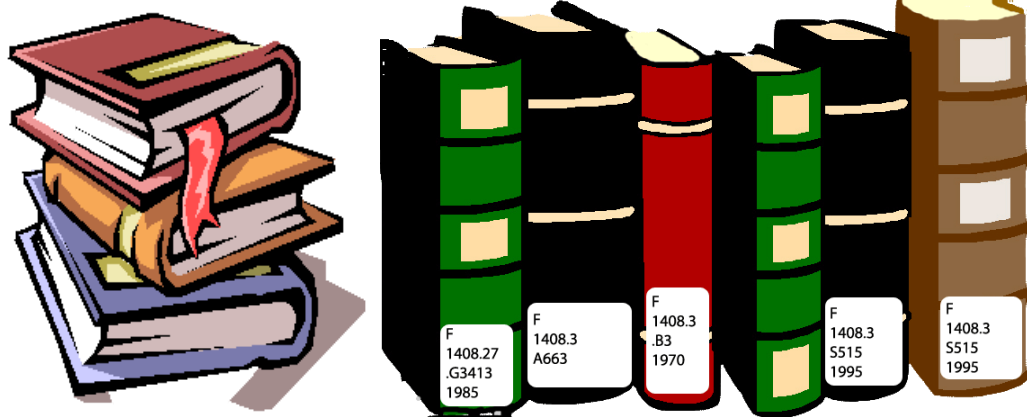
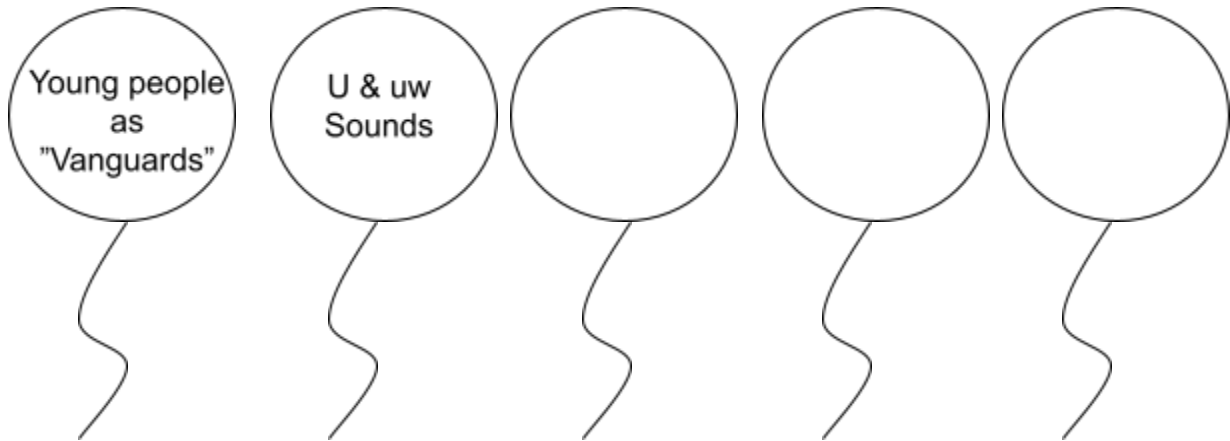
1. c
2. a
3. d
4. b
5. e

D. Words that should be encircled:

1. attract
2. warm climate
3. fish, corals and other marine life

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

F. What you are expected to have learned from this module:



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

Distinguished between the back vowel sounds /u/ and /uw/

Used expressions taken from the text in writing activities

Realized the value of planning one's activities

Developed the ability to pick out topic sentences and supporting details

Identified the meaning of the words through context clues

Expressed ideas and thought using the simple present and progressive form of the verb

Used appropriate time expressions in forming the simple present progressive form of the verb.

Illustrated important details through graphical aides

Explained the importance of being a systematic hardworking student

Appreciated the qualities of an effective learner

Developed the value of, and take pride in being a Filipino.

You've done a good job. Congratulations!

