

# English

## Quarter 2: Module 4

(Week 4 and 5)

### Text Connections

# Learning Competency

- ✓ Make connections between texts to particular social issues, concerns, or dispositions in real life

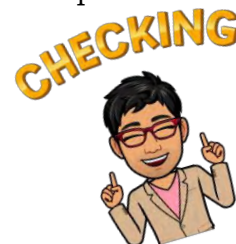
**General Instruction:** Answers in all activities must be written in a separate of paper/English notebook.

## PART I

### (DAY 1 and 2)



### Pretest



**Read and answer each item carefully. Choose only the letter of your choice.**

- When can we say that someone values one's dream?
  - He/ She just lets opportunities pass by.
  - He/ She finds a way how to reach one's goal in life.
  - He/ She reaches to a point of disappointing someone.
  - He/ She allows chances to go wasted.
- By just looking at the title, "River of Dreams", what do you think is the issue faced by the speaker in the song?
  - finding dreams and opportunities
  - going to a travel on that certain evening
  - stealing one's dreams from other person
  - missing a special someone the person a could no longer recall
- What is the best way to describe discrimination?
  - It is accepting the totality of someone.
  - It is an ability to distinguish differences between people or things by judging as inferior or worse in some way.
  - It refers to the act of making unjustified distinctions between human beings based on gender, sex, religion or status in life, groups, classes, or other categories to which they are perceived to belong.
  - It is a condemnation based on one's gut feeling or emotion.
- A twenty-year old man with gang tattoos moved into a new apartment. Everyone ignored him because of his physical appearance. What form of discrimination is experienced by the man?
  - appearance
  - gender
  - career
  - marital status
- Mr. Flores accompanied his freshman daughter to the school's dormitory. Upon entering the hallway, they met a gay holding hand with a same sex guy. He warned his daughter not to befriend the two. What kind of discrimination is shown in that scenario?
  - Appearance
  - Marital status
  - Career
  - Sexual orientation
- Mrs. Dimagiba is a SPED Teacher. The parents of the children noticed that she gave more time and attention to Billy who has down syndrome rather than Ted who has cerebral palsy/ADHD. What type of discrimination is experienced by Ted?
  - Disability
  - Intelligence
  - Gender
  - Marital status

7. Which of these words does not relate directly to dreams?
  - A. aspirations
  - B. goals
  - C. plans
  - D. tasks
8. Which of the following statements is NOT the best way to deal with discrimination?
  - A. Fight the bullies.
  - B. Seek support systems.
  - C. Focus on your strengths.
  - D. Help yourself. Think clearly.
9. In the two songs, "*Ebony and Ivory*" of McCartney and "*Wonder*", what do you think is the common message of the two?
  - A. Valuing Life
  - B. Life Changes
  - C. Racial harmony
  - D. Ensuring Life Security
10. Which of the following sentences below is NOT an inspiration of McCartney and Wonder in composing the song "Ebony and Ivory"?
  - A. They enjoyed working in their own lands.
  - B. They were treated poorly in their own country.
  - C. The Black people were not accepted by the White people.
  - D. They were forced to work and were treated unfairly even up to this present time.
11. When can we say that discrimination occurs? When one is...
  - A. given an opportunity.
  - B. tasked to do something.
  - C. experienced unfair treatment.
  - D. applauded because of something done.
12. Which of the following statements could be a possible effect of discrimination?
  - A. One may continue pushing his/her dreams in life.
  - B. One may lead to discouragement in pursuing his/her dreams.
  - C. One may teach others not to mind with the temptations around.
  - D. One may learn the values of ignoring other people's remarks.
13. Which could be the best way to counter or fight discrimination?
  - A. Fistfight with the bullies
  - B. Value and know yourself better.
  - C. Be a good role model to everyone.
  - D. Don't do to others what you don't want others do unto you.
14. Which of the following is a good resolution to counter discrimination?
  - A. "Go out because you are not accepted."
  - B. "Don't work with someone you don't like."
  - C. "Know your worth because you are unique."
  - D. "Stop doing that you are not capable to do that!"
15. Which of the utterances depicts the value of dream?
  - A. "You are welcome to enroll here."
  - B. "Only Filipinos are allowed to join the game."
  - C. "Just wait until all the girls have been prioritized."
  - D. "We only accept students whose family income reached Php20,000 per month."

## LESSON 1

# VALUING DREAMS



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

After going through the process of discovery with the learning tasks, you are expected to:

1. identify the issue about life faced by the speaker in the poem;
2. give resolutions to the issue found in the text; and
3. reveal personal thoughts about one's dreams.



### ***What's In***

*To dream big can make someone becomes a successful person in life. Therefore, you should consider dreaming big and getting huge success in your life. It gives your life a purpose and gives you reason not to fail.*

**Task 1:** Answer the questions briefly.

1. What is your greatest dream in life?

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2. What are the ways to make your dream come true?

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

**Task:** Study carefully the lyrics of the song, “*The River of Dreams.*”

Be ready to answer the processing questions that follow. (*This song can be found in YouTube.com.*)

## **The River of Dreams**

*Billy Joel*

In the middle of the night  
I go walking in my sleep  
From the mountains of faith  
To the river so deep  
I must be looking for something  
Something sacred I lost  
But the river is wide  
And it's too hard to cross

Even though I know the river is wide  
I walk down every evening and I stand on the shore  
I try to cross to the opposite side  
So I can finally find out what I've been looking for

In the middle of the night  
I go walking in my sleep  
Through the valley of fear  
To a river so deep  
I've been searching for something  
Taken out of my soul  
Something I'd never lose  
Something somebody stole

I don't know why I go walking at night  
But now I'm tired and I don't want to walk anymore  
I hope it doesn't take the rest of my life  
Until I find what it is that I've been looking for

In the middle of the night  
I go walking in my sleep  
Through the jungle of doubt  
To a river so deep  
I know I'm searching for something  
Something so undefined  
That it can only be seen  
By the eyes of the blind

In the middle of the night  
I'm not sure about a life after this  
God knows I've never been a spiritual man  
Baptized by the fire, I waded into the river  
That runs to the promised land

In the middle of the night  
I go walking in my sleep  
Through the desert of truth  
To the river so deep  
We all end in the ocean  
We all start in the streams  
We're all carried along  
By the river of dreams

In the middle of the night

### Processing questions:

1. What issues about life are confronting the speaker in the song?

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2. Among these issues, what do you think he values the most? Why do you say so?

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3. If you were in the place of the persona, how would you resolve the issue?

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**TAKE NOTE:** Life gets even harder for people who do not dream of making their lives a little better. Keep reaching for your dreams; keep reaching for your goals which you have created with your heart and soul. And every time you fail, hold on to it tightly; never let go. It may get harder every day but every step you put forward is a great leap towards triumph. After all, the life you try to redefine is your own.



## What I can do

Recall top 5 things you dream in life. Rank them according to your priority.

Dreams in Life	Rank
	1
	2
	3
	4
	5

Explain your answer briefly why you dreamed of these things and arranged them in such a way?

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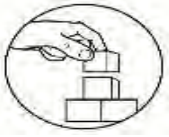
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## ***What I Have Learned***

**Complete the idea below.**

We need to keep on reaching our dreams  
because \_\_\_\_\_



## ***What's More***

**Write at least 10 related sentences to answer the question, “Why there’s a need for us to value one’s dreams?”**

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**(Day 3 and 4)**

### **LESSON 2**

## **RESOLVING DIFFERENT FORMS OF DISCRIMINATION**



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

**After going through the process of discovery with the learning tasks, you are expected to:**

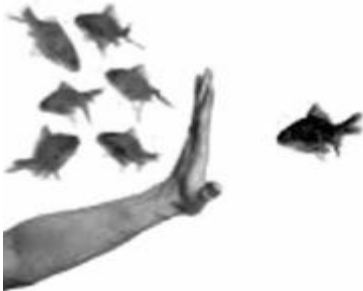
1. define what discrimination is;
2. identify the effects of discrimination to one’s dreams in life; and
3. give resolutions to the issues on discrimination.



## ***What's In***

**Analyze the pictures below.**

1.



2.



3.



4.



1. What common idea is presented in the pictures?

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2. Do you have experiences related to the common issues found in the text?  
What are those?

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3. How will you resolve such issues identified spotted?

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Everyone has the right to be treated fairly and respectfully. When someone is being discriminated, it means he/she is being treated badly or unfairly based on a personal characteristic like appearance or intellectual ability.





## What's New

As the song goes, *"Ebony and Ivory, live together in perfect harmony  
Side by side on my piano, keyboard, Oh Lord  
Why don't we?"*

What is the underlying meaning of the song? Write your ideas in 3-5 sentences.

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### TAKE NOTE!



*We need to be neutral in dealing with each other and understand that all humans have their good and bad sides. We need to put in our minds and hearts that people will be people, but if we look back all those things, we might just maintain a good relationship with each other because we co-exist.*

*The time where racial differences hit every society is the time when people are close-minded in accepting or coming into terms of other race living or residing in our own land. There is a certain special treatment given to those shunned over by a limited amount of time.*



## What I can do

**Read each of the statement below. Write D if the situation shows discrimination and N, if it is not.**

- \_\_\_ 1. You are looking for an apartment for rent and the landlord tells you, "No children are allowed because they're too noisy".
- \_\_\_ 2. Tessa is newly hired employee in a company. She was happy to be accepted to do the job as a clerk. Similarly, Ted works as an aide to the manager but receives a higher compensation than she does even if she is more qualified.
- \_\_\_ 3. The son of a Japanese consul is attending an international school in Cebu. The administration upon knowing this, gives him special treatment which he enjoys a lot.
- \_\_\_ 4. Violeta just got fired from her work because the boss found out that she is pregnant out of wedlock.
- \_\_\_ 5. Myrna is granted to take a leave from her work since she needed to attend to her sick mother.



## ***What I Have Learned***

**Fill-in the blanks with the words given to complete the paragraph below.**

*basis*

*unfairly*

*treated*

Discrimination especially occurs when individuals or groups are \_\_\_\_\_ treated in a way which is worse than other people are \_\_\_\_\_, on the \_\_\_\_\_ of their actual or perceived membership in certain groups or social categories.



## ***What's More***

**A. How will you positively respond to someone if you are being treated with the following forms of discriminations?**

<b>Forms of Discrimination</b>	<b>Response</b>
Age	
Disability	
Sexual Orientation	
Religious Discrimination	
Skin Color	

**B. Do you think that if all forms of discriminations are handled properly, dreams are achieved easily? Why do you say so?**

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## (Day 5)



### ***Post Test***

**Choose the correct answer. Choose only the letter of your choice.**

1. This relates to the inability to accept the totality of someone. That's why one feels superior from others.
  - A. Discrimination
  - B. Opportunities
  - C. Perception
  - D. Valuing Dreams
2. If someone wasn't accepted in the family because he's just working in a construction company, what form of discrimination is shown?
  - A. career
  - B. appearance
  - C. gender
  - D. marital status
3. Which of the following shows less concern to value one's dream?
  - A. One just lets opportunities pass by.
  - B. He/ She finds a way how to reach one's goal in life.
  - C. One avoids reaching to a point of disappointing someone.
  - D. If a chance is wasted already, one should find another way to grab other relevant chance.
4. In the song, "River of Dreams", what is the issue faced by the speaker?
  - A. going to a travel on that certain evening
  - B. finding dreams and opportunities
  - C. stealing one's dreams from other person
  - D. lost of something precious that the speaker cannot remember
5. Which of these relates directly to dreams?
  - A. Disability
  - B. Goals
  - C. Orientation
  - D. Tasks
6. Gina's mother did not allow her "gay" friend joined the party because she didn't like such kind of gender preference. What form of discrimination is shown?
  - A. Appearance
  - B. Career
  - C. Marital status
  - D. Sexual orientation
7. If the class reporter pays attention only to her classmates belong to the honor roll to answer her questions, what is the basis of discrimination here?
  - A. Gender
  - B. Intelligence
  - C. Learning ability
  - D. Marital status
8. What is the focus of the song "Ebony and Ivory" by McCartney and Wonder?
  - A. Valuing Life
  - B. Racial harmony
  - C. Life Changes
  - D. Ensuring Life Security
9. Which of the following is one of the inspirations of McCartney and Wonder in composing the song "Ebony and Ivory"?
  - A. They were paid by their labors fairly.
  - B. They enjoyed working their own lands.
  - C. The Black people were treated poorly in their own country.
  - D. The Black people were all accepted by the White people.
10. Which of the following is the best key to deal with any form of discrimination?
  - A. Fight the bullies.
  - B. Seek support systems.
  - C. Depend on what your superior dictates.
  - D. Let a friend save her life because it's her choice.

11. When one experiences unfair treatment such as judging one's skin color, what has occurred?
  - A. Discrimination
  - B. Good experiences
  - C. Pursuing Aspirations
  - D. Valuing Dreams
12. Which of these shows that one values one's dream?
  - A. "We hire at least 5'3" in height."
  - B. "We are not accepting those who have pets."
  - C. "Tell them that we are not accepting poor ones."
  - D. "Inform them that everyone is accepted to come."
13. What may be the possible negative effect of discrimination to one's dream/s?
  - A. One may continue reaching his plans in life.
  - B. One may teach others not to mind with the temptations around.
  - C. One may end to disappointments and may cut his/her goals to pursue his/her dreams.
  - D. All of these.
14. Which of these can help one fight discrimination positively?
  - A. Hurt those bullies.
  - B. Learn to recognize and understand one's privilege.
  - C. Just stop doing things that others don't like you to do.
  - D. None of these.
15. Which of these can be a positive resolution of a form of discrimination?
  - A. "Don't work with someone you don't like."
  - B. "Find a way to let others know your worth."
  - C. "Stop doing that you are not capable to do that!"
  - D. "Do a brainwashing style to avoid others follow the persons in authority."

## Part II

### (Day 1 and 2)



### **Pretest**

**Choose the correct answer. Choose only the letter of your choice.**

1. What is the focus of the poem, "Dreams Deferred" by Langston Hughes?
  - A. The poet has dreamt of his future life.
  - B. The poet wants to tell about kinds of dreams.
  - C. The poet wonders what happens when a dream is delayed.
  - D. The poet wants the reader to share different dreams in life.
2. Which of these items refer to the themes revolving in the story, *A Raisin in the Sun*?
  - I. the value and purpose of dreams
  - II. the need to fight racial discrimination
  - III. the importance of family
  - IV. the beauty of being discriminated
  - A. I and II
  - B. I, II, and IV
  - C. I, II, and III
  - D. I, II, III, and IV

3. What does Walter want to do with the insurance check in the story, *A Raisin in The Sun*?
  - A. He wanted to give it to his mama in full.
  - B. He wanted to use it to finance his housing project.
  - C. He wanted to use the insurance money to invest in a liquor store with his friends.
  - D. All of these.
4. It refers to one sentence that expresses the main idea of a research paper or essay.
 

A. Speech	C. Thesis statement
B. Propaganda techniques	D. Supporting Statement
5. It refers to a reported statement.
 

A. direct speech	C. indirect speech
B. quoted speech	D. direct statement
6. Which of the following is a direct speech?
  - A. He said, Will you come with me?
  - B. He said, "Will you come with me?"
  - C. He asked if/whether I would go with him.
  - D. "He asked if/whether I would go", with him.
7. Which of the following is an indirect speech?
  - A. The teacher "said Keep quiet."
  - B. The teacher said, "Keep quiet."
  - C. The teacher ordered to keep quiet.
  - D. The teacher "ordered to keep quiet."
8. What is the correct form of indirect speech from this sentence? - *The teacher said, "Two and two make four."*
  - A. The teacher says two and two make four.
  - B. Two and two make four, says the teacher.
  - C. The teacher said, "Two and two make four."
  - D. The teacher said that two and two make four.
9. How would you transform the sentence to direct speech? - *Priya says that the Earth is round.*
  - A. "Priya says, The Earth is round".
  - B. Priya says, "The Earth is round".
  - C. "Priya said The Earth is round".
  - D. Priya said, "The Earth is round".
10. How would you transform the sentence to indirect speech? - *Alina said, 'I met James yesterday.'*
  - A. Alina said that she met James yesterday.
  - B. Alina said that she meets James yesterday.
  - C. Alina said that she had met James yesterday.
  - D. Alina says that she had met James yesterday.
11. How would you transform the sentence to indirect speech? - *He said, 'Let us wait for your teacher.'*
  - A. He proposed that they can wait for their teacher.
  - B. He proposed that they shall wait for their teacher.
  - C. He proposed that they should wait for their teacher.
  - D. He requested that they would wait for their teacher.
12. How would you transform the sentence to direct speech? - *She asked me to start.*

A. She says, 'start'.	C. She said to me start.
B. She says me to start.	D. She said to me, 'Start.'

13. What is the prevailing dream that is shown in the picture?



A. friends

- B. more energy
- C. money for living
- D. heat from the sun

14. Change to indirect speech. *Rama said, 'I am very busy now.'*

- A. Rama said that he is very busy now.
- B. Rama said that he is very busy then.
- C. Rama said that he was very busy then.
- D. Rama said that he would be very busy now,

15. He said, "Yes, I'll come and see you."

- A. He said that he will come and see me.
- B. He agreed that he will come and see me.
- C. He said that he would come and see me.
- D. He accepted that he will come and see me.

## LESSON 1

# HOLDING ON TO A DREAM



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

After going through the process of discovery with the learning tasks, you are expected to:

1. get the thought of the texts read;
2. associate texts to particular social issues, concerns, or dispositions in real life; and
3. predict on something to happen after resolving issues depicted.



### ***What's In***

Take a look at the pictures below. On the given situations, can you tell what could be their dreams? Write your answer based on the number provided below.



1.

2.

3.

4.



## What's New

*People who have passion for their dreams will go after them regardless of the challenges and obstacles they face. Their passion will keep them focused and on track. They will not get discouraged when faced with problems and will not get distracted by other shiny things they come across.*

**Task:** Try to Connect...

Reflect on this poem written by Langston Hughes.

How do you associate it to the story, "The Raisin in the Sun"?

### Dreams Deferred

LANGSTON HUGHES

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

Like a syrupy sweet?

Maybe it just sags

Like a heavy load,

Or does it explode?

#### Word Bank:

deferred- postponed or delayed

raisin- a partially dried grape

fester- become rotten

stink- to smell very bad

sags- weakens

explode- break apart

## A Raisin in the Sun

Lorraine Hansberry

### Word Bank:

forlornly- something done in a sad way  
dejection- sad state  
suspicious- showing no trust  
clenched- tightly-closed  
hovering- remain in one place in the air  
suppress- defeat  
sobbing- noisy crying  
epigraph- a short quotation or saying at  
the beginning of a book or  
chapter, intended to suggest its  
theme  
desperation- hopelessness

### Characters

(In Order of Appearance)

Ruth Younger

Travis Younger

Walter Lee Younger (Brother)

Beneatha Younger

Lena Younger (Mama)

Joseph Asagai

George Murchison

Karl Lindner

Bobo

Moving Men

*The action of the play is set in Chicago's Southside, sometime between World War II and the present.*

### Act I

**Scene One:** Friday Morning

**Scene Two:** The following morning

*(RUTH comes in forlornly and pulls off her coat with dejection. Mama and Beneatha both turn to look at her.)*

**RUTH** (*dispiritedly*): Well, I guess from all the happy faces—everybody knows.

**BENEATHA**: You pregnant?

**MAMA**: Lord have mercy, I sure hope it's a little old girl. Travis ought to have a sister.

*(BENEATHA and RUTH give her a hopeless look for this grandmotherly enthusiasm.)*

**BENEATHA**: How far along are you?

**RUTH**: Two months

**BENEATHA**: Did you mean to? I mean did you plan it or was it an accident?

**MAMA**: What do you know about planning or not planning?

**BENEATHA**: Oh, Mama.

**RUTH** (*wearily*): She's twenty years old, Lena.

**BENEATHA**: Did you plan it, Ruth?

**RUTH**: Mind your own business.

**BENEATHA**: It is my business—where is he going to live, on the roof? (There is silence following the remark as the three women react to the sense of it.) Gee—I didn't mean that, Ruth, honest. Gee, I don't feel like that at all. I—I think it is wonderful.

**RUTH** (*dully*): Wonderful.

**BENEATHA**: Yes—really.

**MAMA** (*looking at RUTH, worried*): Doctor say everything is going to be all right?

**RUTH** (*far away*): Yes—she says everything is going to be fine...

**MAMA** (*immediately suspicious*): "She"—What doctor you went to? (RUTH folds over, near hysteria)

**MAMA** (*worriedly hovering over RUTH*): Ruth honey—what's the matter with you—you sick? (RUTH has her fist clenched on her thighs and is fighting hard to suppress a scream that seems to be rising in her)

*I ain't never stop trusting you.  
Like I ain't never stop loving  
you.*

*Once upon a time  
freedom used to be life—  
now its money.*



How is Hansberry's play a comment on the Langston Hughes poem that she uses as her epigraph?

**BENEATHA:** What's the matter with her, Mama?

**MAMA** (*working her fingers in RUTH's shoulders to relax her*): She be all right. Women gets right depressed sometimes when they get her way. (Speaking softly, expertly, rapidly). Now you just relax. That's right...just lean back, don't think 'bout nothing at all...nothing at all—

**RUTH:** I'm all right...

*(The glassy-eyed look melts and then she collapses into a fit of heavy sobbing. The bell rings.)*

*(The front door opens slowly, interrupting him, and TRAVIS peeks his head in, less than hopefully)*

**TRAVIS** (*to his mother*): Mama, I—

**RUTH:** “Mama I” nothing! You're going to get it, boy! Get on in that bedroom, and get yourself ready!

**TRAVIS:** But I—

**MAMA:** Why don't you all never let the child explain himself

**RUTH:** Keep out of it now, Lena. (Mama clamps her lips together, and RUTH advances toward her son menacingly.)

**RUTH:** A thousand times I have told you not to go off like that—

**MAMA** (*holding out her arms to her grandson*): Well—at least let me tell him something. I want him to be the first one to hear... Come here, Travis. (The boy obeys, gladly.) Travis— (She takes him by the shoulder and looks into his face)—you know that money we got in the mail this morning?

**TRAVIS:** Yes 'm—

**MAMA:** Well—What you think your grandma gone and done with that money?

**TRAVIS:** I don't know, Grandmama.

**MAMA** (*putting her fingers on his nose for emphasis*): She went out and bought you a house! (The explosion comes from WALTER at the end of the revelation and he jumps up and turns away from all of them in a fury. MAMA continues, to TRAVIS) You glad about the house? It's going to be yours when you get to be a man.

**TRAVIS:** Yeah—I always wanted to live in a house.

**MAMA:** (She takes an envelope out of her handbag and puts it in front of him and he watches her without speaking or moving.) I paid the man thirty-five hundred dollars down on the house. That leaves sixty-five hundred dollars. Monday morning, I want you to take this money and take three thousand dollars and put it in a savings account for Beneatha's medical schooling. The rest you put in a checking account—with your name on it. And from now on, any penny that come out of it or that go in it is for you to look after. For you to decide. (She drops her hand a little helplessly.) It ain't much, but it's all I got in the world and I'm putting it in your hands. I'm telling you to be the head of this family from now on like you supposed to be.

**WALTER** (*stares at the money*): You trust me like that, Mama?

**MAMA:** I ain't never stop trusting you. Like I ain't never stop loving you.

(She goes out, and WALTER sits looking at the money on the table. Finally, in a decisive gesture, he gets up, and, in mingled joy and desperation, picks up the money.)

Summary:

The rising action of the play reveals the pregnancy of Ruth. Mama (Lena) has paid the initial amount for a house in Clybourne Park. Then, she hands the remaining money to Walter to put it in a savings account for Beneatha's medical schooling. The rest of the money shall be put in a checking account in Walter's name. However, Walter intends to invest the money in a liquor business which Mama does not approve of.

“One for Whom  
Bread— Food—is  
Not Enough”.

### Grasp it!

1. What is Mama's greatest dream for her family? Illustrate it in the box. State her reasons behind it.

Mama's Greatest Dream	Reasons

2. How does the dream of every member of the Younger family differ and agree with one another?

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3. What does Walter want to do with the insurance check? Discuss his motive. Why do you think Mama does not approve of it?

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### ***What I can do***

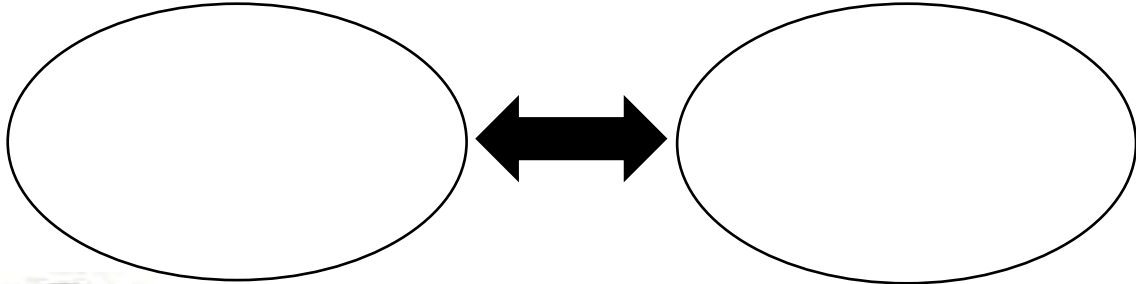
Does any of the characters in the play remind you of someone? How does that someone plans his course of action to realize his dream? Complete the graphic organizer.

Who? _____	→	Plan: _____
Who? _____	→	Plan: _____
Who? _____	→	Plan: _____



## ***What I Have Learned***

What is the similarity between the two texts, “*Dreams Deferred*” and “*A Raisin in the Sun*”? Use Diagram given.



## ***What's More***

Draw something that represents your dream/s. Write at least 5 sentences that will say something on how to hold such dream/s.

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**(Day 3 and 4)**

**LESSON  
2**

## **DIRECT OR INDIRECT WAY**



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

**After going through the process of discovery with the learning tasks, you are expected to:**

1. find out the issue presented in the text; and
2. transform direct sentence to indirect/reported speech and vice versa



## What's In

**Read this speech delivered by the former President of the United States. Find out the issue/s focused and be ready to answer the questions.**

**Word Bank:**

Democrats- *supporter of democracy*

Republican- *a person who supports the idea of countries having a president*

threat- *likely to cause damage or danger*

fiscal- *connected with money*

haul- *pull with force*

wages- *salary*

infrastructure - *the system of public works of a country, state, or region*

deficit- *a loss in business operations*

coalition - *union*

loopholes- *a means of escape*

bipartisan- *involving members of two parties*

ranchers- *refers to the ones working in a large farm for raising horses, beef cattle, or sheep*

vulnerable- *sensitive*

compel- *to drive forcefully*

### **Obama: 'There Were No Winners in This' Government Shutdown**

*President Barack Obama's Address to the Americans <http://www.huffingtonpost.com>*

Hi everybody. This week, because Democrats and responsible Republicans came together, the government was reopened, and the threat of default was removed from our economy.

There's been a lot of discussion lately of the politics of this shutdown. But the truth is, there were no winners in this. At a time when our economy needs more growth and more jobs, the manufactured crises of these last few weeks actually harmed jobs and growth. And it's understandable that your frustration with what goes on in Washington has never been higher.

The way business is done in Washington has to change. Now that these clouds of crisis and uncertainty have lifted, we need to focus on what the majority of Americans sent us here to do – grow the economy, create good jobs, strengthen the middle class, lay the foundation for broad-based prosperity, and get our fiscal house in order for the long haul.

It won't be easy. But we can make progress. Specifically, there are three places where I believe that Democrats and Republicans can work together right away.

First, we should sit down and pursue a balanced approach to a responsible budget, one that grows our economy faster and shrinks our long-term deficits further. There is no choice between growth and fiscal responsibility – we need both. So we're making a serious mistake if a budget doesn't focus on what you're focused on: creating more good jobs that pay better wages. If we're going to free up resources for the things that help us grow – education, infrastructure, research – we should cut what we don't need, and close corporate tax loopholes that don't help create jobs. This shouldn't be as difficult as it has been in past years. Remember, our deficits are shrinking – not growing.

Second, we should finish the job of fixing our broken immigration system. There's already a broad coalition across America that's behind this effort, from business leaders to faith leaders to law enforcement. It would grow our economy. It would secure our borders.

The Senate has already passed a bill with strong bipartisan support. Now the House should, too. The majority of Americans thinks this is the right thing to do. It can and should get done by the end of this year.

Third, we should pass a farm bill – one that America's farmers and ranchers can depend on, one that protects vulnerable children and adults in times of need, and one that gives rural communities opportunities to grow and the longer-term certainty they deserve.

We won't suddenly agree on everything now that the cloud of crisis has passed. But we shouldn't hold back on places where we do agree, just because we don't think it's good politics, or just because the extremes in our parties don't like compromise. I'll look for willing partners from either party to get important work done. There's no good reason why we can't govern responsibly, without lurching from manufactured crisis to manufactured crisis. Because that isn't governing – it's just hurting the people we were sent here to serve.

Those of us who have the privilege to serve this country have an obligation to do our job the best we can. We come from different parties, but we're Americans first. And our obligations to you must compel all of us, Democrats and Republicans, to cooperate, and compromise, and act in the best interests of this country we love.

Thanks everybody, and have a great weekend.

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**Answer the following questions briefly.**

1. What is the issue presented in the speech?

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2. Is the thesis (the point to be made) clearly and directly stated? What is the thesis statement?

**Take note:** A **thesis statement** is one sentence that expresses the main idea of a research paper or essay.

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3. Are facts provided as evidences? If so, identify them. Enumerate at least two.

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4. What persuasive devices or propaganda techniques does the author use (examples: appeal to emotions, name-calling, appeal to authority)? (See further notes below for these propaganda techniques.)

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### TAKE NOTE!



The former president Barack Obama aims to encourage each and every one does not think that the government is not their opponent. Barack Obama tried to explain and elaborate everything that people should know and not hide something from them under his term. But still, some people do not put their trust on Barack Obama's words.

In his speech, he discussed the issue of budget, local job when it comes to their immigration system, and passing a farm bill.

The speech was made by Obama in response to his critics. He addressed the issues that were affecting the country prior to his term.

*Budget - upon the election of former US President Barack Obama, US has been experiencing recession. Due to this, the budget allocated for various sectors was affected.*

*Farm Bill - this prompted the government to focus on the agriculture of the country*

*Local Job vs Immigration system - due to the increasing number of people wanting to migrate to US, the competition for landing a job was at an all-time high. Citizens had to compete with their fellow citizens, foreigners and eventually, immigrants*

### Obama reforms

Below are some of the steps Obama did in order to address the issues mentioned above:

*Moderate increase of tax - this helped in solving the issue on budget*

*Increase of salary - in order to counter the increase of tax, the salaries were also increased*

*Additional budget for healthcare - the government gave higher allocation to the health sector*

### Further notes:

Propaganda Techniques to recognize:

1. **NAME CALLING or STEREOTYPING:** Giving a person or an idea a bad label by using an easy to remember pejorative name. This is used to make us reject and condemn a person or idea without examining what the label really means. Examples: "Republican", "Tree-Hugger", "Nazi", "Environmentalism", "Special-Interest Group".
2. **VIRTUE WORDS or GLITTERING GENERALITY:** These words are used to dupe us into accepting and approving of things without examining the evidence carefully. Examples: "Natural", "Democratic", "Organic", "Scientific", "Ecological", "Sustainable".
4. **TRANSFER:** Transfer is when a symbol that carries respect, authority, sanction, and prestige is used along with an idea or argument to make it look more acceptable. Examples: American Flag, University Seal, Medical Association Symbol (or something that looks like it). This method is also called GUILT- or VIRTUE-BY-ASSOCIATION.
5. **TESTIMONIAL:** When some respected celebrity (or alternatively someone generally hated) claims that an idea or product is good (or bad). This technique is used to convince us without examining the facts more carefully.
6. **PLAIN FOLKS:** This is a way that a speaker convinces an audience that an idea is good because they are the same ideas of the vast majority of people like yourself. Examples: "This is the will of the People", "Most Americans...". Another example would be when the speaker tells a story about a family or people that are "just like you" to reinforce the speaker's point of view.
7. **BAND WAGON:** This common propaganda method is when the speaker tries to convince us to accept their point of view or else we will miss out on something really good. The Band-Wagon technique is often used in advertising. Examples: "This is the wave of the future", "Be the first on your block", "Act Now!". You might ask yourself "What if I was the only one on my block because no one else was interested (duped)?"
8. **ARTIFICIAL DICHOTOMY:** This is when someone tries to claim there are only two sides to an issue and that both sides must have equal presentation in order to be evaluated. This technique is used to dupe us into believing there is only one way to look at an issue, when

in fact there may be many alternative viewpoints or "sides". Like most propaganda techniques it simplifies reality and therefore distorts it, often to the advantage of the speaker. A classic example is the "intelligent design" versus "evolution" controversy.

9. **HOT POTATO:** This is an inflammatory (often untrue) statement or question used to throw an opponent off guard, or to embarrass them. Examples "Have you stopped beating your spouse", "When will you pay the taxes you owe?" The fact that it may be utterly untrue is irrelevant, because it still brings controversy to the opponent.

10. **STALLING or IGNORING THE QUESTION:** This technique is used to play for more time or to avoid answering a pointed question. Examples: "More research is needed...", "A fact-finding committee is working on this issue..." "I am calling for an investigation on this failure." When asked about a tax increase possibility a senator replies: "I have always met the obligations I have to those I represent."

11. **LEAST-OF-EVILS** is used to justify an otherwise unpleasant or unpopular point of view. Example: "War is hell but appeasement leads to worse disasters".

12. **SCAPEGOAT:** This often use with Guilt-by-association to deflect scrutiny away from the issues. It transfers blame to one person or group of people without investigating the complexities of the issue. Examples: "George W. Bush got us into Iraq", "President Reagan caused the national debt".

14. **DISTORTION OF DATA or OUT OF CONTEXT or CARD STACKING or CHERRY PICKING:** This technique is used to convince the audience by using selected information and not presenting the complete story. Examples: "A study was done that showed eating peanut butter causes liver cancer" (the fact that later the study was later shown to be flawed or funded by the peanut butter haters and therefore suspect, is not revealed). A variation would be "Raising the speed limit to 65 mph resulted in many fewer traffic fatalities". Such statements need to be checked with how many people were driving before and after the change in speed limit. Fewer people may be driving after the speed limit change, even though the fatality rates (deaths per 100,000) may be higher, leading to the overall result of fewer fatalities.

15. **WEAK INFERENCE (or False Cause):** Weak inference is when a judgment is made with insufficient evidence, or that the conclusion does not necessarily follow from the evidence given. For example: Ducks and geese migrate south for the winter, therefore all waterfowl migrate south for the winter. Or, most rich folks vote republican, therefore most people who vote republican are rich.

16. **FAULTY ANALOGY:** This is when a comparison is carried to far. Example: "The economy is following the same path as right before the great depression, therefore we will experience a stock market crash soon!" SLIPPERY SLOPE would be an example of faulty analogy. Slippery slope makes the argument that a shift in one direction will continue to lead to extremes (ex. smoking pot will lead to heroine addiction). It is not necessarily so.

17. **MISUSE OF STATISTICS:** Some examples: Average results are reported, but not the amount of variation around the averages. A percent or fraction is presented, but not the sample size as in "9 out of 10 dentists recommend...". Absolute and proportional quantities are mixed as in "3,400 more robberies occurred in our town last year, whereas other cities hand an increase of less than one percent". Graphs are used that, by chopping off part of the scale or using unusual units or no scale, distort the appearance of the result. Results are reported with misleading precision. For example, representing 13 out of 19 students as 68.42105 percent.

18. **Diversion:** When a major issue comes up that is embarrassing or threatening, so a diversion is created so attention is directed away from the issue.



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

Aside from knowing how to distinguish factual from opinionated or subjective statements, it is also important to back up factual information with direct quotes or reported statements. These will give more credibility to the facts you will present.



Work on this. Compare and contrast the following sentences.

**A**

President Obama said, "There were no winners in this government shutdown." "We need to grow the economy, create good jobs, strengthen the middle class, and get our fiscal house ready," he emphasized. Obama said, "It won't be easy."

**B**

President Obama said there were no winners in this government shutdown. He emphasized that we needed to grow the economy, create good jobs, strengthen the middle class, and get our fiscal house ready. Obama said it would not be easy.

1. What made paragraph A different from paragraph B?

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2. What is their similarity?

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3. When do we use direct speech in paragraph A? indirect speech in paragraph B?

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**TAKE NOTE!**



Both terms describe a way of recounting something that may have been said – but there is a subtle difference between them.

**Direct speech** is when you repeat the exact words of the speaker. It is usually in between a pair of inverted commas. *It is shown in Box A.*

**Indirect speech** is when you report what has been said by a speaker. An obvious difference is that with indirect speech, you won't use inverted commas. *It is shown in Box B.*

### **General rules for changing direct speech into indirect speech:**

*Omit all inverted commas or quotation marks. End the sentence with a full stop.*

*If the verb inside the inverted commas/quotation marks is in the present tense, change it into the corresponding past tense. If it is in the simple past tense, change it into the past perfect tense.*

Direct speech: The girl said, 'I like singing.'

Indirect speech: The girl said that she liked singing.

Direct speech: Rahul said, 'I will have to reach home by 8.30.'

Indirect speech: Rahul said that he would have to reach home by 8.30.

Direct speech: Alina said, 'I met James yesterday.'

Indirect speech: Alina said that she had met James yesterday.

When the verb inside the quotation marks expresses a universal truth, we do not normally change it into the past tense.

He said, 'All people have equal rights.'

He said that all people have equal rights. (More natural than 'He said that all people had equal rights.')

Use pronouns appropriately.

Study the examples given below.

Direct speech: The boy told the girl, 'I told you that we were not going on a holiday.'

Indirect speech: The boy told the girl that he had told her that they were not going on a holiday.



## Notes

When the reporting verb is in a present or future tense, we do not change the tense of the verb inside the quotation marks.

Direct speech: She says, 'I will come.'

Indirect speech: She says that she will come.



## ***What I can do***

Check if the following sentences are correctly constructed. Write **correct** or **incorrect** and explain your answer.

1. Mia said "I want to watch the play."  
Mia said that she wants to watch the play.

- 
2. Lanze said, "I am going with you."  
Lanze said that he was going with her.

- 
3. "I saw the play with Brayden yesterday," said Pauline.  
Pauline said she saw the play with Brayden yesterday.

- 
4. Niko said, "Mommy and I will watch the play in Resorts World."  
Niko said he and his Mommy will watch the play in Resorts World.

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5. Grandmother said, "What can you learn from that play?"  
Grandmother asked what we could learn from the play.
- 



## ***What I Have Learned***

*Complete the sentence by filling up the appropriate words on the blanks provided.*

\_\_\_\_\_ purposely reports exactly what was said by someone by using quotation marks,  
while \_\_\_\_\_ purposely report on what someone said in the past.



## ***What's More***

**Transform the following direct statements to indirect statements or vice versa.**

1. Biff said, "I just can't focus on my job."
2. "I am tired to the death," said Willy.
3. Linda replied, "Your mind is overactive, and the mind is what counts."

4. "I have worked a lifetime to pay off a house but now there's nobody to live, in it," said Willy.

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5. Willy told Biff that not finding himself at the age of 34 was a disgrace!

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6. Linda said, "People had to move somewhere."

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7. Happy said that everybody around him was so false that he was constantly lowering his ideals.

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8. Willy said, "The world is an oyster, but you don't crack it open on a mattress."

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9. "A small man can be just as exhausted as a great man," said Linda.

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10. Linda said that there was more good in Willy than in many other people.

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## (DAY 10)



## Post Test

**Choose the correct answer. Encircle the letter of your choice.**

- What is the focus of the story, *A Raisin in the Sun*?
  - how to dream big
  - the importance of races
  - the beauty of being discriminated
  - the need to cope with racial discrimination
- Which of the following texts tells about what happens when a dream is delayed?
  - A Raisin in the Sun*
  - Deferred Dreams*
  - Dreams Deferred*
  - River of Dreams*
- What is the focus of the poem, "*Dreams Deferred*" by Langston Hughes?
  - The poet has dreamt of his future life.
  - The poet wants to tell about kinds of dreams.
  - The poet wants the reader to share different dreams in life.
  - The poet wonders what is going to happen when a dream is suspended.
- What is a Thesis Statement?
  - It is a topic paragraph.
  - This refers to one sentence that expresses the main idea of a research paper or essay.
  - This refers to a statement that expresses the supporting idea of a research paper or essay.
  - This refers to an idea that brings the thought of a paragraph.
- It is a statement that is directly taken from the original speaker.
  - direct speech
  - direct statement
  - indirect speech
  - quoted speech
- He says, "They will hurt you".
  - He said to me that they will hurt me.
  - He said to me that they would hurt me.
  - He said to me that he would be hurt me.
  - He said to me that they would hurt you.

7. Which of the following is direct speech?
  - A. He said, Will you come with me?
  - B. He said, "Will you come with me?"
  - C. He asked if/whether I would go with him.
  - D. "He asked if/whether I would go", with him.
8. Mother said, "Where are you going?"
  - A. Mother asked where I was going.
  - B. Mother said me where I am going.
  - C. Mother asked me where I am going.
  - D. Mother said to me where are you going.
9. Which of the following is an indirect speech?
  - A. The teacher "said Keep quiet."
  - B. The teacher said, "Keep quiet."
  - C. The teacher ordered to keep quiet.
  - D. The teacher "ordered to keep quiet."
10. Transform the statement into a direct statement: -*Sara asked the boy if he had come from France.*
  - A. "Do you come from France, said Sara to the boy.
  - B. "Do you come from France"?, says Sara to the boy.
  - C. "Did you come from France"?, said Sara to the boy.
  - D. "Did you come from France"?, says Sara to the boy.
11. Transform to indirect statement: - *The teacher said, "Two and two make four."*
  - A. The teacher says two and two make four.
  - B. Two and two make four, says the teacher.
  - C. The teacher said, "Two and two make four."
  - D. The teacher said that two and two make four.
12. Transform to indirect statement: He said to her, "Are you coming to the party?"
  - A. He asked her if she is coming to the party.
  - B. He asks her if she was coming to the party.
  - C. He asked her if she was coming to the party.
  - D. He asked me if she was coming to the party.
13. Transform to direct statement: He asked them not to make a noise.
  - A. He said to me, "Don't make a noise."
  - B. He said to him, "Don't make a noise."
  - C. He said to them, "Don't make a noise."
  - D. He says to them, "Don't make a noise."
14. What does Walter want to do with the insurance check in the story, *A Raisin in The Sun*?
  - A. He wanted to give it to his mama in full.
  - B. He wanted to use it to finance his housing project.
  - C. He wanted to use the insurance money to invest in a liquor store with his friends.
  - D. None of these.
15. What will we omit in transforming direct to indirect statement?
  - A. apostrophe
  - B. Period

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## Acknowledgements:

English - Grade 9

Quarter 2 - Module 4: Text Connections

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