

An illustration featuring a smiling man in a light blue shirt standing next to a brown horse with a yellow collar and blue saddle. In the background, a rickshaw with a blue roof and red interior is visible, with a woman and a man inside. The scene is framed by a large, stylized green and blue wave pattern that flows across the image. A white circle containing the number '4' is positioned in the upper right corner.

4

# EnglishTek

**Authors**

Frances Paula L. Ibañez, M.A.  
Johans B. Cruz, M.A.  
Lloyd R. Opalec  
Dyea C. Dolot

Aligned with  
MATATAG Curriculum

# EnglishTek 4

**6th Edition**

## **Authors**

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Fifth printing of the sixth edition, 2024  
ISBN

Published by TechFactors Inc.  
Printed in the Philippines

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# FOREWORD

The TechFactors English K to 10 series is closely aligned with DepEd's MATATAG curriculum which seeks to equip students with knowledge and skills that are relevant, timely, and responsive to a constantly changing environment in order to develop learners who are mentally and emotionally prepared to face the challenges of a competitive world stage.

The series is hinged on Communicative Language Teaching, an approach where communicative competence is achieved through interaction instead of mere mastery of the rules of language. To this end, the lessons provide active learning opportunities in which the students interact with different texts and with one another to construct and communicate meaning. This holistic, interactive, and authentic language learning system aims to produce effective communicators who use appropriate language in social and academic situations, and process information critically to engage in meaningful discourse. The descriptions of each lesson section serve as a guide in understanding this book's content and purpose for a meaningful journey in learning English:

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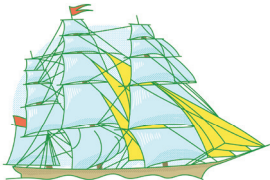
# How To Use This Book

The descriptions of each lesson section in this courseware will serve as a guide in understanding its content and purpose for a fun and meaningful journey in English.



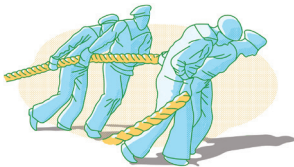
## Chart

This section lists what are expected to be learned at the end of the lesson.



## All Aboard

This section provides pre-reading activities, such as vocabulary and similar activities in preparation for the reading selection.



## All Hands on Deck

This section presents the main topics anchored through a reading selection. A discussion on literary or writing topic follows. It has two subsections. **Let's Navigate** presents the grammar points, while **Let's Explore. It's Time to Row Together** contains group activity that combines the skills learned. followed by comprehension questions to gauge understanding of the text read.



## All Ashore

This section contains reflection questions that prompt the students to evaluate and think deeper about the lessons learned.

# About the Authors

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# Unit 1: fabula

“Fabula” is Latin for “story”—the underlying structure that make up a narrative.

The objective of this unit is for you to learn the fundamentals of storytelling. First, you will get to know the basic building block of a plot: characters and how they move a story. Then, you will explore settings and milieus. These two elements revolve around the theme or the main idea of the narrative.

Once you have grasped the essentials of characters, settings, and themes, the next crucial step is relating a story to your own experiences. Your unique perspective and experiences can shape the narrative in a deeply personal way.

But, before telling your story, you will need to learn what to consider in choosing the point of view you will use.

By the end of the unit, you will get to tell your own personal experience with all the building blocks you have brought with you along the way.





# LESSON 1

## The Stout Miss Hopkin's Bicycle



### Chart

By the end of this lesson, you will be able to:

- ◇ form nouns from verbs
- ◇ identify kinds of characters in a story
- ◇ identify a character's traits
- ◇ come up with ways of taking care of the body

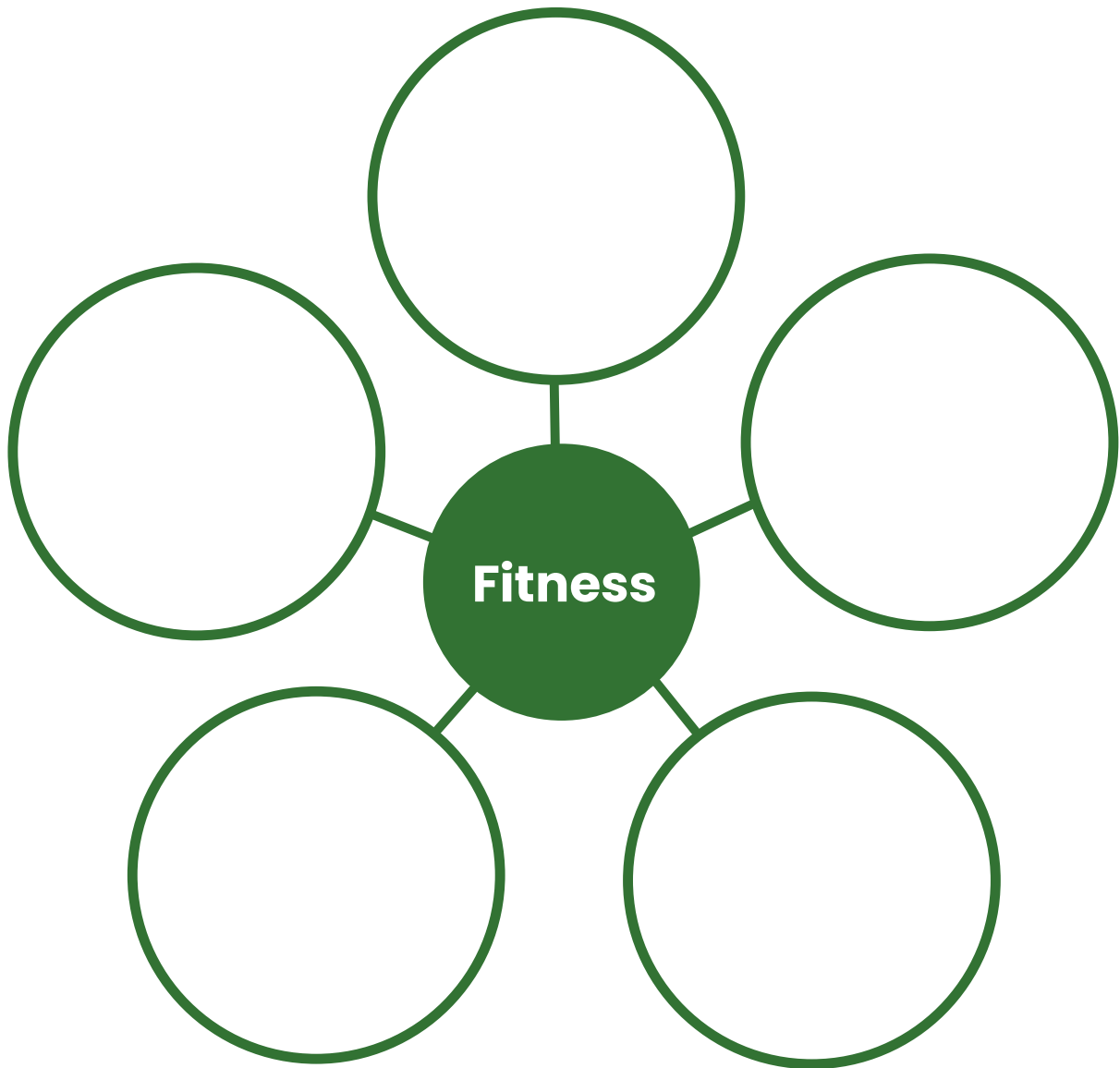


### All Aboard

A. Match the word with their meaning.

- |              |                                    |
|--------------|------------------------------------|
| 1. gush      | a. worried                         |
| 2. concerned | b. to step on the pedal            |
| 3. pedal     | c. to show an emotion expressively |

B. People believe that proper exercise and a healthy diet lead to fitness. Do you know what the word "fitness" means? Write five words that come to mind when you hear this word on the graphic organizer.



What leisure activity do you do to keep yourself fit? Why do you like it? How often do you do it? Share your answers with a seatmate.

Afterward, read the story "The Stout Miss Hopkin's Bicycle" and find out what the two characters do to get in shape.



## All Hands on Deck

### During Reading

As you read, choose a character from the story. What do you think they look like? What do you think are their physical traits? Draw the character on the space below.

This character is: \_\_\_\_\_

*In the story, what leisure activity do Margaret and Lorania engage in to keep themselves fit? Why do they like it?*



## **The Stout Miss Hopkin's Bicycle**

by Octave Thanet

An Adaptation

Margaret Ellis and Lorania Hopkins were very concerned about their health. At their age, it is hard not to worry. They were not exactly old women, but they were not very young either. While Margaret was married, Lorania was a pretty single lady of thirty-three. Both women were very fond of each other. And because they were, they shared many opinions. One of these opinions was the need to be in shape. Yes, they were serious about their daily exercise.

“Lorania, I have very good news for you!” Margaret exclaimed soon as she stepped inside Lorania’s manor. “There is a fun, easy way to exercise. Shuey Cardigan told me all about it!” Shuey Cardigan was their fitness trainer. A fitness trainer is a person who teaches people how to be fit and healthy.

Margaret explained to Lorania all about bicycles. She had read about it in a magazine and Shuey Cardigan recommended that they try it. The very next day, two bicycles were delivered to their houses. Pretty soon, the two women were in the front lawn towing their bicycles. Their trainer, Shuey Cardigan, was there to teach them.

It was Lorania's turn first. She was nervous and wished very much not to be seen by anyone. What if someone sees her fall and laughs at her? If only she could fly out of there, she would. Lorania had plenty of other comments. She said that the pedals looked weak and that the steering bar was not long enough. Once she was seated on the bike, she found it much harder than she expected. But Shuey just advised her to hold on to the bar. She should never stop pedaling, he said. He told her to sit easy, hold her shoulders back, and relax. Of course, in all her nervousness Lorania did the opposite of all these: she sat nervously, crouched her shoulders, and panicked. Even when Shuey was walking by her side, she kept losing her balance. Every time she did so, the poor trainer would roll her back onto the track.

All this was being watched by Mrs. Winslow, Lorania's next door neighbor. She was a poor widow who never went out of the house much. Her son, Cyril, was an acquaintance of Lorania's. They went to school together when they were young, and Lorania remembered him as a very kindhearted boy. Indeed, Cyril had always been a great help to Lorania. Every time she needed something, Cyril was always volunteering to help. This was because Cyril was very much in love with Lorania's niece, the beautiful Sybil Hopkins.

"Mrs. Winslow, would you come here and sit with me?" Lorania offered as she saw the widow.

"It must be terrible for you, Miss Hopkins," Mrs. Winslow muttered in sympathy.

"Oh yes," Lorania said. "By the way, Mrs. Winslow, how is Cyril?" Mrs. Winslow then began to tell her about Cyril's job. Since Mr. Winslow died, Cyril took care of everything, including his mother. He was extremely hardworking too and now had a high position at the bank. "It's too bad that he's in love with Sybil," Lorania told herself when they all went home. Sybil did not care for Cyril and preferred strong men who were in the army.

The next day, Lorania received a rather pleasant surprise. Mrs. Winslow opened up her yard so that the bicyclists would have a bigger space to practice on. Cyril, ever so helpful and caring, prepared their lawn for them. Lorania and Margaret then had a good chance to improve. After one month, Lorania could finally ride a short distance though she had to empty one bottle of liniment<sup>1</sup> for her bruises. She tumbled a lot of times. At last, the day came when Shuey decided that Lorania would ride on her own. Mrs. Winslow and Sybil were invited as audience, and Cyril would also ride a bicycle. He was a fine cyclist himself.

1. Liniment - a liquid that is rubbed on the skin to relieve muscle pain

“But I can’t ride!” Lorania protested. “I can get on, but I can’t get off. Now that the brake’s removed, I won’t be able to stop. And I always hit something.”

True enough, something did happen to Lorania on the very same day. It started when she reached the pasture and she began skidding downhill. Because she was taught to never stop pedaling, she pedaled on and on. This caused her bicycle to zoom faster. She screamed in fear and was sure she would meet her end. Suddenly, everyone was racing on foot to rescue her.

But Cyril, with all his speed, rode his bike to Lorania. If she did not stop, she would crash straight to the creek below the hill. Knowing that Lorania could not stop, Cyril rode on.

Thus he pedaled without braking. He was so fast that all they saw was a flash. Once he was close to Lorania, he grabbed her belt and pulled her bicycle to a stop. Now this was a little hard for him because Lorania was not a very slim woman. Cyril had to give all his energy so she would not stumble hard. And as he did this, they both fell onto the grass. Thankfully, neither of them was hurt too badly. That night, Shuey Cardigan approached Margaret and handed her a simple locket. Inside was a picture of a young Lorania Hopkins.

“I found this near where they crashed,” Shuey said quietly. “I don’t know if it’s Lorania or Cyril who owns it. But I guess it would be safest to leave it to you.”<sup>2</sup>

2. Who do you think the locket belongs to?

The next morning, Mrs. Winslow knocked on Lorania’s door. Margaret, who stayed to take care of Lorania, opened it. “Mrs. Ellis, I wanted to ask you if you saw a small locket somewhere after the accident,” Mrs. Winslow said solemnly. It seemed like she did not want to be heard by anyone. “My son begged me to look for it. I was wondering if by any chance one of you picked it up.” At this, Margaret took the locket with Lorania’s picture in it out of her pocket.<sup>3</sup>

3. The locket belongs to Cyril. Is your guess correct? Why do you think Cyril keeps that locket?

“Mrs. Winslow, is your son ...?” Margaret asked but could not finish.

“I did not know it until yesterday. When he woke up, he was frantically searching for something. I asked him what it was but he would not tell me anything. He was very determined to keep it from me. Then I persisted some more, and he gave in and finally told me,” Mrs. Winslow sighed. “My son has been in love with Miss Lorania Hopkins for a very long time.”

After she closed the door, Margaret thought deeply. Cyril Winslow was a very good simple man. But Loriania was lovely, rich, and funny. She had many suitors and some of them were very wealthy and handsome. But Cyril, oh! He risked his life to save Loriania. He loved her so! Then, as Margaret turned, she heard a voice. "I heard everything, Maggie." It was Loriania. She was standing there all along. Her face was so serious and it was hard to know what she was thinking. "Loriania, dear, Cyril is a very responsible man. He is generous and kind. He may be humble and poor, but he cared very much for his loved ones. All this time he was doing everything for you.

How could we think that it's Sybil he's in love with? He loves you!" Margaret gushed in excitement. Then with a smile, Loriania replied, "I know, Maggie. I know."<sup>4</sup>

4. What do you think will happen now to Loriania and Cyril? What makes you think so?

### Comprehension Questions

1. Why did Margaret and Loriania think about being in good shape?  
\_\_\_\_\_  
\_\_\_\_\_
2. What did Margaret discover to be a fun and easy way to be fit? Did she and Loriania learn it easily?  
\_\_\_\_\_  
\_\_\_\_\_
3. How did Cyril save Loriania from getting hurt when she lost control of the bicycle?  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you ride a bicycle? What benefits can you and the environment get from riding a bicycle?  
\_\_\_\_\_  
\_\_\_\_\_
5. If you were to talk to the characters, what advice would you give them about getting in shape?  
\_\_\_\_\_  
\_\_\_\_\_

## Let's Navigate!

In the story, Margaret gushed in excitement.

*Excitement* comes from the verb *excite*, and becomes a noun because of the **suffix** *-ment*.

A **suffix** is a meaningful set of sounds that is attached after a word. Although these set of sounds have in themselves meaning, they cannot stand on their own. Creating a noun out of another part of speech is called **nominalization**.

Here are some suffixes that turn verbs into nouns:

verb	suffix	noun
disappoint	-ment	disappointment
govern	-ment	government
digest	-ion	digestion
suggest	-ion	suggestion
shrink	-age	shrinkage

### Exercise

Fill out the table below with the correct verb, suffix, or noun.

verb	suffix	noun
commit	-ment	
	-ion	prevention
drain	-age	
achieve		achievement
	-ment	involment
drink		drinker



## Activity

Bicycles are used by the characters in the story to stay in shape. Bicycles can also be used as an alternative form of transportation to reduce traffic congestion. List other ways to lessen traffic congestion. Do not forget to use nominalizations.



1. the improvement of public utility vehicles

## Let's Explore!

A **character** is a representation of a person or thing in a story. Sometimes, the character can be an animal like Patrick Star, a starfish in *SpongeBob SquarePants*, or an object like Woody, a toy cowboy in the movie *Toy Story*.

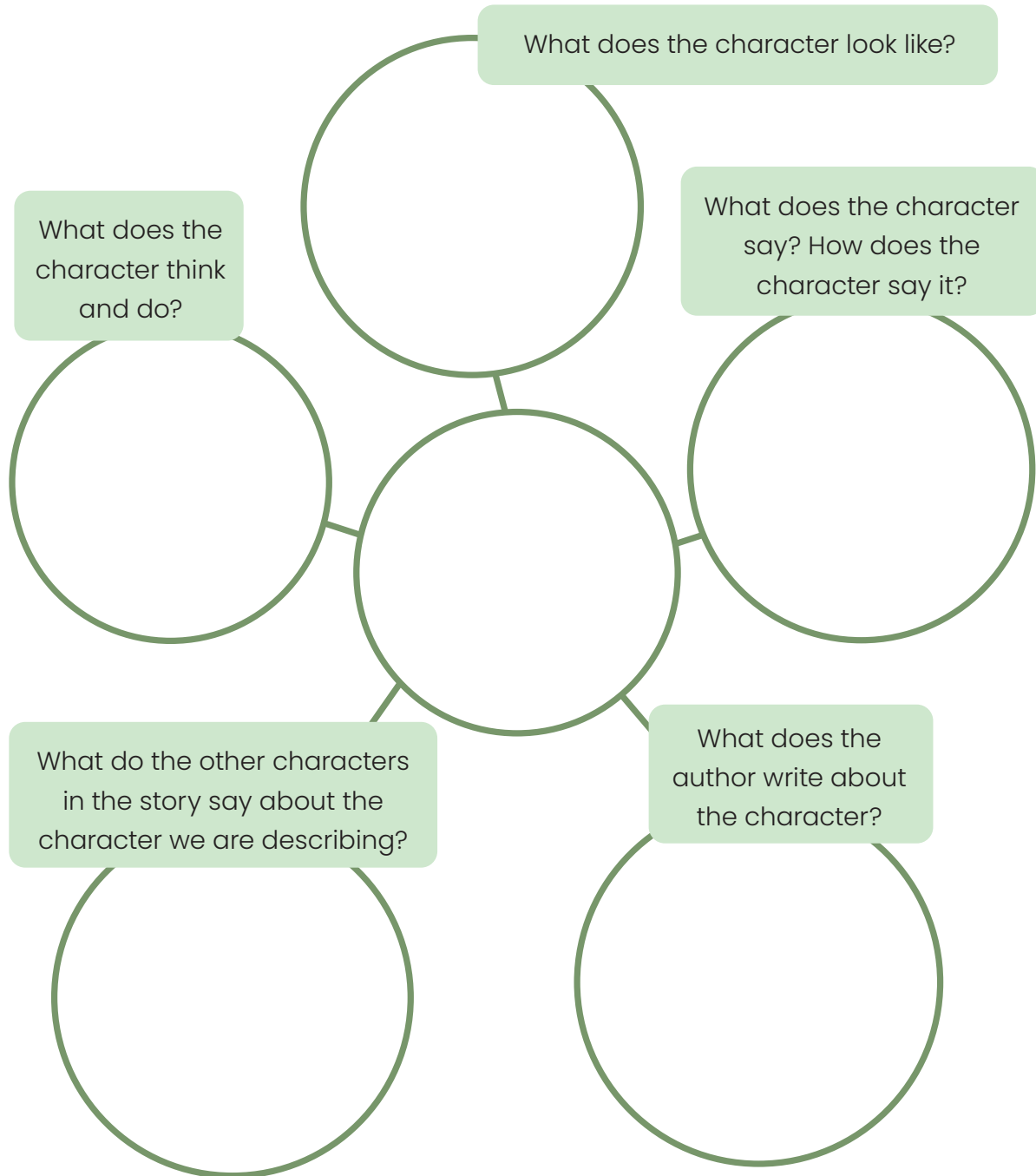
There are two main types of characters. The **protagonist** or **hero** is the main character in the story. It comes from the Greek word for "chief actor". The character that opposes the protagonist is called the **antagonist**. It comes from the Greek word for "opponent or rival". Antagonists are also called **villains**.

We can describe a character in a story by asking ourselves these questions:

<b>Appearance</b>	What does the character look like?
<b>Thoughts and Actions</b>	What does the character think and do?
<b>Speech</b>	What does the character say? How does the character say it?
<b>Author's perspective</b>	What does the author write about the character?
<b>Other character's perspective</b>	What do the other characters in the story say about the character we are describing?

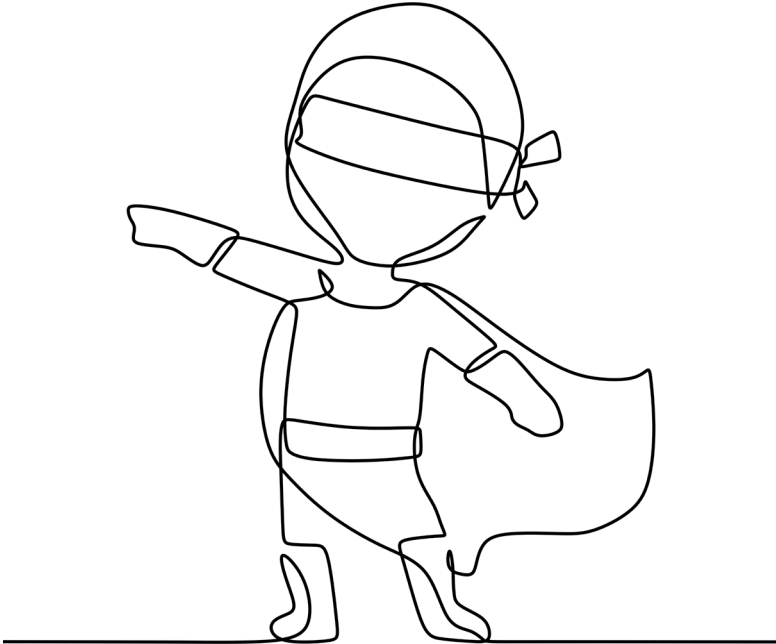
## Activity

- A. Think about your favorite character from a book or movie. What are his or her characteristics? Answer the character map below by first drawing or pasting a picture of your favorite character in the center circle. Then, answer the questions in the smaller circles. Share your answers with the class.



**B.** Read the story and answer the questions that follow.

Captain Clumsy was not your average hero. His cape billowed like a poorly-tied balloon, his super-strength often resulted in spilled drinks, and his attempts at flight resembled a lost bird. But what he lacked in grace, he made up for in heart. When Dr. Drizzle unleashed his rain-making machine, flooding the city in soggy misery, Captain Clumsy knew he had to act. With a heroic leap, he scaled the slippery tower, dodging rogue raindrops and puddles the size of pools. He almost fell, but his persistence paid off. With a clumsy elbow jab, he sent Dr. Drizzle far away from the city, earning a cheer louder than any thunderclap. Captain Clumsy may have been a mess, but he proved that even the clumsiest hero could save the day, one spilled drink at a time.



1. Who is the protagonist or hero of the story?
2. Who is the antagonist or villain of the story?
3. What characteristic of the protagonist do you like best? Why do you say so?

## It's Time to Row Together!

In "The Stout Miss Hopkin's Bicycle", the characters wanted to be in good shape to be healthy. In other words, they were striving to be better people. Group yourselves into four, and then list five things that you would like to do in order to be a better person. It can be a new hobby, or a new attitude or outlook in life. And then, present your resolutions in the class. Do not forget to include nominalizations in your writing.

Thu | OCTOBER 15

What I want to change to be better

How I will change it

1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>

Notes

*You can do it!*

**MAKE TODAY  
AS BEAUTIFUL  
AS YOU CAN**





## All Ashore

**A.** Create your own character. They can be a protagonist or an antagonist. To help you with this, answer the following questions:

1. Who is your character? What does your character look like? Draw them on your notebook.
2. What does your character often do in a day?
3. Is your character a hero or a villain? What do other characters think about them?
4. If your character would have a catch phrase, what would it be? Why would they say it?

Share your character with the class.

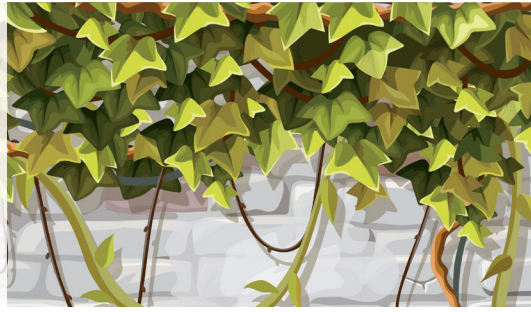
**B.** Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I can form nouns from verbs.		
2. I can identify kinds of characters in a story.		
3. I can identify a character's traits.		
4. I can think of ways of taking care of the body.		

I need clarification on...

# LESSON 2

## Magic of the Garden



### Chart

By the end of this lesson, you will be able to:

- ◇ form words with negative prefixes
- ◇ use words with negative prefixes in a text
- ◇ identify story settings
- ◇ talk about one's favorite place



### All Aboard

A. Fill in the missing letters to complete the words below. Use the definitions on the right column for context.

1. \_ a \_ t                      - to throw
2. g \_ \_ \_ m \_ r                - to shine
3. \_ \_ r e                      - not having a piece of clothing

B. A garden is a place where flowers and plants grow. Do you like going to one? How would you describe a garden? In each box, write two or three descriptions that correspond with each category. Use complete sentences.

### Sight

ex.

A garden has many colorful flowers.

### Sound

ex.

I can hear birds chirping in the garden.

### Smell

ex.

Our garden always smells fresh.

Recall your happy place—a place where you can relax and unwind. What is this place? Why do you feel most secure in it? Share your answers with the class.

Afterward, read “Magic of the Garden” and find out what each character’s happy place is.





## All Hands on Deck

### During Reading

In the story, the characters discover flowers of different kinds and colors in the secret garden. What does this garden look like in your mind? Draw it on the space below.

A large, empty rectangular box with a dashed black border, intended for a student to draw their mental image of a garden.

*The story talks about a secret garden. What does the garden look like? Why do the characters like it?*



## **Magic of the Garden**

from *The Secret Garden*

by Frances Hodgson Burnett

An Adaptation

Discoveries often change our lives. Being new to us, we are not sure at first if we would believe them. But the moment we try them, we become full of realizations. We learn, for example, that we can always get rid of our sad thoughts. We can choose to be happy if we like; and being happy, we become all the more alive.

Mary Lennox, who had been spoiled and unbearable, thought a lot about things she disliked. She refused people's affection and did not have friends. When she did not get what she wanted, she threw a lot of tantrums. But then, she discovered the secret garden. For some reason since then, nice thoughts swam in her mind: vegetables, flowers, small animals, tall trees, and kind people. From being sallow<sup>1</sup> and ugly, she grew rosier. There was more color and flesh in her cheeks, more glitter in her hair, and sparkles in her eyes. Her ugly thoughts vanished like smoke after a gust of wind. All she thought about was taking care of the beautiful garden.

Mr. Archibald Craven had discovered a few things as well. Being lonely for the past ten years, he had already forgotten how to laugh. His dear wife's death cast a dark shadow over him. He mourned silently and travelled to the most beautiful places in Europe. He did this to run away from his gloomy thoughts. But none of the things he saw brought him joy.

One day, however, something strange happened. He was looking at a magnificent valley in Austria when he felt the need to rest. He then laid himself down on the grass beside a clear stream. Quietly, he listened to the sounds of nature. He heard bubbles from the stream that sounded like laughter. Above him, birds were gliding in the air as freely as they pleased. Everything else was still and full of life.

Then he peered into the water. The sun's reflection on the surface glimmered and suddenly the whole place seemed to glow. There were flowers everywhere, lovely blue forget-me-nots that reminded him of something. Years ago, Mr. Archibald Craven looked at something very similar to what he was seeing now. While he was not aware of it, he liked what he was feeling. Something about it made him feel free.

With the new feeling, Mr. Craven's body felt stronger. His spirit too gathered more energy. As night arrived, he was able to sleep peacefully for the first time in many years. He dreamed of roses and the sweet air of summer. He dreamed of water touching his bare feet, and the tickling grass underneath. A faraway voice was called his name.

"Archie! Archie!" it said tenderly, "In the garden! In the garden!"

He woke up to a sunlit morning. He remembered the dream vividly. It was real. It felt so real. And something about it made him wonder. In no time, Mr. Craven was preparing to head back home to Misslethwaite. On the journey back, he thought about his son Colin. He did not want to think about the weak, dying boy who was no thicker than a stick. The boy had caused him much pain. For ten years, he hardly sat down or talked with him. But no, he did not want to be a bad father. He gave his son everything he needed and was never cruel to him.

Upon reaching the manor, the first thing he did was ask for Colin. The servants were puzzled by this sudden gesture especially since they knew Colin had been changing as well. Stammering, they said that Colin had been eating with new appetite. He had gone out a lot in the afternoon, and had seemed quite happy. Best of all, he could now walk on his feet! Colin had become the opposite of what he used to be.

"I want to see him," Mr. Craven answered. So many emotions were inside him now, but he could not express them yet. "Where is he?"

"He is in the garden, sir."

“The garden,” Mr. Craven thought. This garden was where Mrs. Craven had an accident. This accident caused her death the following morning. Because of these bitter memories, Mr. Craven decided to lock and hide the garden. But now, his son and his friends discovered it. He wondered if the garden had something to do with Colin’s recovery.<sup>2</sup>

Slowly, he made his way to the garden. He knew quite well where it was, because he and his wife often spent their time there when she was still alive. Mrs. Craven loved it so much and took very good care of it. Opening the door, Mr. Craven was almost knocked by a boy who was running toward it.

“Who ...” the boy said in bewilderment. Then, his eyes widened. “Father!”

What a handsome, healthy boy Colin had become! How could a ghostly thing turn into something like this? Mr. Craven, shaken at the sight, could not speak yet.

“I am Colin! Aren’t you glad, Father? I can walk now. I will live!”

“I am very happy, Colin,” Mr. Craven finally said with difficulty. So deep was his happiness and his disbelief. “Please, my son, take me to the garden.”

Inside, flowers of all kinds and colors bloomed. He remembered how he and his beloved wife used to plant flowers like these in the same garden. On the walls and the trees, roses climbed like wild snakes. It was the most beautiful thing he had ever seen in ten years.

“I thought it would be dead,” he muttered.

“Mary thought so at first. But you see, it lives,” Colin said enthusiastically. He then told his father the story of how they brought the garden back to life; and how he learned that he was going to live. Colin proved to be an excellent storyteller.

When Mr. Craven was not laughing as he listened, his eyes watered. A happy feeling washed over him.

“So that, Father, is how things have changed when you were away,” Colin finished at last. “Let us now go back to the manor and rest. I will walk with you. I no longer need a wheelchair, you see.”

## Comprehension Questions

Answer the following questions in complete sentences.

1. Describe Mr. Craven. Has he been a good father to his son Colin? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the “magic” of the garden?  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you believe that there was really magic inside the garden? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
4. What do you think is the real cause of Colin’s recovery? What makes you think so?  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you also have a garden at home? How does your garden help you feel relaxed? If you do not have a garden, what is the most relaxing place at your home?  
\_\_\_\_\_  
\_\_\_\_\_

## Let’s Navigate!

In the story, Mary Lennox was seen as spoiled and unbearable.

Without the prefix *un-*, the word becomes *bearable*, which means “to be able to deal with something”. However, with the aforementioned prefix, the meaning becomes negative.

A **prefix** is a meaningful fragment that is attached before a root word. Unlike the previous ones you have learned, the prefix *un-* does not change the part of speech of a word, but rather gives it an opposite meaning.

So *unbearable*, which is the opposite of the word *bearable*, is still an adjective. There are more prefixes like this.

Look at the table below.

prefix	word	new word
un-	-ness	kindness
in-	-ness	thoughtfulness
in-	-th	warmth

*usually used with adjectives*

The prefix *in-* changes depending on the initial sound of the word. Look at the rules and examples below.

If the word starts with the letter	it becomes
- b, p, or m	im-
- l	il-
- r	ir-

prefix	word	new word
im-	proper	improper
il-	logical	illogical
ir-	regular	irregular

prefix	word	new word
mis-	interpret	misinterpret
mis-	read	misread
dis-	allow	disallow
dis-	prove	disprove

*usually used with adjectives*

## Exercise

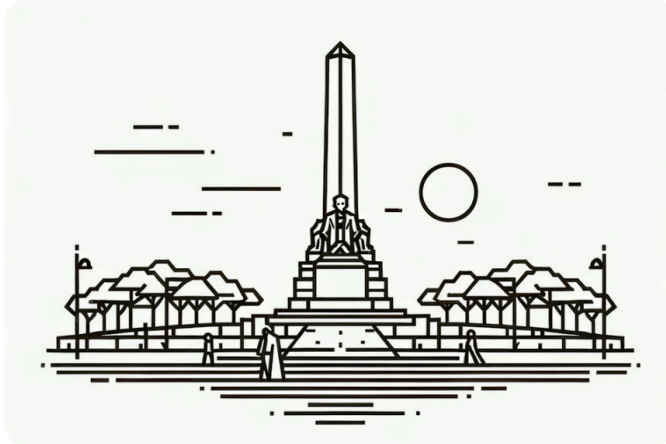
Get a partner. One will give an adjective or verb, and one will form its opposite using the prefixes you have learned. Remember to take turns!

## Activity

How would you take care of yourself? Would you unplug, so to speak, from technology and live quietly? Would you change an improper habit? Write your answer on your notebook. Don't forget to use prefixes in your answer.

## Let's Explore!

**Setting** refers to the time and location in which a story happens. It answers the questions "when" and "where". The setting of the story is made up of three things:

- **Place** - geographical location of the story. A story may take place in a real place, like Rizal Park or Disneyland. It may also happen in an imaginary place, like Alice's Wonderland or Middle Earth from *Lord of the Rings*.
- 
- **Time** - may refer to time of the day, month, year, or a historical period. Imagine a character's life-changing discovery. This event could occur on a quiet Tuesday morning in their apartment, during a bustling marketplace festival at dusk last month, in the middle of an ongoing rebellion ten years from now, and so on.
  - **Social Setting** - refers to the circumstances or the situation of the society where a story takes place, such as the views and beliefs of the people. For instance, Jose Rizal's *Noli Me Tangere* shows the harsh reality of 19th-century Philippines under Spanish colonial rule, when there was an obvious contrast between the wealthy and the poor.

## Activity

- A. In the text you read, the setting was a very prominent element of the story. Complete the graphic organizer below. Under each heading, write a detail found in the story that tells something about that heading.

Place	Time	Social Setting

- B. In what way does the setting help the story? If the setting were different, how will the story change? Write your answer on your notebook.



## It's Time to Row Together!

Make a group of four. If you could escape somewhere, where would you go? What would be the perfect place for you to relax? Make a postcard that showcases the beauty of that place. The place can be real or imaginary.





## All Ashore

A. Identify whether the given is a **Place**, a **Time**, or a **Social Setting**.

- \_\_\_\_\_ 1. a small house in a big city
- \_\_\_\_\_ 2. a meeting between two lovers at night
- \_\_\_\_\_ 3. a teacher teaching their students in class
- \_\_\_\_\_ 4. a deserted island
- \_\_\_\_\_ 5. during a hot summer morning

- \_\_\_\_\_6. a tense courtroom where a lawyer delivers a closing argument
- \_\_\_\_\_7. two time travelers enter an alien spaceship
- \_\_\_\_\_8. a rainy afternoon spent curled up with a good book
- \_\_\_\_\_9. a poor family refusing to let their house be bulldozed by a big corporation
- \_\_\_\_\_10. the schoolyard of a small school

**B.** Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I can form words with negative prefixes.		
2. I can use words with negative prefixes in a text.		
3. I can identify story settings.		
4. I can talk about one's favorite place.		

I need clarification on...

# LESSON 3

## The Adventure of the Red-Headed League



### Chart

By the end of this lesson, you will be able to:

- ◇ form words using the prefixes *over-*, *under-*, *fore-*, *after-*, *pre-*, and *post-*
- ◇ write a text that uses the prefixes *over-*, *under-*, *fore-*, *after-*, *pre-*, and *post-*
- ◇ identify the theme of a story



### All Aboard

A. Unscramble the letters to form a word.

1. p w n a h o s p - a shop where one can borrow money
2. p e m v n a t e - sidewalk
3. d t v e c t i e e - one who investigates crime



B. Find out what kind of help and benefit people receive from the following city services. Write at least two in the boxes. For this activity, you can look for information in the library or online.

1. Transportation

2. Health

3. Social Welfare

4. Social Waste Management

5. Education

Have you ever asked help from a public servant, like a policeman, fireman, street sweeper, and the like? What did they help you with? Were they able to do their duty? Share your story with your seatmate.

Afterward, read one of Sherlock Holmes' stories in "The Adventure of the Red-Headed League".



## All Hands on Deck

### DURING READING

As you read, take note of the roles of each character in the story and in the case of finding the truth about the Red-Headed League.



*Do you know who Sherlock Holmes is? He is a famous detective written by Sir Arthur Conan Doyle. He helps solve difficult problems and crimes. In this story, what do Holmes and Watson help the man in the picture with?*



## The Adventure of the Red-Headed League<sup>1</sup>

by Sir Arthur Conan Doyle  
An Adaptation

“I am very happy that you’re here, Watson,” Holmes said with a smile. “Please, sit with us. This is Mr. Jabez Wilson, and he has a strange story to tell.”

Mr. Wilson nodded at me and turned to Holmes. He had a questioning look on his face.

“Oh, don’t worry sir,” Holmes said reassuringly, “Mr. Watson is my partner and we have solved many cases together.”

At this, Mr. Wilson looked calmer. After we made ourselves comfortable, he began his very strange tale.

Mr. Wilson was a pawnshop owner at Coburg Square. He had no wife, so his whole life was focused on his work. Although he worked very hard, his business had not been going well. As a result, he was forced to keep only one assistant instead of two.

One day, this assistant showed him an interesting advertisement on the Morning Chronicle. It said there that the leader of the Red-Headed League, Ezekiah Hopkins, was looking for red-headed men to work for him. The pay was very good: four pounds a week of light off ice work. Applicants should be male and more than twenty-one years old, and should be willing to work

1. “The Adventures of the Red-headed League” is one of the short stories about the fictional character Sherlock Holmes.

every day. The interview would be held on Monday at eleven o'clock, at 7 Pope's Court, Fleet Street.

"Mr. Wilson, you should apply," his assistant told him enthusiastically, "it's four pounds a week and not a tiring job at all. With your red hair, they would never refuse you."

"I can see why you're excited. But to be honest, I'm a little suspicious about it. I haven't heard of the Red-Headed League."

"From what I read, Ezekiah Hopkins is a very rich red-headed American. Because of his sympathy for other red-heads, he uses his large fortune to help them in their need. He is a strange gentleman, but he has a good heart," the assistant replied.

This was enough to convince Mr. Wilson. That day, he decided that he would give it a try.

"I must confess he does have such fine red hair. So very few are gifted with it," Duncan Ross replied and stepped forward to shake Mr. Wilson's hand.

"I was thinking the same thing," his assistant said. "Will you accept him?"

2. groan - to make a sound because of pain

"First, I have to check," Duncan Ross said abruptly and to their shock, pulled Mr. Wilson's hair. This brought such pain to the poor man that he started to groan.<sup>2</sup> As Duncan Ross let go, he continued, "Forgive me, but I had to make sure. We've had applicants before who tried to deceive us by putting artificial color in their hair. But yours, I admit, is natural."

"So is the job his?" Mr. Wilson's assistant asked.

"Oh yes, of course."

He was immediately hired. And his job was like this: he was to come to the Red-Headed League's office every ten o'clock in the morning and leave at two o'clock in the afternoon. If Mr. Wilson missed a day, he would be fired from the job. He would stay at the desk, copying down the Encyclopedia Britannica. And that was all he had to do.

This was very convenient to Mr. Wilson. Because he only needed to work for four hours, he could still keep his pawnshop. Hence, the very next day, he started with great excitement. He copied the encyclopedia diligently for weeks. At the end of each week, the clerk would hand him four gold coins. As for Duncan Ross, he only saw him once after the interview and was told that Mr. Ross was always very busy doing work for Mr. Ezekiah Hopkins.

Then, after two months, something dreadful happened. As Mr. Wilson arrived at Pope's Court, he found it closed. Naturally, this agitated Mr. Wilson. He had begun to like the work and his salary and it would be very unfortunate if he lost them. Soon, he was asking everyone in the building what happened to the league. Strangely enough, none of them had ever heard of the Red-Headed League. And when he asked if they knew where Duncan Ross went, he was told that there was never a Duncan Ross at Pope's Court.

And this is why he sought the excellent detective Sherlock Holmes to solve the mystery. Holmes, who was very curious about Mr. Wilson's story, listened attentively. As the poor man finished, the detective said, "May I ask you about your assistant?"

"You mean Vincent Spaulding? Well, he still works for me."

"He's a very efficient young man. You see, I only give him half the salary he deserves, but he doesn't mind because he wants to learn. I have nothing to complain about him, except ..." here, Mr. Wilson hesitated, "well, he is crazy about photography. He would take and take pictures and spend a long time in the cellar<sup>3</sup> developing them. But he's really a nice fellow."

3. cellar - the part of a building that is below the ground

"I understand," at this, Holmes stood up, "well, Mr. Wilson, thank you for your time. We will investigate the matter tonight. In two or three days, I expect to find out the answers. Please, sleep well tonight."

That same night, Holmes and I decided to see a concert at St. James Hall. Before we went, we dropped by at Coburg Square, where Mr. Wilson's pawnshop stood. At the doorstep, Holmes knocked and it was opened by a clean-shaven young man.

"May I help you, sir?" the young man said.

"I'd like to ask if you know where Strands is," Holmes replied.

"Third right, fourth left," replied the young man.

As the door closed again, Holmes walked slowly up the street. As he did so, he tapped the pavement several times.

"That assistant," I started, "he has something to do with the League, doesn't he?"



4. What does this paragraph tell us about the characteristic of Sherlock Holmes?

“Of course. And he is probably one of the smartest and most dangerous men in London right now. Did you see his pants and his knees? They’re very dusty and worn.”<sup>4</sup>

We walked further on and Holmes studied the houses with great care. It was as if he was memorizing the order of the buildings. Finally, he asked me to take a rest and meet him at Baker Street at ten o’clock. He did not say anything more but I was sure he was close to solving the mystery.

When I got to Baker Street at the appointed time, I learned that Holmes brought two other men along. One was Peter Jones, a police officer, while the other was Mr. Merryweather, a bank director. It was an odd company, yes. But I do trust Holmes in everything.

“John Clay, the young assistant Holmes spoke of, is a thief and a murderer. The London Police have been hunting him for years. He is very remarkable and intelligent. He has royal blood and was educated at Eton and Oxford. He is very dangerous. It is important to remember this,” Peter Jones said sharply.

Soon, we were near Coburg Square. Once we were on the street, we followed Mr. Merryweather into a narrow tunnel. We jogged a long time until we reached a large iron gate. It seemed out of place in such a dark place. Yet, I understood right away that it was a place where valuable things were kept: a bank vault.

“This is where we keep the gold that France loaned London. News of this spread throughout the country, so it’s no surprise that there are people trying to steal it,” Mr. Merryweather said.

5. crouch - to lower one’s body to the ground by bending the legs

Holmes then crouched<sup>5</sup> on the ground and started tapping on it. Slowly, he examined the cracks with a magnifying glass. When he straightened up, he said that it was time to prepare. After a while, I was advised to turn off the lamp. Hurriedly, all four of us hid behind the crates. Someone was surely going to rob the place soon. In the darkness, I took out my pistol gun and got ready.

In no time, I saw a sliver of light come out of the pavement. The light widened, and a human hand followed. As the hole on the floor opened, a whole body was lifted out of it. It was a young man. The lamp he was holding revealed his face. It was none other than Vincent Spaulding!

In an instant, noise filled the cellar. Screams and heavy thuds were heard. Holmes and Peter Jones wrestled with Spaulding, who struggled with his breath.

“Spaulding,” Holmes began, “Or should we call you John Clay? You and your red-head friend are going with the police. You cannot escape now; men are placed all over Coburg for you.”

And that was the end of John Clay. As for Holmes, I had a few questions to ask him. “And how did you know that he was going to strike tonight?”

“Well, simply that they closed the Red-Headed League’s office this morning. If they no longer needed Mr. Wilson to be away, I figured the passageway was already finished. Besides, Mr. Merryweather may move the gold soon. So, Clay and his friend had to act right away.”

“I must say, Holmes, that you amazed me once again,” I said, grinning.

But Sherlock Holmes only sipped his tea and sat quietly in his chair.

### Comprehension Questions

Answer the following questions in complete sentences.

1. Who came to ask for Sherlock Holmes’s help and service one night?

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2. What was the case about?

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3. Who is Vincent Spaulding?

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4. How was Sherlock Holmes able to solve the case?

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## Let's Navigate!

One could say that John Clay underestimated Sherlock Holmes' abilities. The underlined word contains the prefix *under-*, which means "not enough". The opposite of *under-* is *over-*, which means "in excess".

In this lesson, you will learn about **opposite prefixes**.

Other pairs include *fore-* and *after-*, which means "beforehand" and "following after something", respectively.

prefix	root word	example
over-	share	overshare
(to tell a story in excessive detail)		
under-	estimate	underestimate
(to expect less from something or someone)		
under-	paid	underpaid
(someone who is not paid enough)		
fore-	warn	forewarn
(to warn beforehand)		
after-	taste	aftertaste
(the taste that lingers in the mouth of the introduction of food)		
pre-	register	preregister
(to register before the main period of registration)		
post-	war	postwar
(after a period of war)		

### Exercise

With a partner, talk about the story. Form new words using the prefixes you have learned. Then, consult the dictionary and find out if your words are well-formed.

### Activity

How do you think Mr. Holmes investigated the matter? What was his process? Write a seven-sentence paragraph about this. Make sure to form words that use the prefixes you learned.



### Let's Explore!

The **theme** is the underlying meaning or idea of a short story. It is not the same as the subject of the story. A story can be about trees, but it is really about humanity. The theme is also not the moral of a story. It is rather an idea, like so:



- good vs evil
- importance of family
- courage and bravery
- loss and grief
- choices and consequences
- environmental awareness
- social justice
- eternal love

The theme of a story is stated either explicitly or implicitly. To get the theme of a story, we must first analyze its elements. To understand what the story is trying to say, we study its characters, setting, plot, and other elements.

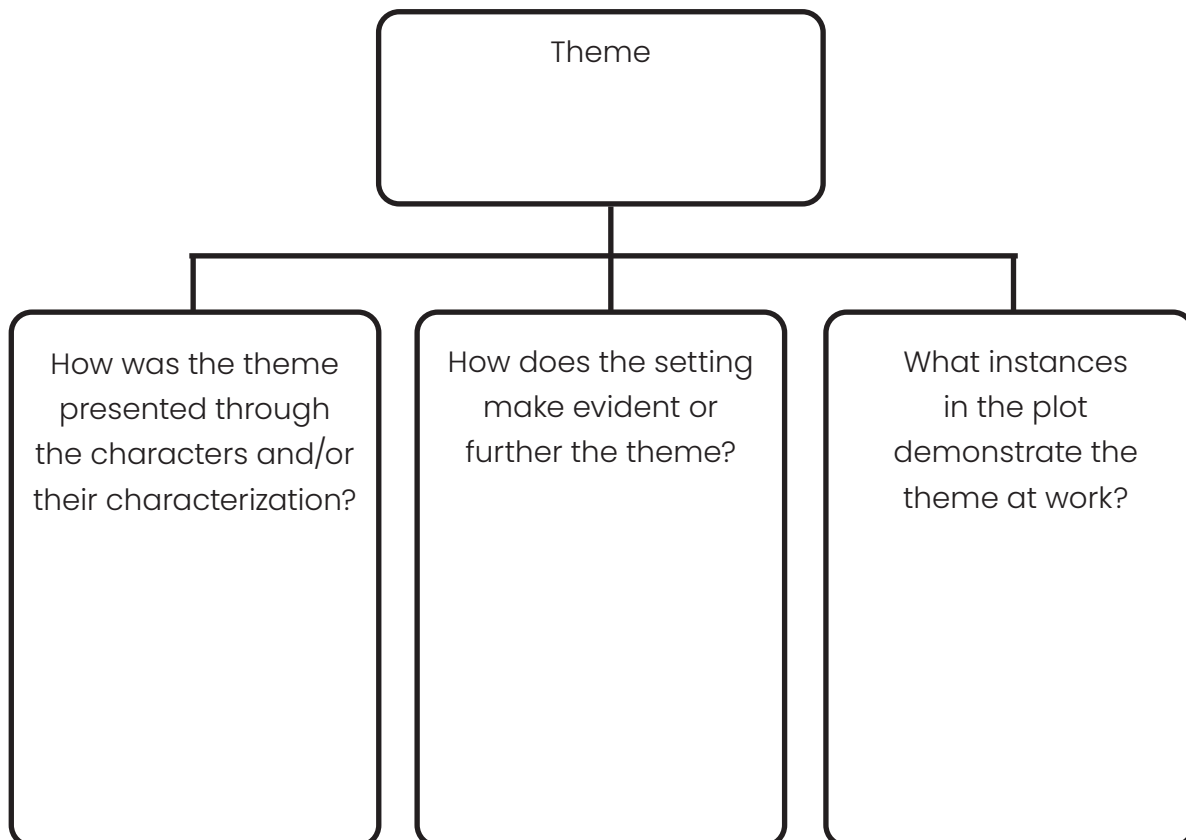
Here are some things we can ask in order to look for the theme of the story:

1. What is the main conflict in the story, and how is it resolved?
2. Compare the characters at the beginning and at the end of the story. How or in what ways did the characters change?
3. What does the story say about human nature or the human condition?
4. What message or idea did I get from the story?

There is no single theme in a story. Different readers may have different interpretations, so the theme may be different for all of them.

### Activity

- A. Reread the story "The Red-Head League" and identify its theme. Use the graphic organizer below to analyze the parts of the story in relation to its theme.



- B. Think of your favorite story. Write a summary of it in three sentences then identify its themes. Afterward, share your answers with your seatmate.

## It's Time to Row Together!

Sherlock Holmes uses the Science of Deduction in solving his cases. He observes people carefully, and makes inferences regarding their appearance and speech patterns. Imagine that you are Sherlock Holmes. With a group of three, observe four strangers whom you know nothing about. Take note of how these strangers carry themselves, how they dress, and how they act. Then, like Sherlock Holmes, try to tell their work, the kind of family they belong to, and what kind of person they are.

I am Sherlock Holmes

Person observed	What I observed	What this observation probably means

Now, compare notes with your groupmates. What answers did all of you have in common? What answers are different? Do you think you can be a detective? What are the things you can do to improve your skills? Write a short paragraph about it.



## All Ashore

A. Identify the themes of each story. Choose the correct answer from the box below.

hard work pays off

respect others' property

burning desire can consume us

true love conquers all

slow and steady wins the race

- \_\_\_\_\_1. In "The Three Little Pigs", three pigs hide from the wolf inside the houses they built. The houses built from straws and sticks easily fall. The house that took time to build stayed up. What is the theme of the story?
- \_\_\_\_\_2. In "Sleeping Beauty", a princess is pricked by a spinning wheel and falls into a deep sleep. After some time, a prince came, kissed her, and woke her up. What is the theme of the story?
- \_\_\_\_\_3. In "Goldilocks and the Three Bears", a curious girl stumbles into a bear family's home and disrupts their belongings. What is the theme of the story?
- \_\_\_\_\_4. In Jose Rizal's "The Moth and the Flame", the moth sees a beautiful flame. Despite being warned by its mother, the moth still flies close to the flame. In the end, its wings got burned. What is the theme of the story?
- \_\_\_\_\_5. In "The Tortoise and the Hare", the tortoise surprisingly outruns the arrogant hare in a race. What is the theme of the story?





# LESSON 4

## Atong's Little Friend



### Chart

By the end of this lesson, you will be able to:

- ◇ distinguish differences in meanings of nouns in terms of its countability
- ◇ relate text to one's experiences
- ◇ empathize with one of the characters in a story

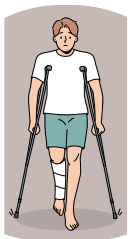


### All Aboard

A. Fill in the missing letters.



1. s \_ g \_ - to let out air from mouth to express different kinds of emotion

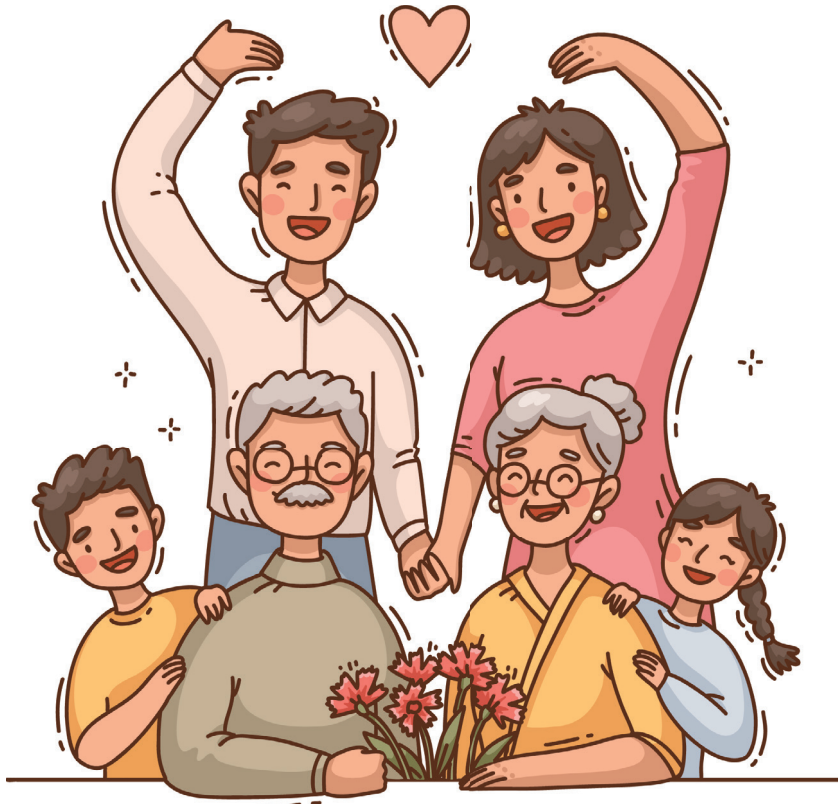


2. \_ r u \_ \_ h \_ s - a pair of device to help someone walk



3. h \_ b \_ l e - to walk unsteadily

- B. Holidays are the highlights of every year because we get to spend more time with our family and friends. Bring a photo of you celebrating the holidays. Why did you choose that photo? Why do you think it symbolizes the holidays for you? Write your answer in complete sentences on another sheet of paper.



Who do you consider as your best friend in the classroom? Why are they your best friend? Are you also their best friend? Share your answers with the class.

Afterward, read "Atong's Little Friend" and find out who Atong's best friend is.



# All Hands on Deck

## DURING READING

As you read, draw three important events that happened in the story. Briefly explain your drawing in complete sentences.

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*Did you ever find it hard to make friends? Why or why not? In this story, what makes it difficult for Atong to make friends?*



## Atong's Little Friend

An Adaptation

Being poor does not always mean life is lonely. For Atong, people can always find ways to be happy if they have loved ones and friends. Indeed, he and his grandfather took very good care of each other. Atong's parents died while he was very young. His grandfather, a fisherman, brought him up since then. Although they did not have all the material things they wanted, they were quite satisfied.<sup>1</sup>

1. Material possessions are not important to Atong. What is important to him?

However, something troubled Atong. The truth is Atong had something else to worry about. As a child, he had caught polio. The disease made him limp, and he had to use crutches for walking. His classmates were nice to him, but he did not make friends with them. He did not have enough confidence. Atong thought that they would not want a playmate with disabilities.

One day in December changed all of that. It happened when Atong was on his way home from school. He was walking alone, since all his classmates were faster than him. Just then, a little boy of about six appeared.

"Hello. I'm Niño. Would you like to walk with me?" the boy asked. He had such kind face that Atong was amazed.

"Sure," Atong replied. "My name is Atong." They had a nice time talking as they made their way to Atong's house. However, as soon as they reached the door, Niño had disappeared. Atong thought that this was weird. But he was at least glad that he made a new friend. He was sure he would see Niño again.

For five more days, Atong and Niño met after school. They would always tell stories to one another. Sometimes, they would even play at the beach. But on the seventh day since they met, Atong fell sick. He felt bad not because he could not get up from the bed, but because he would miss Niño.

Nevertheless, Niño surprised him again. That night, when Atong's grandfather was off fishing, Niño showed up at their house.

"I'm very sorry, Niño. I'm too sick to go to school today," Atong explained.

"That's okay," Niño said and looked around. "So this is where you live?" Slowly, Atong could feel his legs getting stronger. And when he looked down, he realized that he was no longer holding on to his crutches.

2. shabby - in poor condition

"Yes, it's rather shabby.<sup>2</sup> I'm sorry that you have to sit on the floor. We're very poor, and we can't afford a lot of furniture."

"Don't worry, Atong," Niño said with a smile. "I'll give you a present that will make you happy. My birthday is coming up. You see, I'm the one who gives gifts on my birthday."

3. Make a guess as to what Atong wished for. Do you think his wish would come true?

After that, Niño asked Atong to write his wish on a piece of paper. Niño took the paper and placed it inside his pocket. He said that Atong had to meet him inside the church during the final Christmas mass. If Atong did not make it, his wish would not come true. Atong agreed, though he did not understand everything Niño said. When his grandfather came home from work, Atong excitedly told him about Niño's visit. The old man did not believe him, but he agreed to take Atong to church on Christmas day.<sup>3</sup>

At last, Christmas came. Atong and his grandfather hurriedly prepared for mass. They rode a tricycle on their way and were almost late for the event. When they finally got inside, the mass was just about to start. Atong turned his head left and right to look for Niño.

"Where can Niño be?" he asked himself.

Then, his eyes traveled to the altar ahead. To his surprise, he saw a very familiar face. The statue of a young boy in front was none other than Niño! But why wasn't he moving? Why was he made of stone?

In his confusion, Atong hobbled<sup>4</sup> to the altar. It was a little hard for him because of his polio. People began glaring at him. The priest stopped his sermon and frowned at Atong. And his grandfather was annoyed because he was disturbing the mass.

4. hobble - to walk with difficulty

“Atong, my child, come back to your seat!” his grandfather said. But Atong was already in front and was already asking the statue, “Niño! Niño! What happened to you?” Suddenly, something caught his eyes. There was a crumpled sheet of paper in Niño’s hand. Atong took it and discovered that it was none other than the paper that had his wish on it. What it said was: I wish for my legs to go back to normal.<sup>5</sup>

5. Did you guess Atong’s wish correctly?

Atong trembled as he read it. But something even more strange occurred. Slowly, Atong could feel his legs getting stronger. And when he looked down, he realized that he was no longer holding on to his crutches.

Everyone in the church was speechless. But Atong, being very grateful, thanked Niño and wished him a Happy Birthday and a Merry Christmas.

## Comprehension Questions

Answer the following questions in complete sentences.

1. What physical challenge did Atong face, and how did it affect his mobility?

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2. How would you describe the first meeting between Atong and Niño? Write your answer in complete sentence.

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3. Explain the significance of the statue of the boy in the story.

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4. Explain the significance of the statue of the boy in the story.

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5. How does Niño's presence change Atong's life? What is his impact to Atong?

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### Let's expand our knowledge

In the story, Atong mentioned that they were very poor and could not afford a lot of furniture.

The word "furniture" is a mass noun. **Mass nouns** are non-countable, which means you cannot pluralize it. For instance, you cannot say "furnitures". Instead, you say "pieces of furniture" or "plenty of furniture". Mass nouns are called as such because they cannot be counted, or in the case of "furniture", exists as a mass and identifies as the whole object which cannot be separated.

**Count nouns**, on the other hand, can be counted. An example of this would be the word "chair". They can be modified by adding a number before the word. So, "a chair" can become "two chairs", "three chairs", and so on.

However, there are instances when a word can be both a mass noun and a count noun. Take the word "hair" as an example. As a count noun, "hair" refers to each strand of it. As a mass noun, it refers to the growth of hair as a whole.

Listed on the table are examples of changes in meaning in nouns in terms of their countability.

word	As a mass noun	As a count noun
jewelry	the entire collection of jewels	a set of jewelry collection
bread	the food made from grains	a type of bread (e.g., a bread made of rye flour or wheat flour)
sugar	the ingredient	a serving of sugar (e.g., a teaspoon or a cube)
water	the liquid	a body of water

### Exercise

Only five of these nouns are strictly mass nouns. Encircle ten nouns that can be both mass nouns and count nouns.

knowledge	coffee	tea
money	wisdom	work
science	juice	furniture
advice	rice	cloth
time	education	gold

### Activity

On a piece of paper, write down your prayer for the world. What do you think is biggest problem in the world? What do you think the world needs in order for the problem to be solved? In your answer, underline the count nouns and encircle the mass nouns.



## Let's Explore!

The story *Atong's Little Friend* tells how Atong lived and felt when he did not have any friends until he met the little boy, Niño. Have you ever felt like Atong when no one wanted to be his friend?

Even though you may not be exactly like the characters in a story, you can relate to them in some ways. It is easier to relate your personal experiences or feelings to characters that are the same age as you are. You may also relate your personal experiences to an essay you have read.

Here are some questions to ask yourself in order to relate to a text.

### Activity

How do you feel about the story?

- Why does it make you sad or happy, angry or joyful?
- What details or events in the story made you feel like so?

Do you have a similar experience as the characters in the story?

- Does it remind you of how you act, think, or feel in real life?
- Does it remind you of another person or an event?

How does your experience help you understand the story?

- Can you think of other people, things, or events that are similar or different to those in the story?
- Do you now understand why the characters responded that way?
- If you were one of the characters, what would you do in that situation? How would you react to the events that happened?

A. Fill up the graphic organizer below with information from the story and relate your personal experience to it. Then, write how you now understand the story in connection to your personal experience. An example is given for you.

What happens in the story

- Atong uses crutches to walk around.

What I experienced

- I used crutches for a month because my foot got fractured.

How my experience helps me understand the story

- Walking with crutches is difficult. Like Atong, it makes me feel different from my other classmates.

What happens in the story

What I experienced

How my experience helps me understand the story

B. Think of your favorite character from any media who you can relate to. Afterward, finish the sentences below using complete sentences.

My favorite character is \_\_\_\_\_  
from \_\_\_\_\_. They are my favorite character because \_\_\_\_\_  
\_\_\_\_\_

I can relate to their experience because \_\_\_\_\_  
\_\_\_\_\_

### It's Time to Row Together!

Your teacher will divide the class into groups of three. Tell a story to each other about a time when you promised something to someone. What was that promise? Did you fulfill that promise? If yes, what did you do to do so? If no, why didn't you? After your groupmate is done telling their story, share how you can relate to their experience.





### All Ashore

A. Read the following statements. Decide if each statement is TRUE or FALSE.

- \_\_\_\_\_ 1. The more similar your experiences are to a character's, the easier it is to empathize with them.
- \_\_\_\_\_ 2. Only readers who have faced similar challenges as a character can truly understand their story.
- \_\_\_\_\_ 3. Relating to a character can strengthen your emotional connection to the story.
- \_\_\_\_\_ 4. Finding shared traits with a character can lead to personal insights and self-discovery.
- \_\_\_\_\_ 5. It is impossible to connect with a character whose experiences are completely different from your own.

B. Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I can distinguish differences in meanings of nouns in terms of its countability		
2. I can relate text to one's experiences.		
3. I can empathize with one of the characters in a story.		

I need clarification on...

# LESSON 5

## The Story of My Life



### Chart

By the end of this lesson, you will be able to:

- ◇ identify elements of a narrative essay
- ◇ write your own narrative essay
- ◇ write paragraphs with proper subject-verb agreement with singular subjects



### All Aboard

A. Unscramble the letters to discover the word. Use the meanings as clues.



1. d s a p i r e - a feeling of hopelessness



2. s t e r h a t - to break into pieces



3. i t t m i a e - to do as one does

B. Pick a partner with whom you will play “Guess the Word”. To play, follow these steps:

- Assign a Player A and a Player B between you and your partner.
- Player A writes a word on a piece of paper and sticks it on Player B’s forehead.
- Player B guesses the word in two (2) minutes by asking for clues (like the

category of the word) from Player A.

- Player A can only answer “yes”, “no”, or “maybe”.
- When Player B gets the word, or when the two minutes is up, the turn ends and the word is revealed.
- Repeat steps 2–5, but Player A and Player B switch roles.



Do you remember the first word you spoke or learned? What is it? Who taught you this word? Share your answers with your classmates.

Afterward, read the amazing story of Hellen Keller in “The Story of My Life”.



## All Hands on Deck

### DURING READING

As you read, complete the story train below using key events from the story.

What happened first?

What happened next?

What happened next?

What happened next?

What happened last?

*In the text, Helen Keller is a deafblind girl who is only beginning to learn that there is a word for everything. What word did she first learn? How did she learn it despite being deaf and blind?*



## The Story of My Life

by Hellen Keller<sup>1</sup>

Adapted from an excerpt

1. Helen Keller was an American author. She was the first deafblind person to earn a bachelor's degree.

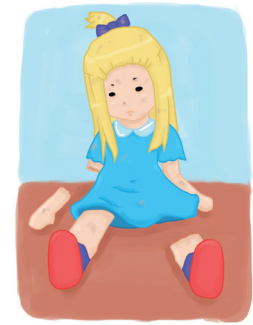
Everything has a name. This was one of the first important things I learned in life. Before that, everything was like darkness to me. I only knew that things existed once I finally touched them. If I didn't touch them, they simply did not exist. I could feel them, but I did not know how to say that I felt them. All this magically changed when Anne Mansfield Sullivan came.

I met her on March 3, 1887. I was six years old. On that eventful day, I unconsciously went out in the sun and stood in the warmth of the afternoon. I did not know exactly what was going to happen, but I felt as if I was searching for light. The next moment, I reached out my hand like the way I would reach out to my mother. When Miss Sullivan took it, it seemed like the bitterness inside me disappeared. It was as if I was not lost anymore.



The following morning, Miss Sullivan gave me a doll. I enthusiastically played with it for a while and was fascinated by its newness. When I finished, she took my hand. On my palm, she carefully traced the word "d-o-l-l." She did it a few times more before she made

me imitate it. It was an interesting experience for me, as though it was a game that we could play. When I finally got it right, I could feel a delightful smile cross my face. I was extremely happy, although I was not yet aware that she was teaching me to spell.



We spent the next days in the same manner. I learned new words and was eager to learn more. But not all of them went smoothly. On one particular day, I had great difficulty telling m-u-g and w-a-t-e-r apart. Because the water was in the mug, I thought that they were the same thing. Miss Sullivan tried hard to tell me the difference between them, but it was frustrating for a child like me. In my despair, I threw the doll she gave me. It fell on the floor and shattered to pieces.

Instead of responding to my anger, she led me out of the house. I was comforted by this because I loved the touch of warm sunshine on my face. Soon, we were walking farther toward the well-house. There, I could hear the uninterrupted flow of water nearby. Once more, Miss Sullivan took one of my hands; only this time, she dipped it into the water. I immediately felt its cool current on my skin. I smiled because I enjoyed the sensation. After a while she took my other hand. On its palm, she drew the word w-a-t-e-r again and again. Suddenly, I could understand. I instantly knew what water was—it was the amazing thing that was streaming through my hand.

When we came back inside the house, I realized that everything had a name. All the things I touched had names and meanings. I knew it because Miss Sullivan was there to show me. And when I remembered my misconduct earlier, I was suddenly crying. I knew that there were names to describe what I felt: repentance and sorrow.<sup>2</sup>

2. What do you think “repentance” means? How does one feel when he or she is repentant

Gradually, I learned how to put words together. Most of these things grew beautifully, and I was happy to understand them. Each time I went to bed, I would relentlessly wait for the morning to come. Each new day meant new words to learn.

From then on, I gained the key to language. Unlike normal children, a blind and deaf child like me has to go through a difficult process to be able to communicate. But it did not matter to me because I knew I would succeed. Miss Sullivan and I worked continuously. From single words, we went further and further until she was teaching me sentences, then paragraphs, and then finally entire books. We were able to beat the immeasurable difficulties that came our way.<sup>3</sup>

3. Helen Keller is able to learn because of her teacher, Miss Sullivan. Do you also have someone in your life who helps you learn?



## Comprehension Questions

Answer the following questions in complete sentences.

1. What is the most important thing that happened to Helen Keller?

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2. Who was Helen Keller's teacher?

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3. How does she learn words?

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4. If you were Helen Keller, what would you feel about your disability?  
How would you cope with it?

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5. Miss Sullivan played an important role in Helen Keller's learning. What do you think Helen Keller felt after meeting someone like Miss Sullivan?

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## Let's Navigate!

As you have learned, *water* is usually used as a mass noun. And as a mass noun, it always goes with singular verbs. That is why in the story, the narrator said that the water was in the mug—not were. This relationship between the noun subject and the present forms of verbs is called **subject-verb agreement**. In past tense form, the agreement only happens with the verb *be*.

The sand is getting into my eyes.

Bread has been my only food for days.

Ice melts at room temperature.

The coffee was cold.

The underlined verb forms are in **third-person singular** form. On the other hand, count nouns can either go with a singular or plural verb depending on their number.

*The teachers* were in a seminar.

*The teacher* was on leave.

You might find a long list of rules when you search the term in question on the Internet, but the phenomenon boils down to one condition: both the noun and the verb should have the same number. If the noun is grammatically singular, the verb must also be in singular form; same goes with the plural ones. That is why pronouns third-person singular nouns *he*, *she*, and *it* always take third-person singular verb form.

Grammatically is the operative word here—the subjects may seem to refer to a lot of people or things (or even a vague number like *no one*) but standard usage dictates that they are singular. These include the following:

Pronouns such as *everyone*, *everything*, *everybody*, *someone*, *something*, and *somebody*

*Everyone was running around in the house.*

Pronouns no *one*, *nobody*, *nothing*, *neither*, and *either*

*Nobody tells me anything.*

Pronouns *each* and *every*; nouns that are quantified with such pronouns

*Every student receives a failing grade.*

Prices, measurements, and fractions

*Twenty pesos does not buy anything anymore.*

*Ten kilos is too heavy.*

Forming third-person singular verbs is easy—just add *s*. For verbs that ends in *s*, *z*, *sh*, *ch*, and *j* sounds, use *-es* suffix. Verbs that end in *y* also take *es*, but *y* is turned into *i* in spelling; the pronunciation, however, does not change.

### Exercise

wash	washes
match	matches
buzz	buzzes
fry	fries

A. Provide the correct form of the noun.

1. The (cup) \_\_\_\_ were too hot to hold.
2. Our (research) \_\_\_\_ shows otherwise.
3. The (train) \_\_\_\_ leaves at nine.
4. (Pineapple) \_\_\_\_ abound in the farm.
5. (Science) \_\_\_\_ is his weakness.
6. The (cat) \_\_\_\_ purrs loudly.
7. The (ox) \_\_\_\_ have been fed.
8. (Rice) \_\_\_\_ makes me feel full.
9. (Fish) \_\_\_\_ was served in the party.
10. My (book) \_\_\_\_ is on the floor.

B. Provide the correct verb.

11. (tap) he \_\_\_\_\_
12. (pass) she \_\_\_\_\_
13. (judge) he \_\_\_\_\_
14. (dash) it \_\_\_\_\_
15. (fly) either \_\_\_\_\_

### Activity

Helen Keller discovered that everything had a name. If you could name a feeling, an event, an object, or a part of an object that does not have a word yet, what would you name it? What made you think of that word? Don't forget your subject-verb agreement.

### Let's Explore!

Helen Keller's "The Story of My Life" is an example of a **narrative essay**.

Authors often use their own experiences in creating stories that entertain or teach lessons. When you do school assignments, you might have to write about your own experiences or tell a story to make a point. You might even keep a journal or diary. If you do, you can use those to help you write your stories.

In writing your narrative essay, keep these elements in mind:

#### The Situation

- This is where you tell your readers what is happening in your story. It is like setting the stage. You can talk about where and when the story takes place.



For example, if your story is about discovering a love for playing basketball, you can start by talking about your childhood with your parents, friends, or a person you look up to and how they taught you dribbling, shooting, and so on.

## The Conflict

- Conflict is like a problem in your story. It is something that creates trouble or excitement. If the story is about your experience with basketball, the conflict could be your finding it difficult to play the sport.
- You can give a hint about the conflict at the beginning to get your readers interested. For example, you can say something like, "I never imagined what would happen when my father brought me to the basketball court."

## The Struggle

- This is where you explain what happened while dealing with the conflict. You can describe things from your point of view and your senses (like what you saw, heard, or felt) to make your story interesting.
- You can also use dialogue, but only mention the important things people say. Show the story through actions and feelings instead of just telling it.

## The Outcome

- This is where you tell your readers what happened in the end. It is like the big moment or the most important part of your story. It might be something surprising or exciting, like you shooting a three-pointer that won you the game against your opponents.
- This part helps your readers understand what you learned or how the story changed you.

## The Meaning

- In the last part of your story, you explain why the story is important to you. It is not about giving advice to everyone, but more about what you learned from the experience that you want to impart to your readers.
- Make sure to focus on your own feelings and experience in this part.

After talking about your story and collecting lots of details, you can start thinking about the most important part of your story: **the main idea**. This is the message you want to impart to your readers through the narrative, character, and setting.

Like all essays, a narrative essay should follow a structure:

### **Introduction**

- Think of the introduction as the **beginning** of your story. It is like the first chapter of a book that gets readers interested.
- In this part, you give a little bit of background information to set the mood and help readers understand what your story is about. You also drop a hint about the exciting part of your story without giving everything away.

### **Body Paragraphs**

- The body paragraphs are the middle part of your story. Imagine telling your story step by step, like a timeline. You can start from the earliest part of your story and move closer to the present. Or, you can start with what is happening at a later point in the timeline and then use “flashbacks” to tell what happened before it.
- Just be careful when you switch between past and present. Use words like “now”, “then”, or “next” to help your readers follow along.
- To make your story interesting, use words that make people imagine things. you can talk about things you can see, hear, touch, taste, or smell. These details help readers feel like they are in the story.
- Always follow this rule of thumb: **Show, don't tell**. For example, instead of saying, “I was very scared”, you can describe your trembling hands, your racing heart, and the eerie silence around you to show your fear.

### **Conclusion**

- The conclusion is like the end of your story. It is where you talk about what you learned from the experience you shared in your story. Maybe something changed, or you realized something important. This part

helps your readers understand why your story is meaningful. For example, if your story is about your father teaching you basketball, you might say the two of you got closer because of the sport. It is where you connect the dots and make your story relevant to your readers.

In other words, in a narrative, you start with an interesting **beginning**, an exciting **middle**, and a satisfying **ending**.

### Activity

- A. Put yourself in Helen Keller’s shoes. If you were her, how would you “see” the world? Write your answer on another sheet of paper.
- B. Write your own narrative essay. It can be about anything that happened to you. You can ask yourself these questions:
  1. What story do you want to share?
  2. Who were you with in that story?
  3. When and where did this occur?
  4. What challenges did you overcome?
  5. What happened in the end?

In writing your narrative essay, develop the situation, the conflict, the struggle, the outcome, and the meaning. Make sure that you follow the narrative structure discussed. Your narrative essay should have a beginning or an introduction, a middle or a body, and an end or a conclusion.

### It’s Time to Row Together!

Find a partner. Exchange papers and then read each other’s narrative essays. After reading, answer these questions and relay it to your partner.

- What do you think of their essay?
- What did you learn from it?
- What could have been improved?
- Was there a detail that could be missing? What is it?





## All Ashore

A. Match each element of a narrative essay with its description.

- |  |                    |
|--|--------------------|
| 1. The beginning of your story that sets the stage and provides background information                             | a. The Situation   |
| 2. The part of the story where you explain what happened while dealing with a problem or challenge                 | b. The Conflict    |
| 3. The middle part of your story, told step by step, and may involve flashbacks to provide a detailed account      | c. The Struggle    |
| 4. The resolution or the most crucial part of the story that reveals what happened in the end                      | d. The Outcome     |
| 5. The part where you reflect on the experience, share what you learned, and explain the significance of the story | e. The Meaning     |
| 6. The part where you hint at the conflict to grab the reader's attention and provide some background              | f. Introduction    |
| 7. The part where you explain the importance of the story, focusing on personal feelings and experiences           | g. Body Paragraphs |
| 8. The problem or challenge in your story that creates excitement or difficulty                                    | h. Conclusion      |





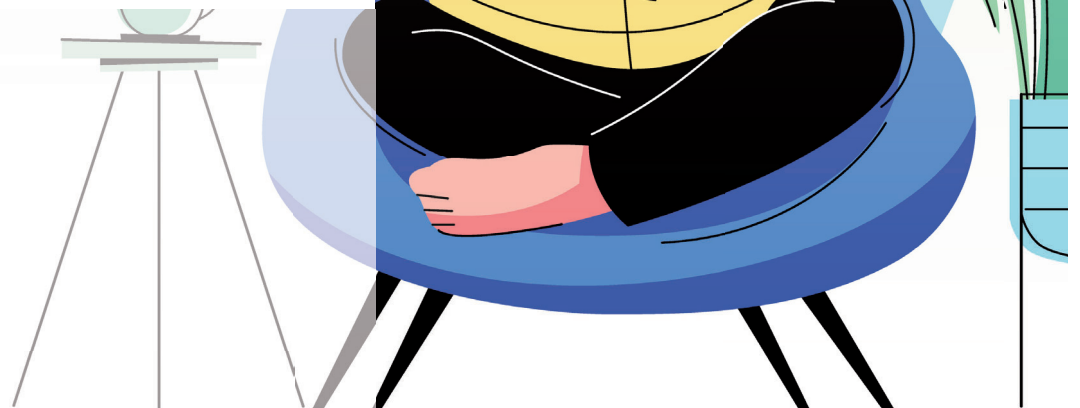
## Unit 2: capere

“Capere” is Latin for “to understand”. It means more than just knowing what happens in the plot. It means understanding each moving cog of a machine.

The objective of this unit is for you to have a deeper understanding of storytelling. First, you will have to differentiate nonfiction from fiction. Then, you will get to know how to draw conclusions from a story, carefully studying each detail and fact and their connection to each other. Afterward, you will learn how to identify cause and effect.

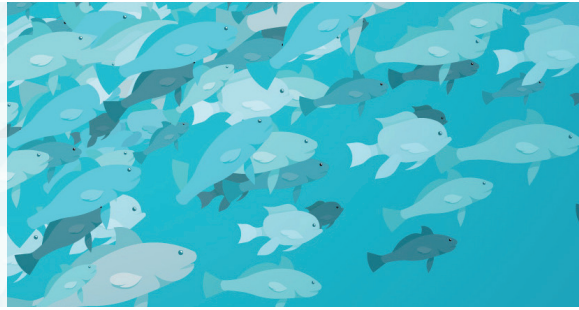
With these pieces of information in mind, you will explore how most authors construct their plots and sequence events.

Before the end of this unit, you will get to learn how to identify the main idea of a piece and summarize stories from beginning to end.



# LESSON 6

## Buan-Buan



### Chart

By the end of this lesson, you will be able to:

- ◇ identify adjectivizing suffixes
- ◇ write sentences with adjectivizing suffixes
- ◇ differentiate fantastic elements from real ones
- ◇ write a one-paragraph story with both fantastic and realistic elements



### All Aboard

A. Fill in the missing letter to form the word. Your clues are the meanings on the right.



1. \_ e s \_ \_ s \_ - hate



2. h \_ \_ l - to get in large amounts



3. \_ a ĩ \_ e - not having worldly knowledge yet

B. Look at the words in the box. Are they something you might see or do in real life? If so, write them under "REALITY" on the table below. If not, write them under "FANTASY".

- |                   |              |
|-------------------|--------------|
| time travel       | talking dog  |
| disappearing fish | running fish |
| earthquakes       | seashores    |
| mermaid           | hurricane    |
| moon              | rain         |

Fantasy	Reality

Do you like your name? What is the story behind it? If you were to change your name, what name would you choose? Why did you choose that name? Discuss these with a partner.

Afterward, read Buan's story and find out why she did not like her name.

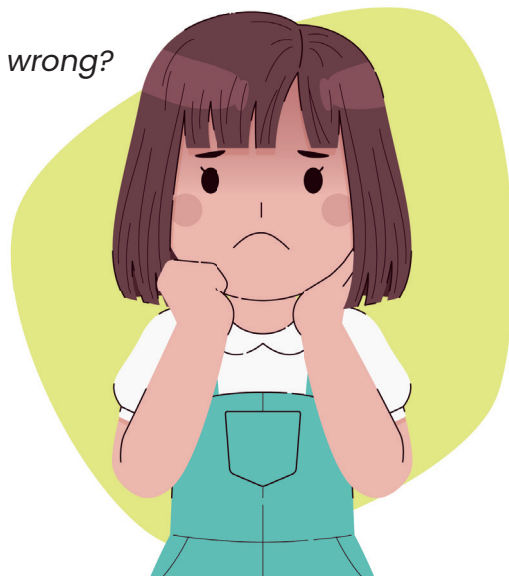


## All Hands on Deck

### DURING READING

As you read, take note of events in the story that seem impossible in real life. Write your answers on the box below.

*Do you find it easy to recognize what you did wrong?  
How far would you go to make things right?*



# Buan-Buan<sup>1</sup>

By Lloyd Rano Opalec

1. Buan-buan – a saltwater fish that can be found in the Philippines

Once, there was a young girl who lived by the edge of the shore. Buan was her name, and she despised it so.

“Buan-buan! Buan-buan!” the children often teased.

“Buan?” others would scoff. “Do your parents even know that that’s the name of a fish?”

“Why do I have to be named after a fish?” she asked.

Her father, whose voice became more and more brittle by the day, answered: “If you don’t want to be named after a fish, then just tell your friends that you are named after the bulan—the moon.”

That won’t do, she thought. Buan is one letter short of “bulan.” It even sounds like the word “buang” or “crazy.”

Besides, what was the weight of her father’s words against the weight of the insults made by tens of children? To her, the children’s insults prickled like fishbone. They needed to go away, but how?

Buan-buan isn’t even a mighty fish. They are small. Edible, but not esteemed. A dorsal fin to traverse the sea with, and that’s it. Buan-buans weren’t anything special; they were widespread where they live. The fishermen have at least a dozen or so buan-buan in their haul each day. With the buan-buans, they are stable and able to make ends meet. They make a portion of their living off of the said fish, so Buan’s father thought it best to name his first and only child after it.

“But, why?” Buan asked her father again.

“Your name is sort of an offering to the sea, you see,” her father replied. “It’s not like you think. We didn’t want to offer you literally. It’s just that... Buan-buans are a blessing, and you are a blessing.”

“Buan-buans aren’t a blessing!” she cried. “They are a curse! You cursed me!”

So, she stormed off to the shore and glared at the sea. Buan was a child whose rage controlled her very body. She started shouting, screaming, and cursing at the sea. The wind howled, the sky dimmed, and the sea cried. She laid down on the shore and willed the buan-buans away.

Her father always told her that everything came with a price to the sea; she just didn't know it yet.

"Buan-buans are a curse! They are useless fish that should have never existed in the first place!"

Then and there, they obeyed straight away. Such was the force of her will.

The morning after was the same as the morning before. The same went for the next, and the next, and the next. The fishermen only noticed the change a week after when there were no fish in their haul—no bisugo<sup>2</sup>, no dilis, no buan-buan. The time when fish were easiest to catch was at dawn. And yet, they weren't there. The entire barrio<sup>3</sup> was small yet blooming, but it was left in distraught and in disarray. They wondered the cause and blamed it all on earthquakes and storms and gods among gods.

2. Bisugo – a reddish saltwater fish in the Philippines. A part of its body has no scales.

3. Barrio – a rural town

So, they began to act. They offered a small piece of their lives to the sea—a treasured chair, food on basket, letters on bottles—and hoped for the best. However, hope meant nothing to a sulking sea.

"Where are we going?" Buan asked her father.

"We are leaving this place in a few weeks, Buan," her father answered, with a voice that is more brittle than before. "There is no future for the two of us here if there are no fish to haul."

"But they are just fish. They're nothing special."

"They are as special as you or me, Buan. The lives of those living in this barrio depend on them."

"But I don't want to leave."

"We have no other choice. We'll look for a better life somewhere else."

The reason why the fish left remained a secret to all except to Buan. She only wanted the buan-buans away. She didn't mean for the barrio's lives to disappear with them.

Days went by, and still, there were no fish in sight. Young divers even went and searched, but they found nothing but kelp to cook and to survive the day with.

Buan was naïve yet caring. She remembered the days when the haul was bountiful. Every net was full and fueling the barrio. She felt sorry for the people who had to leave because they felt like the sea didn't want them in their own home.

So, on the night before she was supposed to leave, she went back to the sea and willed all of the fish back. But everything came with a price to the sea. The wind whispered a song that echoed in her ears. Then and there, she knew that the price lies beneath the sea's entirety. She dove in, and the sea obeyed straight away. Such was the force of her will.

The morning after wasn't the same as the morning before. Hopeful fishermen with hauls full of fish sang a song of praise to the sea. Everyone cheered and laughed and unpacked their things. They celebrated the return of their livelihood, save for Buan's father, whose voice remained brittle through it all.

## Reading Comprehension

Answer the following questions in complete sentences.

1. How would you describe Buan based on the text?

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2. Why did Buan hate her name?

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3. What could have happened if Buan didn't offer herself to the sea?

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4. If you were in Buan’s shoes, would you have hated your name? Why or why not?

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5. Do you think that something like what happened in the story could happen in real life? Why or why not?

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## Let’s Navigate!

Buan wished for their haul to be bountiful.

The word “bountiful” is an adjective that was made from the noun “bounty”. In the previous unit, you turned an adjective into a noun through nominalization. This time, you will learn how to turn a noun into an adjective. This process is called **adjectivalization**. By adding suffixes like *-ful*, the word can now be used to describe other words.

Note that these affixes change the meaning of the root word. For instance, a “bounty” is a reward. However, “bountiful” means “to have plenty of something”.

Look at the examples on the table.

prefix	suffix	adjective
care	-ful	careful
harm	-ful	harmful
fear	-less	fearless
time	-less	timeless
love	-ly	lovely
friend	-ly	friendly

## Exercise

Get a partner. One of you will provide nouns and then the other one will turn those into an adjective. Then, switch roles. List down all the words you have come up with and then check the dictionary if your words are well-formed.

## Activity

In the story, the community primarily depends on the sea to make a living. What is the primary source of income in your town or barangay? What are people's usual jobs? Write a paragraph of seven sentences about it. Make sure to include adjectivalizations in your writing.

## Let's Explore!

Do you enjoy reading books and watching movies? What sort of books and movies do you like to read and watch? Most stories either fall under the category of **realism or fantasy**.

Realism refers to true or real situations that exist in the real world. A boy walking home from school, meeting his friends, and doing his homework is an example of a realistic event.



On the other hand, **fantasy** refers to things produced by our imagination. Fantastic events do not and cannot happen in the real world. These events probably just happen in dreams or books and movies. Elements of magic, impossible technology, and even the supernatural are present in fantastic stories. A boy walking home from school, meeting his friends, then transforming into a superhero with lightning speed is an example of a fantastic scenario.

People can fly using machines like airplanes and helicopters or even hang gliders. This is reality. If people fly by growing wings out their backs or just by thinking happy thoughts and floating through the sky, this is fantasy. This cannot happen in real life.

### Activity

- A. Do you enjoy reading books and watching movies? What sort of books and movies do you like to read and watch? Fill in the chart below with books or movies that deal with reality and fantasy. Then, write a short explanation on why you think it fits into that category.

Realism		
Book or Movie Title	What it is about	Why it is realistic

Fantasy		
Book or Movie Title	What it is about	Why it is realistic

B. Read the story again. Fill in the table below with details that tell realistic or fantastical elements.

Realistic Events	Fantastical Elements

### It's Time to Row Together!





With a partner, write a one-paragraph story with both fantastic and real elements. Release your imagination! It can be about the sea. It can even include monsters, fairies, and gnomes living with human beings in the present world.



## All Ashore

- A.** Read each event carefully and identify whether it is something that could happen in the real world (**R**) or belongs in the realm of fantasy (**F**).
- \_\_\_\_\_ 1. A group of friends discovers a hidden portal leading to a world inhabited by talking animals.
  - \_\_\_\_\_ 2. A dedicated scientist achieves the impossible and successfully travels through time.
  - \_\_\_\_\_ 3. A talented chef develops a new recipe that everyone in their town love.
  - \_\_\_\_\_ 4. A powerful storm causes a massive tidal wave, flooding coastal cities around the world.
  - \_\_\_\_\_ 5. Through training and meditation, a person unlocks the ability to levitate.
  - \_\_\_\_\_ 6. A lost ancient civilization is unearthed, revealing advanced technology beyond our understanding.
  - \_\_\_\_\_ 7. A team of daring astronauts lands on Mars and finds evidence of alien life.
  - \_\_\_\_\_ 8. With the help of a magical spell, a young girl transforms into a majestic princess.
  - \_\_\_\_\_ 9. A dedicated doctor finds a cure for a dangerous disease. A dog wins the lottery and uses the money to build a school for puppies.
- B.** Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I can identify adjectivizing suffixes.		
2. I can use words with adjectivizing suffixes in a sentence.		
3. I can differentiate fantastic elements from real ones.		
4. I can write a very short story with both fantastic and real elements.		

I need clarification on...

# LESSON 7

## A Healthy Dose of Knowledge



### Chart:

By the end of this lesson, you will be able to:

- ◇ recognize the correct order of adjectives
- ◇ write sentences with correct order of adjectives
- ◇ make inferences
- ◇ form conclusions



### All Aboard

A. In this lesson, you will be reading about air pollution. What do you know about it? Using a dictionary, look for meanings of the words inside the boxes. Use each word in a sentence that talks about environmental problems. Share your ideas with a partner.

bronchitis	emission	carbon dioxide	toxic particles	unleaded gasoline



**B.** If trees could talk, what do you think would they say about how we treat the environment? If you were in their place, how would you feel? Write a short paragraph in the perspective of a tree and talk about how humans treat the environment. Do you agree with what people are doing? Do you disagree? Why? How so? Share your answers with the class.

Do you live in a city or a more rural area? Do you think air pollution is a bigger problem in one place than the other? Why or why not? Discuss your answers with your seatmate.

Afterward, read the following essay to get “A Healthy Dose of Knowledge”.



## All Hands on Deck

### DURING READING

As you read, answer the following questions in complete sentences.

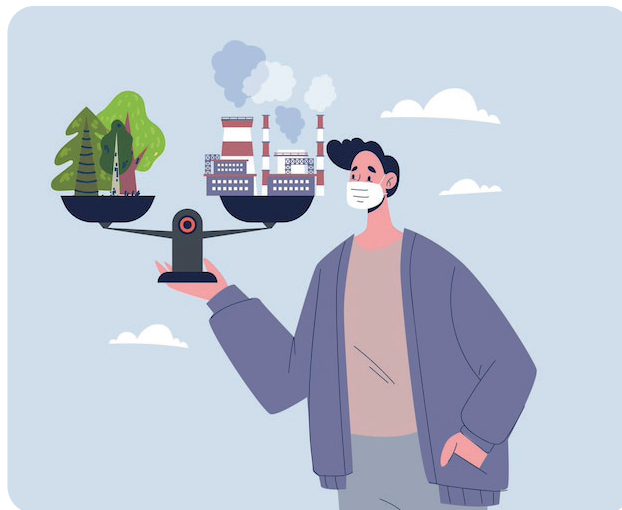
**A.** According to the essay, what are some causes of pollution? Draw them in the boxes below.

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B. What are some ways that we can do to make the air cleaner? List down the suggestions made by the writer.

*How would you describe clean air? What makes the air harmful for people? Based on your observation, what are the leading causes of air pollution in the Philippines?*



## **A Healthy Dose of Knowledge**

An Essay

Imagine a world where breathing is such a hard thing to do. Imagine people fighting for air. Imagine all the living things you know struggling. Can you picture it without being very afraid? This has not happened yet. However, if we are not careful, this might just be the future of our country.

Scientists learned that at least 1.5 million Filipinos are sick with bronchitis. Bronchitis is a respiratory disease caused by dirty air. People with this sickness experience pain every time they breathe. They also cough constantly. If they do not get treatment on time, their lungs may be permanently damaged. A scientific study stated that 5,000 Filipinos are killed every year because of dirty air. Every Filipino can become a victim of air pollution. As long as we are

inhaling, we cannot escape the danger pollution brings especially with the quality of our air today. Now, is this the world you want? Is this how it is always going to be?

The World Health Organization (WHO) has named Manila as one of the ten most polluted cities in the world. According to studies, its main cause is gas emission by our vehicles. Our cars release so much smoke that they become very harmful to our health.

Other causes include factory chimneys and burning of non-biodegradable materials. All these give out carbon dioxide and other unpleasant gases. As a result, our atmosphere becomes filled with toxic particles.<sup>1</sup>

1. What other causes of air pollution do you know of?

The question is how much are we doing to prevent air pollution? The government has already given Filipino citizens some guidelines about this. Among them is favoring public transportation over the use of private cars. This will lessen the number vehicles on the road every day. Apart from this, they have advised car owners to use unleaded gasoline instead of leaded fuel. Unleaded gasoline has less harmful substances than most petrol fuels.

Yet, little improvement has been seen. People continue getting ill, and our air is still unclean. These effects are not merely felt. They can also be seen as we look up to our sky and see dark gray clouds instead of white. We can no longer ignore it, especially when we spend our time outdoors.

So what can we do? As Filipinos, we all can contribute to the improvement of our environment. We can start by informing other people of the situation. The more people know about it, the better. Once we become more aware, taking action is the next best step. There are, of course, other ways to help. Planting trees is one of the solutions to clean air. Oxygen coming from trees helps make our air cleaner. Fortunately, we have many organizations dedicated to planting trees. And you can join anytime you want.

2. What other ways (not mentioned in the essay) can you think of to help prevent pollution?

As you can see, there is something every one of us can do. It would be better both for our surroundings and for ourselves. It will create a healthier and cleaner future for all of us. So if you think you cannot do something about our air, think again.<sup>2</sup>

## Reading Comprehension

Answer the following questions in complete sentences.

1. Besides car exhaust, what else makes our air dirty?

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2. Why has there not been much change even though the government gave suggestions?

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3. How do trees help clean the air? Why is planting trees a good solution?

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4. What do you think is a leading cause of air pollution?

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5. What does it mean by "If you think you cannot do something about our air, think again"?

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## Let's Navigate!

Plenty of cars emit toxic, black smoke that worsens air pollution.

Notice how the sentence has two adjectives: "toxic" and "black". Nouns are not limited to one or two adjectives. In fact, there can be more. There can be as many descriptions as you want, but there are adjectives that must go first before the others. Follow this order:

<b>N</b>	– number (one, two, three, etc.)
<b>O</b>	– opinion (beautiful, ugly, nice, etc.)
<b>S</b>	– size (big, tall, small, etc.)
<b>A</b>	– age (old, new, young, etc.)
<b>S</b>	– shape (round, square, triangular, etc.)
<b>C</b>	– color (red, blue, yellow, etc.)
<b>O</b>	– origin (British, Chinese, Filipino, etc.)
<b>M</b>	– material (wooden, metal, golden, etc.)
<b>P</b>	– purpose (swimming as in “swimming pool”)

Simply remember the acronym **NOSASCOMP** when ordering your adjectives.

If we were to expand our example to accommodate all eight kinds of adjectives, it would become like so:

“troubling, thick, hazy, persistent, black, factory-emitted, dust-infused, life-threatening, smoke”

**Take note:** Often, if not always, you do not need to accommodate all eight adjectives. You need only use the appropriate adjectives to modify your noun.

### Exercise

Arrange the adjectives in correct order.

1. (Italian, delicious) \_\_\_\_\_ dish
2. (red, juicy, three) \_\_\_\_\_ watermelons
3. (cotton, old, blue) \_\_\_\_\_ shirt
4. (small, ceramic, round) \_\_\_\_\_ bowl
5. (wooden, six, antique) \_\_\_\_\_ chairs

## Activity

If you were in charge of all environmental projects in the Philippines, what would you do to solve the air pollution in the country? What policies would you enact? Write your answer in another sheet of paper. Make sure to observe the order of your adjectives.

## Let's Explore!

**Making inferences** involves looking for answers that are not directly stated in the text. The answers are only implied or suggested. Therefore, you rely on other information from the text and your knowledge and common sense. We need to carefully study the details and facts presented.

**Drawing conclusions** is similar to making inferences. You need to carefully study the details and facts presented in the passage. Then, think of how these details are connected to one another. Based on what you learned and what you already know, you can now make a valid conclusion or inference regarding a certain topic.

Here are some guidelines to help you make inferences about a text:

Take note of the facts and details presented in the text.	<ul style="list-style-type: none"><li>• What do the facts and details say about the topic?</li><li>• What is the argument?</li></ul>
Examine your prior knowledge about the topic.	<ul style="list-style-type: none"><li>• Do the facts and details agree with what you already know about the topic?</li></ul>
Think about scenarios or events which may result from the presented facts and details.	<ul style="list-style-type: none"><li>• Based on the facts, what good or bad things do you think will happen?</li></ul>
Think about possible causes and effects.	<ul style="list-style-type: none"><li>• If the text presents only the effects, think about the possible causes and vice versa.</li></ul>

Study the following example.

A little girl enters a convenience store with a frown on her face. Her clothes are tattered and dirty. She stares at the loaves of bread as her hand strokes her stomach.

- Inference: The hungry little girl must be too poor to buy food from the convenience store.

### Activity

Make inferences and draw conclusions based on the following scenarios. Write your answers on another sheet of paper.

1. Illegal loggers have cut down all the trees on a mountain near a community. Heavy rainfall hit the community and a loud crashing sound was heard from the top of the mountain. What do you think happened?
2. Jean closed all their windows and doors tightly while her mother stored canned goods and water. What natural calamity are they preparing for?
3. The pangolin once roamed all over Palawan. Their scale-like skins are believed to cure diseases. The pangolins are almost extinct. What happened?
4. One morning, the teacher brought a potted plant in class. She then asked for some water. What was the water for?
5. Roy forgot to bring an umbrella when he left this morning. When he came home, he was dripping wet. What happened?

## It's Time to Row Together!

Form a group of three to four people. Perform a skit using only actions and gestures. Have your classmates infer what your skit is all about.



## All Ashore

A. Practice making inferences by answering the questions below.

1. The Siargao Cup is an annual international surfing competition sponsored by the government of Surigao del Norte.

What is Siargao most famous for?

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2. Classes are suspended today. On the news, we can see that some areas of the city are already flooded.

What is the weather condition of the day?

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3. The once lush forest is now denuded because of illegal loggers. Environmentalists are now pushing for the protection of Philippine forests.

What does "denuded" mean?

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4. Peter wants to go to the Global Ecotourism Conference next year. He is already preparing his passport and saving up for a plane ticket.

Will the Global Ecotourism Conference be held locally?

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5. The students were given a seedling each. Their teacher explained that the activity was for reforestation and conservation.

What was the activity of the students?

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B. Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I can recognize the correct order of adjectives.		
2. I can write a sentence with the correct order of adjectives		
3. I can make inferences.		
4. I can form conclusions.		

I need clarification on...

# LESSON 8

## The Two Fighting Roosters and the Eagle



### Chart:

By the end of this lesson, you will be able to:

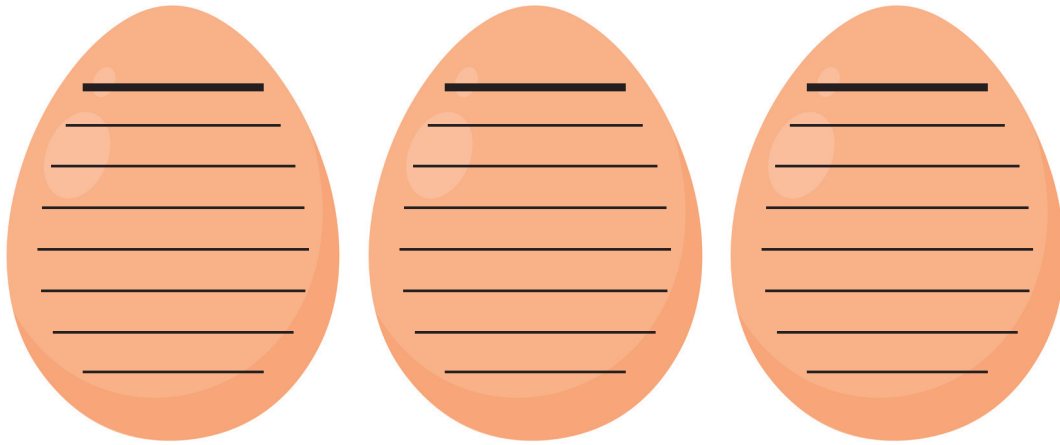
- ◇ write conditional sentences
- ◇ determine cause and effect
- ◇ make a poster



### All Aboard

A. Which words belong together? Group them accordingly. Write down the words on the proper column. Then write a proper heading for each group.

hummingbird	sandals	owl	hawk	valley
flip flops	high heels	plateau	robin	plain
Island	boots	sneakers	penguin	mountain



B. What do you know about cockfighting? List them below.

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

In your opinion, is cockfighting good or bad? \_\_\_\_\_

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In your opinion, do you think it is okay to fight someone to prove that you are stronger or better? If so, why do you think so? If not, why? What are other ways to resolve conflict? Discuss your answers with your classmates.

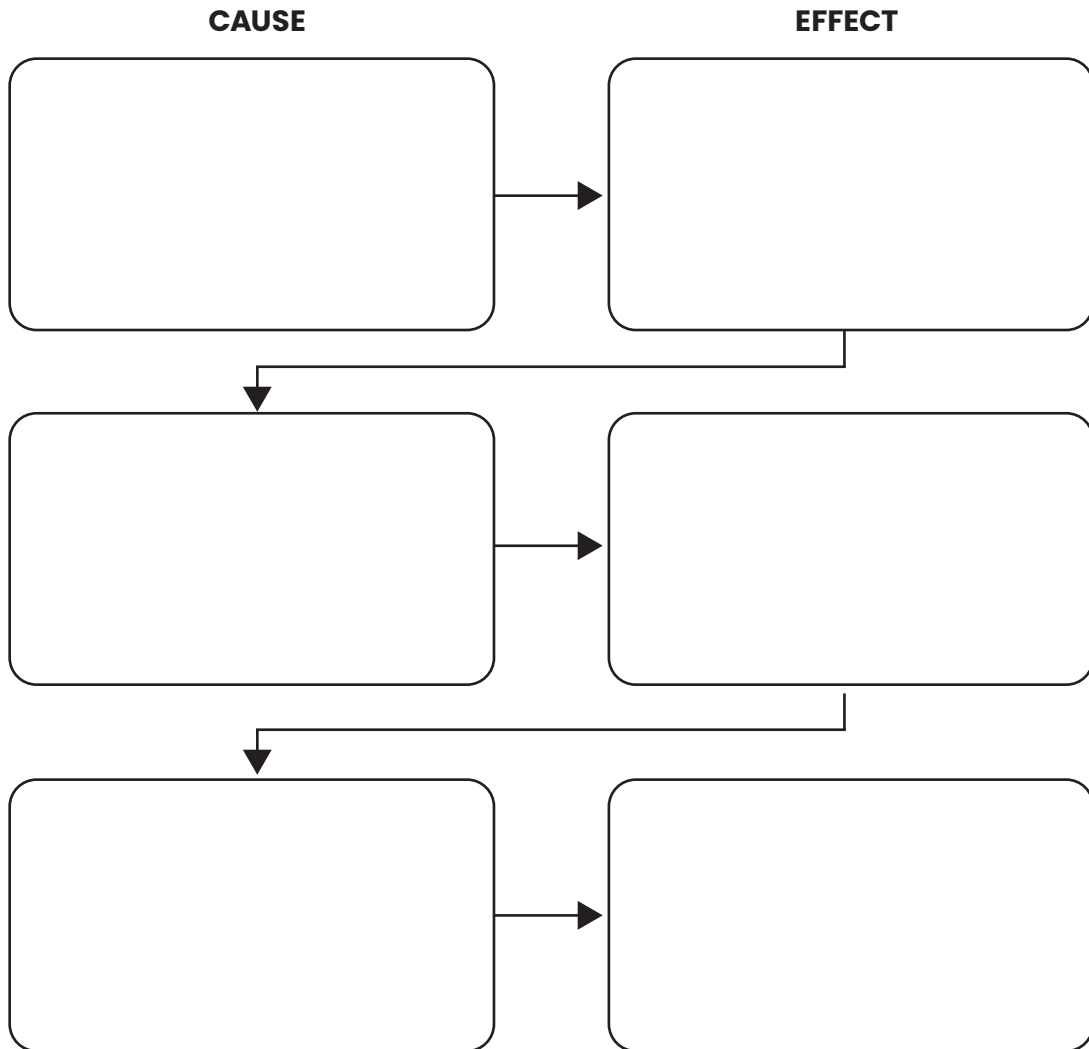
Afterward, read the story of "The Two Fighting Roosters and the Eagle".



## All Hands on Deck

### DURING READING

As you read, complete the “Cause and Effect” graphic organizer to describe the chain of events in the story.



Have you ever witnessed a fight between two people? Why do you think they fought? In this story, why do the two roosters fight?



## The Two Fighting Roosters and the Eagle

A Fable

In a local barn owned by a rich farmer, two strong roosters were fighting for supremacy. All the other animals on the farm did not dare compete with them, for they were both the fiercest and cleverest fighters in the farm. But now it was time to decide who should reign, and neither one of them was willing to step down.

“I will prove to you just how strong I am,” said one of the roosters.

“Then go ahead and show me. You will regret it afterward,” replied the other one.

And so, the battle of their life began. The chickens, geese, and pigs all poked their heads out of their hiding places to witness the spectacle. They had all been waiting for this to happen. In their hearts, they wanted it to be over so that there would be peace in the barn again.



For quite some time, the roosters kept going at each other. Both were very skilled fighters, and it was hard to see who would win. If one scratched, the other one would scratch back. If one pecked, the other would do the same. Indeed, it was really an amazing match.<sup>1</sup>

1. In the Philippines, this match is called “sabong.”

Eventually, one had to fall down. And indeed, one did. The winner then crowed so loudly to announce his victory. He was the king of that farm, respected by everyone in it. To celebrate, he climbed on top of the barn and flapped his majestic wings for everyone to see. But alas, he did not see danger coming.

As fast as lightning, the real king swooped down and took the boastful rooster by the feathers. The mighty eagle, known as the king of all birds, could fly so high that no one could reach him. He had such keen eyes for prey and was excellent at hunting. Most of the time,

his victims never sensed his approach. So by the time they realized they were taken, it was already too late.

Thus, the rooster was taken away by the eagle. Nobody on the farm knew what happened to their short-lived king. But from then on, the place had peace and quiet.<sup>2</sup>

2. The two roosters fought because they wanted to prove who was the stronger rooster. However, the eagle turns out to be the strongest of them all. What does the eagle symbolize in this story?

## Reading Comprehension

Answer the following questions in complete sentences.

1. Why did the two roosters want to fight each other?

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2. Did the other animals want the fight to happen? Why?

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3. What are the characteristics of the eagle that make him the king of all birds?

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4. What do you think did the eagle do to the rooster it captured?

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5. What lesson did you learn from the tale? Cite a personal experience related to the moral of the story

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## Let's Navigate!

In the story, the roosters' fight was back and forth. If one of them scratches, the other one will scratch back. The underlined sentence is called a conditional sentence.

**Conditional sentences** are used to talk about real conditions and their probable results. Look at the examples below:

- If it rains tomorrow, we will stay home.
- If you study hard, you will pass the test.
- If you fold the paper unevenly, your airplane will fly erratically.

As you may have noticed, the sentences have two parts: the **condition** and the **result**.

The condition is expressed through the *if* clause. The verb in it is in the present tense.

The result is optionally introduced by the adverb *then*, and usually expresses prediction or a future undertaking when the condition is fulfilled. The verb in this sentence takes the auxiliary verb *will*.

There are other kinds of conditional sentences and you will learn them as the lessons go. This type of conditional is called **first conditional**.

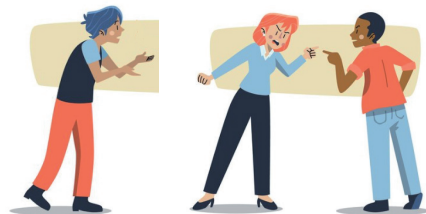
### Exercise

Fill in the blanks with the correct form of the verb.

1. If you break the vase, you \_\_\_\_\_ (pay) for it.
2. If the blue screen \_\_\_\_\_ (appear), your laptop will shut down.
3. If they \_\_\_\_\_ (scream), the teacher will tell them off.

### Activity

Give three ways on how to break up a fight and talk to people who are in the height of their emotions. Incorporate what you learned about conditional sentences in your answer.



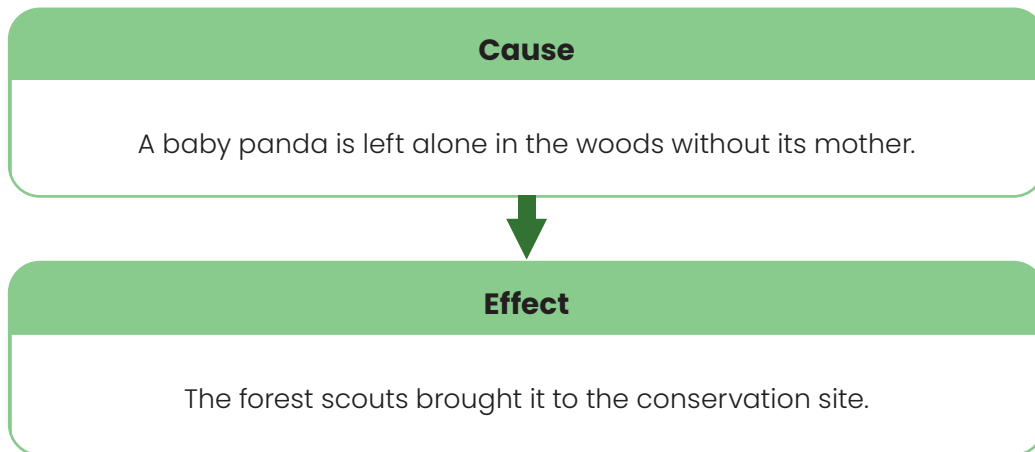
## Let's Explore!

**Causes** make things or events happen. They are introduced by signal words such as *because*, *for*, and *since*. Causes answer the questions *Why did it happen?*

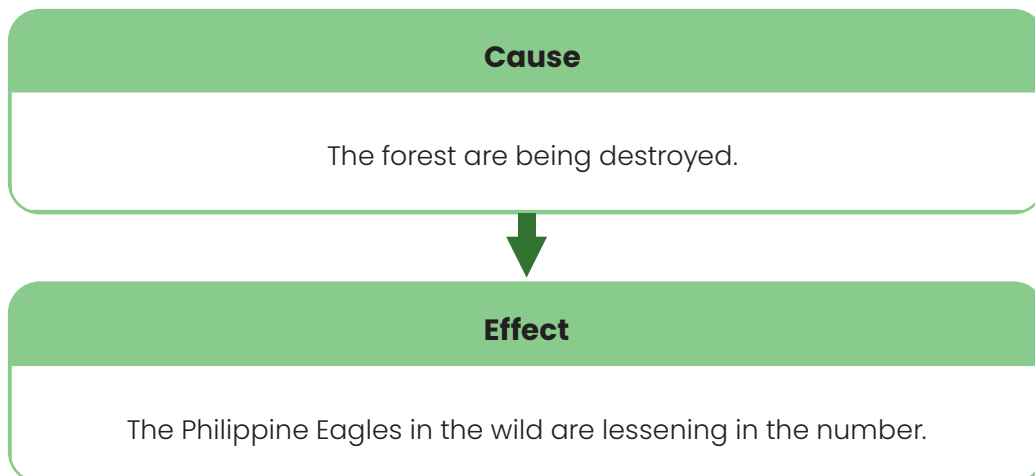
**Effects** are the results or consequences that happen after the cause. Signal words like *so* and *then* usually introduce the effect. Effects answer the question *What happened then?*

Either the cause or the effect can be written first in the sentence. It is important to take note of the signal words in order to identify which is the cause and which is the effect.

*A baby panda is left alone in the woods without its mother, so the forest scouts brought it to the conservation site.*



*The Philippine eagles in the wild are decreasing in number because the forests are being destroyed.*





## Activity

A. Complete the table by writing the possible causes or effects for each situation.

Cause	Effect
abundant harvest in rice fields	
	death of many local animals in the Philippines
	unity among the leaders of different countries
strong typhoons and hurricanes	
discovery of an effective medicine for a certain disease	
Invention of solar-powered equipment	
	global warming
cutting down trees in forests	
proper waste segregation	
	clean rivers and waterways

B. Imagine yourself as the eagle. Why did you take the rooster? What caused you to act? Explain your motivation and discuss your answers with your classmates.

## It's Time to Row Together!

Everyone is "the best" at something. Some people are the best in solving math problems, and some are the best in sports. How about you? What do you do best?

Your teacher will divide the class into groups of five. Make a poster that celebrates what all of you are good at doing. Make sure that what you pick is a positive characteristic. Give yourselves a positive nickname. For example, "The King of Spaghetti" or "Someone Who Makes Really Good Sketches in Under Five Minutes".



## All Ashore

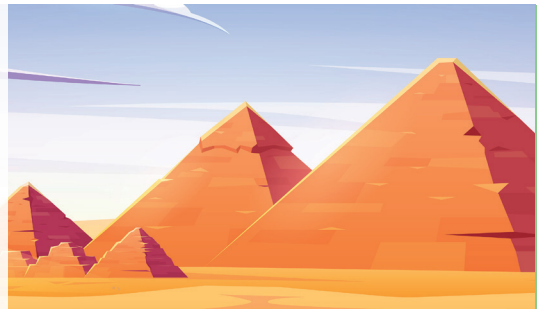
A. Examine the givens. Encircle the cause and underline the effects. The first one is done for you.

1. Farmer Juan forgot to close the gate overnight, so the chickens scattered all over the village.
2. The cows grazed heavily on the meadow, so wildflowers struggled to bloom throughout the summer.
3. A curious family of ducks snuck in the house because Sam left the doors open during the day.
4. All the other farm animals woke up early and started making noise due to the old rooster crowing earlier than usual.
5. Rain poured down for days, so the sheep's wool became matted and heavy.



# LESSON 9

## How the Junkman Traveled to Find Treasure in His Own Yard



### Chart:

By the end of this lesson, you will be able to:

- ◇ recognize participial phrases
- ◇ recognize plot parts
- ◇ plot the events of a story in Freytag's Pyramid



### All Aboard

A. Treasures are precious things that many people want but do not have. There are different kinds in the world. Can you classify these treasures according to the kind of treasure that they are? Make a chart showing how you classify them.

Friendship	Expensive jewelry	Family
Happiness	Game consoles	Peace

What kind of treasure is the most important? Why? Answer in complete sentences.

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Imagine a genie offering you one wish, but with a hidden cost. How much would you sacrifice for your deepest desire? Share your thoughts with your seatmate.

Afterward, read Ahmet's story and find out how far he would go for his wish.



## All Hands on Deck

### DURING READING

After Ahmet first dreams, predict where he will go and what he will find. Do the same when the stranger shares his dream. Were your predictions correct? Discuss how dreams can be misleading or symbolic with your classmates.

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What are the things that you would do anything to have? Why do you want these things so much? In the story, what does Ahmet want so much that he goes to Egypt by himself?



## How the Junkman Traveled to Find Treasure in His Own Yard

A Turkish Tale

Retold by Cyrus Adler and Allan Ramsay

An Adaptation

In one of the world's most ancient cities, Stamboul<sup>1</sup> it was called, lived an old man named Ahmet. While he was poor and had little to feed his wife, he had dreams beyond his homeland. More than anything, he wished to be rich. He aspired for wealth, luxury, and comfort; but alas, he was only a penniless junkman. Each time he came home after sunset, his wife would find him with no bread to give her.

1. Stamboul - Istanbul; the largest city in Turkey

One night, he dreamt of a mysterious man who told him to go to Egypt. "In the desert, you shall find all that you seek." Thus, in the morning, Ahmet told his wife that he was sailing for Egypt. Ignoring her protests, he packed his possessions and went to the port where they thought of him as a madman. And since madmen were sometimes considered holy men, the sailors let him join them in their voyage. In no time, he was on a ship bound for the port of Alexandria.

In Alexandria, Ahmet found himself alone. He traveled far until he finally reached the magnificent city of Cairo. Its beauty made his heart glad, for indeed it reminded him of the city of his dreams, Constantinople.

But it was not long after that Ahmet realized his mistake. He had neither home nor food in this foreign land. He was miserable and had nothing to live for. Finally, he sought the Pyramids for help. Kneeling before the giant stones, he asked Allah for mercy.

“My friend, what is ailing you?” said a stranger’s voice behind him.

“Misfortune has conquered me,” Ahmet cried, “I came from Stamboul where I was poor but had a home. Thinking I would find treasures in Egypt, I went here. But look at me: I am alone and starving!”

“That is indeed a tragedy,” observed the stranger. “But I am just like you! I also dream of far-off places. The truth is, I long to be in Stamboul right now. I picture myself living there in a tiny stone house by the sea. If I were there, I would dig and dig in my garden; and there, deep into my little yard, are the all the gems and stones of my dreams! Oh, what I would give to be there right now!”

2. What does the line “A dream sent me away, and a dream brought me back” mean?

This encouraged Ahmet so much that he embraced the stranger as they said goodbye. He even thanked Allah for having met such an excellent friend in the middle of nowhere. Soon, he was scouting for the fastest ship heading to Stamboul. Once his feet touched Stamboul soil, all he could tell his neighbors was: “A dream sent me away, and a dream brought me back.”<sup>22</sup>

Now Ahmet never forgot what his friend told him; and as soon as his wife was asleep, he picked up his spade and began digging. He dug and dug in his yard until he hit something hard. And when he unearthed it further, he discovered what he expected to discover: an ornate chest full of precious jewels. Alas, he said to himself, I cannot tell my wife for she cannot keep a secret. Still, since she was after all his wife, he decided to test her first. The next morning, he pulled her aside and whispered,

“I am unlike all other men!” he said in despair and took an egg out of his pocket, “last night, just before I went to sleep, I laid this egg. Please don’t tell our neighbors! You know what would happen and I, your poor suffering husband, shall be burned to death!”

Without another word, Ahmet left to look for scraps to sell. When he returned that afternoon, everyone in the village was looking strangely at him. He could hear them buzzing behind him; and from one of his old friends' wife, he caught the words, "a dozen eggs."

Of course, Ahmet never told his wife about the treasures. But after she went to bed, he would take one gem from the chest, place it carefully in his pocket, and go to work next morning. Every time he came back, he would tell her that he found a gem from among the junk he was collecting.

## Reading Comprehension

Answer the following questions in complete sentences.

1. As a poor man, what did Ahmet aspire for?

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2. Why did Ahmet decide to go to Egypt?

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3. After appreciating the beauty of Egypt, what did he realize?

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4. Did he tell his wife about the treasure in the yard? Why or why not?

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5. What are your treasures at home that you will never find anywhere else?

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## Let's Navigate!

The sentence "Ignoring her protests, he packed his possessions and went to the port where they thought of him as a madman" has a participial phrase.

A **participial phrase** begins in a participle. This modifies a noun. In the sample sentence, the modifier is the phrase "ignoring her protests", and the noun being modified is "he". Here are other examples:

"Oxygen coming from trees helps make our air cleaner."

"Awakened forcibly by the noise, he got out of his bed with a scowl."

Starting your sentences with participial phrases add variety to your writing. However, make sure that they are appropriate for the subject. Look at the sentence below. What do you think is wrong with it?

"Suddenly forced to walk barefoot, his foot ached so much."

We know that walking barefoot can only be done by a human subject, but the phrase "Suddenly forced to walk barefoot" modifies "his foot". This means that the said phrase implies that the "foot" was forced to walk barefoot. As a result, this sentence does not make sense.

To fix this, let us change the subject to an animate one or rewrite the second part of the sentence:

"Suddenly forced to walk barefoot, Juan felt his feet burn."

### Exercise

Underline the participial phrase and encircle the noun or pronoun it modifies in the sentences below.

1. The cat, sitting on the windowsill, watched the birds.
2. Terrified of the thunder, the dog hid under the bed.
3. The book, written by an unknown author, became a bestseller.
4. Having finished their homework, the students decided to watch a movie.
5. The painting, created centuries ago, still captivates viewers.

## Activity

Write your own sentences using participial phrases. Make sure that each participial phrase modifies a noun or pronoun clearly. To help you with this activity, look at the example below.

Ex. Walking through the park, she enjoyed the peaceful morning.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

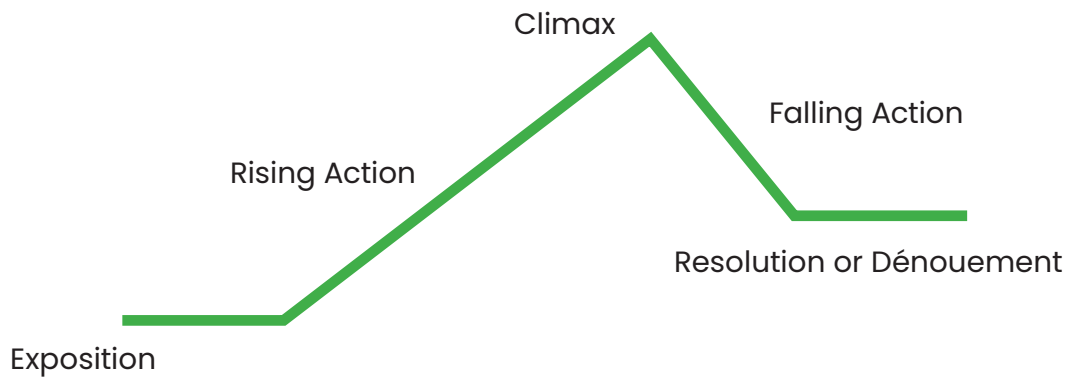
## Let's Explore!

In the first unit, we learned about three story elements: character, setting, and theme. Another important element of the story is the plot.

To put it simply, the **plot** is what happens in a story—the series of events that happens to the characters. Traditional stories often follow this structure:

Exposition	introduces the characters and setting before any problems
Rising Action	where certain events happen and problems arise that make the story complicated. This is where the conflict is introduced
Climax	the turning point of the story where most of the conflict and struggles are confronted
Falling Action	happens after the climax. The conflicts start to be resolved here.
Dénouement	comes from the Old French word <i>dénouer</i> , which means to “untie”. It unties or reveals the final outcome of the plot. It is usually short compared to the exposition.

The plot is illustrated in Freytag's Pyramid. This divides a drama into five parts. Although this analysis is based on plays, it can also be applied to short stories and novels.



### Activity

- A. Fill out the table below with your teacher by identifying the elements in the story "How the Junkman Traveled to Find Treasure in His Own Yard".

Exposition	
Rising Action	
Climax	
Falling Action	
Dénouement	

- B. Recall all the stories you have read so far in class. Choose one and fill out a similar table as the one in Activity A. Identify the plot elements of your chosen story.

Exposition	
Rising Action	
Climax	
Falling Action	
Dénouement	

### It's Time to Row Together!

Ahmet found a treasure chest full of gems in his backyard. These are the things that he needs and wants.

If you were to find a treasure chest in your backyard, what do you want to find in it? With a group, draw a treasure chest containing all the things that you want to find inside it. Afterward, write a 5-8 sentence paragraph explaining why you all want to



find those things. Include in your paragraph some advice on how to take care of them once you have gotten a hold of the treasure. Make sure to use participial phrases in your paragraphs.



## All Ashore

A. Answer the following questions by identifying what is being asked.

- \_\_\_\_\_1. What element of the story introduces the characters and setting before any problems arise?
  
- \_\_\_\_\_2. Which part of the plot thickens with complications and introduces the main conflict?
  
- \_\_\_\_\_3. At what point in the story does the protagonist face the most significant challenge or obstacle?
  
- \_\_\_\_\_4. After the climax, what stage of the plot resolves the conflicts leads to the final outcome?
  
- \_\_\_\_\_5. What is the final portion of the story that reveals the resolution and ties up loose ends?
  
- \_\_\_\_\_6. Which visual representation divides a drama into five parts, including exposition, rising action, climax, falling action, and dénouement?



# LESSON 10

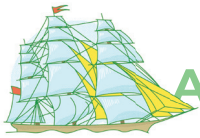
## Gift of the Magi



### Chart

By the end of this lesson, you will be able to:

- ◇ make a summary
- ◇ identify transition words in a story
- ◇ write paragraphs observing standard subject-verb agreement with plural subjects



### All Aboard

A. Match the word with the meaning.

- |             |  |
|-------------|--|
| 1. fob      | a. thing that has been passed down for generations |
| 2. heirloom | b. the small pocket on jeans above a larger pocket |
| 3. salon    | c. a building where beauty services are provided   |

B. Find a partner and discuss the most precious gift you have ever received. Talk about the following.

- what the gift is
- who gave it to you
- why you think it is the most precious gift of all



Have you ever sacrificed something in order to give a gift to someone? What did you sacrifice, and why did you sacrifice it? Share your answers with your classmates.

Afterward, read “The Gift of the Magi” and find out what Delia buys for her husband on Christmas.



## All Hands on Deck

### DURING READING

As you read, identify what each character’s gift is to each other. Then, write what they sacrificed and why it is a great sacrifice.

**DELIA**

What

**JIM**

What

Why

Why



*In the story, what do Delia and Jim sacrifice so that they can give each other Christmas gifts? If you were in their shoes, would you do the same thing? Why or why not?*



## **The Gift of the Magi**

by O. Henry

An Adaptation

“One dollar and eighty-seven cents!” Delia Young sighed when she finished counting her savings, “What can one dollar and eighty-seven cents buy?”

In a few hours, it would be Christmas. Yet, the cheap apartment Delia lived in had no decoration, not even a small wreath. If a stranger passed by it, he would never have thought that the person inside was thinking about Christmas.

But Delia did not mind how her home looked. She had a young, loving, and hardworking husband who provided for both of them. Although he only brought home a meager twenty dollars per week, they were very happy. They were poor, but they were always grateful to have each other. It was for this husband that Delia saved one dollar and eighty-one cents. “Oh, my poor darling Jim,” she cried again. “I have to get you something special for Christmas! These coins would not do, not at all!”

Then Delia stood up from where she lay and looked at her reflection in the mirror. Removing her ribbon, she let her long beautiful hair fall down on her shoulders and to her waist. Many people had said that Delia's greatest possession was her hair. Jim, especially, was very fond of it; and, so was Delia. She stared at herself for a few more moments when she thought of something.<sup>1</sup>

1. What do you think Delia will do?

All of a sudden, she was running along the street in haste. Once she reached Madame Sofronie's Beauty Salon, she stopped and entered.

"Will you buy my hair?" she asked the owner.

"Yes, I buy hair," was the reply.

2. Delia sold her hair! Is your guess correct? If you were Delia, would you do the same?

Imagine Delia's delight as Madam Sofronie handed her twenty dollars! With most of her hair gone, Delia skipped out of the shop in such high spirits. She loved her pretty hair, but she'd gladly lose it to make Jim happy.<sup>2</sup>

For almost two hours, Delia walked around the city in search of the right gift. She went inside every store to look and studied each item with concentration. When she found something at last, she was almost breathless with excitement. There, in a grand jewelry store, was a platinum fob chain. It had a simple design that made it look even more valuable.

"This is just perfect for Jim and his watch!" she exclaimed. It must be said that the moment Delia saw the chain, she knew it was meant for her husband. It looked quiet and pure, just like him. And how good it would look with the watch! This watch was inherited by Jim from his father, who inherited it from Jim's grandfather. If Delia's most valuable possession was her hair, Jim's most valuable possession was his watch.

At home, Delia waited nervously for Jim to come home. She knew how much Jim loved her hair and she hoped that he wouldn't be angry at her for cutting and selling it. And once she saw Jim's puzzled face as he walked in, she began to explain.

"Oh Jim, it's alright. I sold my hair to buy you a gift. Please just look at it now; it's a very lovely fob chain. It will go perfectly with your watch!"

Jim was quiet and serious at first. Then he took out a small package from his coat. "I've also been looking for a gift for you. That's why I'm late," he told her. "Delia, it doesn't matter how your hair looks. I would never dislike you even if you were bald."

As Delia unwrapped the package, she saw a set of beautiful combs. They were made from tortoise shells and had small pieces of jewels along the edges. It must have cost a lot, she thought. "It's okay, Jim; my hair grows fast!" she laughed with gratitude.

It was now Jim's turn to open his present. Inside, as we already know, was the expensive chain. "Bring out your watch," Delia said. "I want to see it with the chain,"

"Delia," he began with difficulty, "let's keep our presents for a while. They're too nice to be used right now. You see, I sold my watch to buy these combs. So why don't we just enjoy Christmas time?"

And that is the story of how a couple gave up their most important treasures to buy each other a gift. Yet, I want to say that they are also the wisest givers.<sup>3</sup>

3. Did you expect this ending? Why or why not?

## Reading Comprehension

Answer the following questions in complete sentences.

1. Why did Delia Young sell her long hair?

---

---

---

2. What did Jim buy for Delia as a gift? Why did he choose them as a gift?

---

---

---

3. Why did the teller of the story say that Jim and Delia were the "wisest givers"?

---

---

---

4. If you were Della or Jim, would you do what they did for your loved one? Why or why not?

---

---

---

5. Which is better: to give or to receive?

---

---

---

### Let's Navigate!

In Lesson 5, we discussed subjects that are grammatically singular. In this lesson, let us talk about subjects that are grammatically plural.

These subjects take the **plain form** of the verb. From the phrase itself, it does not have the suffix -s. Plural subjects include the following:

Those that are in plural

*Whales are amazing animals.*

*Glasses break easily.*

Those that are connected by and

*Rico and Bea wake up at seven in the morning.*

Pairs of things like scissors and pants

*The scissors were broken.*

Pronoun both

*Both have been chosen for the contest.*

## **Where is the subject?**

Subjects oftentimes contain a string of modifiers. These phrases make finding the subject difficult. One thing you can do is to identify the kind of modifier attached to the subject—they can be prepositional phrases or participial phrases. Observe the examples below.

The prizes for the competition were stolen.

The guy wearing clogs is my best friend.

In the first sentence, what is being talked about is the prizes—the phrase just specifies what the prizes are for. In the second one, it just specifies which guy is the speaker's best friend. In summary: find the modifiers, look for a preposition or a participle.

### **Exercise**

Provide the correct form of the verb.

1. The majority of the leaves \_\_\_\_\_ (have) fallen from the trees.
2. Every child in the class \_\_\_\_\_ (receive) a participation trophy.
3. The news about the missing dog \_\_\_\_\_ (spread) quickly through the town.
4. One of the paintings \_\_\_\_\_ (need) to be returned to the museum.
5. Both my brother and I \_\_\_\_\_ (enjoy) playing video games.
6. The prize for the competition \_\_\_\_\_ (go) to the team with the highest score.
7. The menu at the restaurant \_\_\_\_\_ (offer) a variety of vegetarian options.
8. The sound of laughter \_\_\_\_\_ (fill) the room.

## Activity

What actions do you find rude? How about actions you find respectful? Why do you find them so? Write a seven-sentence paragraph about it.

### Let's Explore!

**Summarizing** involves identifying and writing the most important details of the passage. A summary includes the **main idea**, or theme in the case of narratives, and some of the **supporting details**. Writing a summary requires understanding the whole passage and distinguishing important details from mere examples.

Take note of these guidelines when writing the summary of a passage:

- Identify the main idea and supporting details in the passage. Say it using your own words. You do not have to include every detail from the passage.
- Make use of transition words to move from one point to the next. This organizes the sequence in the text and makes your summary easier to follow.

Knowing the sequence of your narrative can help you organize events so that you can better understand a story. Certain transition words can help you identify the sequence of events in a story. Here are some examples:

first ... second	because of	if ... then	not long after
next	and so	in order to	initially
last	before	after	for this reason

Remember that when you read a well-written summary, you should be able to know and understand what the entire passage is about. Knowing how to summarize is helpful when you have to retell a long passage to someone.

### Activity

A. Arrange the events according to how they happened in the story. Use numbers 1-4.

- \_\_\_\_\_1. Delia sells her most valuable possession, her long beautiful hair, to Madame Sofronie for twenty dollars to afford a gift for Jim.
- \_\_\_\_\_2. Delia purchases a platinum fob chain for Jim's watch, thinking it the perfect complement for his most prized possession.
- \_\_\_\_\_3. On Christmas, Jim and Delia discover they have sold their most valuable possessions to buy each other gifts, Jim selling his watch to buy Delia combs for her hair, and Delia selling her hair to buy Jim a watch chain.
- \_\_\_\_\_4. Delia counts her savings and decides she needs to buy her husband, Jim, a special Christmas gift, despite having only one dollar and eighty-seven cents.

B. Recall all the short stories you have read in class so far. Choose one and write a short 5-8 sentence summary of that story. Remember to cover the beginning, middle, and end of the story. Make sure to use transition words in your summary.

### It's Time to Row Together!

The Magi were the three wise men who offered gifts to the baby Jesus when he was born. If you were as wise as they were, then you would know the best gifts to everyone. With a group, complete the table below with the best and most appropriate gifts for five people you cherish.

To	I would give	because




## All Ashore

A. Choose the answer that best completes the question.

1. What is the main idea of the following passage?

Mia woke up early, packed her backpack with a map and compass, and grabbed a chocolate bar. She hopped on her bike and rode through the quiet town, heading towards the forest trail. Mia loved exploring the woods, and today she was determined to find the hidden waterfall everyone talked about. She followed the winding path, crossing rushing streams and ducking under low branches. After what felt like hours, she heard the roar of water in the distance. Her heart raced as she pushed through some bushes and finally saw it: a magnificent waterfall cascading over moss-covered rocks into a crystal-clear pool. Mia smiled' happy she'd persevered.

- a. Mia ate a chocolate bar while exploring the forest.
- b. Mia went on a long walk into the woods.
- c. Mia discovered a hidden waterfall after a challenging hike.
- d. Mia woke up early and rode her bike.



2. Which sentence would NOT be included in a good summary of the passage?
- a. Mia loved exploring the woods.
  - b. She followed a winding path through the forest.
  - c. She met a friendly park ranger on the trail.
  - d. She was rewarded with a beautiful waterfall.

3. Identify the CORRECT order of events in the following story:

1. The prince found a magic lamp in a cave.
2. The princess kissed the frog and turned him into a prince.
3. A wicked witch cursed the handsome prince into a frog.
4. The lamp released a powerful genie who granted three wishes.

- a. 3, 1, 4, 2
- b. 2, 4, 1, 3
- c. 1, 4, 2, 3
- d. 3, 2, 1, 4



4. Which transition word best connects the following sentences to show chronological order?

*The storm clouds gathered overhead. --- the wind picked up, whipping leaves off the trees.*

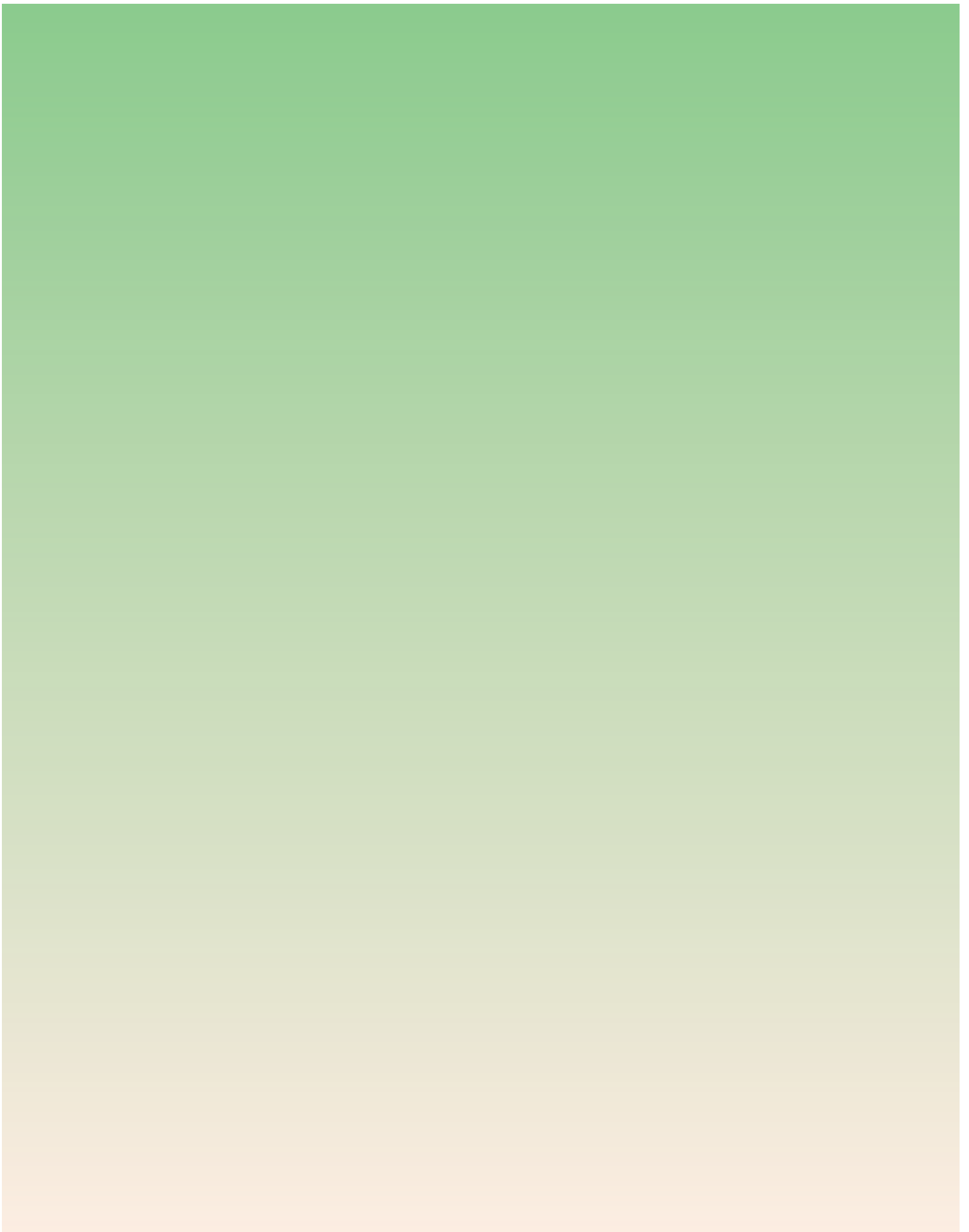
- a. Meanwhile
- b. Suddenly
- c. Next
- d. Therefore

5. A good summary usually uses the following EXCEPT:
- a. The main idea of the text
  - b. Details that support the main idea
  - c. The author's opinions and feelings
  - d. None of the above

B. Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I can make a summary.		
2. I can identify transition words in a story.		
3. I can write paragraphs observing standard subject-verb agreement with plural subjects.		

I need clarification on...



## Unit 3: describere

“Describere” is Latin for “to describe”—to create detailed worlds for the readers’ imaginations.

The objective of this unit is for you to learn how to write vivid descriptions in various occasions. You will do so by understanding the different elements of an enumeration-description essay. In doing so, you will also get to know how to outline an essay.

Afterward, you will get to learn how to look at the world using different points of view. This will allow you to compare and contrast two things without biases.

You will then write your experience through a memoir using the knowledge you have gained so far.

To end this unit, you will write a process essay, detailing the many ways that one can do something.



# LESSON 11

## A Few Basic Rules to Follow on the Internet



### Chart

By the end of this lesson, you will be able to:

- ◇ identify the elements of enumeration-description essays
- ◇ create an outline for an essay
- ◇ form verbs from nouns and adjectives









### All Aboard

A. How familiar are you with computer words? Using an online dictionary or the Internet, find the meaning of the following words.

Keep in mind that some words may have multiple meanings. Choose the meaning that is related to computers. Write the source material where you obtained the information and write a sentence using each word.



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**B.** Do you always follow rules? If yes, what kind of rules do you follow? If not, when do you break them? What is your reason for and for not following them? Write your answers on another sheet of paper.

Name some of your favorite websites to visit on the Internet. Why are they your favorite? What do you usually do on those websites? Discuss your answer with your classmates as though you are convincing them to also try that website.

Afterward, read the essay and get to know “A Few Basic Rules to Follow on the Internet”.



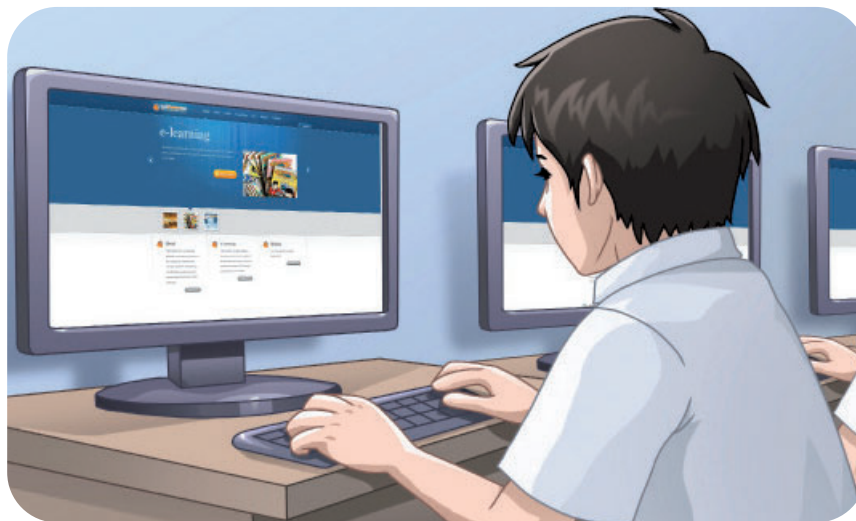
## All Hands on Deck

### DURING READING

Before reading, take note of the rules that you usually follow while surfing the Internet. Then, compare your answers with the rules stated on the essay.

Rules I Follow	Rules from the Essay
1.	1.
2.	2.
3.	3.

*How do you interact with people on the Internet? Do you make friends with strangers? Do you read other people's blog posts? According to the text, how should we interact on the Internet?*



### A Few Basic Rules to Follow on the Internet

Since its creation, the Internet has benefitted millions of people. Not only does it provide information, it also allows the speedy transfer of messages from one person to another. In most instances, the Internet has made jobs easier. Even children now turn to the Internet for their homework and projects.

Like in real life, there are unwritten rules to consider when on the Internet. Most of them are similar to the ones in the real communities we live in, so it should not be hard to obey them. However, more and more people join the cyber world every day. Because they are new to it, they may not immediately figure out what these rules are. For this reason, it is always important to make them feel welcome. So how exactly should we behave on the Internet?

Always be polite. Whether you are the one asking or answering the question, it is always better to be courteous. This, of course, would make people more willing to help you, especially if you are a newbie. If, on the other hand, you are an experienced Internet user, sharing useful knowledge is the right thing to do. It also helps if you do it in a kind manner. Remember, all of us were newbies once. Without other people's help, we would not know as much about the Internet.

But what about seeking answers? Are there rules about what questions you should and should not ask? In forums and email exchanges, not everyone answers our questions. It is either because they do not know the answer or they think that it is not worth answering. However, one should not be offended. After all, the Internet is such a wide world. You can search for answers in other places and you would find them. Sometimes, all you have to do is see if your question has been asked before. Such are called "Frequently Asked Questions" or simply FAQs. These would always have ready answers. Therefore, you do not need to ask other people. You just need to read the FAQs.

We have mentioned before that in communicating with people on the Internet, politeness is necessary. While it is true that arguments can happen, one should not get too carried away. But somehow, there are people who prefer to express their anger. They usually do this by typing in all caps, which makes it seem like they are shouting. Sometimes, they call people bad names. They are called "trolls" in cyberspace. A responsible Internet user avoids becoming a troll. Instead, he or she remains calm and tries not to be too emotional.<sup>1</sup>

1. Have you encountered trolls on the Internet? How did you react to them?

Lastly, one should always respect another's privacy. For example, when somebody sends you a personal email, make sure that you have his or her permission to forward it to others. The same goes in forums and other sites where you are allowed to share information. It is okay to tell others what you know, as long as it is not confidential. Some confidential facts may include the other person's name, email address, and other contact details.



## Reading Comprehension

Enumerate at least three basic rules when using the Internet as discussed in the essay. Explain them in your own words.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Let's Navigate!

There are suffixes you can use to turn nouns or adjectives into verbs. The process of turning words into verbs is called **verbalization**.

<b>word</b>	<b>suffix</b>	<b>verb</b>
tight	-en	tighten
black	-en	blacken
modern	-ize	modernize
fossil	-ize	fossilize
class	-ify	classify

## Exercise

Fill in the blanks with the correct word or suffix.

word	suffix	verb
strength		strengthen
	-en	shorten
scrutiny	-ize	
broad		broaden
exotic	-ize	

## Activity

What are the advantages and disadvantages of finding information on the Internet? Write a seven-sentence paragraph about this. Include words with verbalizing suffixes in your writing.

## Let's Explore!

"A Few Basic Rules to Follow on the Internet" is an example of an **enumeration-description essay**. This is a type of essay that uses a list of items to describe a topic or concept. The list of items can be anything from reasons or benefits to steps in a process or characteristics of a person or place. These essays are often used to explain complex topics in a clear and concise way, or to make a persuasive argument.

To write an enumeration-description essay, you will first need to choose a topic or concept that you want to describe. Once you have chosen a topic, you will then need to make a list of the items you want to use to describe it. These items should be related to each other and should all contribute to your overall description.

Once you have made your list, you will need to organize the items in a logical order. This may involve grouping the items together by category, or arranging them in chronological order.

One way of organizing your essay is by creating an outline.

An **outline** is a summary in the form of a list wherein events are organized according to its importance. You can follow this outline in writing your own enumeration-description essays:

### **Introduction**

- **Hook**
  - Start with a strong hook to grab the readers' attentions. This could be a question, a statistic, or a personal anecdote.
- **Background information**
  - Provide some background information on the topic of your essay. This will help the reader understand the context of your essay.
- **Thesis statement**
  - This is the main point that you will be developing throughout your essay.

### **Body**

- **List the items that you will be describing in your essay.** This could be done in a bulleted list or in a paragraph.
- **Describe each item in detail.** Provide examples and explanations to support your descriptions.
- **Make sure to organize the body of your essay in a logical way.** For example, you could organize your essay by order of importance, by chronological order, or by some other logical system.

### **Conclusion**

- **Summarize the main points of your essay.** This will help the reader to remember the key takeaways from your essay.
- **Restate your thesis statement.** This will help to reinforce the main point of your essay.
- **Leave the reader with something to think about.** This could be a call to action, a final thought, or a question.

## Activity

A. Identify the elements of an enumeration–description essay.

- \_\_\_\_\_1. This element grabs the reader’s attention at the beginning of the essay, often using a question, statistic, or anecdote.
- \_\_\_\_\_2. This element is the main point of the essay, stated clearly and concisely.
- \_\_\_\_\_3. This element briefly recaps the main points of the essay for the reader.
- \_\_\_\_\_4. This element provides context and background information for the topic of the essay.
- \_\_\_\_\_5. This element states the main point or argument that the essay will develop.

B. On another sheet of paper, make a summary outline of the enumeration–description essay “A Few Basic Rules to Follow on the Internet”. You can use the graphic organizer below as a guide.

Parts of the Essay	Summary	Quote from the Text
<b>Introduction</b>		
Hook		
Background Information		
Thesis Statement		
<b>Body</b>		
Item 1		
Item 2		
Item 3		



## It's Time to Row Together!

Now that you have read about some guidelines to follow on the Internet, can you think of some more? With a partner, create a comic illustrating a situation in which people should follow your chosen Internet rule.



## All Ashore

A. Write **T** if the statement is true, and **F** if not.

- \_\_\_\_\_ 1. An enumeration-description essay uses a list of items to describe a topic or concept.
- \_\_\_\_\_ 2. The list of items can be anything from reasons or benefits to steps in a process or characteristics of a person or place.
- \_\_\_\_\_ 3. Narrative essays are often used to explain complex topics in a clear and concise way, or to make a persuasive argument.
- \_\_\_\_\_ 4. While outlining can be helpful, it is not the only way to organize your essay. Other methods like grouping by category or chronological order are also valid.
- \_\_\_\_\_ 5. The introduction should include a hook, background information, and a thesis statement.
- \_\_\_\_\_ 6. The body should state the thesis and describe each item in detail, possibly using bulleted lists or paragraphs.
- \_\_\_\_\_ 7. Organizing the body logically is crucial, and various options like order of importance or chronology are good choices.
- \_\_\_\_\_ 8. The conclusion should summarize the main points, restate the thesis, and leave the reader with another point not mentioned in the body paragraphs.



# LESSON 12

## The Waiter at a Restaurant



### Chart

By the end of this lesson, you will be able to:

- ◇ use past forms when making comparisons
- ◇ use past forms to express wishes
- ◇ use past forms to express urgency
- ◇ learn about different points of view
- ◇ determine the point of view of a story

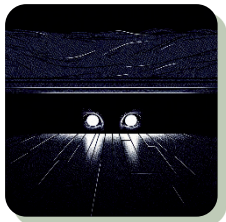


### All Aboard

A. Unscramble the letters to reveal the word. The meanings on the right are your clues.



1. s i f f d a t d i s d a      - not satisfied

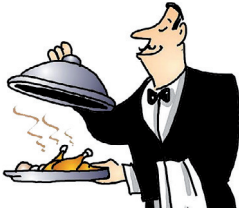


2. e d r f a u l d d      - scary



3. e c i r b s e r p      - to order for a patient to use a drug

B. A restaurant is a place where people pay for and eat their meals. Below are three people who keep a restaurant running. Beside each photo, write down what the person does and why you think that person is needed in a restaurant. Use complete sentences.



Do you remember a time in your life when someone helped you or you helped them? What help did you or they give? What was the result of this help? Share your answers with your classmates.

Afterward, read J.M. Barrie's "The Waiter at a Restaurant" and find out how the man helped William, the waiter.





## All Hands on Deck

### DURING READING

As you read, consider different ways the man could have reacted to William's situation. Describe the potential consequences of each choice.

Reaction 1: \_\_\_\_\_

Consequences:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reaction 2: \_\_\_\_\_

Consequences:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The man in the story also sees something bad happen to another person. What does he do to help this person? Read the story to find out.



## The Waiter at a Restaurant

by J. M. Barrie

An Adaptation

As a respectable English gentleman, I don't talk to waiters. I am not interested in their private lives or their problems. I am content as long as they serve my favorite dish. Besides, having a conversation with a waiter is improper. English gentlemen should never be friendly with waiters.

This is why I am very mad at William. You see, William is a waiter. He is the reason why I started misbehaving. This misbehavior, of course, means that I talked to him. Before, William would just say "Yes, sir" or "No, sir." He never had an opinion. All he did was agree with everything I said. Well, of course he had to agree to everything I said; it's a waiter's job to agree all the time with the customers! Then, my misbehavior happened.<sup>1</sup>

1. Based on the two paragraphs, what is your first impression of the narrator?

It all started with a little girl who was wearing rags. She was about six years old, very dirty, and looked quite malnourished. She was standing right outside the window of the restaurant. At that time, William was preparing my food. He was doing everything perfectly, until he saw the girl. All of a sudden, he was acting like I was not there. All his focus was directed to this little tramp outside my window. I felt insulted by the lack of attention! I am the customer after all. All his focus should be on me.

For some reason, I found myself staring at the girl too. I was not at all curious. I was just looking. And when I did, I saw the girl nod three times to William.

Without asking for my permission, William suddenly spoke.

“That girl delivers a message from my wife.”

“I didn’t ask you about her,” I replied sharply. He had to understand that it was not appropriate to speak to me like that.

“My wife is dying, sir,” he continued. “That little girl gives me signals. If she nods thrice, it means that my wife is doing better.”

“If your wife is doing better, it’s better not to talk about it with me.”

Despite my disinterest, William went on, “But I think my wife just asks Jenny to say that she’s doing well, because she doesn’t want me to worry. Jenny is the name of that little girl you saw. She’s our next-door neighbor.”

2. What do you think is happening to William? What do you think will happen to him because of his mistakes?

Since then, I became very dissatisfied in William’s performance. I had always preferred him to be my waiter but now he was being disrespectful. Soon, he began making a lot of mistakes. Sometimes, he was so distracted that he would not hear what I was saying. As a result, I had to repeat everything. Of course, this annoyed me very much. But even if I told him that he was offending me, he did not seem to hear it. One time, he gave me disgusting oysters when I ordered sardines!<sup>2</sup>

Then there was this incident with another customer. The customer complained that William swore at him. This caused the restaurant managers to move William to the kitchen while they decided whether they should fire him or not. This distressed William a lot.

“Sir, I am very worried,” he told me. “I can no longer receive Jenny’s messages. If my wife dies, how would I know?”

I was very angry at this. Why should it be my problem if he could not know about his wife?

“Tell me what happened. Did you really swear at the customer?” I demanded.

“I don’t remember now, sir,” he said weakly, “my mind was somewhere else that day because Jenny just signaled that she was getting worse. I remember that the customer was rudely complaining. But I don’t know what happened afterward.”

It was just as I thought. William was again thinking about his dying wife. It was affecting his job quite poorly. I did not really care what happened to William and his wife. But for some reason, I talked to the manager on his behalf. I told him that William had always been polite and hardworking. And probably, it was not true that he swore at the customer. Maybe the customer was just making it up. Since I was a favorite diner of the restaurant, the manager listened. He did not fire William.<sup>3</sup>

3. Is this action of the narrator consistent with your first impression of him? What do you think urged him to do this kind gesture?

What irritated me about all this was William’s gratefulness. He was thanking me endlessly. What if people heard him? They would think that I was being friendly with a waiter, of the lower class! It would be shameful! It made my head ache a lot afterward.

“I haven’t been sleeping very well, sir,” he told me one time, “after I close the shop at midnight, I have to head to West Kensington to see our baby first before I head home.”

Again, it was not my business if William had a baby. But I thought it was strange that the baby was living away from its parents.

“Why does your baby live away from you?”

“He might catch an infection from my wife if he stays with us,” William replied. “And my wife wouldn’t let me in if I didn’t tell her how the baby is doing, so I have to see him every night.”

Poor William! He had to get home late because of the baby. Once he was home, he could not sleep because he had to make sure his wife took her medicine at the right hour. I no longer doubted why he often looked so ill. But why should I care? I had nothing to do with them.

Some time later, a terrible event for William’s family took place. Jenny came to the window, crying. As she met William’s eyes, she gave him a dreadful signal. It said that William’s wife might die anytime soon. At this, William fell into a swoon.

“The doctor kept telling us that she needs to move to the country. It will give her fresh air to breathe. If she goes to the country, I will be alone! And then he prescribed wine pot,” William gasped in despair. “We cannot afford wine pot!”

4. The narrator keeps saying that he does not care about William. However, he still helps him. What do you think changed the narrator's mind?

I did say that William and his family were not my concern. Their private affairs should not be known to me. However, I had too many wine pots in my cellar and I couldn't just let them spoil. I had also an extra carriage which they could ride in on their way to the country. On top of that, I could talk to the manager to give William a short vacation. I was one of the restaurant's patrons so the owner could not refuse if I asked him to give William a break.<sup>4</sup>

Thus, I arranged everything. I gave them some bottles of wine pots and lent them my carriage. Soon as that was done, I made a request to William's employer to give him a paid two-week vacation. Everything went well after that until William returned.

"Sir, you are an angel sent by heaven!" he exclaimed as he saw me again.

"I don't know what you are talking about, William."

"The wine pots you gave improved my wife's condition!" he added. At this point, I was humiliated.

"William, you are being bold."

"I am being grateful!" he continued. "We wouldn't know what to do without your carriage."

"It's just a carriage, William. There's no need to be excited."

"You provided us with everything we needed. You are the most generous man on Earth!"

5. How is the narrator's life changed by William? What do you think the narrator realized?

William did not stop showering me with embarrassing praises. I wanted to leave him there but I had yet to finish my meal. As I ate, he told me everything good that happened to his family since then. This made me feel different about myself. I never thought that helping in a very simple way can make a whole lot change to another person's life.<sup>5</sup>

## Reading Comprehension

Answer the following questions in complete sentences.

1. Who is William? What does he do?

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2. Describe William's regular customer at the restaurant. Is he kind or selfish? Defend your answer.

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3. What was William's problem that he shared with his customer?

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4. How did the customer help William with his problem?

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5. Would you have done the same thing if you were in the customer's situation?

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## Let's Navigate!

The past tense can be used for a variety of ways. For instance, you can use **the past form to paint a picture of similarity**. Look at this example:

*The customer glared at the little girl outside the window as if she ate his food.*

In this sentence, it is really not the case that "she ate his food", but he just looked at her the same way a person whose food has been eaten by a stranger reacts.

When stating wishes, we also use the **past tense of unreality**. Unreality, in this case, means that what is being stated is not actually the case. In wishes, we say things that we want to happen but is highly unlikely to, or that should have happened, but did not. For example:

*I wish I could pick the stars.*

Here, the word "could" is in the unreal past because it is impossible to get stars by hand.

When we want to tell someone to take a course of action, we also use the past form of unreality, usually with the phrase “it is time”. For example, if your friends have been yawning while you are reviewing, you can say:

*It's time you went to bed.*

Doing so gives the statement a nuance sense of urgency.

### Exercise

On the line before the letter, write **U** if the sentence contains a verb in the unreal past and **S** if it contains a verb in the simple past.

- \_\_\_\_\_1. I could bend backwards.
- \_\_\_\_\_2. I wished upon a star.
- \_\_\_\_\_3. If only I had been there.
- \_\_\_\_\_4. I wish I baked more.
- \_\_\_\_\_5. I had a dog before.

### Activity

What actions do you find rude? Why do you find them as so? If you were to do something about it? What would you do? Write a seven-sentence paragraph about it. Make sure to apply what you just learned in your work.

## Let's Explore!

**Point of view** is the perspective from which the story is told. It is important because it tells us from whose eyes is the story being viewed. There are different points of view.

#### First-person point of view

A story is told through one person's eyes. It uses the I/me/mine pronouns. This point of view is often unreliable, because the person telling the story may have biases and opinions.

ex.

*A yummy pancake breeze tickles **my** nose, pulling **me** awake. Sunbeams dance on **my** forehead. Today is **my** birthday, and **I'm** ready for what may come **my** way!*

<p>Second person point of view</p>	<p>Uses the pronoun “you” as if the speaker talks directly to the reader.</p> <p>ex.  <i>Hopping out of bed, <b>you</b> stretch <b>your</b> arms towards the sky, feeling like <b>you</b> could reach the sunbeams. <b>Your</b> excitement bubble up like the batter in the kitchen, ready to be whisked into a delicious pancake. <b>You</b> leave <b>your</b> room, eyes as wide as <b>your</b> smile, ready for the day to begin.</i></p>
<p>Third-person limited point of view</p>	<p>The story is told in the point of view of an outsider that has access to specific characters’ minds. The third person limited POV follows a character (or characters) and describes what happens to that character, or what that character thinks and feels.</p> <p>ex.  <i><b>She</b> scrambles out of bed, birthday excitement fizzing in <b>her</b> tummy like bubbles in soda. Barefoot, <b>she</b> tiptoes to the kitchen, peeking around the corner to see a mountain of warm pancakes. A giggle bursts from <b>her</b> lips.</i></p>
<p>Third-person omniscient point of view</p>	<p>The third person omniscient point of view sees everything. It knows all the things happening in the story. It is the only point of view that has access to the secrets, thoughts, and plans of all the characters.</p> <p>ex.  <i><b>Her</b> mother’s sleepy smile crinkled at the corners of <b>her</b> eyes as <b>she</b> watched <b>her</b> daughter’s bare feet dance on the cold tiles. The warmth of the rising sun cast a golden glow on the kitchen, painting the pancake tower in its light. In that moment, for <b>her</b> mother, the fizzy excitement wasn’t just in the batter—it danced in the little girl’s eyes, making every wrinkle and yawn worthwhile.</i></p>

### Activity

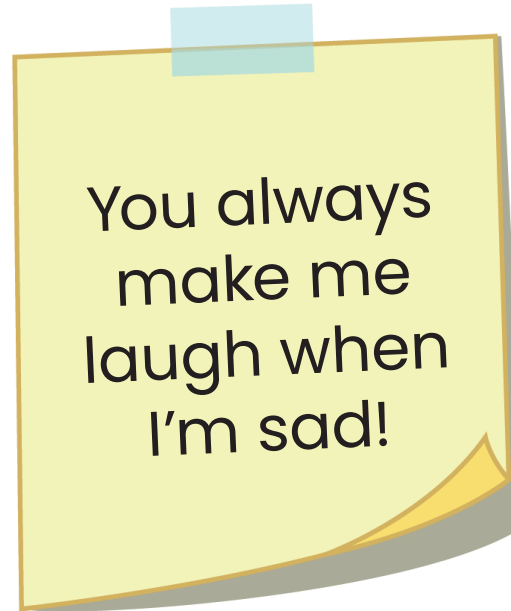
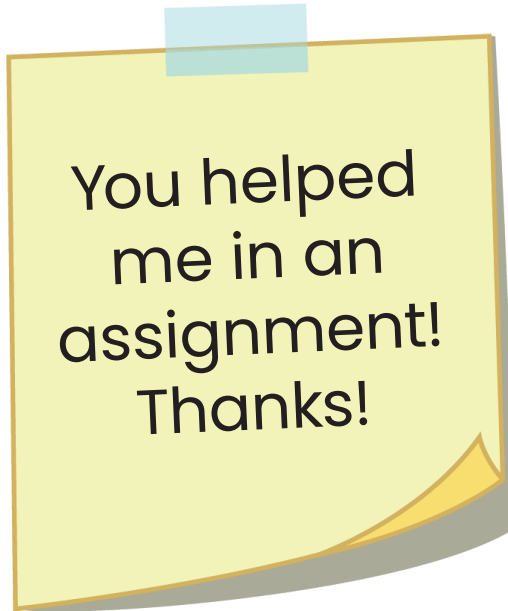
- A. From what point of view is the story “The Waiter at a Restaurant” told? Was the author’s use of this point of view effective in its storytelling? Why do you say so?
- B. Just like versions of events in real life change, a story can change based on who is telling it. to experience this first hand, choose one character from “The Waiter at a Restaurant” and tell a version of the story based on that character’s point of view. For example, you can choose to retell the story using William’s point of view.



## It's Time to Row Together!

The speaker in the story may not be aware of it, but he has helped William a lot. Like William, we must practice thanking people who have helped us. We must also appreciate not just the big things, but also the little things people do.

All members of the class will tape a piece of paper on their backs. Everyone will write something on anyone's back and thank that person for the things they have done. Thank as many people as you can!





## All Ashore

A. Identify the point of view. Write **First** for first-person point of view, **Second** for second-person point of view, and **Third** for third-person point of view.

- \_\_\_\_\_ 1. Sarah beamed as she watched her friends pile mountains of chocolate cake onto her plate.
- \_\_\_\_\_ 2. You couldn't open your present no matter how hard you try.
- \_\_\_\_\_ 3. My hand itches to open my present! Maybe I'll get a new toy car this year.
- \_\_\_\_\_ 4. You want to make a wish before you blow out the candles.
- \_\_\_\_\_ 5. Grandma Maria chuckled, her eyes twinkling in the candlelight, as she recalled stories of Sarah's first birthday.

- \_\_\_\_\_6. "Happy birthday, Sarah!" I heard myself yell.
- \_\_\_\_\_7. Mr. Santos, the neighbor, nervously adjusted his collar as he prepared to sing "Happy Birthday" off-key.
- \_\_\_\_\_8. "Look everyone," you say. "Sarah made a long paper chain! You're amazing!"
- \_\_\_\_\_9. You tell Sarah how much you appreciate her.
- \_\_\_\_\_10. Sarah's parents leaned back in their chairs, wiped tears of happiness from their eyes, and watched their daughter surrounded by love and laughter.

**B.** Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I can use past forms when making comparisons.		
2. I can use past forms to express wishes.		
3. I can use past forms to express urgency.		
4. I know the different points of view.		

I need clarification on...

# LESSON 13

## When the Little Prince Flew to the Pearl of the East



By the end of this lesson, you will be able to:

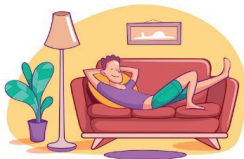
- ◇ understand how to compare and contrast
- ◇ compare and contrast using a Venn diagram
- ◇ express hypothetical situations



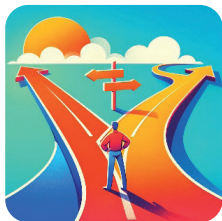
A. Unscramble the letters to reveal the word. Use the meanings on the right as clues.



1. v a e l t i p a i l - a form of medicine or care that can bring relief



2. l f o a - to do nothing



3. b a s d e i - having preference

A. Think about two leaders you know of, real or fictional. Write their names on a sheet of paper and brainstorm a list of characteristics that each leader has. You can write about their physical appearances, their personality traits, their leadership styles, and accomplishments. Afterward, answer these questions:

- What do these leaders have in common?
- What are their differences?



Have you read *The Little Prince* by Antoine de Saint-Exupéry before? It is about a young prince from a tiny asteroid who embarks on a journey across the universe, meets different people, and learns lessons about life and love.

In the story you are about to read, the Little Prince visits “The Pearl of the East”. What do you think is “*The Pearl of the East*”? Who or what do you think will he meet there? Share your answers with your classmates.

Afterward, read the story and see how far the Little Prince’s curiosity will go.



## All Hands on Deck

### DURING READING

The story mentions that the Muddied Child’s actions are “like that of grown-ups, yet not quite so.” What do you think this means? Write your answers on another sheet of paper.

What does it take to be a good citizen? Should you take every day with blind obedience or are there times when it is okay to disobey authority? Share your thoughts with the class.



## When the Little Prince Flew to the Pearl of the East

by Lloyd Rano Opalec

based on *The Little Prince* by Antoine de Saint-Exupéry

Once upon a time, there was a little prince who lived on a planet that was scarcely any bigger than himself and who had need for a friend. In the process of looking for a friend, he found himself in the asteroids 325, 326, 327, 328, 329, and 330, all of which were occupied by grownups the Little Prince found very strange. So, he flew and flew to the planet Earth, holding on to the flock of wild birds, until he had reached land—the Pearl of the East,<sup>1</sup> as many called it.

1. Do you know what and where the Pearl of the East is in the world?

When the Little Prince landed, he found the place to be inhabited by children—far different from the other planets he had visited, which were inhabited by adults. The sight of children was a breath of fresh air for the Little Prince. Finally, he thought, no more orders, no more numbers, no more matters of consequence that grown-ups happily spend lazy afternoons on. They were simply children playing with other children.

One child caught the Little Prince’s attention, however—the Muddied Child whose clothes were as wrinkly as his forehead.

“Good morning,” said the Little Prince courteously to the Muddied Child, who was so occupied with a sullied drawing of a man in his hands. “Why are you not playing with the other children?”

“Because I am busy,” replied the Muddied Child with an aggressive air.

“Busy with what?”

“I am busy admiring a man who is worth admiring. I haven’t the time for loafing around.”

The Little Prince glanced at the drawing and wondered aloud.

“Why not admire that man with the others so as to not be alone in admiring?”

“They are biased,” roared the Muddied Child. “They desire to see an admirable man burn down merely because he complimented a pretty flower. That flower should have taken the compliment with pride instead of complaining! She should be pleased! Our leader praises only the most beautiful in the land!”

“Why should the flower be pleased?”

“Why? Because he is our Leader! A flower is below a man. There are positions in need of following: a flower, an object; a man, a follower; our Leader, the leader. A flower is below a man. A man—a follower—is below a leader. Of course, she should be thrilled to be noticed by a man as great as him!”

“But why should the flower be delighted still even if she was displeased by the Leader’s compliment?”

“Are your ears deaf? Did you not hear what I just said?” cursed the Muddied Child, his face red with anger. “He is our Leader! He is above all things—including you!”

The Little Prince was silenced by the hostility of the Muddied Child. This Child reasoned a little like the poor Tippler, except his reasoning was hidden with a lot of shouting and cursing to scare the Prince away. Nevertheless, he still had more questions.

“But I once met a King, much farther away from this planet,” said the Little Prince. “He told me that a leader has a right to require obedience only when orders were reasonable—”

“What is your point?”

The Little Prince continued, “Why should the flower be delighted if she does not find any reason to be delighted by the Leader’s compliment?”

“Because he holds the highest of title in the land! Surely that is reason enough.”

The Little Prince was still not satisfied.

“If I owned a flock of wild birds,” he said. “I could hold on to each one and tell them to take me to anywhere my heart desires. If I owned the sun, I could watch the sunset, not forty-four times

in one day, but eighty-eight, or even a hundred! But sadly, I do not own a flock of wild birds nor the sun. I cannot tell the birds where to migrate to nor when the sun should set, for they are not mine and no one else's."

The Little Prince expected a hasty rebuttal, yet received no answer, so he continued. "If a leader simply leads and does not own, shouldn't the same be said to the Leader's compliment of the flower?"

"You do not know our Leader," said the Muddied Child, crumpling the image of his Leader in his hands. "He is simply being himself! It is normal from where he came from to give compliments to flowers of all kinds. Regardless, our Leader is still our leader whether he owns us or not."

"Yes. Certainly. And that is all?"

"That is enough! He will save this land," said the Muddied Child. "You will see! You will all see! This land has been free enough. This land is sick. Discipline is its much-needed palliative!"

2. Baobabs – also known as the "Tree of Life"; a native in dry regions of Africa. Baobabs also appear in the Little Prince's home planet.

"It is entertaining," chuckled the Little Prince. "I myself live on a planet, which I tend to every day. On that planet, there are three volcanoes. It is only natural that I take care of these every week—even the one that is extinct, for one never knows—don't you think so? If I do not tend to my planet every day or tend to it too late, baobabs<sup>2</sup> would bring about catastrophe. If I do not clean my volcanoes every week, they will bring about the same."

"What do I care about baobabs or volcanoes?" asked the Child. "They do not concern me."

"Certainly. It is a statement of discipline," he continued. "You do not need a leader for that."

"Enough!" growled the Child yet again. "You're a part of their biased group, aren't you?" "Ah! I'm sorry," apologized the Little Prince, an automatic pleasantry to ease a clouded mind. After some thought, he added: "What does that mean—'biased'?"

And so, as a lion would, the Muddied Child shouted as loud as he could so as to be feared by all.

"Those children, the flower, you—you are all biased! You are nothing more but a product of the unjust side your group has chosen for you! We do not need you! Our Leader has no need for the likes of you!"

As the Little Prince watched him growl, he felt that the Muddied Child was a lot like the Lamplighter who was so blindly faithful to his orders, and his Leader a lot like his Rose who had four dull thorns that were of no use at all. The Muddied Child was still young like himself, but he lacked the imagination that made the Little Prince so special, his actions reminiscent of actions of grown-ups yet so much not so.

The Little Prince opened his mouth, but he found nothing to say in answer. And so, the Little Prince went away, but not until he caught a quick glimpse of the Muddied Child with the other children—the image of the Child’s Leader smudged and torn in his pockets as he so heroically defended a piece of paper; his dirtied hands covering his ears from their attacks.

“These children are certainly, very out of the ordinary,” he said simply, talking to himself as he continued his journey.

## Reading Comprehension

Answer the following questions in complete sentences.

1. Why is the Muddied Child so angry at the Little Prince?

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2. What does the Muddied Child mean when he says that the Little Prince is “a product of the unjust side your group has chosen for you”? Do you agree with this? Why or why not?

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3. How is the Muddied Child similar to the Lamplighter and the Rose?

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4. Do you think the Muddied Child is justified in his anger toward the Little Prince? Why or why not?

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5. How does the story challenge our assumption about what it means to be a good citizen?

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### Let's Navigate!

The Prince said that the baobabs would bring about catastrophe if he didn't take care of them.

The situation that would present here is a remote possible result of a hypothetical present condition. You have learned that past form can also express unreality. In our conditional sentence, the condition is a hypothetical present situation in past form. The result, which is formed by using would followed by the infinitive, is the probable consequence of him not taking care of the trees. This is the formula for forming the second conditional.

It should be reiterated that the condition part still shows a present condition, not a past one: It is not true that I'm not taking care of the trees, but I am giving a situation where I didn't do that.

## Exercise

Fill in the blanks with the correct verb form.

1. If I \_\_\_\_\_ (have) more time, I \_\_\_\_\_ (learn) a new language.
2. She \_\_\_\_\_ (be) happier if she \_\_\_\_\_ (spend) more time with her friends.
3. We \_\_\_\_\_ (travel) the world if we \_\_\_\_\_ (win) the lottery.
4. They \_\_\_\_\_ (not/get) lost if they \_\_\_\_\_ (pay) attention to the map.
5. He \_\_\_\_\_ (pass) the exam if he \_\_\_\_\_ (study) harder.

## Activity

Talk about these hypothetical situations with a classmate. Don't forget to use second conditionals.

- If you had a superpower, what would it be?
- If you could travel through time, which period or year would you go to?
- If animals could help you with your chores, what animal would you ask for help for what task?

## Let's Explore!

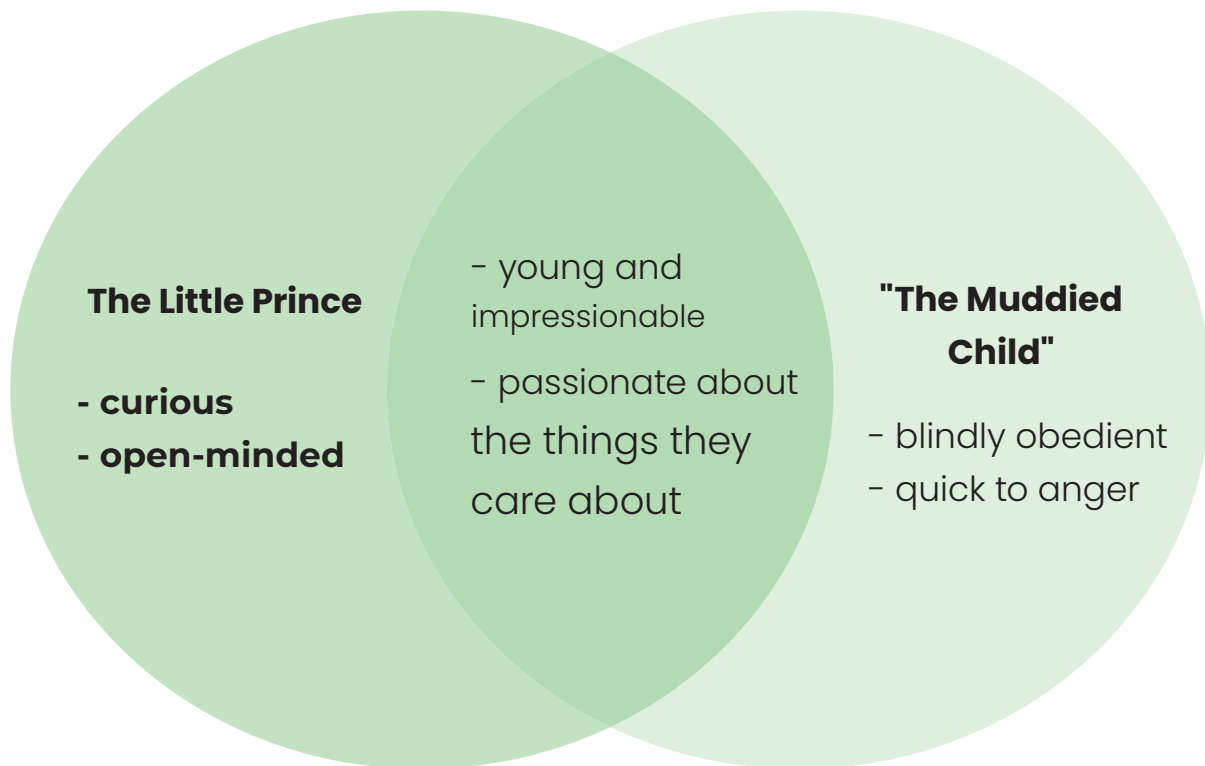
From deciding with product to buy to evaluating different career options, comparing and contrasting is a skill that we use all the time.

**Comparing** means finding similarities between ideas.

**Contrasting** means finding the differences between ideas.

One way to compare and contrast is through a Venn Diagram.

A **Venn diagram** consists of overlapping circles, with each circle representing a different thing. The overlapping area in the center of the circle represents the similarities between the things being compared and contrasted.



The story "When the Little Prince Flew to the Pearl of the East" provides a number of examples of comparison and contrast. For example, the two characters, the Little Prince and the Muddied Child, are contrasted in their values, beliefs, and behaviors.

The Little Prince is a curious and open-minded individual who is always questioning the world around him. The Muddied Child, on the other hand, is blindly obedient to his Leader and is quick to anger.

## Activity

- A. Read the passage below. Afterward, compare and contrast Edgar with the Muddied Child. How are they different? How are they similar in following their orders blindly?

Edgar's boots thumped a steady rhythm against the cracked asphalt, his eyes fixed on the Colonel's polished back two paces ahead. The Colonel's orders, etched in Edgar's mind like scripture, were simple: "March east until sunrise, then north till the bell tolls." No questions, no deviations. Edgar hadn't questioned since the day he swore his oath, a boy barely a man, his own name replaced with a number stamped onto his dog tag. The sun dipped low, painting the sky in fiery streaks, but Edgar's gaze never wavered. He didn't see the dust swirling around them, the skeletal trees clawing at the twilight, or the whispers of doubt gnawing at the edges of his resolve. He only saw the Colonel's unwavering stride, a beacon in the encroaching darkness, and followed, a blind automaton in a khaki uniform. For in Edgar's world, obedience was the only sunrise he knew.

- B. Look for other comparisons and contrasts in the story "When the Little Prince Flew to the Pearl of the East". Consider the following:
- Characters
  - Theme
  - Symbols or Images

Place your answers inside a Venn diagram. Once you have identified some comparisons and contrasts, think about how they contribute to the meaning of the story. What do they teach us about the characters, the themes, and the overall message of the story?

## It's Time to Row Together!

Pair up with a classmate. Compare and contrast each other by creating a Venn diagram. Take turns discussing and writing what you are good at and what your partner is good at inside the diagram. For example, you might say, "I'm good at math", while your partner might say, "I'm good at drawing".

Afterward, think about what you are going to do about this knowledge. How do you want to improve in that area? If you are not as good in drawing as your partner, your goal might be, "I will practice drawing for ten minutes every day after school". Write your answers on a separate sheet of paper.



## All Ashore

A. Read each statement carefully. Write **T** if the statement is true and **F** if not.

- \_\_\_\_\_1. Comparing and contrasting does not involve highlighting differences between two things.
- \_\_\_\_\_2. You can ONLY compare and contrast two things at a time.
- \_\_\_\_\_3. It is essential to identify the similarities and differences when comparing and contrasting.
- \_\_\_\_\_4. A Venn diagram only has one circle.
- \_\_\_\_\_5. The overlapping area of a Venn diagram represents features that are unique to each circle.



# LESSON 14

## Light



### Chart

By the end of this lesson, you will be able to:

- ◇ write a memoir
- ◇ comment on a peer's memoir
- ◇ write backshifted sentences



### All Aboard

A. List down six words that pops up in your mind when you hear the word "light".

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



- B. Think of a tradition you have in your family. It can be as simple as waiting for a family member or a guardian to come home before eating or as grand as going on a trip every year. What is the story behind it? Write a two-paragraph story about this and share it with the class.



What do you know about the concept of “ilaw ng tahanan” (light of the house)? What are some different ways someone can be a light for their family? Discuss your answers with a seatmate.

Afterward, read the story “Light” and find out how the narrator’s grandmother became an “ilaw ng tahanan” for her family.





## All Hands on Deck

### DURING READING

As you read, ponder on the images used. What role do light and darkness play in the story? What might they symbolize? Answer the tables below.

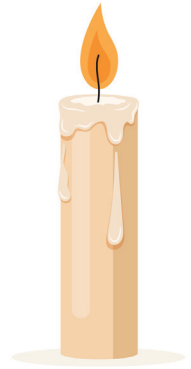
#### Light

#### Darkness

What do you do on a long-passed family member's birthday? In the story, the narrator and his mother light up candles on his grandmother's birthday. Read on and find out why they do so.

## Light

by Lloyd Rano Opalec



Every year, my mother would light candles on the dining table on the eve of the 29<sup>th</sup> of May.

“It’s for your grandmother’s birthday, you see,” she said.

So, she would take three candles, newly bought and scented, and light them up until the stick becomes a no longer recognizable wax figure of its former self, leaving behind the scent of lavender. I never saw the significance of this act back then—as any young child, born through privilege would.

“Your grandmother used to light candles every night, you see,” my mother said. “We had little to no electricity back in Aklan, so we had to make do with what we had.”

And what they had were candles. They were cheap at the time, and with frequent blackouts in their area, my grandmother had to think of something as the “*ilaw ng tahanan*.” She would run, store to store, house to house, buying, begging, looking for candles to ease the passing of the night. And if she didn’t get one, she’d rush back home and be the light instead.

“She’d light up the night with stories or sketches,” my mother said. “She was a great comic artist, you see. She once sketched for a local newspaper. But nothing came out of her talents. We were poor. She married young. She had other priorities she needed to put first. She had to make do with what she had.”

And, she did. She had to. She had no other choice. I once asked my mother if my grandmother was ever happy with her choices, and she said:

“She was. I’d like to believe that she was,” my mother faintly choked.

My mother loved her, as any child with a caring mother would.

“But she wasn’t always caring, you see,” she said. On some nights, she would light something else: cigarettes, to ease the passing of her night. While my grandmother’s night was lit with three to five sticks and the scent of decay, my mother and her sisters’ would remain still in the dark: waiting, praying, and hoping that she’d return and light their night with stories and sketches.

“And, she did, but—”

It wasn’t like before. My mother stopped before she could utter more. I came to know of this information from my father, who had heard it as a tirade from when my grandmother was still alive. To narrate it to me again was probably difficult for my mother. To narrate the event is to experience it again.

“Your mother hated how she smelled,” my father said. “And when she told her stories, she would often cough.”

They didn’t see anything wrong with her at first; they simply thought she was struck by some common, curable sickness.

“But she wasn’t,” my father said.

She had lung cancer in its late stages. They never bothered to have it checked earlier, for they didn’t know. How could they? Ignorance strikes those in poverty the most, and it struck my mother with its iron fist. Being the eldest, she had to work while pursuing her studies. She had to take care of her siblings. She had to do this and that and everything in between. She had to be the “ilaw ng tahanan” while her mother was bedridden, and she had to be the “ilaw ng tahanan” when she went away.

They stopped lighting candles after that. There was nothing to ease that night. Old ways of life don’t return immediately when the lives themselves don’t return. My grandmother wasn’t perfect; she had problems of her own.

“Only recently did she start lighting candles,” my father said to me as a child. For the specific reason, she would never tell. She would just say:

“It’s for my mother and for you,” and nothing more.

I never bothered to ask for more after that. I simply accepted that every year, my mother would light candles on the dining table on the eve of the 29th of May.

## Reading Comprehension

Answer the following questions in complete sentences.

1. How does the act of lighting candles connect to the concept of “ilaw ng tahanan” in the story? What does this phrase symbolize?

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2. How did the grandmother’s habit of lighting candles change over time, and why?

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3. What event eventually led the family to stop lighting candles? How did it impact their tradition?

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4. How did the protagonist’s mother feel about her grandmother’s choices and circumstances?

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5. Can you relate to the story? If yes, how so? If no, write about a similar experience.

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## Let's Navigate!

The author quoted a lot of what their parents said. When telling someone what another person said, you can either directly quote what they said, or you can **backshift**.

Backshifting means you are to put in an appropriate point in time in the past that happened at a certain "now". Backshifting is most commonly done with the verb *say*.

For example:

*It is for your grandmother.*

This sentence can be quoted as "She said it was for my grandmother". Notice that the present form became past in the reported version.

Other tenses can be backshifted. If in a certain present a friend says, "I will call you", you can report it as "My friend said he would call me".

Look at the table of the past equivalents of tenses.

If the statement refers to the...	Then the backshifted tense should be...
present ex. <i>She says, "I feel happy today."</i>	simple past ex. <i>She said that she felt happy that day.</i>
present perfect ex. <i>He says, "I have finished my homework."</i>	past perfect ex. <i>He said that he had finished his homework.</i>
past ex. <i>They say, "We went to the museum yesterday."</i>	past perfect ex. <i>they said that they had gone to the museum the day before.</i>
future ex. <i>She says, "I will visit you tomorrow."</i>	future-in-the-past ex. <i>She said that she would visit me the next day.</i>

## Exercise

Supply with the correct answer.

1. She said, 'I am happy.' - She said she \_\_\_\_\_ (is/was) happy.
2. He told me, 'I will go to the store.' - He told me he \_\_\_\_\_ (will/would) go to the store.
3. They exclaimed, 'We have won the game!' - They exclaimed they \_\_\_\_\_ (have/had) won the game.
4. She thought, 'I can solve this problem.' - She thought she \_\_\_\_\_ (can/could) solve this problem.
5. He said, 'I do my homework every day.' - He said he \_\_\_\_\_ (do/did) his homework every day.
6. She mentioned, 'I saw him yesterday.' - She mentioned she \_\_\_\_\_ (saw/had seen) him yesterday.
7. They announced, 'We will win the game!' - They announced they \_\_\_\_\_ (will win/would win) the game.
8. They told us, 'We are going to the park.' - They told us they \_\_\_\_\_ (are/were) going to the park.
9. She whispered, 'I love this song.' - She whispered she \_\_\_\_\_ (loves/loved) this song.
10. He announced, 'I have finished my work.' - He announced he \_\_\_\_\_ (has/had) finished his work.

## Activity

Have you ever encountered a situation where someone's behavior completely baffled you? It felt illogical, even frustrating. But then, after they explained their reasoning, a light-bulb went off. Suddenly, their actions made perfect sense. Describe a specific situation where this happened to you. What did you learn from this experience? It can be about a concept, a tradition you did not understand, or a behavior of someone close to you. Include backshifting in your writing.

## Let's Explore!

**Memoirs** are a bit different from narrative essays. While a narrative essay tells a story about something that happened, a memoir can talk about many things and use various ways to tell its story. What makes a memoir special is what you choose to write about and how you write it.

To write a memoir, you need to choose a memory or time that means something to you. It does not have to be a big event, but it should be something that stands out in your mind.

Once you have chosen a topic, you need to think about how you want to tell your story. There are many different ways to write a memoir. You can start at the beginning and tell your story in order, or you can start in the middle and go back and forth in time. You can also focus on a single moment in time, or you can write about a longer period of time.

No matter how you choose to tell your story, make sure to use vivid language and details to bring your memory to life.

### **Beginning**

The start of your memoir should give readers an idea of what you will be talking about. There is no one right way to begin a memoir, but you can start by telling an experience. For example, you might start by describing your last day of school and then talk about the years you spent in another city. Your start can be creative and different.

### **Middle**

The middle part of your memoir depends on what you're writing about. Each part of your story should have its own paragraph, just like in other stories and essays. Each paragraph should focus on one idea or part of your memory. It is like telling different parts of your story in separate chunks.

### **End**

Your memoir's ending should somehow connect to the memory or time you wrote about in the middle. It might reflect on how your life has changed since then or talk about how the memory still affects you today.

## Activity

- A. Think about a moment in your own life that stood out to you. Why does it stand out? What did you learn from your experience? How did it shape you as a person? Share your answers with your seatmate.
- B. Write the story you talked about in Activity A. How would you capture this story in writing? Remember to have a clear beginning, middle, and end. Also, make sure to use vivid imagery and details.

### It's Time to Row Together!

Your teacher will divide the class into groups of three. Share the stories you have previously written. You can read them aloud to your group or you can have them read your story ahead of time.

Afterward, the other group members will comment on your work. They can mention a part they liked or did not like. They could also relate your story to their experience. They can even quote other people to prove their point.

Make sure that each member shares their story and comments.



### All Ashore

- A. Choose the letter of the correct answer.
  1. What is the main difference between a narrative essay and a memoir?
    - a. Narratives are fictional, while memoirs are true stories.
    - b. Narratives focus on plot, while memoirs focus on personal reflection.
    - c. Narratives use chronological order, while memoirs can be nonlinear.
    - d. Narratives are shorter than memoirs.

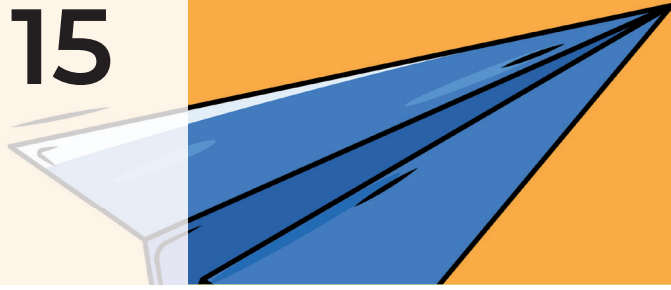


2. What should you choose to write about in a memoir?
  - a. A recent event that impacted the world
  - b. The life of a stranger
  - c. A memory that still holds significance for you
  - d. An objective account of historical events
  
3. How can you structure your memoir?
  - a. Start at the beginning and tell your story chronologically
  - b. Start with a dramatic scene and then fill in the backstory
  - c. Focus on a single moment in time and explore it in detail
  - d. Any of the above, as long as it is meaningful to your story
  
4. What makes a memoir's beginning effective?
  - a. Introducing the main character in great detail
  - b. Hooking the reader with a cliffhanger ending
  - c. Providing an overview of the entire memoir
  - d. Offering a glimpse into the central memory or theme
  
5. What is the purpose of the memoir's ending?
  - a. Summarize the entire story in a few sentences
  - b. Introduce a new, unrelated event for future exploration
  - c. Reflect on the lasting impact of the central memory
  - d. Tie up all loose ends and resolve any remaining conflicts



# LESSON 15

## How to Make a Paper Airplane



### Chart

By the end of this lesson, you will be able to:

- ◇ understand how to write a process essay
- ◇ write a recipe
- ◇ perform a cooking demonstration in class
- ◇ use subject-verb agreement when the subject has ambiguous number



### All Aboard

A. Look at the following words up in the dictionary. Write three things related to each word without using the dictionary meaning. Be creative with your answers!

1. lengthwise -
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  
2. aerodynamics -
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  
3. crease -
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

- B. Grab a paper and unleash your creativity by making your own unique paper airplane. Do not forget to test-fly your creation and make adjustments if needed to make it fly just the way you want. Then, have a race with your classmates in class!

What else can you make using a simple paper? Showcase your creativity with the whole class.

Afterward, learn how to make a paper airplane by reading the following process essay.



## All Hands on Deck

### DURING READING

As you read, think of other ways to make a paper airplane. Can you imagine a different way to fold the corners or wings? Maybe a zigzag fold, a rounded tip, or even multiple triangular sections. Sketch your ideas on a sheet of paper. Afterward, write instructions on how to make these designs on your notebook.

*Have you ever made a paper airplane? How do you make one? What's your process?*

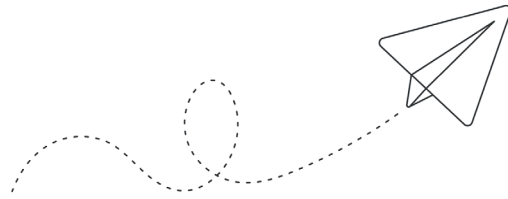


## How to Make a Paper Airplane

Making a paper airplane is a simple and fun activity that people of all ages can enjoy. It is also a great way to learn about the basics of aerodynamics. With just a few simple steps, you can create a paper airplane that will fly high and far.

To make a paper airplane, you will need a piece of paper. Any type of paper will work, but printer paper is a good option. You can also use construction paper or origami paper if you want to make a more colorful or decorative airplane.

Once you have your paper, follow these steps:



Fold the paper in half lengthwise. This will create a long rectangle.

- Fold the top corners down to the center crease, forming a triangle. Make sure that the folds are sharp and even.
- Fold the triangle in half again. This will create a smaller triangle with a pointed tip.
- Fold the wings down by folding the top corners down to the center crease. The wings should be slightly smaller than the body of the airplane.
- Adjust the wings by folding them up or down until the airplane flies straight. You can also experiment with the angle of the wings to see how it affects the flight of the airplane.
- Now you are ready to fly your paper airplane! To launch the airplane, hold it by the center crease and gently toss it forward. You can adjust the angle of the launch to make the airplane fly higher or lower.

Here are some tips for making a better paper airplane:

Use a piece of paper that is not too thick or too thin. A thicker paper will make the airplane more durable, but it will also make it more difficult to fly. A thinner paper will be easier to fold, but it will also be more likely to tear.

- Make sure that the folds are sharp and even. Uneven folds can make the airplane fly erratically.
- Adjust the wings until the airplane flies straight. If the airplane is pulling to one side, gently fold the wing on that side up slightly.
- Experiment with different launch angles to see how they affect the flight of the airplane. A higher launch angle will make the airplane fly higher, but it will also make it more likely to stall. A lower launch angle will make the airplane fly lower, but it will also make it more likely to glide.

Once you have mastered the basic steps, you can experiment with different folding techniques and launch angles. Whether you are a beginner or a seasoned paper airplane veteran, there is always something new to learn about the art of paper-airplane making. So, go grab a piece of paper and start folding!

## Reading Comprehension

Answer the following questions in complete sentences.

1. What materials do you need to make a paper airplane?

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2. What are the three main steps to fold the paper to make a paper airplane?

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3. How can you make sure the folds are sharp and even when making a paper airplane?

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4. What can you do if your paper airplane is pulling to one side when you fly it?

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5. How can you experiment with different angles to make your paper airplanes fly differently?

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## Let's Navigate!

There are subjects that can either be singular or plural, depending on the context and interpretation. Here are some of them.

- The words *some*, *all*, *both*, *any*, and *either* are all **indefinite pronouns**. They include or exclude sets of objects or people. They come with nouns, but they can also be used by themselves. In the sentence "Some people prefer to express their anger by typing in all caps", you can remove the noun *people* and the sentence will still make sense.

As subjects, they also must follow **subject-verb agreement**. Which form they take depends on whether they refer to or come with count or mass noun. Look at the examples below.

*Some of the bread has been eaten.*

*All of the computers **are** broken.*

*All of the fish **is** served.*

*All of the fish **are** served.*

In the first sentence, *some* quantifies *bread*, which is a mass noun. As you have learned, mass nouns are always singular so they come with the -s form of the verb. In the second sentence, the noun that is being quantified by *all* is a plural count noun, so it takes the plain form of the verb.

Third and fourth sentences are both correct, but they have different meanings. The third one is closer to saying that the entire serving of fish is on the table, while the fourth sentence says that all kinds of fish (salmon, tuna, etc.) are on the table.

In sentences with subjects connected by *either... or* and *neither... nor*, the verb agrees with the nearest item. Notice that the verb below is in plural because *students* is the nearest it in the series.

*Either the teacher or the students **are** organizing the event.*

Collective nouns like committee, team, and herd are usually singular. However, they can be plural when they refer to individuals in the group. In the second sentence below, it is shown that the people in the group do not agree on the decision, so they are acting individually.

*The committee vetoes on the proposal.*

*The committee disagree on which path to take.*

### Exercise

Write the correct form of the verb.

1. Some of the cake \_\_\_\_\_ (is/are) left in the fridge.
2. All of the students \_\_\_\_\_ (has/have) completed their homework.
3. Either of the answers \_\_\_\_\_ (is/are) correct.
4. Both of the dogs \_\_\_\_\_ (barks/bark) at strangers.
5. Some of the information \_\_\_\_\_ (seems/seem) outdated.
6. Either the apple or the oranges \_\_\_\_\_ (is/are) ripe.
7. Neither the library nor the museum \_\_\_\_\_ (open/opens) on Sundays.
8. The jury \_\_\_\_\_ (reach/reaches) a verdict yet.
9. The crowd \_\_\_\_\_ (chant/chants) their team's name.
10. The team \_\_\_\_\_ (practice/practices) every Tuesday.

### Activity

What are the advantages and disadvantages of finding information on the Internet? Write a seven-sentence paragraph about this.



## Let's Explore!

Organizing ideas is important in writing. Presentation of concepts should have a good flow. A systematic order of ideas helps us express ourselves more clearly. It also helps the reader understand the text.


**Organized writing** is important in writing procedures of an activity. The process must be presented step-by-step, and in the right order for a successful outcome.

A good example of organized writing is a recipe. The recipe is divided into two sections: the ingredients and the procedure. In following a recipe, you must prepare all the ingredients before you start making a dish or a dessert. Take a look at how a healthy dessert with fresh fruits and yogurt is made.

### The King of Healthy Desserts

#### Ingredients

- 1 banana
- 1 apple
- 1 slice of papaya
- 1 ripe mango
- 1 cup of vanilla yogurt
- 1 teaspoon of honey
- ½ cup of corn cereal



#### Procedure

1. Mix yogurt and honey.
2. Slice the banana, apple, papaya, and mango into small pieces.
3. Place the assorted fruits in a large bowl
4. Pour the yogurt and honey mixture *carefully* over the fruits
5. Refrigerate for 30 minutes
6. Sprinkle *lightly* with corn cereal before serving

Simple and healthy recipes like this always help you to be fit. With just a few ingredients, you can enjoy a truly yummy yet nutritious dessert.

Just like a recipe, a process essay also needs a clear and logical order to explain an activity, like making a paper airplane, for instance. Each step should be like a separate ingredient in the recipe, presented in the right sequence for the whole process to work smoothly.

You can follow these points in writing your process essays:

1. Your essay must have a good flow.
  - Each paragraph in your essay should flow smoothly into the next. Use transition words like “first”, “next”, “then”, and “finally” to help guide your readers through the steps.
2. Your essay must follow a systematic order.
  - The steps in your essay should follow the correct, chronological order of the activity. This ensures the reader can follow along easily and understand the process.
3. Take the process one step at a time.
  - Each paragraph can focus on a single step, providing clear and detailed instructions.
4. Success is always the goal.
  - The goal of a process essay is to achieve a successful outcome. In a recipe, it is a delicious dessert. In an essay, it is a clear understanding of the activity for the reader.

Remember, when writing a process essay, think of it as creating a detailed map for your reader. Guide them through each step with organized writing, just like a well-structured recipe leads to a delicious dessert.

### **Activity**

- A. It's your turn to write a recipe for a healthy dish. Write down and organize the ingredients and procedure properly.

- B. Write a process essay detailing the steps in creating your dish in Activity A. You can use the process essay “How to Make a Paper Airplane” as an example.

*Ingredients*

*Procedures*

## It's Time to Row Together!

In groups of four, choose a recipe amongst yourselves and present a cooking demonstration in class.



## All Ashore

A. Write **T** if the statement is true, and **F** if not.

- \_\_\_\_\_1. Process essays always follow a chronological order to explain a series of events.
- \_\_\_\_\_2. Strong process essays rely solely on personal experiences and anecdotes.
- \_\_\_\_\_3. Sensory details and descriptive language are unnecessary in process essays.
- \_\_\_\_\_4. Outlining is necessary in organized writing.
- \_\_\_\_\_5. Effective organization depends solely on correct grammar and punctuation.



## Unit 4: creō

“Creō” is Latin for “to create” or “to bring into existence”—and from this root word stems the desire to shape the world around us, bringing ideas to life.

The objective of this unit is for you to learn how poems and letters are created. First, you will get to know some of the elements of a poem, such as imagery, rhythm, meter, and rhyme.

Afterward, you will get to know some literary devices—alliteration, assonance, consonance, repetition, onomatopoeia.

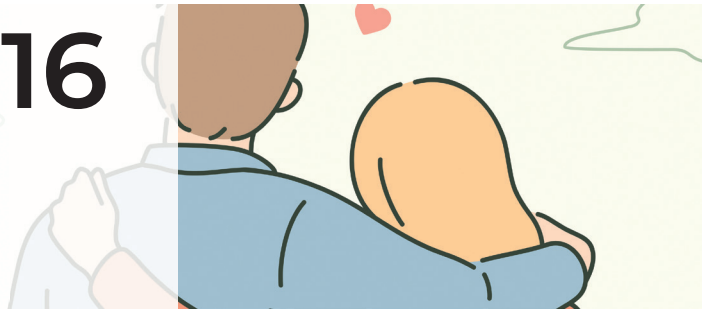
It is almost impossible to talk about poetry without discussing figures of speeches. Find out how similes, metaphors, personifications, and idioms are more than decorations of a poem; they are the very tools that build a poem’s meaning and emotional impact.

By the end of the unit, you would then explore two kinds of letters: excuse letter and letter of invitation.



# LESSON 16

## How Do I Love Thee?



### Chart

By the end of this lesson, you will be able to:

- ◇ understand the iambic pentameter
- ◇ write images in poems
- ◇ recognize archaic pronouns and verb forms



### All Aboard

**A.** Sometimes, poems use old-fashioned words, and they can be quite confusing. Look at the words below. Do you recognize any of them? Match the words on the left column with the old-fashioned words on the right.

- |             |            |
|-------------|------------|
| 1. you      | a. thine   |
| 2. your     | b. thyself |
| 3. yours    | c. thee    |
| 4. yourself | d. thy     |

**B.** Write ten words you associate with the word “love”. Compare your answers with three classmates. What do you have in common? What does this commonality tell about our idea of love?

What does it mean to love someone? How do you show your love for the people you care about? Share your thoughts with the class.

Afterward, read the sonnet “How Do I Love Thee?” by Elizabeth Barrett Browning.



## All Hands on Deck

### **DURING READING**

As you read, notice how the poem mentions different levels of love. Identify the different contexts and circumstances in which the speaker expresses love for their beloved. How does this show the multifaceted nature of their love?



*What do you think makes a love truly deep and meaningful? What are some of the simple ways you express love in your own life?*



## **How Do I Love Thee?**

by Elizabeth Barrett Browning

How do I love thee? Let me count the ways.

I love thee to the depth and breadth and height

My soul can reach, when feeling out of sight

For the ends of being and ideal grace.

I love thee to the level of every day's

Most quiet need, by sun and candle-light.

I love thee freely, as men strive for right.

I love thee purely, as they turn from praise.

I love thee with the passion put to use  
In my old griefs, and with my childhood's faith.  
I love thee with a love I seemed to lose  
With my lost saints. I love thee with the breath,  
Smiles, tears, of all my life; and, if God choose,  
I shall but love thee better after death.



### Comprehension Questions:

Answer the following questions in complete sentences.

1. What is the speaker asking in the first line of the poem?

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2. In the second stanza, the speaker says they love the addressee "to the level of every day's / Most quiet need." What does this mean?

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3. What does the speaker mean when they say they love the addressee "freely" and "purely"?

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4. In the third stanza, the speaker says they love the addressee with the “passion” of their old griefs and childhood faith. How do you think these things affect their love?

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5. In the last two lines of the poem, the speaker says that they will “but love thee better after death.” What does this suggest about their love for the addressee?

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### Let’s Navigate!

The author said that they loved them *freely*. *Freely* is an adverb. An **adverb** is a word that describes a verb, an adjective, or another verb. In this example, the adverb describes how the writer loved their subject. Adverbs are usually formed from adjectives with the suffix *-ly*, but there are ones that are formed from nouns with *-wise*.

word	suffix	adverb
beautiful	-ly	beautifully
calm	-ly	calmly
clock	-wise	clockwise
health	-wise	health-wise
side	-ways	sideways

The suffix *-ways* usually means *to the direction of*, and so does *-wise*. That means when something spins *clockwise*, it turns to the direction of the clock (i.e., to the left). It also means with *regards to* or *talking about* (e.g., “He is getting worse health-*wise*”). Note that this last use is informal.

### Exercise

In the previous lesson, you also learned about forming adjectives with *-ly*. The difference between them and adverbs is that the former is formed from nouns. In the list below, encircle all the adverbs and cross out all the adjectives. It will help to determine the root word first.

clearly	homely
friendly	manly
brightly	softly
gently	beastly
lovely	wisely

### Activity

In a seven-sentence paragraph, describe something you really like. It can be about anything: the rain, the beach. It can even be about an event like Christmas. Talk about what you like about it. Make sure to use vivid images. Do not forget your adverbs.

### Let’s Explore!

Poetry uses language in a creative and beautiful way. Poets use words to paint pictures in our minds, to express our emotions, and to share their unique perspective with the world. One of the most important elements of poetry is imagery.

**Imagery** is the use of language to create sensory experiences for the reader. Poets use imagery to appeal to our senses of sight, smell, taste, touch, and hearing. For example, in the poem “How Do I Love Thee?” by Elizabeth Barrett Browning, the poet uses imagery to describe the magnitude of their love:

*I love thee with a love I seemed to lose  
With my lost saints. I love thee with the breath,  
Smiles, tears, of all my life; and, if God choose,  
I shall but love thee better after death.*

Another important element of poetry is **rhythm**. This is the beat or pattern of a poem. It is created by the number of syllables in each line and the way that the syllables are stressed. Poets use rhythm to create a sense of movement and flow in their poems.

One way that poets create rhythm is by using **meter**. Meter is a regular pattern of stressed and unstressed syllables in a line of poetry. For example, a common meter in English poetry is called iambic pentameter. This consists of ten syllables per line, with alternating stressed and unstressed syllables. This rhythm is often described as a “da-DUM” beat. To identify **iambic pentameter**, you can clap or tap out the syllables in a line of poetry.

da Dum   da Dum   da Dum   da Dum   da Dum
shal I com <b>PARE</b> thee <b>TO</b> a <b>SUM</b> mer's <b>DAY</b> ?
thou <b>ART</b> more <b>LOVE</b> ly <b>AND</b> more <b>TEMP</b> erate:
rough <b>WINDS</b> do <b>SHAKE</b> the <b>DAR</b> ling <b>BUDS</b> of <b>MAY</b> ,
and <b>SUM</b> mer's <b>LEASE</b> hath <b>ALL</b> too <b>SHORT</b> a <b>DATE</b> :
so <b>LONG</b> as <b>MEN</b> can <b>BREATH</b> E, or <b>EYES</b> can <b>SEE</b> ,
so <b>LONG</b> lives <b>THIS</b> , and <b>THIS</b> gives <b>LIFE</b> to <b>THEE</b>

Another way to create rhythm is by using **rhyme**. Rhyme is the repetition of the same or similar sounds at the end of words. Poets use rhyme to create a sense of unity and coherence in their poems.

### Activity

A. For each word, think of another word that rhymes with it. Write your answer on another sheet of paper.

1. Cat

2. Tree

3. Sun

4. Ball

5. Rain

6. Cloud

7. Book

8. School

9. Smile

10. Laugh

B. Do a poetry reading of “How Do I Love Thee?” by Elizabeth Barrett Browning. The poem follows the iambic pentameter, so keep the rhythm in mind as you read it in front of the class.

### It's Time to Row Together!



Your teacher will divide the class into groups of three or four. Write a poem in iambic pentameter. Make sure to incorporate images and rhymes in your poem. If you want your poem to sound old-fashioned, you may use the *thou* forms.





## All Ashore

A. Identify the answers to each question.

- \_\_\_\_\_1. The use of language to create sensory experiences for the reader.
- \_\_\_\_\_2. The beat or pattern of a poem, created by the number of syllables in each line and the way the syllables are stressed.
- \_\_\_\_\_3. A regular pattern of stressed and unstressed syllables in a line of poetry.
- \_\_\_\_\_4. A common meter in English poetry, consisting of ten syllables per line, with alternating stressed and unstressed syllables, often described as a “da-DUM” beat.
- \_\_\_\_\_5. The repetition of the same or similar sounds at the end of words, creating a sense of unity and coherence in poems.

B. Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I understand the iambic pentameter.		
2. I can write images in my poems.		
3. I can form adverbs.		
4. I can write a paragraph with adverbs.		

I need clarification on...

# LESSON 17

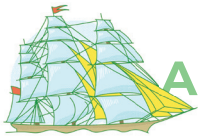
Do not go gentle into that good night



## Chart

By the end of this lesson, you will be able to:

- ◇ understand literary devices (alliteration, assonance, consonance,, repetition, onomatopoeia) and their uses
- ◇ write a poem with literary devices
- ◇ form relative clauses
- ◇ write texts with relative clauses



## All Aboard

A. The words below will be in the poem that you are going to read. Do you recognize them? Read them with your teacher and identify the difference them and the words on the right..



rage

-

anger



rave

-

talk



fork

-

split



- B. How do you feel about the end of things, like the end of the school year, the end of a vacation, or even just the end of the day or a song? Discuss this with a group of four.

Think about your relationship with your parents. How do you typically feel about your parents getting older? Share your thoughts with your classmates.

Afterward, read “Do not go gentle into that good night” by Dylan Thomas and find out what the speaker feels about death.



## All Hands on Deck

### DURING READING

As you read, imagine you are one of the person being addressed by the speaker. On your notebook, write a response to the poem, expressing your own perspective on death and aging.



*Predict the content of the poem from its title alone. What does "Do not go gentle into that good night" mean? What is "that good night"?*



## **Do not go gentle into that good night**

by Dylan Thomas

an excerpt

Do not go gentle into that good night,

Old age should burn and rave at close of day;

Rage, rage against the dying of the light.

Though wise men at their end know dark is right,

Because their words had forked no lightning, they

Do not go gentle into that good night.

Grave men, near death, who see with blinding sight

Blind eyes could blaze like meteors and be gay,

Rage, rage against the dying of the light.

And you, my father, there on the sad height,

Curse, bless, me now with your fierce tears, I pray.

Do not go gentle into that good night.

Rage, rage against the dying of the light.

### Comprehension Questions:

Answer the following questions in complete sentences.

1. What is the central metaphor of the poem, and how does it convey the speaker's attitude towards death?

---

---

2. How does the poem contrast the attitudes of "wise men" and "grave men" towards death?

---

---

3. What is the significance of the speaker's direct address to their father in the last stanza?

---

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4. How does the repetition of the phrase “Do not go gentle into that good night” contribute to the poem’s impact?

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5. Imagine that you are one of the individuals mentioned in the poem. How would you respond to the plea? What emotions and experiences might motivate your reaction?

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## Let’s Navigate!

“Do not go gentle into that good night”, which urges individuals to resist death, is a powerful poem.

The underlined part of the sentence is a relative clause. **Relative clauses** are phrases that modify nouns like how adjectives do. In the example, the poem “Do not go gentle into that good night” is specified to be a poem that “urges individuals to resist death”.

Relative clauses have two parts: the **relative pronoun** and the **relative**. Relative pronouns include:

- that
- where
- when
- who
- whose
- whom

- ◇ *That* is used to introduce an essential clause—phrases that are necessary for a sentence to be clearly understood.
  - “The car that is parked outside is mine.”

- ◇ *Where* is used to ask or tell about the location of something.
  - “This is the town where I grew up.”
- ◇ *When* is used to ask or tell about the time of something.
  - o “I’ll be there when it’s dark.”
- ◇ *Who* is used when the noun is a human subject.
  - o “The guy who talked to him is my uncle.”
- ◇ *Whose* is used when the noun being modified is the owner of a certain thing. The pronoun is followed by the thing being possessed.
  - o “The man whose dog is black ran fast.”
- ◇ *Whom* exclusively occurs in writing and formal speech. It is used when the noun being modified is a human object. In every day speech, this is replaced by *who* or dropped altogether.
  - “The girl whom you met is cousin.”
  - “The girl you met is my cousin.”

This relative pronoun dropping is also found generally when the noun being modified is an object, whether human, non-human, or place.

- “The slice of ginger (that) I put in my tinola is too big.”
- “The principal (who) we talked to got mad at us.”
- “The town (where) I grew up in has a lot of mango plantations.”

Which relative pronoun to use depends on what the relationship of the noun being modified is to the relative.

### Exercise

Complete the sentences with the correct relative pronoun (where, when, who, whose, whom).

1. The teacher \_\_\_\_\_ teaches us math is very kind.
2. That’s the girl \_\_\_\_\_ bicycle was stolen last week.
3. The room \_\_\_\_\_ I took the test was noisy.

4. The place \_\_\_\_\_ we met for the first time is very special to me.
5. He said that he would call \_\_\_\_\_ he gets home.
6. He is the one \_\_\_\_\_ I gave the book to.
7. The students, \_\_\_\_\_ project won the competition, were very excited.
8. That's the author \_\_\_\_\_ books I really enjoy reading.
9. She is looking for the cat \_\_\_\_\_ she lost in the park.
10. The doctor \_\_\_\_\_ helped me is very skilled.

### Activity

What do you do when things get difficult? Discuss this with a partner. Write your answers on another sheet of paper. If possible, try to write answers that contain relative clauses.

### Let's Explore!

**Literary devices** help writers add depth and meaning to their writing. These can be used to create imagery, evoke emotions, foreshadow events, and more. There are different literary devices, but some that are often used in poetry are:

◇ **Alliteration**

- This uses the repetition of consonant at the beginning of words to create a sense of rhythm and emphasis.
- An example of this are **tongue twisters**:

*She sells seashells by the seashore.*

The repetition of the *s* and *sh* sounds help readers imagine the ocean waves as they read.

◇ **Assonance**

- This uses the repetition of vowel sounds in non-rhyming words to create a musical effect or to emphasize certain words or phrases.

*O you, you, your words like flowers bloom,  
but my mooring melody made you assume*

The *oo*-sound is repeated in the underlined words to create a pleasing rhythm, as though to soothe.

◇ **Consonance**

- This is the repetition of consonant sounds in words, phrases, sentences, or passages.
- Similar to assonance and alliteration, poets use consonance to create a sense of rhythm and flow in the poem.
- Consonance is often used in conjunction with other sound devices, such as alliteration.

*Oh what comes over the sea,  
Shoals and quicksands past;  
And what comes home to me,  
Sailing slow, sailing fast?*

Like the example in alliteration, this uses the *s* and *sh* sounds in words like “sea”, “shoals”, “quicksands”, “sailing”, and so on to create the sound of the waves crashing against the shore.

◇ **Repetition**

- This is a literary device that involves the repeated use of a word, phrase, line, or stanza.
- There are many reasons why poets use repetition. Sometimes, they use repetition to emphasize an important word or idea. For example, the lines “Do not go gentle into that good night” and “Rage, rage against the dying of the light” are repeated to emphasize the poem’s theme of defying death and having the urge to live life with passion until the very end.

◇ **Onomatopoeia**

- These are words that mimics sounds.
- For example, the words “tap”, “spurt”, “bang”, and “splash” all sound like the things they describe.
- These words not only provide a sensory experience for the readers, but also contribute to the overall atmosphere and imagery of the poem.



## Activity

- A. Choose one poem that you have read before. You can also look for poems online. Reread that poem carefully and look for these literary devices in it. Once you have found these devices, identify what they emphasize in the poem.
- B. Write your own short poem that contains a literary device. Afterward, read your poems in front of the class.

## It's Time to Row Together!

Your teacher will divide the class into groups of three. Each team will write three tongue twisters, using one or more consonant sounds for each twister. Here is an example of a tongue twister that uses the consonant sounds *f* and *p*:

*Flippant Freddy flung a handful of fluffy feathers in the face of a frisky frog.*



After writing your tongue twisters, exchange them with another group. Each group will recite the other group's tongue twisters in front of the class.





## All Ashore

- A. Read each statement. Write **T** if the statement is true and **F** if it is false.
  - \_\_\_\_\_1. Literary devices enhance a text by adding layers of meaning, imagery, and emotion.
  - \_\_\_\_\_2. Alliteration ONLY uses the repetition of the first letter of words.
  - \_\_\_\_\_3. Assonance focuses on the repetition of consonant sounds.
  - \_\_\_\_\_4. Repetition can be used to emphasize important ideas.
  - \_\_\_\_\_5. Onomatopoeic words sound like the things they describe.



B. Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I understand alliteration, assonance, consonance, repetition, and onomatopoeia and their uses.		
2. I can write a poem with literary devices.		
3. I can form relative clauses.		
4. I can write texts with relative clauses.		

I need clarification on...

# LESSON 18

## Cinderella, Before the Ball



### Chart

By the end of this lesson, you will be able to:

- ◇ understand figures of speech
- ◇ write a poem with figures of speech
- ◇ write sentences using adjectives with complements



### All Aboard

A. Which of the five senses do these words appeal to?

1. frills
2. mustiness
3. delight



B. Have you ever missed a party or a celebration among friends or family? How did you feel? Share your story with a classmate.

Do you think everyone deserves a chance to feel special? Why or why not? Share your thoughts with the class.

Afterward, read about Cinderella's desire to dance in the ball.



## All Hands on Deck

### DURING READING

As you read the poem, pay close attention to the images the speaker creates with her words. How does she use details like “stars for eyes” and so on to paint a picture of her desired life? Write down the lines that contain these images and consider what emotions or desires they reveal. Do any of these images resonate with you? How do they contribute to the overall impact of the poem?

Image 1:

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Image 2:

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*Do you know the story of Cinderella? In the poem you are about to read, Cinderella sits on the windowsill and watches her sisters go to the ball. What does she wish for herself? Do you think Cinderella's wishes will come true? Why or why not?*



### **Cinderella, Before the Ball**

I wish I could, just once, I pray,  
escape the dust that spill astray  
and join my sisters, dressed in frills—  
but no; I clean floors and windowsills.

I wish I could, just once, I pray,  
have stars for eyes just for a day,  
dream of princes just for a night,  
and feel my heart burn with delight.

I wish I could, just once, I pray,  
see the light of day and say  
that I am more than rags and dust—  
I dance with the dirt and the must.

## Comprehension Questions:

Answer the following questions in complete sentences.

1. What is the speaker's main desire, and what obstacles prevent her from achieving it?

---

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2. How does the poem use imagery to convey the speaker's dreams and frustrations?

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3. What is the significance of the line "I dance with the dirt and the must"?

---

---

4. What is the tone of the poem, and how does it contribute to the overall message?

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5. If you were in Cinderella's shoes, what would you do? Why would you do so?

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## Let's Navigate!

### Adjectival Complements

Oftentimes, adjectives can take objects. And when they do, the objects are introduced by prepositions. It is difficult to determine which preposition to use with which adjective. To help you with this, keep the following in mind:

**at**

good at

bad at

angry at

**with**

angry with

good with

busy with

**of**

afraid of

conscious of

unaware of

**from**

far from

free from

**for**

responsible for

necessary for

### Exercise

Create sentences from the phrases above. Examples are provided below.

- Carlos is good at painting.
- My house is far from the school.
- Isias is angry with himself.
- Jacob is not afraid of the dark.

### Activity

Have you ever felt like you were not good at something? How did you feel? What did you do? Make sure to include adjectival complements. Check the Internet if you are using the right prepositions.

## Let's Explore!

**Figures of speech** are words and phrases taken out of their ordinary or literal use in order to achieve a special meaning or effect. Some common types include:

### ◇ **Simile**

- This figure of speech compares two unlike things using the words “like” or “as”.
- Poets use similes in a variety of ways. They might use a simile to compare a person’s eyes to stars or to compare the sound of the wind to a whisper. Similes can also be used to describe abstract concepts, such as love or grief.
  - *Her eyes were like stars in the night sky.*
  - *The twilight stood as strangers do.*

### ◇ **Metaphor**

- Like simile, this compares two things, but it does so without using the words “like” or “as”. It directly states that one thing is something else.
- Metaphors are often used in poetry to deepen the meaning of an image. For instance, a poet might use a metaphor to compare a speaker’s love to a burning fire or the passage of time to a flowing river.
- For example, the phrase “her eyes are stars” is a metaphor because it compares a person’s eyes to stars. If it were to become a simile, it would be written as “her eyes are like stars.”

### ◇ **Personification**

- This is a figure of speech in which human characteristics are given to non-human things.
- Poets often use personification to create imagery. For example, look at these lines from “Because I could not stop for Death” by Emily Dickinson:

*Because I could not stop for Death—  
He kindly stopped for me—*

Here, the concept of Death is given life. The word “stop” gives Death human qualities, which makes the readers imagine him as a sentient being who is waiting for the speaker.

◇ **Idiom**

- Instead of having a literal meaning, idioms are figurative expressions. You need to look or listen closely to the context clues in the sentence in order to get the meaning of the idiom.
- Look at this table:

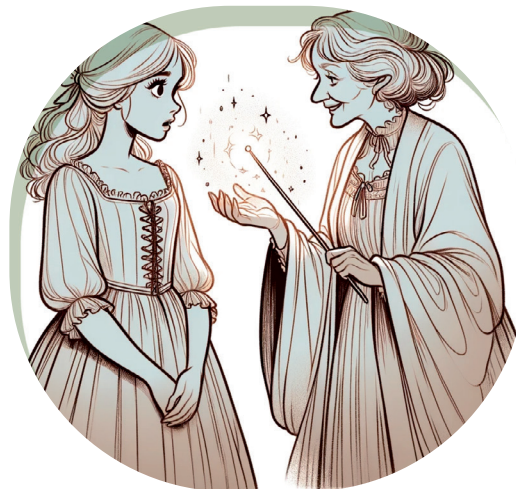
Idiom	Meaning	Example
<b>a drop in the bucket</b>	an unimportant contribution	Even though we only volunteered for a week, we hope our medic mission in Tacloban is not just a <i>drop in the bucket</i> .
<b>cold feet</b>	to get nervous before a performance or an event	I got <i>cold feet</i> and couldn't remember my line for the play.
<b>lend a hand</b>	to offer help or assistance	Can you lend a hand? We need more people to sew the puppets for the show.

**Activity**

- A. Look for a poem online or in your school library. Read the poem in class. Then, identify the figures of speech in the poem.

Once you have identified the figure of speech, take some time to think about what it means. Then, answer these questions: What is the poet trying to say by using these figures of speech? How do these help to create meaning and depth in the poem.

- B. If you know Cinderella's story, you know that a Fairy Godmother would come and help Cinderella attend the ball and achieve her wish. Imagine yourself as the Fairy Godmother. Write a short poem as a response to Cinderella's plea. Write this poem on a separate sheet of paper. Remember to use figures of speech.





## It's Time to Row Together!

Let's play charades! Your teacher will divide the class into two teams. One student from each team will come to the front of the room. Your teacher will whisper a thing or a concept to each student. The students in front will act out what the teacher whispered without using any words. The first team to guess correctly wins a point.

Afterward, the students will return to their teams, and the next two students will come to the front of the room. The team with the most points at the end of the game wins.





## All Ashore

A. Identify what figure of speech each statement uses. Write **S** for simile, **M** for metaphor, **P** for personification, and **I** for idiom.

- \_\_\_\_\_1. Her laughter was like music to his ears.
- \_\_\_\_\_2. The wind whispered secrets through the trees.
- \_\_\_\_\_3. He was drowning in a sea of paperwork.
- \_\_\_\_\_4. Time flies when you're having fun.
- \_\_\_\_\_5. The old car coughed and sputtered to a stop.
- \_\_\_\_\_6. She's a shining star in the industry.

- \_\_\_\_\_7. He burned the bridges behind him.
- \_\_\_\_\_8. The city never sleeps.
- \_\_\_\_\_9. The stars twinkled like diamonds in the night sky.
- \_\_\_\_\_10. Don't put all your eggs in one basket.

**B.** Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I understand figures of speech.		
2. I can write a poem with figures of speech.		
3. I can write sentences using adjectives with complements.		

I need clarification on...

# LESSON 19

## Excuse Letter



### Chart

By the end of the lesson, you will be able to

- ◇ form sentences using the passive voice
- ◇ use the passive voice in letters
- ◇ write an excuse letter



### All Aboard

Have you experienced any of the following? How did you feel? Share with a classmate.



allergies



asthma



nausea



pink eye



sinusitis



cough

What do you do when you are sick? How do your parents make you feel better? What do you do to avoid getting sick again? Share your thoughts with a classmate.

Afterward, read Juan Cordoba's excuse letter to Mr. Zabala and find out why he was absent in their previous class.



## All Hands on Deck

*Were you ever absent in class? Did you have a hard time catching up because of this absence?*

Juan Miguel Cordoba  
102 V. Sol St. Brgy. Liwanag  
Parañaque, PH

Alfredo Zabala  
Maria Gil Elementary School  
107 Estrella St. Brgy. Liwanag  
Parañaque, PH

Dear Mr. Zabala,

I am writing to explain my absence from English class yesterday June 13, 2024. Unfortunately, I was unable to attend due to my allergies.

I understand that I had to pass and present my project that day as well, but because of the flood that day, my diorama was destroyed. I regret any inconvenience my absence and may have caused. If you allow me, I plan to present my diorama on a day that is convenient for the whole class.

If there are any additional assignments or work that I need to complete as a result of my absence, please let me know.

Thank you for your understanding and for your support in helping me stay caught up. Enclosed is a medical certificate issued by my doctor.

Sincerely,  
Juan Miguel Cordoba

## Comprehension Questions:

1. Who wrote the excuse letter? Who is the letter addressed to?

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2. What was the letter for? What was the writer's reason?

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3. How did the weather condition affect the writer?

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4. What document did the writer enclose with his letter to support his reason?

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5. What resolution did the writer come up with for his problem?

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## Let's Navigate!

### Passive Voice

Voice is a change in verb forms to show its relationship to the subject. Remember that in a sentence, you have the elements subject and object. In a lot of instances, the subject expresses the doer of the action, or the one experiences it. On the other hand, the object contains the role of the ones to which or for which the actions are being done. When the roles are aligned with the elements, the sentence is in

active voice. But when they do not, the sentence is in **passive voice**. This means that the subject expresses the recipient role. Passive voice is used when you want to highlight the recipient. Observe the examples below.

*My uncle drove the car to Tagaytay.*

*The car was driven by my uncle.*

*The car was driven to Tagaytay.*

The first sentence is in the **active voice**. Here, the driver is in the subject position.

In the second one, the thing that is being driven is now in the subject position, and the driver now is a prepositional phrase. Note that this is NOT an object.

The third sentence has the driver altogether deleted. This sentence is uttered in contexts where the car is the topic of interest and the uncle who drove it is not important in the story. In the reading selection, we see this sentence:

*My project was destroyed.*

In this case, the passive voice was used because it does not make much sense to tell what the culprit it, as it has been established that there was a flood.

The passive voice uses a form of “be” with the past participle (e.g., drove becomes was driven). Not all verbs can be passive, however. Only verbs with objects (transitive verbs) can be made passive. Look at these examples:

Active Voice: *I do not understand the assignment.*

(Image of X) *The assignment is not understood by me.*

Active Voice: *Joaquin does not believe Pedro.*

(Image of X) *Pedro is not believed by Joaquin.*

Active Voice: *Joel ran today.*

(Image of X) *Today was run by Joel.*

Remember: **Some verbs, even though they have objects, cannot be used in the passive voice because they describe states, not actions.** This is true for the first two sentences. In the last sentence, “today” is not an object but a time reference, and the passive voice is for highlighting what receives the action, not when it happens.

There is another way to form passive, and that is with the verb **get**. This is conveniently called **get passives**. This passive form gives a nuance of effect—it suggests that the subject has been positively or negatively affected by the action.

*My uncle's car got stolen.*

*My application got accepted.*

In the first sentence, the impact of the car being stolen from the uncle is implied—he is having a hard time dealing with it. In second one, it is implied that the speaker is happy about the situation.

### Exercise

Form the passive voice of each verb.

- |          |          |
|----------|----------|
| 1. eat   | 6. take  |
| 2. sing  | 7. catch |
| 3. break | 8. give  |
| 4. go    | 9. speak |
| 5. write | 10. see  |

### Activity

Remember a time when you were absent from the class or you could not come to an event. What was the reason? Write four to seven sentences about the incident. Do not forget to use passive voice.

### Let's Explore!

The letter you read is an **excuse letter**. An excuse letter is a correspondence you give to your teacher to tell them why you were absent in class. Writing an effective excuse letter involves giving your reasons clearly and respectfully. Below are tips on

how to write an excuse letter.

- Since you are writing to your teacher, use a less casual tone in your letter.
- Directly state the purpose of your letter. For example, "I am writing to apologize for my absence on [date] due to [reason]."
- Explain the reason for your absence honestly and concisely. You do not need to tell a story to the detail, but provide the situation you found yourself in that necessitated your absence.
- Support your reason with a medical or legal document.
- Suggest how you plan to catch up on missed quizzes or assignments. This shows initiative and responsibility.
- Close the letter politely.
- Before sending, thoroughly proofread your letter, or have someone in your family read it.

### Activity

Write your own excuse letter. Choose among these situations for your excuse:

1. emergency
2. natural disaster
3. sickness

### It's Time to Row Together

Exchange letters with your classmate. According to the tips you learned, did they write their letters correctly? Look for grammatical and punctuation mistakes as well.









## All Ashore

- A.** Based on prior knowledge and the discussion you had, what do you think are the parts of a letter? Write your answers on your notebook.
- B.** Once you are done, put a check on the thumbs up column if you agree with the statement and the thumbs down column if not. Then, on the next table, write a question about what you want to learn more or what you want to clarify about the lesson.

		
1. I can form sentences using the passive voice.		
2. I can use the passive voice in letters.		
3. I can write an excuse letter.		

I need clarification on...

# LESSON 20

## Letter of Invitation



### Chart

By the end of the lesson, you will be able to

- ◇ write a letter of invitation
- ◇ find the subject in sentences not in the usual word order
- ◇ write letters with sentences with different word order



### All Aboard

Do you know what these occasions are? What do you usually do during these days? Pick an occasion and tell a classmate a story about a memorable experience you had during that time.

Family Day	Easter
Father's Day	Fiesta
Mother's Day	New Year

Think about the last celebration you had or were invited to. What was the occasion? What was it like? Did you have fun? Write a short paragraph about this on your notebook.



Afterward, read the Alex's letter inviting Otto to his birthday party.



## All Hands on Deck

*If you were invited to a party, what would you bring? Why would you bring it?*

Dear Otto,

Hi! I hope you're doing great. I'm so excited to tell you that I'm having a birthday party and you're invited! It's going to be on June 13, 2024 from 4:00 pm at my house. This year, we're having a cartoon theme, so come dressed in your best cartoon character!

There will be lots of games, food, and a big cake! You can bring gifts or food, but that is really not necessary. I really hope you can make it.

Please let me or my mom know if you can come by May 30. You can call us at +63 987 654 32 10. You can also message me on the messaging app Mailbox.

Looking forward to celebrating with you!

Your friend,  
Alex

### Comprehension Questions:

1. Who sent the letter? Who is it addressed to?

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2. When is Alex's birthday party? What is the theme of the celebration?

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3. What are attendees encouraged to wear to the party? If you were to come to the party, what would you wear?

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4. By when does Alex want to know if the invitees can attend the party? How can they confirm their attendance?

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5. Do you think the details in the letter are complete? How so?

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## Let's Navigate!

### Changes in Word Order

Aside from passive voice, there are other ways to rearrange participants in events. The motivation varies for these changes. Below **subject inversion** and **there sentences** are discussed.

#### Subject inversion

This is when the subject comes after the verb and a part of a predicate. This is done when we want to introduce new information in our conversation.

*Upon entering the old city square, two big sculptures of phoenix await you. **On the center stands a tall and elaborate marble pillar engraved with dragons and winged lions.***

In the sentence, the underlined phrase is the subject. The speaker, after having described the plaza entrance, introduced a structure that caught their eye. Here, the element that comes before the subject is a prepositional phrase, but past participles and adjectives can also be found. When writing emails, similar constructions below is often used.

*Good day! I am emailing as I am interested in availing of the scholarship grant. **Attached are my letter of application and my portfolio.***

The sentence uses a past participle (“Attached are”) to describe the email. This clarifies that the speaker is not introducing new information, but rather explaining their previous statement about submitting their application. In other words, mentioning the attachment relates directly to the application process.

You may have noticed in this sentence and the one above, the subjects are longer than the phrases placed in front. The length of the subject is also a condition that triggers this construction.

### **There sentence**

Usually, sentences with *there* express that something exists. But this is also used when introducing new participants or entities.

*I am leaving now. **There is food in the fridge if you get hungry.***

In this statement, the speaker just “broke the news” to the listener without being contextualized in the conversation. Note that the first statement was their leaving.

Because the subjects are not in their usual place, using the right form of the verb can stall you a little bit when writing. You might even commit faults in subject-verb agreement. But the structures before the verb can be your clue. When you see prepositional phrases, participles, and gerunds come before the verb, naturally, the subject comes next.

*There were thousands of people in the park.*

*In the cabinet lies a piece of paper.*

## Exercise

Fill in the blanks with the right verb forms.

1. Here \_\_\_\_\_ (to be) are the participants for the final round of the competition.
2. In the basket \_\_\_\_\_ (to be) a variety of fruits that \_\_\_\_\_ (to look) ripe and delicious.
3. Among the contestants \_\_\_\_\_ (to be) a young pianist who \_\_\_\_\_ (to have) the chance to win the competition.
4. On the shelf \_\_\_\_\_ (to be) several books that \_\_\_\_\_ (to cover) topics ranging from history to science.
5. There \_\_\_\_\_ (to be) a book and several magazines on the table.

## Activity

Write about the party you talked about in **All Aboard**. Make sure to include there sentences and inverted subjects.

## Let's Explore!

An **invitation letter** is a correspondence that lets people know that you are holding an event. Included in the letter are the details. Here are some simple tips to help you write invitation letters.

- ◇ **Start with a greeting.** Begin your invitation with a warm greeting. Unlike excuse letters, you do not have to use formal language.
- ◇ **Clearly state** right away that you are throwing a party or an event.
- ◇ **Provide the details:** Give all the important details about the party:
  - Date and Time: When is the party going to happen?
  - Location: Where is the party? Include the full address and a sketch.
  - Theme or Dress Code: Is there a theme or a specific type of clothing they should wear?

- ◇ **Politely ask your friends to let you know if they can come.** Include your phone number or your parents' phone number. This is called RSVP. It came from the French phrase répondez s'il vous plaît, which can be translated literally as please reply. Asking for RSVP will let you know how many guests you will have.
- ◇ **End your invitation with a warm closing.** Tell your invitees how much you hope they can come.

Here is a sample letter to help you visualize what has been stated. Notice that the letter does not show the address of the sender and the receiver.

Hey Sarah,

Get ready to celebrate because you're invited to a blast from the past at our Retro 80s party!

Here are the details:

**Date:** April 15th, 2024

**Time:** 7:00 PM onwards

**Location:** 452 Pinebrook Ave, Retro Hall (We'll also have a sketch map attached!)

**Theme:** Retro 80s (Feel free to dress up in your best 80s attire! Think neon, leg warmers, and big hair!)

We'll have classic 80s arcade games, a dance floor with a DJ spinning the best hits of the decade, and a photo booth with fun props to capture the memories. On the menu are nostalgic snacks and a cocktail bar serving drinks inspired by the era. It's going to be a blast, and we can't wait to celebrate with you.

Please let us know if you can make it by April 5th, 2024, by replying to this invitation or calling 555-0198.

See you there!  
Best,  
Alex and Jordan

## Activity

Write an invitation letter for any occasion below:

- birthday party
- welcome party
- farewell party
- house blessing

You may get creative and think of other things to celebrate, like Philippine Independence Day.

### It's Time to Row Together

Group yourselves into pairs. Imagine that you bumped into your friend somewhere. Act out the invitation letters you wrote in the previous activity. Remember to take turns being the sender and the receiver of the invitation.



### All Ashore

- A. Now that you have explored invitation letters, what have you learned about how they work? Why do you think invitation letters are important? What is the next occasion you would write an invitation letter for? Write your answers on your notebooks.





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