

QUARTER 4 : LEARNING TO DO

Week 7 : Reflecting and Evaluating Process

I. OBJECTIVES:

A. Listening

Compare and contrast ideas

B. Grammar

Combine phrases, clauses, words using subordinate, correlative and coordinate conjunctions

C. Reading

Illustrate a process by sequencing a flow chart

D. Vocabulary

Arrive at the meaning of words through word association, context clues

E. Writing

Write a description of a process using connective

F. Literature

Note the organizational pattern of the poem

II. SUBJECT MATTER

Listening to Comparison and Contrast

Connectives, *Dimensions in English*, pp. 362-365

The Mechanical Phase of Digestion

Different Ways of Paragraph Development, *English Plus*, pp. 154-156

The Secret of the Machines, *English II*, SEDP, pp. 354-356

III. PROCEDURE

Day 1- Listening

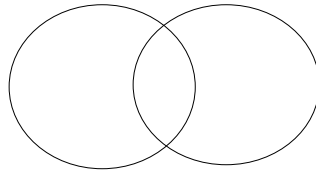
A. Previewing

In this lesson, the students will gain knowledge to do something that will contribute to their success in the future. They will further develop their skills in describing things, develop a paragraph in different ways, thus gaining abilities to reflect and evaluate processes – useful tools in Mathematics and Science subjects.

B. Task 1 - Pre-listening

Compare and contrast the human body machine. In what ways are they similar? Different?

Human Body Machine



Task 2 – Listening Proper

The teacher *reads the selection* and the four students work on the Venn-diagram above.

The teacher reads the selection again: discussion follows:

Task 3 – Post-listening

1. Complete the table below.

	SIMILARITIES	DIFFERENCES	CONNECTIVE USED
a. human body			
b. machine			

2. Grouping
 - a. Group 1 – Work in the similarities
 - b. Group 2 – Work on the differences
 - c. Group 3 – Work in the connective used.

C. Closure

Can the machine replace human beings? Why or why not?

D. Assignment

What are connectives? What do they link?

What are subordinating conjunctions? Correlative? Coordinating conjunction?

Day 2 – Grammar

A. Recapitulation: Yesterday's lesson taught the students to see/describe/differentiate/compare human beings and the machines, making use of modifiers and connectives.

B. Task 1 –

Going back to yesterday's lesson, the following sentences are taken:

1. Machine needs gasoline to be able to do its job *for* without an adequate supply of gasoline it will not run.
2. The human body can detect pain *and* send messages to the brain.

What do you call the italicized words? What do they connect or link? What is their use in the sentence?

Key points:

The Connectives

Coordinating conjunctions join together words, phrases and clauses of equal rank. The most common are *and*, *but*, *so* and *yet*. They are called coordinators, coordinating conjunctions or connectives. They join elements of equal rank and importance.

Subordinating conjunctions join together words, phrases and clauses of unequal rank. In writing paragraphs, they are sometimes called transition devices, they make transition from one idea to the next smoother, if not clearer. Examples of which are *because*, *thus*, *furthermore*, *through*, *unless* and *as*.

Task 2

Choose the connectives that are appropriate in the following sentences.

1. There was a big parade (either, and for) we were late to see it.
2. We thought that it was a fire (and, do, however) we found it was only a display or fireworks.
3. I shall take up (either, neither, both) journalism or law.
4. She works hard (an, but, also, not only) accomplishes much
5. I should like to see (either, neither, both) Mayon Volcano or Mt. Pinatubo this summer vacation.

Task 3 – Group Activity

Group 1 – Dialogue writing

Group 2 – Performing an experiment

Group 3 – Operating a machine: cell phone, telephone, etc.

C. Closure

What do connectives do in sentences? Give examples and use them in sentences.

D. Assignment

Write a paragraph showing how food is digested by a human being. Refer to you Science book.

Day 3 – Reading

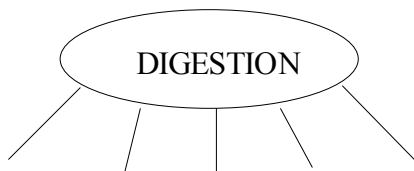
A. Recapitulation

In describing a process, the students must be familiar with the object and the output expected of it. Through the use of the knowledge of sequencing of steps and with the use of proper connectives it will now be easy for them to describe a process.

B. Task 1

Motivation

Determine meaning through word association



Task 2 - Reading the Selection

Read carefully the short selection then answer the questions:

The Mechanical Phase of Digestion

In man, the process of digestion includes a mechanical and chemical phase. In the mechanical phase of digestion, food is changed into small pieces, churned or mixed with enzymes and directed down the digestive tube. While the chemical phase of digestion involves a change in the chemical nature of food – from the complex molecules of proteins, carbohydrates and fats to the simpler molecules of amino acids, simple sugar, fatty acids and glycerol.

The teeth play a major role in mechanical digestion. While the tongue helps by pushing the food forward and towards the molar for chewing. It mixes the food with saliva which contains an enzyme. The back part of the tongue secretes mucus, for lubricating the food and these makes swallowing easier.

Comprehension Check-up

1. What are the two phases of digestion?
2. What happens in the mechanical phase of digestion?
3. Why do you think the teeth is important in the process of digestion?
4. What happens if a person doesn't have teeth?

Task 3 – Grouping

Group I – Work on a flow chart - Mechanical Phase of Digestion.

Group II – Write a descriptive paragraph on how digestion takes place Group III – Illustrate the process of the mechanical phase of digestion

C. Closure

Why is it important to know the mechanical phase of digestion of human beings? To what other subject in this selection related?

D. Assignment

What are the different modes of paragraph development? Explain each.

Day 4 – Writing

A. Recapitulation

Yesterday's lesson taught the students to illustrate a process by description, and by the use of a flow chart.

B. Task 1 – Pre-writing

Organization of paragraphs:

1. Definition – deals with an explanation of the meaning of a key term in the paragraph
2. Comparison and contrast – points out similarities and differences between two ordinary things

3. Cause and effect relationship – shows the consequences of different courses of action
4. Enumeration – is employed when the writer lists down details that support the main idea
5. Process – traces a process step by step to let the reader understand how something works

Task 2 – Writing Proper

Write a paragraph about any of the following topics using the model below:

Topic 1 – A Manufacturing Process

Topic 2 – The Construction and Operation of a Machine

Topic 3 – The Way to Do Something

Model:

A process is a step-by-step method of doing a movement or an activity. It uses sentences structures that lead to clear, accurate and specific description of some things.

Task 3 – Post-writing

1. Peer-checking
2. Revising the draft
3. Submitting the final composition

C. Closure

What model of developing paragraph did you use? Explain your choice.

D. Assignment

Read: "The Secret of the Machines", *English II*, pp. 354-356 Study the following expressions:

- a. melted in the furnace
- b. filed and tooled and gauged to fit
- c. wrought iron

The Secret of the Machines

Rudyard Kipling

- 1 We were taken from the ore-bed and the mine
We were melted in the furnace and the pit –
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit.
- 5 Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you four and twenty hours a day!
We can pull and haul and push and lift and drive,

10 We can print and plough and weave and heat and light,
 We can run and race and swim and fly and dive,
 We can see and hear and count and read and write!
 Would you call a friend from half and across the world?
 If you'll let us have his name and town and state,
 15 You shall see and hear your cracking question hurled
 Across the arch of heaven while you wait.
 Has he answered? Does he need you at his side?
 You can start this very evening if you choose,
 And take the Western Ocean in the stride.
 20 O seventy thousand horses and some screws!
 The boat-express is waiting at your command!
 You will find the Mauritania at the quay,
 Till her captain turns the lever 'neath his hand,
 And the monstrous nine-decked city goes to sea.
 25 Do you wish to make the mountains bare their head
 And lay their new-cut forests at your feet?
 Do you want to turn a river in its bed,
 Or plant a barren wilderness with wheat?
 Shall we pipe aloft and bring you water down
 30 From the never-failing cisterns of the snows,
 To work the mills and tramways in your town,
 And irrigate your orchards as it flows?
 It is easy! Give us dynamite and drills!
 Watch the iron-shouldered rocks lie down and quake,
 35 As the thirsty desert-level floods and fills,
 And the valley we have dammed becomes a lake.
 But remember, please, the Law by which we live,
 We are not built to comprehend a lie,
 We can neither love nor pity nor forgive.
 40 If you make a slip in handling us you die!
 We are greater than the Peoples or the Kings –
 Be humble, as you crawl beneath our rods! –
 Our touch can alter all created things,
 We are everything on earth except - The Gods!
 45 Though our smoke may hide the Heavens from your eyes,
 It will vanish and the stars will shine again,
 Because, for all our power and weight and size,
 We are nothing more than children of your brain!

Key Words and Expressions:

melted in the furnace and the pit
 were cast and wrought and hammered to design
 filed and tooled and gauged to fit
 never-failing cisterns of the snow

Guide Questions

1. Who are speaking in the poem? To whom do they speak?
2. Study the organizational pattern of the poem. What lines express the following:
 - a. the source of machines
 - b. their needs
 - c. the work they can do
 - d. what they cannot do
 - e. the power they have
 - f. their weakness

Day 5 - Literature

A. Recapitulation

Writing is a difficult skill but it can be learned and developed. If the student will only practice what he learned in our lesson yesterday, there is no reason why he cannot be a writer someday.

B. Task 1

Motivation: Machines play a very important role in the modern world. Some can even do the work of human beings more efficiently. Yet they have their drawbacks.

Vocabulary: Word Association "Machines"

Dictionary Words: furnace, wrought, filed and fooled

Task 2 – Discussion of the assigned selection, "The Secret of the Machines".
Organizational pattern of the poem

Task 3 – Group Work

Group 1 – Machines: Useful or Destructive

Group 2 – Advantages and Disadvantages of Machines

Group 3 – Choric Interpretation of the Poem

Group 4 – Describe the process of how a simple machine works

C. Closure

Week 7 lessons develop the skills of the students in reflecting and evaluating process especially the function of machines. In what ways can you show that you have acquired fully the objectives of the lesson?

D. Assignment

Write a paragraph on any of the following topics:

- a. Where do rains come from?
- b. Why are there volcanoes?
- c. Life cycle of butterfly