

# English

## Quarter 2 – Module 1: Relate Text Content to Particular Issues, Concerns, or Dispositions in Real Life



**English – Grade 9**

**Alternative Delivery Mode**

**Quarter 2 – Module 1: Relate Text Content to Particular Issues, Concerns, or Dispositions in Real Life**

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## ***What I Need to Know***

This module was designed and written for the learners. After going through this module, the learner is expected to:

1. relate text content to particular issues, concerns, or dispositions in real life.
2. use adverbs of time in narrating
3. give the appropriate communicative style for an intimate situation



## ***What I Know***

Which of the following is the synonym of the underlined word? Choose the letter of the best answer in the following items. Write the letter of your answers on a separate sheet of paper.

1. The desires falling across their bodies like blossoms.  
A) Aversion      B) Dislike      C) Abhorrence      D) Yearning
2. The essential delight of the blood drawn from ageless springs  
A) Surplus      B) Needless      C) Vital      D) Extra
3. Never to allow gradually the traffic to smother  
A) Express      B) Stifle      C) Release      D) Loose
4. See how these names are fêted by the waving grass  
A) Honored      B) Slighted      C) Shamed      D) Boomed
5. And left the vivid air signed with their honor.  
A) Nebulous      B) Visual      C) Cryptic      D) Murky

# Lesson 1

## Seeing the Value of Everyone: Relate Text Content to Particular Issues, Concerns, or Dispositions in Real Life

Relating text content to particular issues, concerns, or dispositions in real life allows us to see clearer on a set of issues that emboldens one's sense of responsibility towards others.



### *What's In*

Explore Shakespeare's thoughts about greatness. Share your ideas on his greatness. Write your answers on a separate sheet of paper.

Be not afraid of greatness;  
some are born great, some achieve  
greatness and others have ...  
greatness thrust upon them

My Ideas:

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## ***What's New***

*Motive Question: Who do we consider truly great?*

### **I Think Continually of Those Who Were Truly Great Stephen Spender**

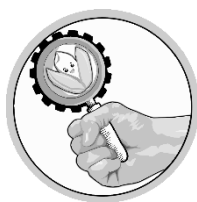
I think continually of those who were truly great.  
Who, from the womb, remembered the soul's history  
Through corridors of light where the hours are suns  
Endless and singing. Whose lovely ambition  
Was that their lips, still touched with fire,  
Should tell of the Spirit clothed from head to foot in song.  
And who hoarded from the Spring branches  
The desires falling across their bodies like blossoms.

What is precious is never to forget  
The essential delight of the blood drawn from ageless springs  
Breaking through rocks in worlds before our earth.  
Never to deny its pleasure in the morning simple light  
Nor its grave evening demand for love.  
Never to allow gradually the traffic to smother  
With noise and fog the flowering of the spirit.  
Near the snow, near the sun, in the highest fields  
See how these names are fêted by the waving grass  
And by the streamers of white cloud  
And whispers of wind in the listening sky.  
The names of those who in their lives fought for life  
Who wore at their hearts the fire's center.

Born of the sun they traveled a short while towards the sun,  
And left the vivid air signed with their honor.

Answer the following questions:

1. What distinct quality of those who are great does the persona mention in the first stanza?
2. Based on the second stanza, what should not be forgotten?
3. What legacy do great people leave behind?



## What is It

Language in Focus	
Adverbs of time signify when.	Adverbs of place indicate location.
<p><b>For example:</b>  <b>Later that year</b>, MLK JR. is awarded the Nobel Prize...</p> <p><i>Later</i> is an adverb of time. It signifies when the event took place.</p>	<p><b>For example:</b>  But the life of Martin Luther King Jr. Inspired unprecedented equality in education, the economy <b>in the White House</b>.</p> <p><i>in the White House</i> signifies where the situation occurred.</p>
after already during finally just last later next recently soon then yesterday	Abroad anywhere downstairs here home in nowhere out outside somewhere there underground



## What's More

### Independent Assessment 1

**A.** Determine whether or not the sentences below use the adverbs correctly. Place a ✓ or × on a separate sheet of paper.

- \_\_\_\_\_ 1. Martin Luther King Jr. received in 1948 from Morehouse College his B.A. degree.
- \_\_\_\_\_ 2. He enrolled in graduate studies at Boston College.
- \_\_\_\_\_ 3. In 1954 at Montgomery, Alabama, he became the pastor of the Dexter Avenue Baptist Church.
- \_\_\_\_\_ 4. He was chosen by Time Magazine as the Man of the Year in 1963.
- \_\_\_\_\_ 5. He was on the evening of April 4, 1968 assassinated in Tennessee.

**B.** Rewrite each sentence with the adverb/s in its/their correct position.

1. Martin Luther King Jr.'s supporters waited patiently. (for 10 ten minutes)
2. He arrived at the auditorium. (this morning)
3. The crowd dispersed. (at 4 o'clock)
4. They congregated. (yesterday, at the stadium)
5. He talked. (for an hour, at the rally)

### Independent Activity 2

Consider this situation: A student received academic recognition from the school. How do you think a supportive parent would speak to the child? Would others, such as a friend or a teacher, speak to the child in the same manner? Copy and use the table below to create possible dialogues between the following: student-parent, student-friend, and student-teacher. Brainstorm on what each one would say to the student.

Child/Student		
<b>Parent</b>	<b>Friend</b>	<b>Teacher</b>

Answer the following question. Write your answers on a separate sheet of paper.

1. What is the degree of formality in each conversation? Write your answers on a separate sheet of paper.

Degree of Formality	Low	High
Student-Parent		
Student-Friend		
Student-Teacher		

2. How does our relationship with others influence the way we communicate with them?

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### Independent Assessment 3

Read this paragraph and determine its parts.

#### Good Deed

I learned about the joy of helping others when I was in kindergarten. One of my classmates had forgotten his snack, so he had nothing to eat during recess. Nobody wanted to share with him because we were all very hungry and it was really his own fault that he would have to go without. That day my mother had packed my favorite treat: a chocolate and peanut butter cup. I wanted it all for myself, but my mother had often told me that I should share, so I broke my chocolate and peanut butter cup in half and gave my forgetful classmate one half. He nearly fell over in surprise. Then he smiled the biggest smile I had ever seen, and I suddenly felt the greatest happiness I had ever felt. After that, I always looked for chances to help people, because it always made them and me feel good.

Source: <http://marsdenarenglish.wordpress.com/academic-paragraphs/model-narrative-paragraphs>

1. What message does the writer intend to share in this essay?

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2. Does a good deed in today's life necessary in solving today's issues? Why?

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#### Independent Activity 4

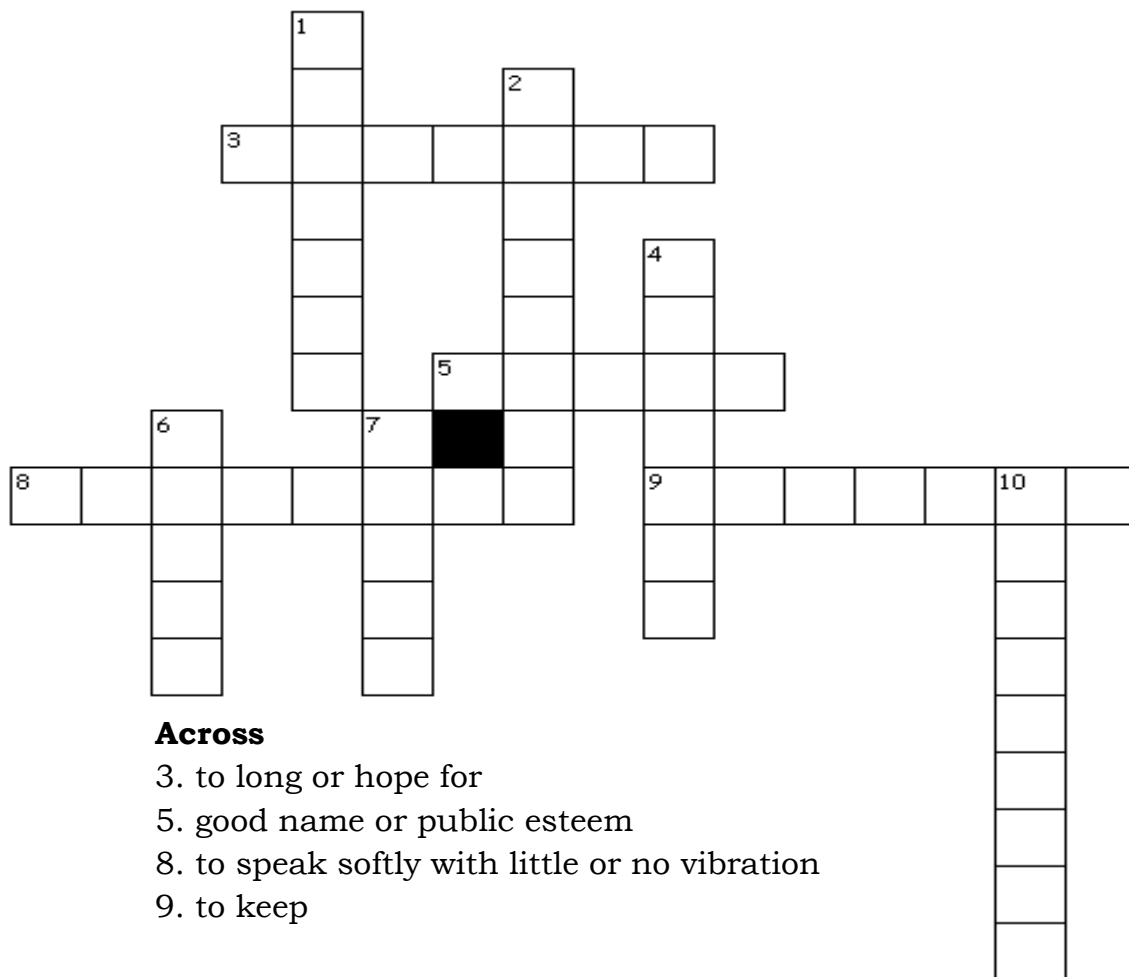
Search for the following words in the puzzle by drawing a line to the following words. Write your answers on a separate sheet of paper.

1. Desires
2. Essential
3. Smother
4. Feted
5. Vivid
6. Hoarded
7. Whispers
8. Honor
9. Precious
10. Ageless

N	P	U	S	G	C	O	J	B	F	T	V	W	V	L
A	F	X	O	K	I	G	R	A	G	E	L	E	S	S
I	E	E	M	E	W	J	K	H	M	B	N	U	A	Q
X	D	S	T	Q	N	I	Q	G	D	C	H	F	V	Z
Z	M	N	S	E	R	C	Y	P	E	R	U	R	D	X
X	U	H	S	E	D	X	R	J	Z	A	M	F	H	K
C	R	O	H	E	N	K	M	E	P	Y	O	T	U	O
U	E	N	O	T	R	T	W	H	I	S	P	E	R	S
J	H	O	A	K	D	I	I	O	E	U	L	M	I	J
F	T	R	R	Z	L	F	S	A	V	O	B	S	Z	X
D	O	W	D	V	B	H	V	E	L	I	L	R	Y	B
K	M	Z	E	C	X	C	P	A	D	C	N	Z	J	P
F	S	T	D	A	P	R	B	E	P	E	A	M	L	I
L	E	J	D	I	V	I	V	A	D	R	L	Z	B	V
T	I	M	X	M	L	H	Z	B	O	P	E	F	X	Y

## Independent Assessment 5

Write your answers on a separate sheet of paper.



### Across

- 3. to long or hope for
- 5. good name or public esteem
- 8. to speak softly with little or no vibration
- 9. to keep

### Down

- 1. not growing old or showing the effects of age
- 2. of great value or high price
- 4. to suppress expression or knowledge of
- 6. producing clear impression on the senses
- 7. to honor or commemorate
- 10. of utmost importance



A narrative paragraph tells a story. It shows readers what happened at a particular place and time. Write your answers on a separate sheet of paper.

<b>Revising Checklist</b> <b>Use the following checklist to revise your paragraph.</b>	
Is the paragraph interesting? What makes it so?	
Is the topic sentence clearly stated at the beginning of the paragraph? If there is no topic sentence, suggest one.	
Do the rest of the sentences support the topic sentence?	
Is there a concluding sentence? If there is none, suggest one.	
Are adverbs used to signify time and place? If there are none, suggest where they could be appropriately incorporated.	

<b>Self-Assessment Checklist</b> <b>Answer the questions below</b>	
What was easy for me?	
What have I learned?	
How do I improve my work?	
What other adverbs can I use in my narrative paragraph?	



## ***What I Can Do***

Create a narrative paragraph with adverbs of time and place by using as inspiration the reading text in answering the motive question: “***Can one’s greatness able to change others disposition in real life?***” Write your answers on a separate sheet of paper.

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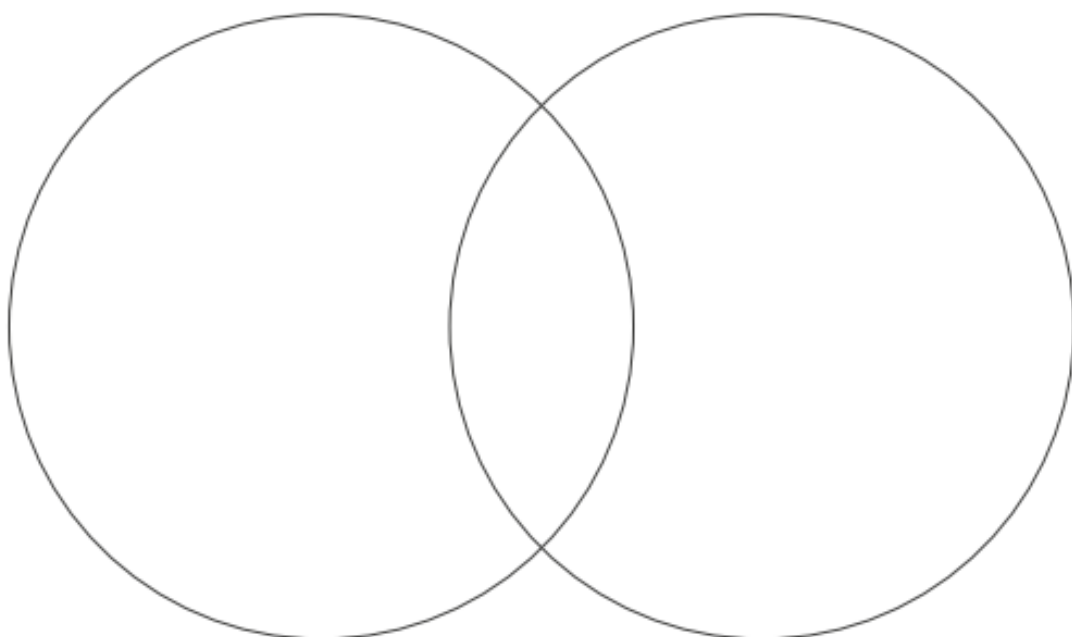
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## ***Assessment***

Read the poem again, note the similarities and differences of your idea of “greatness”. Use the Venn Diagram for your ideas, remember to use adverbs of time and place for your ideas. Write your answers on a separate sheet of paper.



Poem’s idea of Greatness

Your idea of Greatness



## ***Additional Activities***

What are the ways in which we can show our greatness towards the community? Write your answers on a separate sheet of paper.

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## Answer Key

**What I Know**

1.	D
2.	C
3.	B
4.	A
5.	B

**What's more**

Independent Assessment 1

A.

1.	✓
2.	×
3.	✓
4.	✓
5.	✓

B.

1. Martin Luther King Jr.'s supporters waited patiently for 10 ten minutes.
2. He arrived at the auditorium this morning
3. The crowd dispersed at 4 o'clock
4. Yesterday, they congregated at the stadium
5. He talked for an hour, at the rally.

**Assessment 5**

1.	Ageless
2.	Precious
3.	Desires
4.	Smother
5.	Honor
6.	Vivid
7.	Feted
8.	Whispers
9.	Hoard
10.	Essential

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