ACTIVITY TITLE : Blocks that Block

LEARNING TARGET: Determine the effect of textual aids on understanding of the text

REFERENCE : English 10, LM  Page: 7

CONCEPT NOTES:

Text aids, also called text features, are visual elements on a page that stand out from the main text. The reader uses text features to help understand the content. Some examples of text aids are titles, bold or italic print, diagrams, maps, tables, charts and maps.

Text aids are predominately used in nonfiction text. Text features focus the reader's attention on specific parts of the text, and help the reader identify important ideas in the reading. Aids in the form of pictures or graphs give the reader additional information to support that found in the text. Text aids are also useful for previewing text.

TASK 1: Each block represents a saying or well-known phrase. Identify what is asked in each block. Write your answers on the space provided below.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>chicken</td>
<td>late</td>
<td>never</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>trouble, trouble</td>
<td>history</td>
<td>forgotten</td>
<td></td>
</tr>
</tbody>
</table>

Answers:  1. __________  2. __________  3. __________  4. __________  5. __________  6. __________

EXERCISE : Processing Questions

1. How did you get the answer to each block?
2. What helps you in understanding and getting the meaning of given texts?
3. What is your overall impression about the phrases above?
4. How do they reflect realities in life? Share to the class your experiences?
ACTIVITY TITLE: You've Got a Friend
LEARNING TARGET: Get information from various text types that can be used in everyday life
REFERENCE: English 10, LM Page: 8

CONCEPT NOTES:
The different forms of writing are often known as text types at school. Factual texts inform, instruct or persuade by giving facts and information. Literary texts entertain or elicit an emotional response by using language to create mental images. It is a way of classifying and defining different types of language interaction both spoken and written. It also refers to the purpose of a text and the way it is written. Narrative, persuasive, descriptive, explanation, exposition, information reports, recounts, procedures and poetry are some common types of text.

TASK 1:
- Remember the time when you were weak and low.
- Fill out the balloons (p.8 LM) with your experiences in life that have to do with your responses in Task 1.
- Choose a specific experience in life reflected in each balloon then, share it with your classmates.
- Reporting will be done by group.
  Example: belittled - G1         late - G4
           lost - G2             troubled - G5
           here we go again - G3  forgotten - G6

EXERCISE:
1. What type of text is used in Task 1 "You've Got a Friend"?
2. What can you say about the activity?
3. How did you feel when you recalled or shared all those experiences?
4. What insights have you gained from the above activity?
ACTIVITY TITLE: Watch and Learn
LEARNING TARGET: Determine how connected events contribute to the totality of the material viewed
REFERENCE: English 10, LM Page: 9

CONCEPT NOTES:
Understanding a text depends upon how the events are being connected with one another. Its logical arrangement contributes a lot to its totality as what a narrative develops its plot. It is just like our personal challenges in life which help us develop the totality being a person.

TASK 1.
Watch the motivational video of a young boy who is considered as an inspiration to millions. Source: https://www.youtube.com/watch?v=b_N_dYRb4_4.
Then, supply the spaces below with a particular event from the video clip which correspond the following:
1. Orientation: ________________________________
2. Complication: ________________________________
3. Climax: ________________________________
4. Resolution: ________________________________

EXERCISE:
Answer the following questions:
1. Who is the main character in the video clip?
2. What is it all about?
3. What are the personal challenges of the character highlighted in the video?
4. In what way the connected events of the video clip contribute to the totality of the material viewed?
TITLE: Vocabulary Spinner
TARGET: Differentiate formal from informal definition of words
REFERENCE: English 10, LM Page: 12

CONCEPT NOTES:
Studies have shown that reading comprehension and vocabulary knowledge should go hand in hand for high school students to understand fully any text they encounter in the course of their study. Limited vocabularies prevent students to comprehend fully what their teachers want to impart to them.

In this lesson, you are going to develop your vocabulary through definition, using words in sentences, giving synonyms and antonyms.

TASK 1. Vocabulary Spinner

The following are vocabulary words from the selection - Daedalus and Icarus. Answer each part of the spinner as instructed.

1. comfortable 2. vengeful 3. labyrinth 4. myth

Based from the activity above, differentiate formal from informal definition of words.

<table>
<thead>
<tr>
<th>FORMAL</th>
<th>INFORMAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
TITLE: Daedalus and Icarus
TARGET: Explain how the elements specific to a selection build its theme
REFERENCE: English 10, LM Pages: 11-18

CONCEPT NOTES:
A myth is a story that can sometimes be rooted in historical fact, but more often deals with supernatural beings, gods, demigods, and the explanation of natural phenomenon. Stories that explain religious beliefs are often myths; they explain the cultural and religious views of a society. Many myths were, at one time or another, believed to be true, but one defining characteristic of a myth is that there is no way to verify the claims made within it. "Daedalus and Icarus" is a sample of myth. It discusses adventures and mistakes of heroes or characters.

Like other stories, myth also observes the specific elements which help in the development of the text. Characterization, Setting, Plot, Theme, Style, Tone and Point of view are the significant elements of a myth.

PRE- ACTIVITY: Anticipation - Reaction Guide
Accomplish the Story Anticipation - Reaction Guide on page 11-12 of your LM focusing on the Before Reading activity.

TASK 1:
- Read the selection "Daedalus and Icarus" in the Learner’s Material on page 13 to 15.
- Find out how Daedalus got himself into a difficult situation.
- As you read this myth, look for what Daedalus did to escape from the Crete.
- Go back to the Anticipation - Reaction Guide, now check your Before Reading activity by accomplishing the last column.
- Were you right with your anticipation in Before reading activity? Why or why not? Explain briefly.

EXERCISE: Differentiated Learning

The class is divided into eight (8) smaller groups and each group will do the following tasks:

Group 1 - A Facts and Details
Group 2 - What's Going On?
Group 3 - Digging Deeper
Group 4 - Fact or Not

Group 5 - Agree or Disagree
Group 6 - Image in My Mind
Group 7 - Timeline
Group 8 - Character Cycle
TITLE: Grammarian For A Day
TARGET: Use reflexive pronouns
REFERENCE: English 10 LM pages. 18 - 19

CONCEPT NOTES:

REFLEXIVE PRONOUN is a special kind of pronoun that is usually used when the object is the same as the subject. Each personal pronoun such as I, You, and She has its own reflexive form: I- myself (intensive) You (singular)- yourself (intensive) We use a reflexive pronoun when we want to refer back to the subject of the sentence or clause. It ends in self- (singular) or -selves (plural).

TASK 1: Grammarian for a Day

- Scan the paragraphs given in the Learner's Material p.18-19.
- Underline all the pronouns used by the author.

TASK 2:

- Pick out at least five (5) sentences with pronouns (refer to Task 16, pp.18-19)
- Rewrite the statements and make the pronouns reflexive.
  1. 
  2. 
  3. 
  4. 
  5. 

EXERCISE:

- Construct your own sentences by using the following pronouns into reflexive pronouns.
  1. (him) ________________________________
  2. (her) ________________________________
  3. (them) _______________________________
  4. (it) ________________________________
TITLE: Cyber-bullying
TARGET: Deliver a concise report about cyber-bullying
REFERENCE: English 10 LM pages 27-29

CONCEPT NOTES:

Cyber-bullying is the use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone. Cyber-bullying is often done by children, who have increasingly early access to these technologies.

An oral report also has the same three basic parts as a written report. The introduction should "hook" your audience. Catch their interest with a question, a dramatic tale or a personal experience that relates to your topic. When writing up a speech or an oral report, you should organize your ideas in the same ways you would for a report or essay. It must have an introduction, a body, and a conclusion.

TASK 1:

Based from your understanding about the subject and the features in preparing an oral report, write a one-minute oral report about cyber-bullying observing the elements and parts of oral reports.

EXERCISE:

The students individually deliver a one-minute oral report about cyber-bullying.

In rating the students' performance in oral reporting, refer to the Oral Presentation Rubric on page 29 in your LM.
Activity Title: Getting Information from Various Text Types that can be used in Everyday Life
Learning Target: Get information from various text types that can be used in everyday life.
References: English 10 LM pp. 31-32
English 10 TG pp. 20-23

Concept Notes

The most important component of defense is awareness. In the previous lesson, you have been aware of your personal challenges and that is your initial step into building a defense against life's inevitable circumstances.

"How do I build the best defense against challenges to achieve the best quality of life?"

Task 1: Discrimination Check
You probably have experienced, observed or learned about a lot of discrimination at home, in school, among your peers, etc. What are these discriminations? Let the students share their answers or ideas in the class.

<table>
<thead>
<tr>
<th>DISCRIMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
</tr>
</tbody>
</table>

Exercise: Reflection
Watch/ listen to the song "Reflection" from the movie "Mulan" and answer the questions that follow. Source: [http://www.youtube.com/watch?v=GWooGBya_nk](http://www.youtube.com/watch?v=GWooGBya_nk).

1. What is the song all about?
2. What type of discrimination was underscored in the song?
3. How is this discrimination related to your life (if applicable)?
4. Pick out your favourite lines from the song and explain why you picked those lines.
Activity Title: Determining How Connected Events Contribute to the Totality of a Material Viewed

Learning Target: Determine how connected events contribute to the totality of a material viewed

References: English 10 LM pp. 35-42  
English 10 TG pp. 24-26

Concept Notes
An Oral Tradition is the manner in which information is passed from one generation to the next in the absence of writing or a receiving medium. In the days before near-universal literacy, bards would sing or chant their people’s stories.

They employed various techniques to aid their own memory and to help their listeners keep track of the story. This oral tradition was a way to keep the history or culture of the people alive, and since it was a form of story-telling, it was a popular entertainment.

Background of the Author
Anne Terry White (1896), who was born in Russia, has worked as a teacher, a social worker, and a translator of Russian Literature. Amongst her most-loved tale is the “Gorgon’s Head”.

Vocabulary: Mystery Word
Rearrange the letters in bold to form the correct word for each item. Write the word in the box.

1. To escape or avoid (verb) - eveda -
2. Dangerous (adjective) - erpisulo -
3. Poisonous (adjective) - vsmuoneo -
4. Ashamed (verb) - aeadhb -
5. Satisfy, gratify (verb) - peeapsa -
6. Brave (adjective) - vorlsao -

Read the story “The Gorgon’s Head” by Anne Terry White and try to answer the question “How do I build the best defense against challenges to acquire the best quality of life possible for me?”

Exercise: Dissecting the Text
Answer the following questions.
1. What was the “dreadful oracle” that was delivered to King Acrisius?
2. What adventure did Polydectes suggest that Perseus undertake?
3. List three perilous encounters that Perseus experienced during his adventure.
4. Explain how the oracle given to King Acrisius was fulfilled.
5. What was Polydectes “true motive in sending Perseus to kill Medusa”?
6. How did Perseus’ quest enable him to prove himself a hero?
Activity Title: Determining the effect of textual aids on understanding the text
Learning Target: Determine the effect of textual aids on understanding the text
References: English 10 LM p. 42
            English TG pp. 27-28

Concept Notes

Textual aids are visual elements on a page that stand out from the main text. Some examples of textual aids are titles, bold or italic print, diagrams, maps, tables, and charts.

Task I
Your teacher will group you into five. Each of the groups will be given a specific task to work on.

Group 1: Create a timeline of events in the story.

Group 2: Create a venn diagram that compares the characteristics of Perseus and Medusa.

Group 3: Create a diagram that shows the challenges of Perseus in his quest to acquire the Gorgon's Head.

Group 4: Using the Gorgon's Head as a diagram, point out at least five utterances of Perseus that strike your group the most.

Group 5: Create a diagram that shows the relationship of all characters in the myth.

Exercise: Act and Counteract
Examine all the group outputs from the previous task. Note down observations about the outputs of the other groups. Don't write anything about your group's output.

<table>
<thead>
<tr>
<th>Group</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Activity Title: Using Intensive Pronouns
Learning Target: Use intensive pronouns correctly
References: English 10 LM pp. 45-46
            English 10 TG pp. 29-30

Concept Notes:
An intensive pronoun is a pronoun that formed just like reflexive pronoun by adding
-self/ selves. It serves to emphasize the antecedent, often appear as appositive after
nouns or pronouns within the same sentence.

Example: 1. You\textit{yourself} have overcome many hardships.
        2. Dr Carson \textit{himself} has survived great poverty.

Notice that when you drop the intensive pronoun, the sentence still makes sense.
(\textit{Dr Carson has survived great poverty.})

(Avoid the use of his\textbf{self} and theirs\textbf{elves}, which are grammatically incorrect. Use
\textit{himself} and \textit{themselves} instead.)

Exercise A: Circle all the pronouns from the paragraph.

(1-2) But it happened that when they came to Argos, King\textit{Acrisius} was away from
home. (3) Games were being held in Larissa, and Perseus, hearing of them, decided to go
there and take part. (4) And there at the game it was that the oracle with \textit{Acrisius} had
received at \textit{Delphi} was strangely fulfilled. (5) \textit{F}or when it came Perseus' turn to throw the
discus, (6-7) he threw it so that it swerved to one side. (8) \textit{I}t landed among the spectators
and killed an old man. That old man was King \textit{Acrisius}, who had gone to such cruel lengths to
avoid the fate which the gods had ordained.

Exercise B. Paraphrase at least three sentences by transforming the circled pronouns into
reflexive or intensive pronouns IF APPLICABLE. Write R on the blank before each item if
the pronoun is reflexive or I if intensive.

1. __________________________________________________________
2. ________________________________________________________
3. ________________________________________________________

Exercise C. Underline the reflexive or intensive pronoun in each sentence. Then identify it
as Reflexive or Intensive.

1. By fifth grade, Ben Carson considered \textit{himself} the dumbest kid in his class.
2. His mother was raising Ben and his brother \textbf{herself}.
3. He learned to love reading and then to love learning \textit{itself}.
4. Ben outdid \textbf{himself}.
5. He \textit{himself} likes the challenge of difficult surgery.
Activity Title: Creating a Personal Goal
Learning Targets: Create a personal goal for the next five years
References: English 10 LM pp.47-49
English TG pp.31-32

Concept Notes
Building up defenses is like creating a personal goal. Each defense is critical in achieving success. The most important component of defense is awareness.

In this activity, your teacher will ask you to work in groups. As a group, you will identify specific scenarios where discrimination is happening. Accomplish the chart below. Share your ideas to the class.

**Task 1. Different and Single Out**

<table>
<thead>
<tr>
<th>Discrimination</th>
<th>Examples</th>
<th>How do we build a defense?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Physical Appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Religious Affiliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Nationality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise: Creating a Personal Goal**

Using the organizer below, create a personal goal for the next five years.
Activity Title: Your Brochure
Learning Target: Create a quality brochure that would feature the students own defences against discrimination
References: English 10 LM p.50
             English 10 TG pp. 32-33

Concept Notes
A brochure is a magazine or thin book with pictures that gives you information about a product or service. It is an informative paper document (often also used for advertising) that can be folded into a flyer or pamphlet. One example of this is a travel brochure.

You can now start crafting your brochure that would feature your own defenses against discrimination. You can make use of internet sources for important information to make your work substantial. Your brochure will be graded using the following rubric.

Brochure Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The brochure has excellent formatting and very well organized information.</td>
<td>The brochure has appropriate formatting and well-organized information.</td>
<td>The brochure has some organized information with random formatting.</td>
<td>The brochure’s format and organization of material are confusing to the reader.</td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td>The brochure communicates relevant information appropriately and effectively to the intended audience.</td>
<td>The brochure communicates relevant information appropriately to the intended audience.</td>
<td>The brochure communicates irrelevant information, or communicates inappropriately to the intended audience.</td>
<td>The brochure communicates irrelevant information, and communicates inappropriately to the intended audience.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>All of the writing is done in complete sentences. Capitalization and punctuations are correct throughout the brochure.</td>
<td>Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.</td>
<td>Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.</td>
<td>Most of the writing is not done in complete sentences. Most of the capitalizations are not correct throughout the brochure.</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>The graphics go well with the text, and there is a good mix of text graphics.</td>
<td>The graphics go well with the text, but there are so many that they distract from the text.</td>
<td>The graphics go well with the text, but there are too few.</td>
<td>The graphics do not go with the accompanying text or appear to be randomly chosen.</td>
</tr>
</tbody>
</table>
Activity Title: Distinguishing Individual Strengths  
Learning Target: Distinguish the individual strengths of a boy and a girl.  
Reference: English 10 Learner's Material p. 53

Barang is a wicked witch inhabiting Mt. Kalayo. Her favorite enchantment is a magic box. She trapped young couples into it.

Joaquin and Cristina were trapped in the magic box. Using the columns below, identify the individual strengths of Joaquin (as a boy) and Cristina (as a girl) could use to free themselves from the box.

<table>
<thead>
<tr>
<th>JOAQUIN</th>
<th>CRISTINA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Exercise: Answer the questions briefly.

1. What qualities of Joaquin have you identified? How about Cristina? Write the answers in the columns.
2. In what way could these qualities help them escape from the box?
Activity Title: Explicit and Implicit Ideas
Learning Target: Determine Explicit and Implicit Ideas
Reference: www.answers.com

Explicit is clear and direct. Basically anything someone tells you in clear language.

Implicit is implied, rather than directly stated. A facial expression can be an implicit signal. Any hint you give indirectly is implicit.

Examples: 1. Do not eat the red sauce! It's way too spicy. - Explicit

2. I think the green sauce is better, I don't like spicy things that much. - Implicit

Exercise:

1. Listen and sing the song entitled "Let It Go" from the movie FROZEN. (copies will be provided by the teacher)

2. From the lyrics of the song "Let It Go", write the explicit and implicit signals that highlight significant points.

3. How do these signals add value to the lyrics and overall meaning of the song?
Activity Title: Formal and Informal definitions
Learning Target: To identify formal and informal definitions
Reference: www.answers.com

Concept Note:

Formal definition uses proper words and language while informal definition is like slang (a language peculiar to a particular group) and uses language that is not proper.

Observe how these words are defined.

1. Inspiration
   A. something that brings on creative activity
   B. Motivation
2. Lyre
   A. a small stringed musical instrument
   B. similar to harp
3. Entranced
   A. to put somebody into trance
   b. charmed
4. condemned
   A. to express an unfavorable or adverse judgment
   B. doomed
5. summoned
   A. sent for
   B. called forth

Exercise:

1. What did you notice in the way these words are defined?
2. How do you differentiate definition A and B?
3. Which is a better way to define a word?
Activity Title: The Plot of a Story
Learning Target: To identify the plot of a story
Reference: www.literarydevice.net.com

Concept Note:

Plot is a literary device used to describe the events that make up a story. There are five elements of a plot. First is the Exposition or Introduction. This is where characters and setting are established. The second element is known as the Rising Action which occurs when a series of events build up the conflict. The third is known as the Climax or the moment of highest interest and emotion. The fourth element is known as Falling Action or the winding up of the story. Events and complications begin to resolve. The last element is the Resolution or the conclusion. It is the end of a story and ends with either happy or a tragic ending.

Exercise. Read the story ORPHEUS by Alice Low. Supply each element with the correct details from the story.

<table>
<thead>
<tr>
<th>Exposition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Falling Action</td>
<td></td>
</tr>
<tr>
<td>Climax</td>
<td></td>
</tr>
<tr>
<td>Rising Action</td>
<td></td>
</tr>
<tr>
<td>Resolution</td>
<td></td>
</tr>
</tbody>
</table>
Activity Title: Modals Expressing Possibility, Ability and Probability
Learning Target: To construct sentences using modals expressing possibility, ability and probability
Reference: www.really-learn-english.com

Concept Notes:

Modals are auxiliary verbs which are positioned before the main verb performs specific functions like:

- Might - shows possibility
- Can - shows ability
- May - shows permission

Examples:

1. It might rain.
2. I can juggle.
3. You may sit down.

Exercise: Construct 2 sentences using modals expressing possibility, ability and probability.
Activity Title: Explaining how tone and mood contribute to the theme of the myth
Learning Target: Explain how tone and mood contribute to the theme of the myth
Reference: Celebrating Diversity through World Literature Module 1 lesson 4 LM pp.69-72

Concept Notes:

Tone refers to the attitude of the writer towards his subject.
Mood is the feeling created in the reader by a literary work.

(Arachne was a very talented spinner and weaver but also arrogant, so arrogant she challenged the goddess Athene to a contest. Read the story and find out what happened when the goddess accepted the challenge.)

Activity:
Day 1: Reading of the story and vocabulary building.

Vocabulary building:
1. obscure- difficult to understand
2. indignant- feeling , expressing strong displeasure at something considered Unjust and insulting
3. descend- originate
4. Obstinacy- stubbornness
5. gorgeous- beautiful
6. skeins - a length of thread or yarn wound in a loose long coil

Day 2: Group students into five and do the task below.
Exercise (Group Activity)
Group 1. Answer the following questions.
1. What caused Arachne's fears and failures?
2. How did Arachne try to fight her fear and carry out the conditions of the challenge?
3. How does she feel about her weaving skill?
4. What prevailing mood is conveyed in Arachne?

Group 2.
1. What is the nature of the conflict in Arachne?
2. What does Arachne do that make it difficult for her to solve her problem?
3. What happens to her as she lives through her experience?
4. What character trait is clearly shown by Arachne?
5. What are some details in the story that will prove that Arachne’s pride is the reason of her downfall?
6. What is your opinion of the characteristics of the following based on their words and actions, especially in dealing with challenges?
   a. Arachne
   b. the old woman (Athene)

Group 3.
1. Did Arachne deserve what happened to her at the end?
2. Is the use of poetic justice (a happy ending where a virtue is rewarded and the vice/wrongdoing is punished) as a literary device effective in Arachne? Explain.
3. If Arachne changed her attitude, do you think the old woman would have punished her? Explain.
4. Does the story help you understand the value of dealing with challenges? Explain.
5. What generalization or statement about human experience (theme) does the story make?
6. In what way does the title relate to the theme of the selection?
Act out the events happening in the myth Arachne.

Write the summary and moral lesson of the story.

Exercise: Answer the question below.
Explain how tone and mood contribute to the theme of the myth.
Activity Title: Using special words / expressions that emphasize points
Learning Target: Use conjunctions, conjunctive adverbs and parenthetical expressions to emphasize points
Reference: Learner’s Material - Module 1, Lesson 4 page 73

Concept Notes:

1. A **conjunction** is a part of speech that connects words, phrases, clauses and sentences.
2. A **conjunctive adverb** is an adverb that connects two independent clauses. Conjunctive adverbs show cause and effect, sequence, contrast, comparison, or other relationships. The adverbs and adverbial phrases that fit the criteria for a conjunctive adverb are always modifiers of the predicate in the first independent clause. Here is the list:

   **Conjunctive Adverbs**
   
   Accordingly, however, nonetheless, also, indeed, otherwise, besides, instead, similarly, consequently, likewise, still, conversely, meanwhile, subsequently, finally, moreover, therefore, hence, next, thus

   **Study the following examples:**
   
   a. John was tired after a long day at school. **Therefore**, he immediately took a nap when he got home.
   b. George made a poor grade on his mid-term exam. He is determined, **nevertheless**, to get an ‘A’ in the class.

3. **Parenthetical expression** is a phrase or clause that is inserted within – in effect, it interrupts another phrase or clause. The larger the structure is complete without the smaller structure, which could be an adverb clause as in the following examples. Note that the expressions are enclosed in pairs of punctuation marks: commas or parentheses or dashes.

   a. Strawberry jam, **for instance**, doesn’t make a good spaghetti sauce.
   b. Uncle Charlie, **when he was told about the escape fleas**, broke out in a blush.

**Activity 1.** Classify the words below and write whether it is a conjunction, parenthetical expression and adverb/ conjunctive adverb.

- Exactly, apparently, to illustrate, in like manner
- Still, differently, in most cases, supposing
- On the contrary, to reiterate, on the condition that
- In my opinion, provided that, as such
- As long as, such that, however
- Most importantly

**Activity 2.** Box the correct word to make the sentence complete.

1. The city was unprepared for the big snowstorm. (Consequently, In like manner, Moreover) all major highways are closed.
2. Paul didn’t go to baseball practice yesterday, (hence, still, and) missed the play.
3. The tone of the letter, (furthermore, however, so) brought tears to Fiona’s eyes.
4. The king (in fact, in like manner, conversely) was furious.
Learning Target: Use special words/expressions that emphasize points
Reference: Celebrating Diversity Through World Literature

Concept Notes:

Transitions are words and phrases that serve as bridges from one idea to the next, one sentence to the next, or one paragraph to the next. Without transitions your writing does not flow smoothly. It can also be compared as the glue that holds your ideas together. Below is a list of transition words and expressions.

Examples of Transitions to Emphasize A Point

In my opinion; in most cases; I believe; Again; another key point
first thing to remember; For this reason; apparently; important to; Indeed; in fact

Most compelling evidence; most important information; on negative side
on the positive; point after; surprisingly
surprisingly enough; to repeat; truly
To emphasize; to point out; with this in mind

Read the following sentences from Arachne and think about the italicized phrases.

1. I have challenged her to a contest, but, she of course, will not come.
2. "Surely, Athene herself must have taught her.
3. Arachne was immensely proud of her skill.
4. Her eyes were light and her hair was a dusty brown, yet she was quick and graceful.
5. They terribly afraid as they realized that they stood in the presence of Athene

What do the italicized words/phrases express?

Activity: Construct five sentences using transitions that emphasize points.
Activity Title: Using factual and opinion based statement as supports in persuasive Writing
Learning Target: Use factual and opinion based statement as supports in persuasive Writing
Reference: Learner's Material Lesson 4 pages 74-75

Concept Notes:
- **Fact** is something that truly exists or happens; something that has actual existence
  - Example: The Philippine National Election is set on May, 2016.
- **Opinion** is a belief, judgment or way of thinking about something
  - Example: It would be a clean and honest election.

Group Activity (Share your thoughts, ideas and experiences in the class.)

**Group 1 -- Thematic Funny Home or Videos**
Recall examples of funny movies or videos you have watched or viewed
Relate “Arachne” to the movies or videos in focus or watch “Never Give Up in Life” (an inspirational video)
Talk about their similarities and effects on your lives in view of dealing with personal challenges.

**Group 2 --- The Best Advice**
List problems that you encounter in dealing with challenges
Pose as guidance counselors and think of the advice you would give to manage the problems.
Write a short script to illustrate what you would say or how advisees would respond
Choose one member as a guidance counselor and the rest as troubled young people.
Present the Best Advice in the form of a skit.

**Group 3--- Power Play**
Identify a controversial issue (subject in the news or in personal life) that is related to a personal challenge that you and your group mates disagree with or you feel strongly about.
Discuss how this can be dealt with.
Talk about how people might argue against your ideas or how you would defend your point of view.
Consolidate and share your ideas in the class.

**Group 4 ---- Fact + Opinion = The Best Way to Deal with Challenges**
Imagine you are living in a world where there are lots of challenges that you’re constantly learning to cope with.
Write a reflective journal about the challenges you are facing now and clarify the effects.
Explain what challenge you will expect to find and try to resolve successfully.
Consolidate and share your output in the class.

Activity:
Using facts and opinion based statements, write a persuasive composition about dealing with challenges.
Activity Title: Creating a photo essay  
Learning Target: Organize and produce visuals and graphics to complement and extend the meaning of a photo essay  
Reference: Learner's Material, Lesson 4, Module 1 page 75-77

Concept Notes:  
A photo-essay (or photographic essay) is a set or series of photographs that are intended to tell a story or evoke a series of emotions in the viewer. A photo essay will often show pictures in deep emotional stages. Photo essays range from purely photographic works to photographs with captions or small notes to full text essays with a few or many accompanying photographs. Photo essays can be sequential in nature, intended to be viewed in a particular order, or they may consist of non-ordered photographs.

Be ready to create something unique and remarkable. Work in your group to come up a very impressive photo essay, a concept that uses comic book format to present information in new ways. Refer to task 8 on page 75-77 for your guide.

Activity: Create a Very Impressive Photo-Essay (Group Work)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
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<tbody>
<tr>
<td>Creativity (original and unique style to make it interesting)</td>
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<tr>
<td>VISUAL GRAPHICS (uses sound, color, content of photos and graphics that represent the argument and convey persuasive messages)</td>
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<tr>
<td>TEXT REPRESENTATION CAPTION (uses words and phrases that call up strong feeling; uses logical and emotional appeal; examples, statistics to prove one's stand; has convincing tone)</td>
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<td>ORGANIZATION (logically organized, arguments, facts and reasons around a particular point)</td>
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<td>IMPACT (convinces the audience to accept the ideas and moves them to action)</td>
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Legend:  
Rating - Description  
5- Excellent  
4- Very Impressive  
3- Impressive  
2- Needs Revision  
Inadequate
Activity Title: Winning Over Challenges
Learning Target: Identify ways to win over challenges
Reference: English 10 LM PP.82-85

Concept Notes:

Read the story "HOW ODIN LOST HIS EYE" on pages 82-83.

Exercise 1: Answer the following questions.

1. How did Odin succeed over his challenges? What did he learn from the experience?
2. Which of the following ways will you adopt to win over your challenges? Why

- Having strong DETERMINATION
- Doing HARD WORK
- Defending your beliefs
- Jumping over limitations
- Making personal adjustments
- Using struggles as opportunities
- Standing up your ground for your beliefs
- Using temporary solution
- Being strong to bear up the odds
Activity Title: Writing a persuasive text
Learning Target: Write a short persuasive text expressing one’s stand on an issue using modals
Reference: Learner’s Material, Module 1, Lesson 5, page 86
Concept Notes:
**Modals** are auxiliary verbs which are positioned before the main verb to perform specific functions like:
- **Must** – expresses obligation
- **Need to** – indicates necessity
- **Should** and **ought to** – express sense of obligation to do or become something
- **Shouldn’t** or **should not have** or **ought not** – indicate prohibition, or disapproval of something that was done in the past

1. Read the following sentences from “How Odin Lost His Eye”.
   a. “Odin, the king of the gods, need to have more wisdom.”
   b. “He ought to know more about his enemies.”
   c. “The price of a drink must be a great sacrifice.”
   d. “You should think again before you ask to drink.”

What do the underlined words have in common?
How are they positioned in the sentence?
Which of them indicates a sense of obligation? a necessity? A prohibition, disapproval of something that was done in the past?

**Activity 1.** Construct a sentence using the following modals:
- a. must
- b. need to
- c. should not have

**Activity 2.**
Write a short paragraph persuading others on the importance of developing desirable attitudes and weeding out undesirable habits to win over challenges.
Use this title: **Habits and Traits to develop or To Weed out in Order to Win Over Challenges.**
Clarify your stand and use appeal to reason or emotion. Use appropriate modals.
Activity Title: Conducting Panel Discussion

Learning Target: To conduct panel discussion about winning over personal challenges
Reference: English 10 LM PP.90-91

Concept Notes:

A panel discussion is a form of group speaking where the panel members express their opinion, observation about the issue at hand.

(Refer to Task 9 on pp. 90-91 for the things to consider in conducting Panel Discussion.)

Exercise: Conduct a Panel Discussion about winning over personal challenges.
(Use the rubric as your guide on page 91.)
Activity Title: Winning Over Individual Challenges, Lesson 5 pages 86-87
Learning Target: Write a short persuasive text expressing one’s stand on an issue using modals
Reference: Celebrating Diversity Through World Literature

Concept Notes:
**Modals** are auxiliary verbs which are positioned before the main verb to perform specific functions like:
- **Must** – expresses obligation
- **Need to** – indicates necessity
- **Should and ought to** – express sense of obligation to do or become something
- **Shouldn’t or should not have or ought not** – indicate prohibition, or disapproval of something that was done in the past

1. Read the following sentences from "How Odin Lost His Eye".
   a. "Odin, the king of the gods, **need to** have more wisdom."
   b. "He **ought to** know more about his enemies."
   c. "The price of a drink **must** be a great sacrifice."
   d. "You **should** think again before you ask to drink."
   What do the underlined words have in common?
   How are they positioned in the sentence?
   Which of them indicates a sense of obligation?
   A necessity?
   A prohibition, disapproval of something that was done in the past?

Activity 1. Construct a sentence using the following modals:
- **must**
- **need to**
- **should not have**

Activity 2.
Write a short paragraph persuading others on the importance of developing desirable attitudes and weeding out undesirable habits to win over challenges. Use this title: Habits and Traits to Develop or To Weed Out In Order to Win Over Challenges. Clarify your stand and use appeal to reason or emotion. Use appropriate modals.
Activity Title: Drawing generalizations and conclusions from the material viewed
Learning Target: Draw generalizations and conclusions from the material viewed
References: English 10 LM pp. 92-94
English 10 TG pp. 85-87
Author: Liza Almonte et.al.

Concept Notes

Have you ever been asked by someone to choose between a perfect world filled with joys and lacks troubles and conflicts, or a world full of pains but with lots of choices and cures? You know that you can’t escape troubles, conflicts and pains as challenge you have to face. How do you face these struggles or challenge of difficult kinds?

Task 1: I Always Connect Game

1. Form three groups.
2. Think about ways to win over challenges.
3. In two minutes, list all possible ways that you know in order to win over challenges.
4. Draw lots to know which group will respond first.
5. Allot ten seconds for each step. Other group may steal if the first isn’t correct.
6. Give 5 points for each correct answer.
7. Repeat the process until the last entry is given.
8. Declare the group with the most number of points as the winner.
9. Check the responses against the list of ways to win over challenges (this will be given by the teacher, please refer to English 10 TG p. 93).

Exercise: View and Make Generalization

View the drawing, or the video clip of “One Arm Young Lady and a One Legged Young man” (a very unique and unequalled ballet performance) and see how it relates to challenges and opportunities. Look closely at the drawing and reflect on what it implies by answering these questions.

1. Does it remind you of something or someone you’ve heard or met in real life?
2. What does this drawing suggest about challenges and opportunities?
3. Which details in the drawing show the importance of turning challenges to opportunities?
4. What questions about turning challenges to opportunities you still have in mind?
Activity Title: Appraising Literatures and Resolving One's Personal Conflicts
Learning Targets: Appraise literature as a way of expressing and resolving one's personal conflicts
References: English 10 LM pp. 94-99
English 10 TG pp. 88-93
Author: Liza Almonte et.al.

Concept Notes

How do you face struggles or challenges at different kinds? Perhaps, you have tried a lot of ways to win over them like when you face situations too difficult or too painful to handle, you have to adjust to protect yourself from a perceived threat. That's great!

How do challenges affect you? It's true that challenges can be frightening, but they can be turned into opportunities for you to discover more about yourself, others and the world.

TASK 1: Your Text
- Have you experienced facing a problem which seemed to have no solution at all?
- How did you resolve the problem?
- Did someone give you helpful advice?

Read "From the Analects" by Confucius, as translated by Arthur Waley for you to find out how these questions are to be answered (please refer to pp.95-96).

Exercise: Small Group Differentiated Activities for the Stakes

Form a small groups of eight (8), and work on your assigned task. Remember to share your ideas, thoughts and experiences with the class.

Please refer to English LM pp.96-99 for the group task.
Activity Title: Using Appropriate Modals
Learning Target: Use appropriate modals to express simple futurity and willingness
References: English 10 LM pp. 101
English 10 TG pp. 95

Concept Notes

Modals are auxiliary verbs with special functions.
Remember that modals are used as auxiliary or helping verbs with special functions.

a. Shall - indicates simple futurity and obligation
b. Should - expresses past obligation
c. Will - expresses simple futurity and willingness
d. Would - expresses invitation or past possibility
e. Might - used in reported speech for past time
f. May - expresses future possibilities mixed with doubt and uncertainty

g. Task 1. Like a Disciple
Read the short parable and answer the questions that follow. Please refer to page 100 of English 10 LM.

Looking Ahead (short discussion)
Reread the following statements lifted from "The Analects" and "Zen Parables: The Thief Who Became a Disciple", then consider how the underlined words are used.
1. "Don’t take it all. I will need some to pay the taxes tomorrow."
2. "His only anxiety is lest he should fail to recognize theirs."
3. I would say, "Let there be no evil in your thoughts."
4. "They will keep their self-respect and come to you of their own accord."
5. "You shall I teach you what knowledge is?"

Exercise:
Use the following modals in a sentence expressing futurity and willingness.

1. (Shall)
   Sentence:_______________________________________________________
2. (should)
   Sentence:_______________________________________________________
3. (will)
   Sentence:_______________________________________________________
4. (would)
   Sentence:_______________________________________________________
5. (might)
   Sentence:_______________________________________________________
6. (may)
   Sentence:_______________________________________________________
Activity Title: Writing a Short Persuasive Essay
Learning Target: Write a short persuasive text using persuasive techniques
References: English 10 LM pp.103-107
English 10 TG pp. 101-103
Concept Notes:
A persuasive essay is simply a writer’s attempt to convince readers of the validity of a particular opinion on a controversial issue. The following steps should help you write a persuasive essay.

PARTS OF AN ESSAY
1. Introduction - Orientate the reader
   - Identify the focus or purpose
   - Outline scope
   - State the thesis
2. Body (Number of paragraphs vary)
   - Make sure to address the following four points in the body of your essay (either separately, in its own paragraph or blended as you prefer)
     a. CONTENT
     b. PRO
     c. CON
     d. JUDGMENT
3. Conclusion - Restate thesis
   - Summarize arguments

STEPS IN WRITING PERSUASIVE ESSAY
1. Choose a subject.
2. Address the audience you are trying to persuade.
3. Clarify your purpose.

TASK 1: Preparation for My Target
Read the sample essay on page 103, English 10 LM and answer the questions after it.

EXERCISE:
Write a short but powerful persuasive essay on turning challenges to opportunities.

The rating of the persuasive essay should be based on the following criteria: focus/content, persuasive techniques used, development/organization, clarity of ideas, emphasis, language mechanics and conventions. (Please refer to the Rubrics on page 106-107)