

# 9

## **English**

### **Quarter 3: Module 3 (Week 4 and 5)**

### **Relevance and Truthfulness**

## Learning Competency

- ✓ Determine the relevance and the truthfulness of the ideas presented in the material viewed

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

### (DAY 1 and 2)



#### Pretest

CHECKING



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

1. It refers to something that is new and difficult which requires great effort and determination.  
A. activity  
B. challenge  
C. relevance  
D. truth
2. What should be done with the different challenges encountered in life in order to survive?  
A. Overcome those challenges.  
B. Cope with all those challenges.  
C. Study them to take best actions.  
D. All of those mentioned.

3. Who is the author of the poem, "Mother to Son"?  
A. Henry Longfellow  
B. Langstone Hughes  
C. Rudyard Kipling  
D. William Shakespeare
4. What is referred in these lines?

*Well, son, I'll tell you:  
Life for me ain't been no crystal stair.  
It's had tacks in it,  
And splinters, And boards torn up,  
And places with no carpet on the floor—  
Bare.*

- 
- 
- 
- 
5. What is referred in these lines?

*So, boy, don't you turn back.  
Don't you set down on the steps.  
'Cause you finds it's kinder hard.  
Don't you fall now—  
For I'se still goin', honey, I'se still climbin',  
And life for me ain't been no crystal stair.*

- - 
  - 
  - 
  -
- A. Hardships  
B. Advice to keep  
C. Responses to hardships  
D. None of these.

6. What is referred in these lines?

*But all the time I've been a-climbin' on,  
And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.*

- A. Hardships  
B. Advice to keep  
C. Responses to hardships  
D. None of these.
7. In the lines... *Well, son, I'll tell you: Life for me ain't been no crystal stair. It's had tacks in it, And splinters, And boards torn up, And places with no carpet on the floor—Bare.*, the speaker implied that her life is \_\_\_\_\_.  
A. challenging  
B. empty  
C. meaningless  
D. promising
8. It refers to a shortened form of a word (or group of words) that omits certain letters or sounds.  
A. articulation  
B. completion  
C. contraction  
D. summary

For item nos. 9-15, choose the grammatically correct structured sentence.

9. Which word in the sentence makes it an erroneous one?  
Sentence: There here to get their salary.  
A. here  
B. get  
C. salary  
D. There
10. In the sentence, *Their mother will light a candle as soon as she'll get they're.*  
What word should replace underlined word to make it?  
A. their  
B. theirs  
C. there  
D. The sentence is already correct.
11. How to correct the sentence?  
Sentence: Theirs a news about the increase of the COVID-19 cases and there serious about it.  
A. There's a news about the increase of the COVID-19 cases and there serious about it.  
B. There's a news about the increase of the COVID-19 cases and there serious about it.  
C. There's a news about the increase of the COVID-19 cases and they're serious about it.  
D. They're a news about the increase of the COVID-19 cases and there serious about it.
12. Which of the following is a grammatically correct sentence?  
A. Their happy to know that their compound is free the from virus.  
B. There happy to know that their compound is free the from virus.  
C. There happy to know that there compound is free the from virus.  
D. They're happy to know that their compound is free the from virus.
13. What is the correct word to complete the sentence? Everyone in the neighborhood is curious about \_\_\_\_\_ the obnoxious gossiping spreading false news about the virus.  
A. whose  
B. who's  
C. who's  
D. whos
14. Which of the given words best completes the sentence?  
Sentence: \_\_\_\_\_ seen them wearing mask since the start of the pandemic.  
A. I've  
B. I'd  
C. I'se  
D. I'm

15. What is the right way to rewrite the sentence using contraction?

*Sentence: Mckenzie asked the authorities during the PressCon, "Who will be responsible in the contact tracing since our area is reported to have two cases already?"*

- A. Mckenzie asked the authorities during the PressCon, "Whole be responsible in the contact tracing since our area is reported to have two cases already?"
- B. Mckenzie asked the authorities during the PressCon, "Who'll be responsible in the contact tracing since our area is reported to have two cases already?"
- C. Mckenzie asked the authorities during the PressCon, "Who's be responsible in the contact tracing since our area is reported to have two cases already?"
- D. Mckenzie asked the authorities during the PressCon, "Who're responsible of in contact tracing since our area is reported to have two cases already?"

## LESSON 1 RECOGNIZING CHALLENGES



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

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

- 1. define what challenges are;
- 2. identify the different challenges affecting one's life; and
- 3. share insights on the lines to cope with the different challenges in life.



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

Directions: Answer the following questions briefly:

- 1. What are challenges for you?
- 2. *Reflect on this.* What do you consider as your challenges in life?
- 3. Choose at least five (5) challenges that you are experiencing in this new normal way of living and what actions have you been doing to counter them?

TOP 5 CHALLENGES	WAYS TO COUNTER THEM



## **What's New**

Life is full of tough challenges—many of them are unexpected—and many of them can be difficult to overcome without inner-strength, effective coping skills, and support.



## **What is It**

A challenge is something new and difficult which requires great effort and determination.

Challenges in life are given, and they can be used to your advantage. Each one is an opportunity for personal growth and self-improvement. Ultimately, the goal is to use what you learn as you grow to become the best version of yourself.



## **What I can do**

Write your understanding of the following lines.

1. "Don't let challenges stop you to take your best future." – Anonymous

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2. "When virtue is in presence, all subordinate powers sleep."

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## **What I Have Learned**

**Direction:** Complete the sentence by choosing the most fitting pair.

A. effort; determination

B. virtue; sleep

C. goal; version

To cope with the different challenges in life, we require \_\_\_\_\_ and \_\_\_\_\_ to survive.



## **What's More**

**Direction:** Think of related lines to define/describe challenges.

C -  
H -  
A -  
L -  
L -  
E -  
N -  
G -  
E -  
S -

(Day 3 and 4)

**LESSON**  
**2**

## **COPING WITH CHALLENGES**



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

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

1. identify the ways on how to cope with the challenges in life;
2. note the purpose of the writer in writing the text; and
3. find out how the text read help you achieve insights about difficult times.



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

Look closely at the picture.



*Motive Question:*

How does the picture illustrate the way we handle challenges?

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

Find out how a poem written by Langston Hughes will help you achieve insights about difficult times.

## Mother To Son

Langston Hughes

Well, son, I'll tell you:  
Life for me ain't been no crystal stair.  
It's had tacks in it,  
And splinters, And boards torn up,  
And places with no carpet on the floor—  
Bare.

But all the time I've been a-climbin' on,  
And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.

So, boy, don't you turn back.  
Don't you set down on the steps.  
'Cause you find it's kinder hard.  
Don't you fall now—  
For I've still goin', honey, I've still climbin',  
And life for me ain't been no crystal stair.

### Guide Questions:

1. Who is the speaker/persona in the poem?  
\_\_\_\_\_
2. To what does the speaker in the poem compare her life?  
\_\_\_\_\_
3. What is the speaker doing?  
\_\_\_\_\_
4. What kind of stairway is it?  
\_\_\_\_\_
5. What kind of stairway is the mother's life different from?  
\_\_\_\_\_
6. What does the mother tell her son?  
\_\_\_\_\_



## What is It

*This poem was most likely inspired by an actual conversation Hughes had with his mother. The poem's message is basically not to give up and not to expect things in life to be handed to you. The mother explains that nothing was given to her, and that life was filled with countless challenges.*



## **What I can do**

The poem is divided into three parts. Which lines of the poem talk about hardships? Responses to hardships? Mother's advice to keep? *Use the following table for your responses.*

Direction: Fill-in the table with the appropriate responses.

Hardships	Responses to hardships	Mother's advice to keep



## **What I Have Learned**

Direction: Complete the meaning of the statement below

*"Mother to Son" by Langston Hughes tells us*

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## **What's More**

**Direction: Answer the following questions briefly:**

1. Which is the most interesting phrase in the poem? Why?

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2. Which part makes you think of someone in true to life experience?

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3. What do you think is the most probable purpose of the writer in writing this poem?

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(Day 5 and 6)

**LESSON**  
**3**

# Contractions



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

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

1. define what contractions are;
2. consider how a particular line relates to the message of the text read; and
3. apply the proper use of contractions and possessive nouns.



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

*Study the text below.*

“Our struggles, efforts to face difficulties in life, sacrifices, charity and fervent prayers are the seeds of our success. To be strong for storms that last not fore’er as seasons change with God in control keep us standin’.”

*Guide Questions:*

1. What do they have in common?
2. What punctuation mark is used in each of them?
3. What term do we use to identify the expressions that use apostrophe in place of omitted letter/s?
4. Why do some poets use this form of expression?



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

### **CONTRACTIONS**

Contractions are common in speech—so common that we don’t always take the time to pronounce them precisely, which leads to a particular contraction that may lead the writer to a mistake.



## ***What Is It***

In speech, we often pronounce could've, should've, and would've in a way that sounds identical to "could of," "should of," and "would of." But you should never write could of, should of, or would of. Remember, could've, should've, and would've are contractions that mean could have, should have, and would have.

### **Other contractions**

Some writers use fewer contractions when they want to represent a particular style of speech. They might write somethin' to represent the way people often don't pronounce the final **g** of "something" in speech. Occasionally, you might see e'er (instead of ever) in poetry. And, of course, in the American South, you will probably encounter y'all (you all). Decade names are often contracted as well: the '60s (the 1960s).

There are a few contractions, such as gonna (going to) and wanna (want to) that are written without apostrophes.

### **When to use contractions**

Contractions are perfectly standard, but they're usually considered to be relatively casual. If you're writing something very formal, you may want to avoid using them except in cases like o'clock, where the full phrase (of the clock) truly is rare.



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

A. Correct each error in the use of contraction and possessive pronoun.

1. Who'se it's author?

2. Have you accepted they're opinion about coping challenges?

3. Their here to demonstrate they're understanding.

4. Its too late for you to go they're.

5. They're here to stay and its about time too.

B. Choose the correct word/s to complete the sense of each sentence.

1. You \_\_\_\_\_ to have offended her.

- a. oughtnt'
- b. oughtn't
- c. ought n't

2. \_\_\_\_\_ waiting in the hall.

- a. They'are
- b. They're

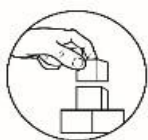
3. If you don't behave, \_\_\_\_\_ trouble.
  - a. there'd be
  - b. there would'be
  - c. there'ld
4. \_\_\_\_\_ be happy when this is finished.
  - a. I'll
  - b. I'll
  - c. I 'll
5. \_\_\_\_\_ definitely pay you back next week.
  - a. We 'will
  - b. We'll
  - c. We'll



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

*Supply the missing word in each blank.*

Contractions is a \_\_\_\_\_ form of a word or group of words.  
 An \_\_\_\_\_ represents the missing letters.



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

*Reflect on the questions based on the text below.*

“Our struggles, efforts to face difficulties in life, sacrifices, charity and fervent prayers are the seeds of our success. To be strong for storms that last not fore'er as seasons change with God in control keep us standin'.”

1. What is the message of the text?

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2. How is its importance to the challenge that we are facing in this COVID-19 pandemic?

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## (Day 7)



### Assessment (Part 1)

Obviously, you're all set to try this next phase of the lesson that will show you how you can present an Info-Advocacy Campaign on Using Positive Ways to Cope with Challenges. The criteria for assessment will be: *Focus, Content, Clarity of purpose, and Language convention.*

(Follow the steps for you to be guided in doing your assessment.)

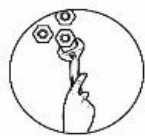
#### Part I- Preliminaries:

1. Find out how familiar you are with these MAGIC 8 ways.
  - ✓ See hardships as challenges rather than insurmountable obstacles.
  - ✓ Focus on the positive rather than the negative effects.
  - ✓ Take comfort in the love and support of the family.
  - ✓ Look for and take comfort in small pleasures.
  - ✓ Develop a greater sense of pride or accomplishment from the challenges or decision made.
  - ✓ Offer opportunities to all who can provide solutions.
  - ✓ Increase tolerance under extreme conditions.
  - ✓ Act and think like what you do makes a difference.
2. Point out which of them you already have experienced as you faced the challenges of everyday life and as the basis for self-improvement.
3. Jot down your thoughts about how your experiences have given you a second chance for self-enhancement in a reflective essay form.  
-Write them on a piece of paper.

Please be guided with this set rubrics.

Criteria	Outstanding - 4	Proficient - 3	Basic - 2	Below expectations - 1
<b>Critical Thinking</b>	Rich in content; insightful analysis, synthesis and evaluation, clear connections made to real-life situations or to previous content	Substantial information; evidence of analysis, synthesis and evaluation; general connections are made, but are sometimes too obvious or not clear	Information is thin and common place; attempts made at analysis, synthesis and evaluation; connections are limited, vague generalities are posted	Rudimentary and superficial; little analysis, synthesis or evaluation; little or no connections with any other material or are off topic.
<b>Personal Reflection</b>	Entries are high quality consisting of personal reflections that connect between real-life, learning, and reading.	Connects ideas and thoughts to personal life; Evidence of personal connection to learning, community.	Little evidence of personal connection, many connections need further explanation or justification	Lack of connection to personal life
<b>Surface Features</b>	An occasional grammatical or stylistic error	Few grammatical or stylistics errors	Obvious grammatical or stylistics errors; errors interfere with content	Obvious grammatical or stylistics errors; errors make content very difficult to read

## (Day 8)



### **Assessment (Part 2)**

#### *The Best Info-Ad Campaign*

Imagine that you are a famous or influential person who is committed to promote ways to cope with challenges through using all forms of media; you could also imagine that you are a government official who will help in the promotion and information drive to educate and help teenagers in coping with challenges.

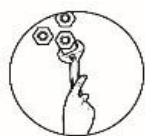
#### A. Setting Up

1. Plan the concept, features, and modes of presenting the Info-Ad.
2. Prepare the script, technological aids, musical background, and materials needed.

#### B. Gathering Information

1. Research and gather information about the topic for the ad.
2. Gather information you may need about the qualities and features of an ad campaign that would attract people.
3. Ask and answer questions on how they will present the ad.
4. Interview or ask your friends on the specific topic for the Info-Ad you want to work on.
5. Make a list and rank them.
6. Decide on and choose what topic you are to focus on.
7. Use note cards for gathered information.

## (Day 9)



### **Assessment (Part 3)**

#### C. Script

1. Prepare a script highlighting your chosen topic.
2. Focus on the important issues today.
4. Analyze the structure, format, contents, style, and strategies used in the ads.
6. Rehearse, polish, record, and share your radio script with someone.
7. Set time for feedback.
8. Present, review, edit, and polish the Info-Ad based on the comments and suggestions made by someone you've asked to check.
9. Answer the following questions:
  - Are there other changes they want to make on your Info-Ad?
  - Is there anything included that you would like to remove?
  - Is there any information/idea that you need to add?
  - Are there other changes they thought could have been made?

- Is there anything included that they would have taken out?
  - Is there any information that they would have elaborated on?
10. Make the necessary changes and modifications for your final output.
11. Send your output to your teacher.

*Please be guided with this set criteria:*

Focus	-15 points
Content	-15 points
Clarity of purpose	-10 points
Language convention	-10 points
<b>TOTAL:</b>	<b>50 points</b>

## (DAY 10)



### **Post Test**

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

- Which of the following best defines a challenge?
  - A thing that only gentlemen experiences.
  - Anything that only exists without nothing to do with.
  - It refers to something that is new and difficult which requires great effort and determination.
  - All of the above.
- What should be done with the different challenges encountered in life to survive?
  - Overcome those challenges.
  - Just don't do anything about those challenges.
  - Let others decide for you on what to do with your challenges.
  - All of those mentioned.
- It is a poem that relates on a mother giving an advice on how to cope with the different challenges in life.
 

A. If	C. The Psalm of Life
B. Mother to Son	D. The Seven Ages of Man
- What is referred in these lines?

*So, boy, don't you turn back.*  
*Don't you set down on the steps.*  
*'Cause you finds it's kinder hard.*  
*Don't you fall now—*  
*For I'se still goin', honey, I'se still climbin',*  
*And life for me ain't been no crystal stair.*

- |                   |                           |
|-------------------|---------------------------|
| A. Hardships      | C. Responses to hardships |
| B. Advice to keep | D. None of these.         |

5. What is referred in these lines?

*But all the time I've been a-climbin' on,  
And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.*

- A. Hardships  
B. Advice to keep  
C. Responses to hardships  
D. None of these.
6. What is referred in these lines?

*Well, son, I'll tell you:  
Life for me ain't been no crystal stair.  
It's had tacks in it,  
And splinters, And boards torn up,  
And places with no carpet on the floor—  
Bare.*

- A. Hardships  
B. Advice to keep  
C. Responses to hardships  
D. None of these.
7. In the lines, *Well, son, I'll tell you: Life for me ain't been no crystal stair. It's had tacks in it, And splinters, And boards torn up, And places with no carpet on the floor—Bare.*, to what does the speaker compare her life?

- A. boards  
B. stairs  
C. splinters  
D. tacks
8. It refers to a shortened form of a word (or group of words) that omits certain letters or sounds.

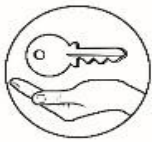
- A. articulation  
B. completion  
C. contraction  
D. summary
9. Which word in the sentence makes it an erroneous one? *Their are COVID-19 positive who are asymptomatic.*

- A. are  
B. asymptomatic  
C. positive  
D. Their
10. *I don't know whose the owner of the bag.* What word will correct the underlined word?

- A. who'se  
B. who's  
C. whose  
D. whos
11. How to correct the sentence? *We can find the accurate COVID-19 updates in the authorized websites. Example of those websites is with the DOH. We can just simply browse they're.*

- A. We can find the accurate COVID-19 update's in the authorized websites. Example of those websites is with the DOH. We can just simply browse they're.
- B. We can find the accurate COVID-19 updates in the authorized websites. Example of those websites is with the DOH. We can just simply browse there.
- C. We can find the accurate COVID-19 updates in the authorized websites. Example of those websites is with the DOH. We can just simply browse their.
- D. We can find the accurate COVID-19 updates in the authorized websites. Example of those websites is with the DOH. We can just simply browse theyre.

12. Which of the following is a correct sentence?
- Their happy to know that their compound is free the from virus.
  - There happy to know that their compound is free the from virus.
  - There happy to know that there compound is free the from virus.
  - They're happy to know that their compound is free the from virus.
13. What is the correct word to complete the sentence? *The neighbors are worried \_\_\_\_\_ that someone referred by the news. So, they are mindful enough of anyone they met just to be safe with the virus.*
- whose
  - who'se
  - who's
  - whos
14. Which of the given words best completes the sentence? \_\_\_\_\_ parents are very particular with their safety.
- They're
  - Their
  - There
  - Theyre
15. What is the right way to rewrite the sentence using contraction? *I need to check on there side about the issue published they're.*
- I need to check on their side about the issue published they're.*
  - I need to check on there side about the issue published there.*
  - I need to check on their side about the issue published there.*
  - I need to check on the're side about the issue published they're.*



## Answer Key

**Day 1 and 2**  
Pretest

Lesson 1  
(The teacher will facilitate the checking of the answers.)

What's In  
(Answers may vary.)  
What I Can Do  
(Answers may vary.)  
What I Have Learned  
-effort and determination  
What's More  
(Answers may vary.)

**Day 3 and 4**  
Lesson 2  
What's In  
(Answers may vary.)  
What's New  
(Answers may vary.)  
Suggested answers:  
1. mother  
2. a stair  
3. She is giving advice to her son.  
4. A stairway that had tacks in it, and splinters, and torn up board, and the place has no carpet on the floor. In other words, bare.  
5. Crystal stair  
6. The speaker tells **her son** that life will be difficult, but he must keep going anyway.



What I can Do	
<b>Hardships</b>	<p>Responses to hardships</p> <p>Mother's advice to keep</p>
<p>Well, son, I'll tell you: Life for me ain't been no crystal stair. It's had tacks in it, And splinters, And boards torn up, And places with no carpet on the floor— Bare.</p>	<p>But all the time I've been a-climbin' on, And reachin' landin's, And turnin' corners, And sometimes goin' in the dark Where there ain't been no light.</p> <p>So, boy, don't you turn back. Don't you set down on the steps. 'Cause you finds it's kinder hard. Don't you fall now— For I've still goin', honey, I've still climbin', And life for me ain't been no crystal stair.</p>
<p>What I Have Learned</p> <p>(Answers may vary.)</p> <p>What's More</p> <p>(Answers may vary.)</p> <p><b>Day 5 and 6</b></p> <p>Lesson 3</p> <p>What's In</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> <li>There are shortened words.</li> <li>Apostrophe</li> <li>Contraction</li> <li>Some writers use fewer contractions when they want to represent a particular style of speech.</li> </ol> <p>What I Can Do</p> <p>A.</p> <ol style="list-style-type: none"> <li>Who's its author?</li> <li>Have you accepted their opinion about coping challenges?</li> <li>They're here to demonstrate their understanding.</li> <li>It's too late for you to go there.</li> <li>They're here to stay and it's about time, too.</li> </ol> <p>B.</p> <ol style="list-style-type: none"> <li>oughtn't</li> <li>They're</li> <li>there'd be</li> <li>I'll</li> <li>We'll</li> </ol> <p>What I Have Learned</p> <p>shortened; apostrophe</p> <p>What's More</p> <p>(Answers may vary.)</p> <p>Day 7-9</p> <p>Assessments</p> <p>Day 10</p> <p>Post test</p> <p>(The teacher will facilitate the checking of the answers.)</p>	

## References:

### Book Reference:

A Journey Though Anglo-American Literature (Grade 9 LM).

### Online Resources:

<https://www.lifeworks.com/content/2818/>  
<https://www.collinsdictionary.com/dictionary/english/challenge>  
<https://www.lifehack.org/848700/challenges-in-life#:~:text=Challenges%20in%20life%20are%20a,the%20best%20version%20of%20yourself.>  
<https://brainly.ph/question/11026125>  
<https://www.grammarly.com/blog/contractions/>  
<https://www.englishgrammar.org/contractions-exercise/>  
<https://quizizz.com/admin/quiz/5c7d2c9c1a979a001aaee5e4/mother-to-son-quiz>

## Acknowledgements:

English - Grade 9

Quarter 3 - Module 3: Relevance and Truthfulness

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