

## **QUARTER 4 : LEARNING TO DO**

Week 5 : Trying Things Out

### **I. OBJECTIVES**

#### **A. Listening**

Listen to appreciate the tune and lyrics of songs

#### **B. Speaking**

Interview persons to get their opinions about social concerns and issues affecting the individual and the community

#### **C. Literature**

Point out how one's attitude contributes to the development of a person's values

#### **D. Grammar**

Give and follow instructions using direct and reported speech

#### **E. Writing**

Construct interview guides and make a write up of an interview

#### **F. Literature**

Determine the author's tone and purpose for writing a literary selection

#### **G. Vocabulary**

Arrive at the meaning of words through clustering and through a line

#### **H. Reading**

Draw conclusions from details. Give supported opinions. Express emotional reaction to what is expressed in the text.

### **II. SUBJECT MATTER**

A. Listening Text: "Flying Without Wings" (A Song)  
by West Life

B. Reading Text: "Catch Me a Star"  
by Bernard Harrison, *English Arts II*, pp. 254-258

C. Literature: "Discovery" by Toyohiko Kagawa, *CV – English II*

D. Grammar: Direct and Reported Speech  
Giving Instructions, Commands, Requests

### III. PROCEDURE

#### Motivation

Do you have a purpose in life? Are you working towards a goal or are you just drifting? Do you reach out for something seemingly unattainable?

Determination and courage, without losing contact with the pleasant feelings evoked by nature, can help you follow – and find – a higher purpose in life.

A fiction story about a seagull – Jonathan Livingston Seagull – illustrates this. Seagulls cannot fly high but this seagull tries to improve its flying until it discovers new heights and goals.

From this story, we learn that if we know our assets and set our sights, we can bridge the gaps between what is and what should be. Doing this will help us overcome obstacles that come our way as we try to find higher purpose in life.

#### Day 1 - Listening

Listening to appreciate tune and lyrics of songs

##### A. Pre-listening

1. Ask something who has talent in singing to share a song to the class. Ask who among the other students are inclined to music. Encourage them to hone their talents. Ask them to sing R. Kelly's song, "I Believe I Can Fly".

##### B. Listening Proper

1. Ask the students to listen to taped song of the Westlife, a popular boys band.

#### **"Flying Without Wings"** Westlife

Everybody's looking for that something  
One thing that makes it all complete  
You'll find it in the strangest places  
Places you never knew it could be

Some find it in the face of their children  
Some find it in their love's eyes  
Who can deny the joy it brings  
When you've found that special thing  
You're flying without wings.

Some find it sharing every morning  
Some in their solitary lives  
You'll find it in the words of others  
A simple line can make you laugh or cry.

You'll find it in the deepest friendship  
The kind you cherish all your life  
And when you know how much that means  
You've found that special thing  
You're flying without wings.

So, impossible as they may seem  
You've got to fight for every dream  
Cos who's to know which one you let go  
Would have made you complete

Well, for me it's waking up beside you  
To watch the sunrise on your face  
To know that I can say I love you  
In any given time or place

It's little things that only I know  
Those are the things that make you mine  
And it's like flying without wings  
Cos you're my special thing  
I'm flying without wings

And you're the place my life begins  
And you'll be where it ends

I'm flying without wings  
And that's the joy you bring  
I'm flying without wings

- 2.. Discussion:
  - a. According to the song, what is it that "everybody's looking for"?
  - b. In the first stanza, in what strange places do you find what you're looking for?
  - c. What could the line – "you're flying without wings" mean
  - d. Go over the song, and find other strange places for your search.
  - e. In the chorus part, what request did he ask from God above?
  - f. Did you like the song? Tell the class why you like the song.
3. Let the class sing along with the taped song for appreciation.

### **C. Post-listening Activities**

1. Most church hymns are inspirational songs. Ask someone who plays the piano to play the church hymns. Tape this, then have the students listen to it.
2. The students may have listened also to ballads but they may never have known it is a ballad. Tell them that a ballad is a narrative poetry that is intended for singing. Some of the love songs popularized on the airwaves are ballads. Get their insights on what they can gain from listening to these songs.

## Recognizing the Tune and Narrative Structure of Ballads

*Ballads* are short narrative poems which have been adapted for singing or which give the effect of a song. They usually deal with heroic deeds or everyday affairs like rowing a boat, harvesting crops, courting, and so on.

The popular ballad has the following characteristics:

1. *A musical quality.* This is achieved by a strong rhythm and recurring hymns.
2. *A dramatic quality.* This story is short with maximum excitement and minimum words.
3. *An abrupt beginning and ending.* The ballad often begins in the middle of a complicated story and the ending is equally abrupt. There are usually no descriptions of the emotions of the characters.
4. *Repetition.* The old ballads had incremental repetition, a ballad arrangement in which each verse is partly repeated with a new phrase added to make a new turn in the story.

Modern ballads, however, do not have these characteristics. Below is an example of a popular ballad.

"Whistle, whistle, old wife, and you'll get a hen"  
"I wouldn't whistle," said the wife, "if you could give me ten."  
"Whistle, whistle, old wife, and you'll get a cock."  
"I wouldn't whistle, " said the wife, "if you'll give me a flock."  
"Whistle, whistle old wife, and you'll get a coo."  
"I wouldn't whistle," said the wife, "if you could give me two."  
"Whistle, whistle, old wife, and you'll get a gown."  
"I wouldn't whistle," said the wife, "for the best one in town."

### Day 2 – Speaking/Grammar

**A. Motivation:** Think about the song you have had. How did you react to the singer's stand? Did you get inspired, encouraged or discouraged? Why? or Why not?

**B. Ask one student to read this article before the class.**

To be able to react critically and intelligently, emotionally to information or to a speaker's stand, do one or all of the following:

1. Read on the issue.

Get all the sides of the issue. Think about how each side – pro or con – will affect not just you, but other people, as well.

2. Talk to people most affected.

Their opinions should count since they are the ones who would be mostly affected. Perhaps they have had past experiences. Learn from their past experiences.

3. Interview authoritative sources of information.

These people know the technicalities of the issue. Usually their emotions are not involved. So, they can see both the positive and the negative sides.

4. Whichever you choose to do, remember to be courteous always. Politeness is important in expressing themselves whether they agree or disagree with the speaker.

### C. Activities/ Exercises

#### Exercise 1 –

What reminders or suggestions did the speaker give on reacting critically and intelligently to a speaker's stand?

Start your statements with the following:

He reminded us \_\_\_\_\_  
\_\_\_\_\_ He instructed Us  
\_\_\_\_\_ He encouraged us \_\_\_\_\_  
\_\_\_\_\_ He wanted us \_\_\_\_\_  
\_\_\_\_\_

#### Exercise 2

Transform the following direct statements to reported statements.

1. The guidance counselor in her lecture to the young boys said, "Look into the future."  
The guidance counselor in her lecture advised the young boys \_\_\_\_\_
2. The priest celebrant, in his gospel, said, "Realize how far you can go."  
The priest celebrant, in his gospel, encouraged listeners \_\_\_\_\_
3. "Study your own personal strength," the guest speaker told the audience.  
The guest speaker told the audience \_\_\_\_\_
4. Toward the end of the lesson, our teacher said, "Work on your assignments carefully."  
Toward the end of the lesson our teacher instructed us \_\_\_\_\_
5. My mother told me, "Build the life you want".  
My mother told me \_\_\_\_\_

#### Exercise 3

Combine the following statements.

1. The school nurse reminded the male students.  
Please don't smoke.
2. The school librarian instructed the students.  
Please don't engage in long conversations in the library.
3. Our English teacher often says this statement.  
Don't read word for word and don't copy sentences from a book.
4. The rallyists shouted to their members.  
Don't panic.
5. The town mayor told his constituents.  
Don't be misled by false patriots and their propaganda.

## Day 3 - Reading

### "Catch Me a Star"

Bernard Harrison

The boy and I gradually moved closer to each other. He looked up at me, wide-eyed in a way I was to learn his characteristic, and told me it was his birthday. We had watched the setting sun, strangers on that long quiet beach. The fiery ball was slowly sinking into the straight horizon as we stood in silence. Its last rays reflected in his round brown eyes. His high forehead shone orange and that mop of unkept, curly hair, salty and windblown, was golden. I looked at this little boy standing no higher than my waist, listened to his story and without question, believed him.

"What present do you want, then?" I asked. His young face seemed to wrinkle into thought, transforming him from youth to an elderly sage. It was a wizened old man, deep in thought that replied.

"Catch me a star." He pointed to the heavens. "Yes, that's what I want. A star. There are so many up there in the night sky."

I looked down at him. He was once again a frail, young boy. Slowly his request sunk home and I laughed.

"A star," I mused with a smile. "Catch you a star?"

I lay back onto the powdery sand and looked up into the darkening sky, which was dotted with pin pricks or early evening stars. For the first time since my childhood I studied the sky in all its panoramic splendor. It seemed endless, to be millions of miles in depth. There were so many stars up there, so very many. Stars I had never imagined have existed, circling the luminescent moon. Moths around a naked bulb.

"Surely you can catch me a star," he persisted, a faint smile on his lips. "After all, you're grown-up. If my father was here, he would cast his net up into the sky and catch a net full and I'm only asking for one."

I studied his face in the moonlight. He seemed to be testing me and I was sure he was older than he looked. He could have been eight or eighteen, I could not tell.

I awoke with a start. The boy was shaking my arm.

"This is our stop," he said. And we climbed off the bus.

As we walked to his *kampong* in the light drizzle of the afternoon, I recalled a vivid picture of Malacca town from a hill, I supposed it was a dream and describing what I remembered to the boy, he told me it was a view from the Church of St. Paul on the Hill.

"Tomorrow I'll take you there. It is your last day, isn't it?"

"Yes," I replied rather sadly.

We walked into the house and the boy went to the back to feed his *mynah* bird which lived there in a bamboo cage.

"I have to catch some grasshoppers," he shouted from the kitchen.

We walked out into the blazing afternoon. The air was closed and I could feel the sweat starting to form on my nose. The lush vegetation was still dripping and as we turned to walk through the *lallang* in search of grasshoppers, I could feel the water droplets trickling down my bare legs. The *lallang* was rough but did not seem to slow down the boy's pace. He carried a small cloth net attached to a thin, bamboo pole. I followed holding a glass jar.

Soon we had caught enough amount for a week's supply and sat down in the shade of large coconut palm. The bare sand was cool and relief from the heat of the unshaded field from which we had come. The boy looked up at the crown and spotted some young nuts. Asking me to stand up and cup my hands, he used them to start his climb. In no time, with hands and feet gripping the ridged trunk he was throwing down the young, green nuts.

We sat, after having pried open the nuts with a stone, and drunk the water. I lay my head back against the trunk and found a comfortable spot among the shallow roots. The sun was low in the sky now and the shadow cast by the tree trunk fell across my body. The boy had once again disappeared.

By now the sky was starting to darken, the sun behind a cloud above the horizon glowed with pinks and grays. The boy returned and sat by my side, an egg which looked like a ping pong ball, in his palm, I took it from him. It was tough and rubbery.

"Where did you get it?" I asked.

"I dug it up from the beach. It's a turtle egg. There are many more there. Have you ever eaten that before?" he asked.

"No," I replied. "What are they like?"

"Nice. But the white never turns hard when you boil it. Do you want to try?"

I was surprised that he should have discovered a turtle's nest for they are rare on the west coast. "No, thank you," I replied, "why don't you put it back in the nest so it can grow up to be a turtle?"

"Okay", he replied and scurried off back to the beach. He carried with him lime, so small, so delicate yet with the potential to develop and hatch into a minute replica of the parents. The shell, like the aura around the little boy, allowed only what was good to filter in. But one day what was inside the shell would use its tiny beak to break out of that protective shell and emerge to face the cruel and harsh elements. Only three turtles in every hundred make it, the rest perish on the way, eaten by crabs and birds and other creatures.

Dusk was close. The sun in its usual fashion on the west coast had again sunk into the calm sea which seemed to quench its fiery thirst. Its last rays lacked the biting heat of the afternoon. Now, like a humble giant it quietly disappeared from view.

We walked along the evening beach, the boy with his net, I with my jar, to where the sand turned to mud. After a while I stopped and touched him lightly on the shoulder. He followed my pointing finger into the swamp and there amongst the ghostly shapes of the trees was a speck of light. It flickered in the blackness like a star.

"There's your star," I whispered quietly.

Taking his net and giving him the jar, I clambered carefully over the gnarled roots and fallen stumps. The mud in places came to my knees but I climbed on, daring not even to look down for fear of what I might see. At last I came to within an arm's length of the tiny flashing specks of light.

Gently, oh so gently, in case I should scare it, I placed the net over the branch on which it lay and carefully twisting the net, held up my prize. Through the translucent cotton I could see its faint glow.

"Your star," I said triumphantly as I made my way back to where the boy stood. He was overjoyed.

With the star firmly in the net we made our way back to the lights of the *kampong*. In his house we found another jar and decorated the inside with some twigs. Then the great moment came. I placed the star inside and he sealed the top.

I turned down the flame of the lamp in the room and held the jar up in the darkness. The star glowed, its brilliance lighting up the boy's beaming face. The lost soul had found a friend. They had found each other, perhaps only for a night but that did not matter.

"You caught me a star," he grinned. "I knew you could if you really tried."

"Happy birthday," I said.

### A. Motivation

Has there ever been a time when you didn't feel like aspiring towards something?

Sometimes when we have already experienced several setbacks and disappointments, we accept defeat and forget striving for higher goals. What is your reaction to this attitude?

### B. Pre-reading Activities

#### 1. Vocabulary Study

Replace each underlined expression with an appropriate word. Choose your answer from the list below each statement.

- 1) The old man's wizened face showed his age.
  - a. wise
  - b. clever
  - c. withered
  - d. wrinkled
- 2) We tried to pry open the shells we found on the shore but it was an almost impossible task.
  - a. face
  - b. shake
  - c. hammer
  - d. force
- 3) The luminescent moon played tricks on our imagination.
  - a. round
  - b. brilliant
  - c. transparent
  - d. distant

#### 2. Author's Background

Bernard Ming-Deh Harrison was born on December 31, 1951, in Kuala Lumpur, Malaysia to an English Zoologist and Chinese nurse. His primary education was completed at various schools in Malaysia, England, Australia and Singapore. He then completed his secondary education in Sussex and went on to obtain a BSC Joint honours in Zoology and Psychology at the Victoria University of Manchester.

He joined the Singapore Zoological Gardens in 1973 and was appointed as Director in 1980.

Harrison is now in the process of writing another novel and putting together a book of collected poems.

### C. Reading Proper

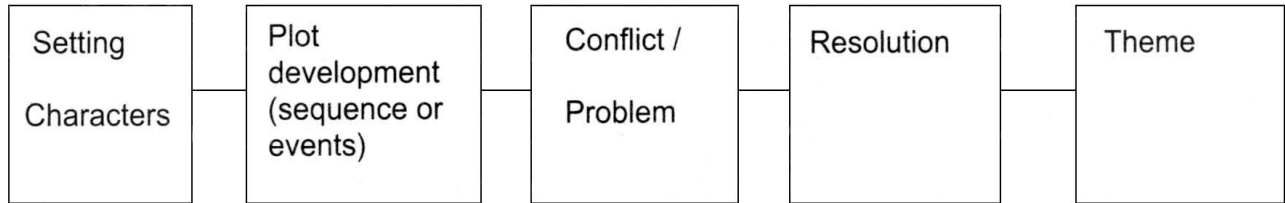
#### 1. Discussion:

- a. What was the strange request made by the boy?
- b. In what way was the request granted?
- c. What does each of the following symbolize?

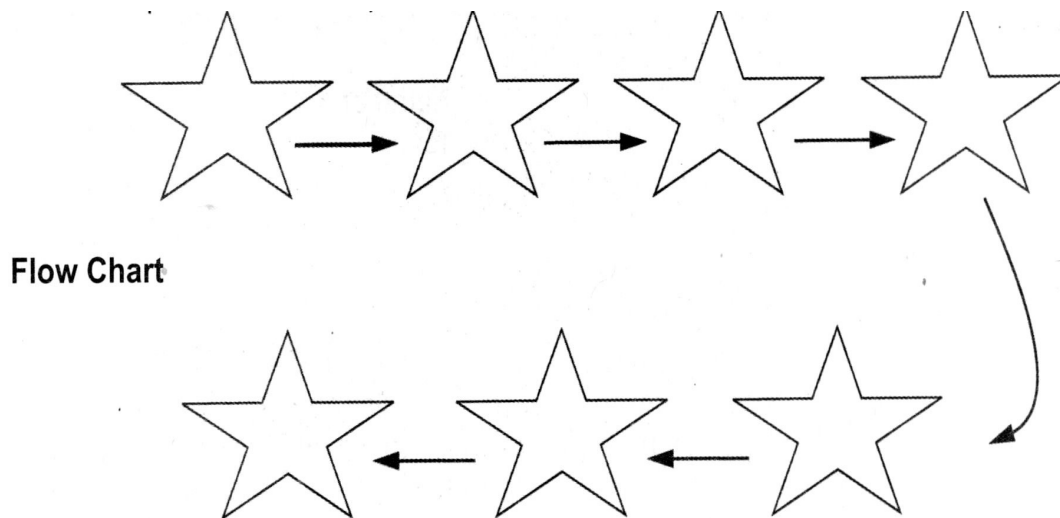
the beach	the turtle eggs
the star	the little boy
- d. What is meant by the expression –  
Catch me a star!
- e. In what way is the experience like a "birthday" also for the narrator?
- f. What has been caught? Was it really a star? Prove your point?
- g. How do you feel when you get something you have wished for greatly? Tell about your experience.

**D. Post-reading Activities**

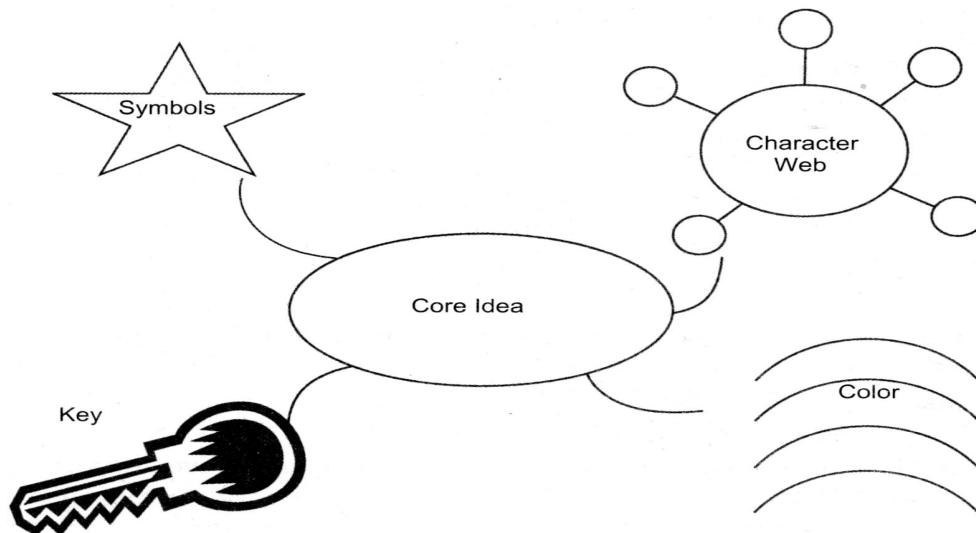
1. Read again the story, *Catch Me A Star*. Construct a story grammar showing the elements of the story. You may use the framework below.



2. Trace plot development using a flow chart. You may use any figure to represent each sequence.



3. Draw a mind map out of the story's theme – on *determination*



## Day 4 – Writing

### Writing an Interview Guide and Reporting an Interview

Earlier, you listened to several interviews. You also learned to ask different kinds of questions. Now, you will learn how to draw up an interview guide. Below is a format and a sample of an interview guide

Interview Guide	
Interview:	_____ (Name) _____
Objectives:	
A.	_____
B.	_____
Topic:	_____
<u>Questions:</u>	<u>Follow-up</u>
1.	1.
2.	2.
3.	3.

#### Sample of an Interview Guide

INTERVIEW GUIDE	
Interview :	<u>Dr. Nora Carreon – Math Teacher</u>
Objectives:	
A.	To draw up a profile of the teacher
B.	To identify her guiding principle in life
Topic:	Personal Information
<u>Questions</u>	<u>Follow-up</u>
1. What is your field of specialization	Ask for reason for the choice she had to make.
2. Are you happy about Your present position?	Why or why not?
3. How long have you Been teaching?	Where did you first teach? Reason for moving?
4. What are your problems in your kind of work?	How did you go about coping with those problems?
5. What is your guiding principle in life?	How does it help you achieve success in life?

**Writing Exercises 1:** Prepare a guide that you would use if you were to interview any of the following personalities on the topic indicated.

PERSON	TOPICS
1. School principal	Projects and programs for the present school year
2. Barangay Official	Maintenance of peace and order
3. Supermarket Manager	Business opportunities in the country today
4. School Doctor	Common health problems of students

**Writing Exercise 2:** Reporting an Interview

Results of interviews may be reported in a question – answer format or in a narrative form. When the report of an interview is done in narrative form, the reporters make a write-up of the interview. Read a write-up of an interview below and use it as model for a write-up of an interview or any one of the people listed in Exercise 1.

The Mathematics Department has a new Math teacher in the person of Miss Lilia Datuin. Miss Datuin majored in Mathematics and Science when she was in college and has to her credit ten years of experience in teaching in the province. Miss Datuin enjoys teaching Math and expressed a desire to teach Science also because, she is fascinated by the tremendous growth in that field. Now that she is in the city, Miss Datuin wants to pursue further studies which she believes she can best acquire here. The new Math teacher admitted having difficulty adjusting to the noise, crowding and scrambling in the city but was sure in saying that she was in the process of adjusting to this different kind of life. However, scrambling for a ride during early morning and early evening rush hours will take a longer time getting adjusted to, she sad. Although Miss Datuin misses the camaraderie and neighborliness of the people in the province, the enjoyment she gets from her work compensates for it. There is one thing she is very sure of right now – she is not sorry she moved her.

**Writing Exercise 3:** Convert the write-up of an interview in Exercise 2 into a question-answer format. The first two questions are done for you.

Question-Answer Report

Q: What is your field of specialization?

A: In college, I majored in Math and Science, but right now I am with the Mathematics Department and so all my teaching loads are Math subjects.

Q: Are you happy about your assignment or would you rather teach Science?

A: Well, I enjoy teaching Math but I would like to teach Science, too. The tremendous growth in Science and Technology is fascinating.

## Day 5 – Literature

### Discovery Toyohiko Kagawa

A discovery is an exposure or a revelation of something unknown or hidden. It does not only refer to scientific or geographical discoveries. One may discover new things about oneself, about others, and about the things around oneself. One may also discover a new way of doing things and announce it to the world so many can profit from it.

Find out what discoveries are talked about in the poem.

I cannot invent  
New things,  
Like the airships  
Which sail  
On silver wings;  
But today  
A wonderful thought  
In the dawn was given  
And the stripes on my robe  
Shining from wear,  
Were suddenly fair,  
Bright with a light  
Falling from heaven—  
Gold, and silver, and bronze  
Lights from the windows of heaven.  
And the thought  
Was this:  
That a secret plan  
Is hid in my hand;  
That my hand is big,  
Big,  
Because of this plan.  
That God,  
Who dwells in my hand,  
Knows this secret plan  
Of the things He will do for the world  
Using my hand!

### A. Motivation

Brainstorm on the question below.  
“What can I do today?”

### B. Vocabulary

1. Cluster the word below into four groups.

invent	secret	bronze
shining	bright	
lights	hid	
new	discovery	
gold	silver	

2. Arrange the following groups of words into a cline (from the most intense in meaning to the least; from highest to lowest; to show more importance to least importance.)

Example:

gold → silver → bronze

- a. today, tomorrow, yesterday
- b. big, huge, enormous
- c. happy, ecstatic, delirious
- d. tall, gigantic, towering
- e. satisfactory, fair, poor
- f. noon, dawn, dusk

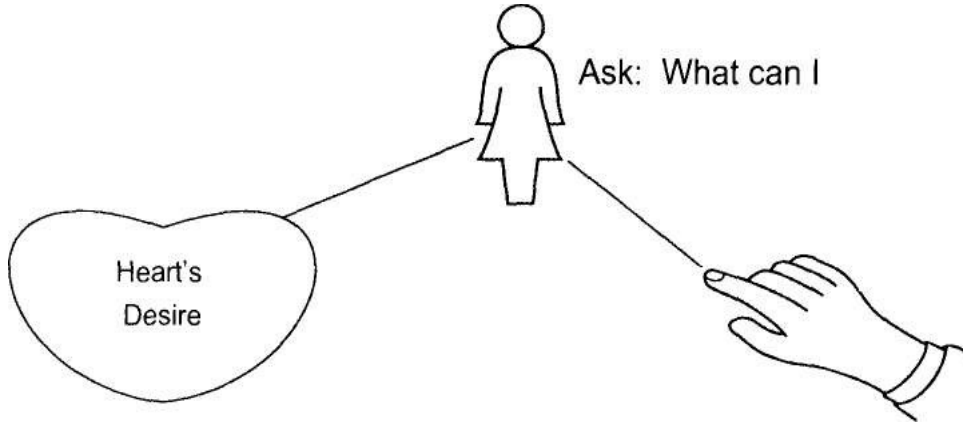
### C. Discussion

1. Who is speaking in the poem?
2. What character trait/s of the speaker is revealed in the first 4 lines?
3. How did the sight of dawn inspire him? Read the lines to prove your point?
4. What transformation took place in his outlook? How does he account for the transformation?
5. What two kinds of creativity are hinted here?
6. What inventive genius is referred to in the opening lines? Who are endowed with this?
7. What sort of creativity is referred to in the second half of the first stanza?  
Who are usually blessed with this?
8. To whom does the poet attribute all this grandeur? Why?
9. Why is the poem entitled, Discovery?

### D. Enrichment

1. *Heart's Desire*

Draw an image of how you would like to perceive yourself, a projection of the person you want to become. Let your drawing speak, introducing itself in the first person. Let it tell about itself and then write down what it says.



Ask: What is my heart's desire?  
 What is the thing I want to do?  
 What do I want to be?

Ask: What are my fears and doubts?  
 What is holding me back?  
 do today

2. Make a *Dream Ladder*. Pretend that today is the end of the week, write down <sup>Just Critic</sup> something – no matter how small – that contributed to your goal. Share this with your seatmate.

M			
T			
W			
Th			
F			

## Closure

The lessons you have taken up this week allowed you to look closely at the myriad pieces of your life. Accomplish the evaluation chart below. It may help you regain your focus and see your life as a meaningful whole.

### Evaluation Chart

Instructions:

List down in each column the strengths you gained, (Plus) the difficulties/obstacles you hurdled (Minus), and the new, interesting things you learned (Interesting).

<b>P PLUS</b>	<b>M MINUS</b>	<b>I INTERESTING</b>

## IV. ASSIGNMENT

Put together a dream scrapbook. Write down your hopes, your fears, and the steps you are taking towards the life you want. You can cut out magazine pictures that symbolize your heart's desires, inspiring poems and stories, and loving notes from friends and family.

### **I Believe I Can Fly**

R. Kelly

I used to think that I could not go on  
And life was nothing but an awful song  
But now I know the meaning of true love  
I'm leaning on the everlasting arms

If I can see it, then I can do it  
If I just believe it, there's nothing to it

1 - I believe I can fly  
I believe I can touch the sky  
I think about it every night and day  
Spread my wings and fly away

I believe I can soar  
I see me running through that open door  
I believe I can fly  
I believe I can fly  
I believe I can fly

See I was on the verge of breaking down  
Sometimes silence can seem so loud  
There are miracles in life I must achieve  
But first I know it starts inside of me

If I can see it, then I can do it  
If I just believe it, there's nothing to it

Repeat 1

Hey, co'z I believe in me, oh

If I can see it, then I can do it  
If I just believe it, there's nothing to it

Repeat 1

Hey, if I just spread my wings  
I can fly  
I can fly  
I can fly  
I can fly, hey  
If I just spread my wings  
I can fly  
Fly-eye-eye