

First Quarter Lesson I
Activity No. 1.1 IN ENGLISH - 10

ACTIVITY TITLE :Blocks that Block

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

REFERENCE : English 10, LM Page: 7

CONCEPT NOTES:

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

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

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

<p>1</p> <p>chicken</p>	<p>2</p> <p>late never</p>	<p>3</p> <p>r o roads d s</p>
<p>4</p> <p>t trouble t rr oo u I'm u bb ll e trouble e</p>	<p>5</p> <p>history history history</p>	<p>6</p> <p>forgotten</p>

Answers:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

EXERCISE :Processing Questions

1. How did you get the answer to each block?
2. What helps you in understanding and getting the meaning of given texts?
3. What is your overall impression about the phrases above?
4. How do they reflect realities in life? Share to the class your experiences?

QUARTER I- LESSON I
ACTIVITY NO. 1.3 IN ENGLISH - 10

ACTIVITY TITLE: Watch and Learn

LEARNING TARGET: Determine how connected events contribute to the totality of the material viewed

REFERENCE : English 10, LM Page: 9

CONCEPT NOTES:

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

TASK 1.

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

1. Orientation: _____
2. Complication: _____
3. Climax: _____
4. Resolution: _____

EXERCISE:

Answer the following questions :

1. Who is the main character in the video clip?
2. What is it all about?
3. What are the personal challenges of the character highlighted in the video?
4. In what way the connected events of the video clip contribute to the totality of the material viewed?

QUARTER I- LESSON I
ACTIVITY NO. 1.5 IN ENGLISH - 10
(two- day activity)

TITLE : Daedalus and Icarus

TARGET: Explain how the elements specific to a selection build its theme

REFERENCE: English 10, LM Pages: 11- 18

CONCEPT NOTES:

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

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

PRE- ACTIVITY: Anticipation - Reaction Guide

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

TASK 1:

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

EXERCISE: Differentiated Learning

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

Group 1 - A Facts and Details

Group 2 - What's Going On?

Group 3 - Digging Deeper

Group 4 - Fact or Not

Group 5 - Agree or Disagree

Group 6 - Image in My Mind

Group 7 - Timeline

Group 8 - Character Cycle

QUARTER I- LESSON I
ACTIVITY SHEET NO. 1.6 IN ENGLISH - 10

TITLE : Grammarian For A Day

TARGET: Use reflexive pronouns

REFERENCE: English 10 LM pages. 18 - 19

CONCEPT NOTES:

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

TASK 1: Grammarian for a Day

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

TASK 2:

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

EXERCISE:

- Construct your own sentences by using the following pronouns into reflexive pronouns.
 1. (him) _____
 2. (her) _____
 3. (them) _____
 4. (it) _____

QUATER I- LESSON I
ACTIVITY SHEET NO. 1.7 IN ENGLISH - 10

TITLE : Cyber-bullying

TARGET: Deliver a concise report about cyber-bullying

REFERENCE: English 10 LM pages. 27- 29

CONCEPT NOTES:

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

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

TASK 1:

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

EXERCISE:

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

In rating the students' performance in oral reporting, refer to the Oral Presentation Rubric on page 29 in your LM.

ENGLISH 10
Quarter I- Lesson 2
Activity No. 1

Activity Title: *Getting Information from Various Text Types that can be used in Everyday Life*

Learning Target: *Get information from various text types that can be used in everyday life.*

References: English 10 LM pp. 31-32
English 10 TG pp. 20-23

Concept Notes

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

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

Task 1: Discrimination Check

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

DISCRIMINATION		
Family	School	Peers

Exercise: Reflection

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

1. What is the song all about?
2. What type of discrimination was underscored in the song?
3. How is this discrimination related to your life (if applicable)?
4. Pick out your favourite lines from the song and explain why you picked those lines.

ENGLISH 10
QUARTER 1- Lesson 2
Activity No. 2

Activity Title: Determining How Connected Events Contribute to the Totality of a Material Viewed

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

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

Concept Notes

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

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

Background of the Author

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

Vocabulary: Mystery Word

Rearrange the letters in bold to form the correct word for each item. Write the word in the box.

- | | | |
|------------------------------|--------------|----------------------|
| 1. To escape or avoid (verb) | - eveda - | <input type="text"/> |
| 2. Dangerous (adjective) | - erpisulo - | <input type="text"/> |
| 3. Poisonous (adjective) | - vsmuoneo - | <input type="text"/> |
| 4. Ashamed (verb) | - aeadhbs - | <input type="text"/> |
| 5. Satisfy, gratify (verb) | - peeapsa - | <input type="text"/> |
| 6. Brave (adjective) | - vorlsaou - | <input type="text"/> |

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

Exercise: Dissecting the Text

Answer the following questions.

1. What was the "dreadful oracle" that was delivered to King Acrisius?
2. What adventure did Polydectes suggest that Perseus undertake?
3. List three perilous encounters that Perseus experienced during his adventure.
4. Explain how the oracle given to King Acrisius was fulfilled.
5. What was Polydectes' true motive in sending Perseus to kill Medusa?
6. How did Perseus' quest enable him to prove himself a hero?

ENGLISH 10
QUARTER 1- Lesson 2
Activity No. 3

Activity Title: Determining the effect of textual aids on understanding the text
Learning Target: Determine the effect of textual aids on the understanding the text
References: English 10 LM p. 42
English TG pp. 27-28

Concept Notes

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

Task I

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

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

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

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

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

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

Exercise: Act and Counteract

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

Group	Observations
1	
2	
3	
4	
5	

ENGLISH 10
QUARTER 1- Lesson 2
Activity No. 4

Activity Title: Using Intensive Pronouns
Learning Target: Use intensive pronouns correctly
References: English 10 LM pp. 45-46
English 10 TG pp. 29-30

Concept Notes:

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

Example: 1. You**yourself** have overcome many hardships.
2. Dr Carson **himself** has survived great poverty.

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

(Avoid the use of hisself and theirselves, which are grammatically incorrect. Use himself and themselves instead.)

Exercise A: Circle all the pronouns from the paragraph.

(1-2) But it happened that when they came to Argos, King Acrisius was away from home. (3) Games were being held in Larissa, and Perseus, hearing of them, decided to go there and take part. (4) And there at the game it was that the oracle with Acrisius had received at Delphi was strangely fulfilled. (5) For when it came Perseus' turn to throw the discus, (6-7) he threw it so that it swerved to one side. (8) It landed among the spectators and killed an old man. That old man was King Acrisius, who had gone to such cruel lengths to avoid the fate which the gods had ordained.

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

1. _____
2. _____
3. _____

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

- 1 By fifth grade, Ben Carson considered himself the dumbest kid in his class.
2. His mother was raising Ben and his brother herself.
3. He learned to love reading and then to love learning itself.
4. Ben outdid himself.
5. He himself likes the challenge of difficult surgery.

ENGLISH 10
QUARTER 1- Lesson 2
Activity No. 5

Activity Title: Creating a Personal Goal

Learning Targets: Create a personal goal for the next five years

References: English 10 LM pp.47-49

English TG pp.31-32

Concept Notes

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

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

Task 1. Different and Single Out

Discrimination	Examples	How do we build a defense?
1 Age		
2. Gender		
3. Marital Status		
4 Physical Appearance		
5 Religious Affiliation		
6 Nationality		

Exercise :Creating a Personal Goal

Using the organizer below, create a personal goal for the next five years.

5	
4	
3	
2	
1	

ENGLISH 10
 QUARTER 1- Lesson 2
 Activity No. 6

Activity Title: Your Brochure

Learning Target: Create a quality brochure that would feature the students own defences against discrimination

References: English 10 LM p.50
 English 10 TG pp. 32-33

Concept Notes

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

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

Brochure Rubric

	4	3	2	1
Organization	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well-organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the reader.
Ideas	The brochure communicates relevant information appropriately and effectively to the intended audience.	The brochure communicates relevant information appropriately to the intended audience.	The brochure communicates irrelevant information, or communicates inappropriately to the intended audience.	The brochure communicates irrelevant information, and communicates inappropriately to the intended audience.
Conventions	All of the writing is done in complete sentences. Capitalization and punctuations are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalizations are not correct throughout the brochure.
Graphics	The graphics go well with the text, and there is a good mix of text graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.

ENGLISH 10
Module 1, Lesson 3
Activity No.1

Activity Title: Distinguishing Individual Strengths

Learning Target: Distinguish the individual strengths of a boy and a girl.

Reference: English 10 Learner's Material p. 53

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

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

JOAQUIN

CRISTINA

JOAQUIN	CRISTINA

Exercise: Answer the questions briefly.

1. What qualities of Joaquin have you identified? How about Cristina? Write the answers in the columns.
2. In what way could these qualities help them escape from the box?

ENGLISH 10
Module 1, Lesson 3
Activity No.2

Activity Title: Explicit and Implicit Ideas

Learning Target: Determine Explicit and Implicit Ideas

Reference: www.answers.com

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

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

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

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

Exercise :

1. Listen and sing the song entitled "Let It Go" from the movie FROZEN. (copies will be provided by the teacher)
2. From the lyrics of the song "Let It Go", write the explicit and implicit signals that highlight significant points.
3. How do these signals add value to the lyrics and overall meaning of the song?

ENGLISH 10
Module 1, Lesson 3
Activity No.3

Activity Title: Formal and Informal definitions

Learning Target: To identify formal and informal definitions

Reference : www.answers.com

Concept Note:

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

Observe how these words are defined.

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

Exercise :

1. What did you notice in the way these words are defined?
2. How do you differentiate definition A and B?
3. Which is a better way to define a word?

ENGLISH 10
Module 1, Lesson 3
Activity No.4

Activity Title: The Plot of a Story

Learning Target: To identify the plot of a story

Reference :www.literarydevice.net.com

Concept Note:

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

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

Exposition	
Falling Action	
Climax	
Rising Action	
Resolution	

ENGLISH 10
Module 1, Lesson 3
Activity No.5

Activity Title: Modals Expressing Possibility, Ability and Probability

Learning Target: To construct sentences using modals expressing possibility, ability and probability

Reference : www.really-learn-english.com

Concept Notes:

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

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

Examples:

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

Exercise: Construct 2 sentences using modals expressing possibility, ability and probability.

ENGLISH 10
Module 1, Lesson 4
Activity No. 6 & 7

Activity Title: Explaining how tone and mood contribute to the theme of the myth
Learning Target: Explain how tone and mood contribute to the theme of the myth
Reference: Celebrating Diversity through World Literature Module 1 lesson 4 LM pp.69-72

Concept Notes:

Tone refers to the attitude of the writer towards his subject.

Mood is the feeling created in the reader by a literary work.

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

Activity:

Day 1- Reading of the story and vocabulary building.

Vocabulary building:

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

Day 2- Group students into five and do the task below.

Exercise (Group Activity)

Group 1. Answer the following questions.

1. What caused Arachne's fears and failures?
2. How did Arachne try to fight her fear and carry out the conditions of the challenge?
3. How does she feel about her weaving skill?
4. What prevailing mood is conveyed in Arachne?

Group 2.

1. What is the nature of the conflict in Arachne?
2. What does Arachne do that make it difficult for her to solve her problem?
3. What happens to her as she lives through her experience?
4. What character trait is clearly shown by Arachne?
5. What are some details in the story that will prove that Arachne's pride is the reason of her downfall?

6. What is your opinion of the characteristics of the following based on their words and actions , especially in dealing with challenges?

- a. Arachne
- b. the old woman (Athene)

Group 3.

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

Group 4.

Act out the events happening in the myth Arachne.

Group 5.

Write the summary and moral lesson of the story.

Exercise: Answer the question below.

Explain how tone and mood contribute to the theme of the myth.

ENGLISH 10
Module 1, Lesson 4
Activity No. 8

Activity Title: Using special words / expressions that emphasize points

Learning Target: Use conjunctions, conjunctive adverbs and parenthetical expressions to emphasize points

Reference: Learner's Material -Module 1, Lesson 4 page 73

Concept Notes:

1. A **conjunction** is a part of speech that connects words, phrases, clauses and sentences.

2. A **conjunctive adverb** is an adverb that connects two independent clauses. Conjunctive adverbs show cause and effect, sequence, contrast, comparison, or other relationships.

The adverbs and adverbial phrases that fit the criteria for a conjunctive adverb are always modifiers of the predicate in the first independent clause. Here is the list:

Conjunctive Adverbs

Accordingly	however	nonetheless
also	indeed	otherwise
besides	instead	similarly
consequently	likewise	still
conversely	meanwhile	subsequently
finally	moreover	then
furthermore	nevertheless	therefore
hence	next	thus

Study the following examples:

a. John was tired after a long day at school. Therefore, he immediately took a nap when he got home.

b. George made a poor grade on his mid-term exam. He is determined, nevertheless, to get an 'A' in the class.

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

a. Strawberry jam, for instance, doesn't make a good spaghetti sauce.

b. Uncle Charlie, when he was told about the escape fleas, broke out in a blush.

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

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

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

1. The city was unprepared for the big snowstorm. (Consequently, In like manner Moreover) all major highways are closed.

2. Paul didn't go to baseball practice yesterday, (hence, still, and) missed the play.

3. The tone of the letter, (furthermore, however, so) brought tears to Fiona's eyes.

4. The king (in fact, in like manner, conversely) was furious.

ENGLISH 10
Module 1, Lesson 4
Activity No.9

Learning Target: Use special words/expressions that emphasize points

Reference: Celebrating Diversity Through World Literature

Concept Notes:

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

Examples of Transitions to Emphasize A Point

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

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

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

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

What do the italicized words/phrases express?

Activity: Construct five sentences using transitions that emphasize points.

ENGLISH 10
Module 1, Lesson 4
Activity No.10

Activity Title: Using factual and opinion based statement as supports in persuasive Writing

Learning Target: Use factual and opinion based statement as supports in persuasive Writing

Reference: Learner's Material Lesson 4 pages 74- 75

Concept Notes:

Fact is something that truly exists or happens; something that has actual existence

Example: The Philippine National Election is set on May, 2016.

Opinion is a belief, judgment or way of thinking about something

Example: It would be a clean and honest election.

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

Group 1-- Thematic Funny Home or Videos

Recall example of funny movies or videos you have watched or viewed

Relate "Arachne" to the movies or videos in focus or watch "Never Give Up in Life "(an inspirational video)

Talk about their similarities and effects on your lives in view of dealing with personal challenges.

Group 2 --- The Best Advice

List problems that you encounter in dealing with challenges

Pose as guidance counselors and think of the advice you would give to manage the problems.

Write a short script to illustrate what you would say or how advisees would respond

Choose one member as a guidance counselor and the rest as troubled young people.

Present the Best Advice in a form of a skit.

Group 3--- Power Play

Identify a controversial issue (subject in the news or in personal life) that is related to a personal challenge that you and your group mates disagree with or you feel strongly about. Discuss how this can be dealt with.

Talk about how people might argue against your ideas or how you would defend your point of view.

Consolidate and share your ideas in the class.

Group 4 ---- Fact + Opinion = The Best Way to Deal with Challenges

Imagine you are living in a world where there are lots of challenges that you're constantly learning to cope with.

Write a reflective journal about the challenges you are facing now and clarify the effects.

Explain what challenge you will expect to find and try to resolve successfully.

Consolidate and share your output in the class.

Activity:

Using facts and opinion based statements, write a persuasive composition about dealing with challenges.

ENGLISH 10
Module 1, Lesson 4
Activity No.11

Activity Title: Creating a photo essay

Learning Target: Organize and produce visuals and graphics to complement and extend the meaning of a photo essay

Reference: Learner's Material, Lesson 4, Module 1 page 75-77

Concept Notes:

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

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

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

Criteria	5	4	3	2	1	Total
Creativity(original and unique style to make it interesting)						
VISUAL GRAPHICS (uses sound, color, content of photos and graphics that represent the argument and convey persuasive messages)						
TEXT REPRESENTATION CAPTION (uses words and phrases that call up strong feeling; uses logical and emotional appeal; examples, statistics to prove one's stand; has convincing tone)						
ORGANIZATION (logically organized,arguments,facts and reasons around a particular point)						
IMPACT (convinces the audience to accept the ideas and moves them to action)						
TOTAL						
<p>Legend:</p> <p style="text-align: center;">Rating -Description</p> <p style="text-align: center;">5- Excellent</p> <p style="text-align: center;">4- Very Impressive</p> <p style="text-align: center;">3- Impressive</p> <p style="text-align: center;">2-Needs Revision</p> <p>Inadequate</p>						

ENGLISH 10
Module 1, Lesson 4
Activity No.12

Activity Title: Winning Over Challenges

Learning Target: Identify ways to win over challenges

Reference : English 10 LM PP.82-85

Concept Notes:

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

Exercise 1: Answer the following questions.

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

Having strong DETERMINATION Doing HARD WORK
Defending your beliefs Jumping over limitations
Making personal adjustments Using struggles as opportunities
Standing up your ground for your beliefs
Using temporary solution
Being strong to bear up the odds

ENGLISH 10
Module 1, Lesson 5
Activity No. 13

Activity Title: Writing a persuasive text

Learning Target: Write a short persuasive text expressing one's stand on an issue using modals

Reference: Learner's Material, Module 1, Lesson 5, page 86

Concept Notes:

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

Must - expresses obligation

Need to - indicates necessity

Should and ought to - express sense of obligation to do or become something

Shouldn't or should not have or ought not - indicate prohibition, or disapproval of something that was done in the past

1. Read the following sentences from "How Odin Lost His Eye".

a. "Odin, the king of the gods, need to have more wisdom."

b. "He ought to know more about his enemies."

c. "The price of a drink must be a great sacrifice."

d. "You should think again before you ask to drink."

What do the underlined words have in common?

How are they positioned in the sentence?

Which of them indicates a sense of obligation? a necessity?

A prohibition, disapproval of something that was done in the past?

Activity 1. Construct a sentence using the following modals:

a. must b. need to c. should not have

Activity 2.

Write a short paragraph persuading others on the importance of developing desirable attitudes and weeding out undesirable habits to win over challenges.

Use this title: **Habits and Traits to develop or To Weed out in Order to Win Over Challenges.**

Clarify your stand and use appeal to reason or emotion. Use appropriate modals.

ENGLISH 10
Module 1, Lesson 5
Activity No.14

Activity Title: Conducting Panel Discussion

Learning Target: To conduct panel discussion about winning over personal challenges

Reference: English 10 LM PP.90-91

Concept Notes:

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

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

Exercise: Conduct a Panel Discussion about winning over personal challenges.

(Use the rubric as your guide on page 91.)

ENGLISH 10
Module 1, Lesson 5
Activity No.15

Activity Title : Winning Over Individual Challenges, Lesson 5 pages 86-87

Learning Target: Write a short persuasive text expressing one's stand on an issue using modals

Reference: Celebrating Diversity Through World Literature

Concept Notes:

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

Must - expresses obligation

Need to - indicates necessity

Should and ought to - express sense of obligation to do or become something

Shouldn't or should not have or ought not - indicate prohibition, or disapproval of something that was done in the past

1. Read the following sentences from "How Odin Lost His Eye".

a. "Odin, the king of the gods, need to have more wisdom."

b. "He ought to know more about his enemies."

c. "The price of a drink must be a great sacrifice."

d. "You should think again before you ask to drink."

What do the underlined words have in common?

How are they positioned in the sentence?

Which of them indicates a sense of obligation?

a. necessity?

A prohibition, disapproval of something that was done in the past?

Activity 1. Construct a sentence using the following modals:

must b. need to

c. should not have

Activity 2.

Write a short paragraph persuading others on the importance of developing desirable attitudes and weeding out undesirable habits to win over challenges. Use this title :

Habits and Traits to Develop or To Weed Out In Order to Win Over Challenges. Clarify your stand and use appeal to reason or emotion. Use appropriate modals.

ENGLISH 10
FIRST QUARTER I - Lesson 6
Activity No. 1

Activity Title: Drawing generalizations and conclusions from the material viewed

Learning Target: Draw generalizations and conclusions from the material viewed

References: English 10 LM pp.92-94

English 10 TG pp. 85-87

Author: Liza Almonte et.al.

Concept Notes

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

Task 1: I Always Connect Game

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

Exercise: View and Make Generalization

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

1. Does it remind you of something or someone you've heard or met in real life?
2. What does this drawing suggest about challenges and opportunities?
3. Which details in the drawing show the importance of turning challenges to opportunities?
4. What questions about turning challenges to opportunities you still have in mind?

ENGLISH 10
FIRST QUARTER - Lesson 6
Activity No. 2-3

Activity Title: Appraising Literatures and Resolving One's Personal Conflicts

Learning Targets: Appraise literature as a way of expressing and resolving one's personal conflicts

References: English 10 LM pp. 94-99

English 10 TG pp. 88-93

Author: Liza Almonte et.al.

Concept Notes

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

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

TASK 1:Your Text

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

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

Exercise: Small Group Differentiated Activities for the Stakes

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

Please refer to English LM pp.96-99 for the group task.

ENGLISH 10
FIRST QUARTER - Lesson 6
Activity No. 4

Activity Title: Using Appropriate Modals

Learning Target: Use appropriate modals to express simple futurity and willingness

References: English 10 LM pp. 101

English 10 TG pp. 95

Concept Notes

Modals are auxiliary verbs with special functions.

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

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

Task 1. Like a Disciple

Read the short parable and answer the questions that follow. Please refer to page 100 of English 10 LM.

Looking Ahead (short discussion)

Reread the following statements lifted from "The Analects" and "Zen Parables: The Thief Who Became a Disciple", then consider how the underlined words are used.

1. "Don't take it all. I will need some to pay the taxes tomorrow."
2. "His only anxiety is lest he should fail to recognize theirs."
3. I would say, "Let there be no evil in your thoughts."
4. "They will keep their self-respect and come to you of their own accord."
5. "You shall I teach you what knowledge is?"

Exercise:

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

1. (Shall)
Sentence: _____
2. (should)
Sentence: _____
3. (will)
Sentence: _____
4. (would)
Sentence: _____
5. (might)
Sentence: _____
6. (may)
Sentence: _____

ENGLISH 10
FIRST QUARTER - Lesson 6
Activity No. 5

Activity Title: Writing a Short Persuasive Essay

Learning Target: Write a short persuasive text using persuasive techniques

References: English 10 LM pp.103-107

English 10 TG pp. 101- 103

Concept Notes:

A **persuasive essay** is simply a writer's attempt to convince readers of the validity of a particular opinion on a controversial issue. The following steps should help you write a **persuasive essay**.

PARTS OF AN ESSAY

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

STEPS IN WRITING PERSUASIVE ESSAY

1. Choose a subject.
2. Address the audience you are trying to persuade.
3. Clarify your purpose.

TASK 1:Preparation for My Target

Read the sample essay on page 103, English 10 LM and answer the questions after it.

EXERCISE:

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

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

