

English

Quarter 2 – Module 3: Relate Text Content to Particular Issues, Concerns, or Dispositions in Real Life



English – Grade 9

Alternative Delivery Mode

Quarter 2 – Module 3: Relate Text Content to Particular Issues, Concerns, or Dispositions in Real Life

First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education, SDO Nueva Ecija

Schools Division Superintendent:

Jessie D. Ferrer, CESO V

OIC-Assistant Schools Division Superintendents:

Mina Gracia L. Acosta, PhD, CESO VI

Ronilo E. Hilario

Development Team of the Module

Writer:	Marcelino C. Collado III
Editors:	Yvita T. Idaba Maria Winnie Jennifer O. Matutino, Ph.D Rene C. Duclayan
Reviewer:	Dario S. Villajuan
Illustrator:	Marcelino C. Collado III
Layout Artist:	Marcelino C. Collado III
Layout Evaluator:	Cherry Lou O. Calison
Cover Designer:	Mark G. Asuncion
Management Team:	Jayne M. Garcia, EdD Ma. Checilia S. Bagsic, PhD Beverly T. Mangulabnan, PhD Eleanor A. Manibog, PhD

Printed in the Philippines by Department of Education – Region III – Schools Division Office of Nueva Ecija

Office Address: Brgy. Rizal, Santa Rosa, Nueva Ecija, 3101

Telefax: (044) 940-3121

E-mail Address: nuevaecija@deped.gov.ph



What I Need to Know

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

Relate text content to particular issues, concerns, or dispositions in real life.

- a. Analyze literature as a means of valuing other people and their various circumstances in life. **(EN9LT-IIa-15)**
- b. Compare and contrast similar information presented in different texts. **(EN9RC-IIa-3.2.7)**
- c. Use adverbs of manner in narration. **(EN9G-IIa19)**



What I Know

Choose the best answer in the following set of questions. Write your answers on a separate sheet of paper.

1. Tell me what makes you so **exceedingly** glad.
Which of the following is the synonym of the underlined word?
A) Normal B) Extraordinaire C) Ordinary D) Common
2. I know no deeper **doubt** to make me mad.
Which of the following is the synonym of the underlined word?
A) Confidence B) Assurance C) Reservation D) Trust
3. I hope for heaven, since the stars **endure**.
Which of the following is the synonym of the underlined word?
A) Prevail B) Discontinue C) Cease D) Terminate
4. I bless their hope, I **bless** their will to save,
Which of the following is the synonym of the underlined word?
A) Defile B) Foul C) Soil D) Sanctify
5. It makes me **happy** that the soul is brave.
Which of the following is the synonym of the underlined word?
A) Fortunate B) Intentional C) Calamitous D) Foreseen

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 clearly on a set of issues that emboldens one's sense of responsibility towards others.



What's In

Social Lens

Take a look at the pictures. Write 2-3 sentences regarding your observation. Write your answers on a separate sheet of paper.



My



Ideas:



What's New

Motive Question: How does the persona deal with the circumstance he is in?

Reading Text

Sonnet 29

George Santayana (1863-1952)

What riches have you that you deem me poor,
Or what large comfort that you call me sad?
Tell me what makes you so exceeding glad:
Is your earth happy or your heaven sure?
I hope for heaven, since the stars endure
And bring such tidings as our fathers had.
I know no deeper doubt to make me mad,
I need no brighter love to keep me pure.

To me the faiths of old are daily bread;
I bless their hope, I bless their will to save,
And my deep heart still meaneth what they said.
It makes me happy that the soul is brave,
And, being so much kinsman to the dead,
I walk contented to the peopled grave.



What is It

Language in Focus

An adverb of manner describes how an action or activity is performed.			
accidentally	hard	politely	seriously
angrily	hastily	poorly	sharply
anxiously	healthily	powerfully	shyly
awkwardly	honestly	promptly	silently
badly	hungrily	punctually	sleepily
beautifully	hurriedly	quickly	slowly
blindly	inadequately	quietly	smoothly
boldly	ingeniously	rapidly	so
bravely	innocently	rarely	softly
brightly	inquisitively	really	solemnly
busily	irritably	recklessly	speedily
calmly	joyously	regularly	stealthily
carefully	justly	reluctantly	sternly
carelessly	kindly	repeatedly	straight
cautiously	lazily	rightfully	stupidly
cheerfully	loosely	roughly	successfully
clearly	loudly	rudely	suddenly
closely	madly	sadly	suspiciously
correctly	mortally	safely	swiftly
courageously	mysteriously	selfishly	tenderly

cruelly daringly deliberately doubtfully eagerly easily elegantly enormously enthusiastically equally eventually exactly	neatly nervously noisily obediently openly painfully patiently perfectly	sensibly seriously sharply shyly silently sleepily slowly smoothly	tensely thoughtfully tightly truthfully unexpectedly victoriously violently vivaciously
---	---	---	--

SOURCE: <http://www.englishclub.com/vocabulary/adverbs-manner.htm>

LITERATURE CHECK! (Source: [www.literary devices.com](http://www.literarydevices.com))

Rhyme is a popular literary device in which the repetition of the same or similar sounds occur in two or more words usually at the end of the lines in poems or songs.

Rhyme scheme, on the other hand, is the pattern of rhyme at the end of each verse or line in poetry. Most common rhyme schemes used are:

1. **Alternate** rhyme scheme also known as AB AB rhyme scheme. It rhymes as ABAB CDCD EFEF GHGH.
2. **Ballade** contains three (3) stanzas with rhyme scheme of ABAB BCBC
3. **Monorhyme** every line uses the same rhyme scheme
 - a. **couplet** a two line stanza rhyme scheme which may also be AA, BB,CC,DD.
 - b. **triplet** often repeats like couplet which uses AAA rhyme scheme
 - c. **enclosed rhyme** uses ABBA
 - d. **terza rima** uses tercets or 3-line stanza such as ABA, BCB, CDC, DED, etc.
 - e. **Keats odes** use specific rhyme scheme as ABABCDECDE
 - f. **limerick** uses five lines as AABBA
 - g. **villanelle** a 19-line poem consisting of 5 tercets and final quatrain
 - h. **quatrain** uses A1bA2, abA1, abA2, abA1, abA2, abA1A2

Example: Twinkle,twinkle, little **star (A)**
 How I wonder what you **are (A)**
 Up above the world so **high, (B)**
 Like a diamond in the **sky. (B)**



What's More


Independent Assessment 1

Choose the best word to complete each sentence. Write your answers on a separate sheet of paper.

1. The worker walked (careful, carefully) on the platform.
2. The man painted the room (skillful, skillfully).
3. Tomas does not really work (hard, hardly).
4. Sometimes, he arrives (late, lately) for work.
5. He is walking too (fast, fastly).
6. Mara works (hardly, the hardest) in the cannery.
7. The farmers have to finish their work (quick, quickly).
8. They have to speak (quiet, quietly) or else the other crew members would be disturbed.
9. It was raining too (hard, hardly) that work was cancelled.
10. It is important to work (seriously, serious) on tasks assigned to you.

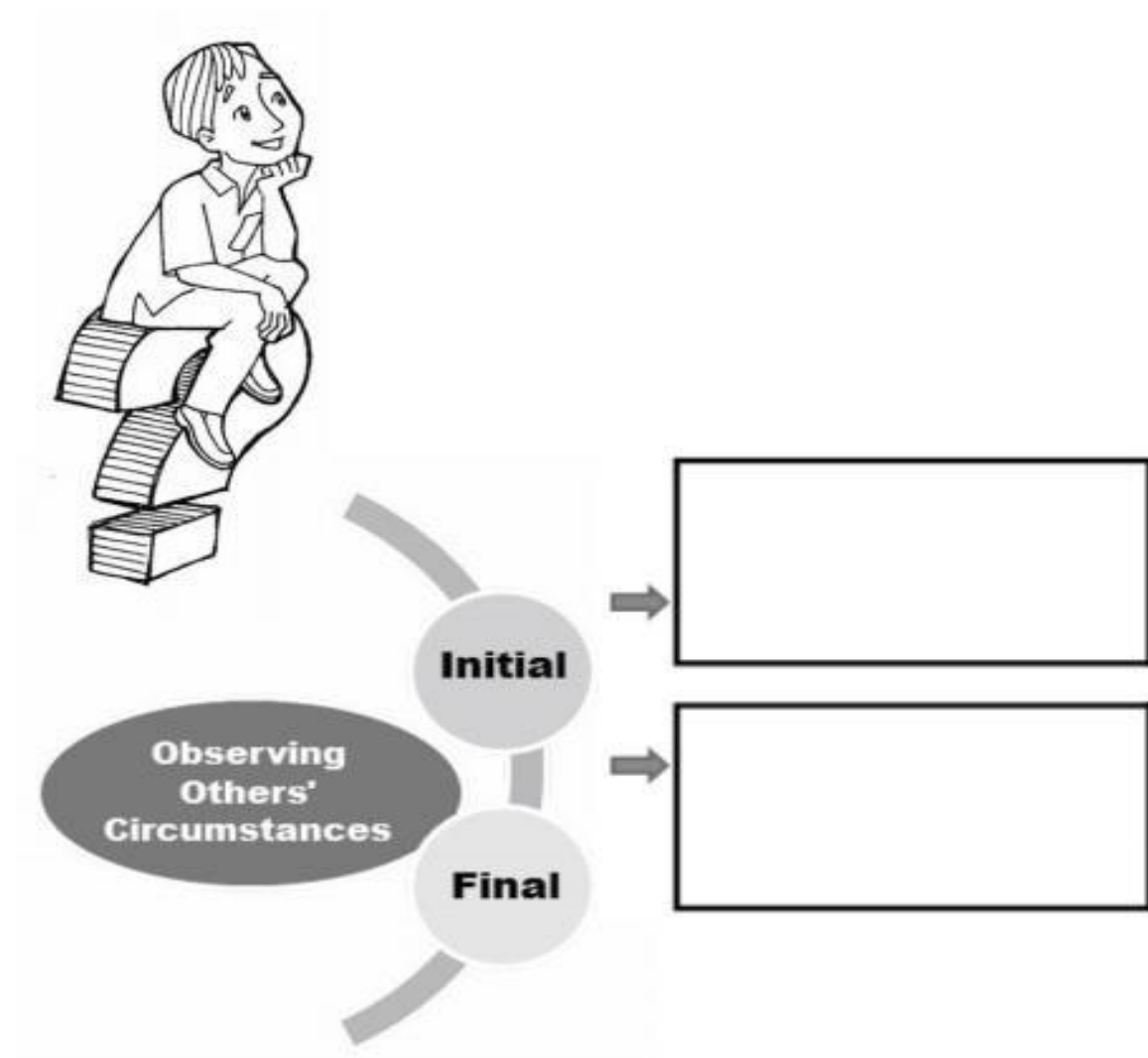
Independent Activity 2

- A. Go back and check your observations on your activity entitled Social lens. Rewrite your observations using adverbs of manner in expressing your ideas.
- B. Assess your output using the Output Satisfaction Worksheet below:

	Output Satisfaction Worksheet
I am most satisfied with...	
I am least satisfied with...	
I am having problems with...	
I can do better by...	

Independent Assessment 2

Trace the development in your thinking. Use the graphic organizer below to jot down your initial and final perspective concerning other people's circumstances. Incorporate adverbs of manner in your answers.



Independent Activity 3

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

Search for the following words in the puzzle Encircle them horizontally, vertically or diagonally.

Obediently

Softly
Justly
Busily
Sadly
Swiftly
Straight
Hard
Slowly
Poorly
Politely
Blindly
Punctually
Sharply
Exactly

Independent Assessment 3

Go over the poem Sonnet 29. Using the table below, write the last word of each line of the first eight lines (octet) of the poem. Write on the 2nd column the rhyme scheme used by the poet. The first one is done for you. Lastly, answer the questions on the last column.

Rhyme Scheme		What is the main message of the octet or the 1st 8 lines?
poor	A	
Rhyme Scheme		What is the main message of the sestet or the last 6 lines?



What I Have Learned

As a teenager, how do you converse with your parents? With your peers? Focusing on the (social lens) of this lesson, create a dialogue between:

Afterwards, use the third row to jot down the differences between the two dialogues. Take note of expressions and type of register (intimate or casual) used.

Teenager and Parents	Teenager and Peers
Differences	



What I Can Do

Create a narrative paragraph with adverbs of manner by using as inspiration the reading text in answering the motive question: “**How do you personally deal with the circumstances we have under this pandemic?**”



Assessment

Relate the experience of the persona in the poems with that of the modern man's situation. Read the informational text below. Focus your attention on the highlighted words and determine their use in the sentence.



KEY FINDINGS

- The Philippines faces an enormous challenge of creating more and better jobs in the country.
- With strong macroeconomic fundamentals, the country is in a good position to accelerate reforms that will help create good jobs.
- Meeting the jobs challenge requires that all sectors work together on a package of reforms.

SOURCE <http://www.worldbank.org/en/news/feature/2013/09/13/infographic-the-philippine-jobs-challenge-creating-more-and-better-jobs>

Addressing the jobs challenge requires meeting a dual challenge: expanding formal sector employment even faster while rapidly raising the incomes of those informally employed.

Questions to answer:

1. What does the informational material say about the economic situation of the country?
2. How can the generation of more jobs influence the Filipino workers?
3. How should the jobs challenge be addressed?



Additional Activities

Observe your community, friends and family. “*What are their contributions in order to deal with the current pandemic?*” Make sure with the use of adverbs of manner in your answers.



Answer Key

What I Know A D A C B	Assessment 1 carefully skillfully hard late fast hardly quickly quietly hard seriously
---	---

References

A. Book:

Liza R. Almonte, Lerma L. Flandez, Nedia Lagustan, Henone de PazLangutan, Dream Rose O. Malayo, Liberty A. Mangaluz, Elenita R. Miranda, Lito A. Palomar, Adelia Chua-Soliaban, and Grace Annette B. Soriano. *A Journey through Anglo-American Literature*. First edition, 2014

B. Websites:

https://commons.wikimedia.org/wiki/File:2576Social_distancing_and_panic_buying_during_the_COVID-20_pandemic_in_Baliuag,_Bulacan.jpg

<https://www.flickr.com/photos/iloasiapacific/50064483083>