

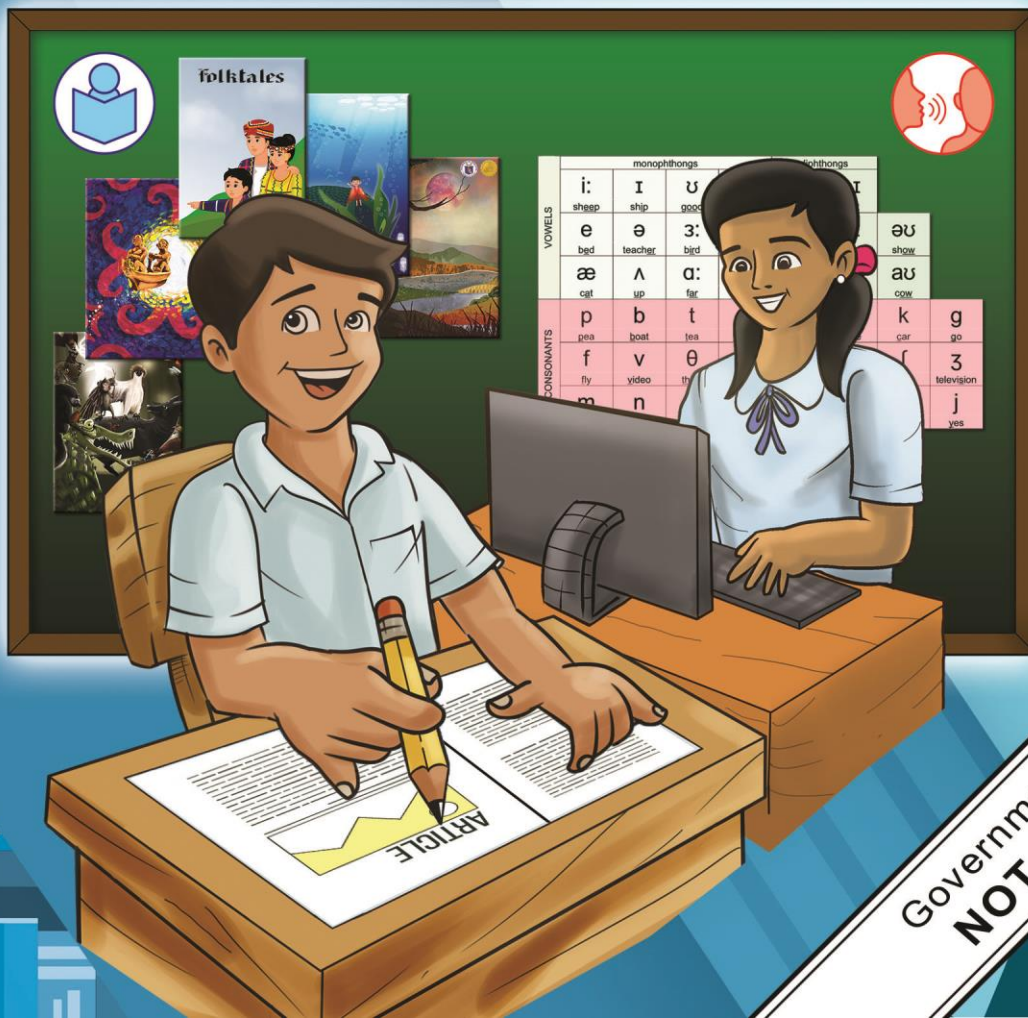
10

NATIONAL LEARNING CAMP

English

Consolidation Learning Camp

Student Workbook



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Consolidation Learning Camp Student Workbook

English Grade 10

Week 1 to Week 3

Lessons 1 - 18

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Introduction for Students

Welcome to the National Learning Camp. You are probably aware that this Camp is only open to students like you who have just completed Grade 9 or Grade 10 across the country.

You have chosen to be part of this important national program. Our focus this year is on: English, Mathematics, and Science.

The Plan

You are to attend school on three days each week: Tuesday, Wednesday, and Thursday.

You will take part in six special lessons each day. These lessons review subject content you have completed. This will help you further strengthen your learning.

There will be opportunities in each lesson for you to practice talking with other students and your teacher, and applying the knowledge you have gained in:

- understanding (comprehending) what you are reading in *English*,
- solving *Mathematics* problems, and
- interpreting the natural world through applying *Science* evidence.

Time in Class

How you use your time in lessons is very important. Every minute is valuable. It is critical that you work with the teacher and your classmates as closely as you can.

This means you will be expected to:

- start each lesson as quickly as possible,
- recognize the lesson pattern and help the teacher as you move from one part of the lesson to another,
- pay attention when the teacher or students in your class are talking about work, and
- try your best with all the different activities that make up the lesson.

You will have opportunities to write your answers down, explain to the teacher or classmates your reasons for your responses or thinking. There will be time to work on your own and at other times you will work with your classmates and report to the class.

Mistakes

One important fact drawn from brain research on learning concerns making mistakes. **It might surprise you!**

Making mistakes while learning and trying to improve your skills and understanding is *part of the brain's process*. So, learning from mistakes is an important pathway of our learning journey. When a genuine mistake is made:

- do not be ashamed or embarrassed,
- do try to learn from your mistake,
- be willing to talk about your mistakes,
- try to understand why you committed a mistake, and
- find out how to correct the mistake.

Too often learners are embarrassed or feel they have failed because of errors/mistakes. **This should not be the case.** Everyone makes mistakes as they learn new material – **everyone.**

A very famous scientist, Niels Bohr, who won a Nobel Prize for Physics, said:

An expert is a person who has made all the mistakes that can be made in a very narrow field.

Everyone makes mistakes, even experts. **It is a vital part of learning.** If you make mistakes, it is a sign that you are moving your learning forward. You may need to return to earlier learning and fill in some gaps.

Mistakes and/or errors tell **you** and your **teacher** about your thinking and where you need help or practice (we call it deliberate practice) to do better. The **teacher** and **you** should celebrate finding the mistake as it will help you both know what new learning is needed.

You might be surprised, but if you do not make genuine mistakes and fix them, your learning will not move forward efficiently.

Practice

If you want to be good at something you must practice it. Practice alerts the brain that the information needs to be known and to store the information in your head.

This is the way the brain works; this is the way the brain learns. Learning, anything from sport, about your peers, and to learning subjects in school, requires effort and that means practice.

Effort requires persistence, but it is not supposed to be difficult and punishing. It may be continued until one learns. There are no tricks. This is what the brain needs to learn.

It is important that you try and try again

Learning is a competition with yourself, not others. It is recognizing how your effort results in showing you where and how you are doing better. To be as good as you can be will only be known if you try.

The Extensive Team of Educators and Teachers involved in the National Learning Camp wish you the very best in your education future. For the Learning Camp, and your work when you return to school, our hope is for you to take any new knowledge, skills and understandings you have acquired to learn more, and to use this knowledge to want to learn more.

Best Wishes

English Grade 10 Lesson 1 Worksheet
Multimodal texts (informational/argumentative)

Component 1

Question	Answer								
1. There are three main modes (ways) of communication: written, spoken and visual. Can you think of texts that are examples of each mode?	<table><tr><th>MODE</th><th>Written</th><th>Spoken</th><th>Visual</th></tr><tr><td>Examples</td><td></td><td></td><td></td></tr></table>	MODE	Written	Spoken	Visual	Examples			
MODE	Written	Spoken	Visual						
Examples									
2. The prefix ‘multi’ means ‘many’, or at least ‘more than one’. Do you know, or can you guess, the meanings of these words: multi-colored, multicultural, multiplication, multimodal?	<ul style="list-style-type: none">● Multi-colored =● Multicultural =● Multiplication =● Multimodal =								
3. Multimodal texts combine two or more modes of communication. Can you think of three examples of multimodal texts? Explain why each is multimodal.	<ol style="list-style-type: none">1.2.3.								

Component 3

Word	Meaning	Sentence
<i>values</i>	standards of behavior; beliefs about what is important in life	<i>The way students raised money for the charity showed their <u>values</u> of kindness and consideration.</i>
<i>identity</i>	the sense of who we are as individuals and as citizens of a country	
<i>humanity</i>	quality of being humane, kind and loving to others	
<i>reputation</i>	the opinion of a person or group held by the wider community	
<i>debt of gratitude</i>	sense of owing thanks to others – in this case elders, or older people	
<i>hospitality</i>	friendliness and kindness to visitors and strangers	

Component 4A

We are what we believe

Values are deeply rooted in the traditions and beliefs of Filipino society. These values play an important role in shaping the identity of the people. They also guide their behavior in everyday situations.

One core value in Filipino culture is "kapwa," which refers to a shared humanity. This value encourages a sense of community, placing importance on relationships and cooperation. The idea of "bayanihan" captures this spirit, reflecting the tradition of putting the community before the individual, especially during times of need.

Another central value is "hiya" or shame, a sense of what is right and proper. Filipinos often show an awareness of how their actions affect their family's reputation. This value helps to build a sense of responsibility for others.

Respect for elders, known as "utang na loob" or debt of gratitude, is a basic value in Filipino culture. Young people acknowledge the sacrifices made by elders, showing respect, care and support. This value is important to families but carries over to the broader community.

Filipino hospitality, often expressed through the term "pakikisama", is based on friendliness and warm acceptance of others, including people beyond our circle of friends and family. Filipinos are known for their generosity and welcoming nature, creating an atmosphere that values social harmony.

In conclusion, values in Filipino culture form a foundation of shared principles that guide individuals and how they relate to each other. Whether expressed through the concepts of "kapwa" or "hiya," respect for elders or hospitality, these values help to shape the unique Filipino identity.



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Component 4B

Question	Answer
1. Which sentence in the first two paragraphs supports the idea in the title, 'We <i>are</i> what we believe'?	
2. Which value is at play if we welcome strangers into our homes?	
3. Which value is represented in the photograph that accompanies the written text?	

Component 4C

Question	Answer
4. Notice that the writing is organized into six paragraphs. Write a brief, six-point plan that might have been used to help write this text.	Plan: 1. 2. 3. 4. 5. 6.
5. Which do you think is the most important of these four values? Write a one-paragraph argument supporting your view.	
6. (O) Briefly tell a story that illustrates one of the four values. Your story might be true or imagined. If you can't think of a story, you might like to tell the story behind the photograph.	

Component 5

Question	Answer
<p>1. The focus of this lesson was to study a multimodal informational text, looking for meaning and structure, and thinking about how we can respond to the text in different ways. What have you learned through these activities?</p>	

English Grade 10 Lesson 2 Worksheet
Multimodal texts (informational/argumentative)

Component 1

Question	Answer												
1. Can you think of examples of informational and argumentative texts?	<ul style="list-style-type: none">● Informational texts:● Argumentative texts:												
2. What are the differences between informational and argumentative texts? Complete this table.	<table><tr><td></td><td>Informational texts</td><td>Argumentative texts</td></tr><tr><td>Purpose</td><td>To inform</td><td>To</td></tr><tr><td>Tone</td><td>.....</td><td>Positive or negative</td></tr><tr><td>Language</td><td>Uses words with clear denotations or meaning (factual)</td><td>..... May be personal and even biased</td></tr></table>		Informational texts	Argumentative texts	Purpose	To inform	To	Tone	Positive or negative	Language	Uses words with clear denotations or meaning (factual) May be personal and even biased
	Informational texts	Argumentative texts											
Purpose	To inform	To											
Tone	Positive or negative											
Language	Uses words with clear denotations or meaning (factual) May be personal and even biased											
3. How might adding visual features make argumentative texts more effective? Can you think of examples of such visual features?													

Component 2

Word	Meaning	Sentence
<i>captivate</i>	attract and hold the interest of (someone)	<i>The music at the start of the performance <u>captivated</u> the audience.</i>
<i>sequence</i>	a particular order in which things follow each other	
<i>genre</i>	a type or category of art, music, film or literature – or comic	
<i>legitimate</i>	valid, able to be justified as right and proper	
<i>adaptation</i>	a television drama, play or film adapted (changed) from the written form	
<i>evolving</i>	developing gradually over time	

Component 4A

Comics for the ages

[Comics are a creative form of storytelling that combine visual art and written text. They have captivated audiences around the world for centuries.

Even back in ancient times, people could tell stories through a sequence of pictures on a cave wall. When printing was developed, comics started to appear in newspapers and magazines. However, the modern comic book did not emerge until the 20th century. The creation of Superman in 1938 marked the beginning of the superhero genre, leading to the Golden Age of Comics. Marvel and DC Comics became industry giants, introducing beloved characters like Spider-Man and Batman.

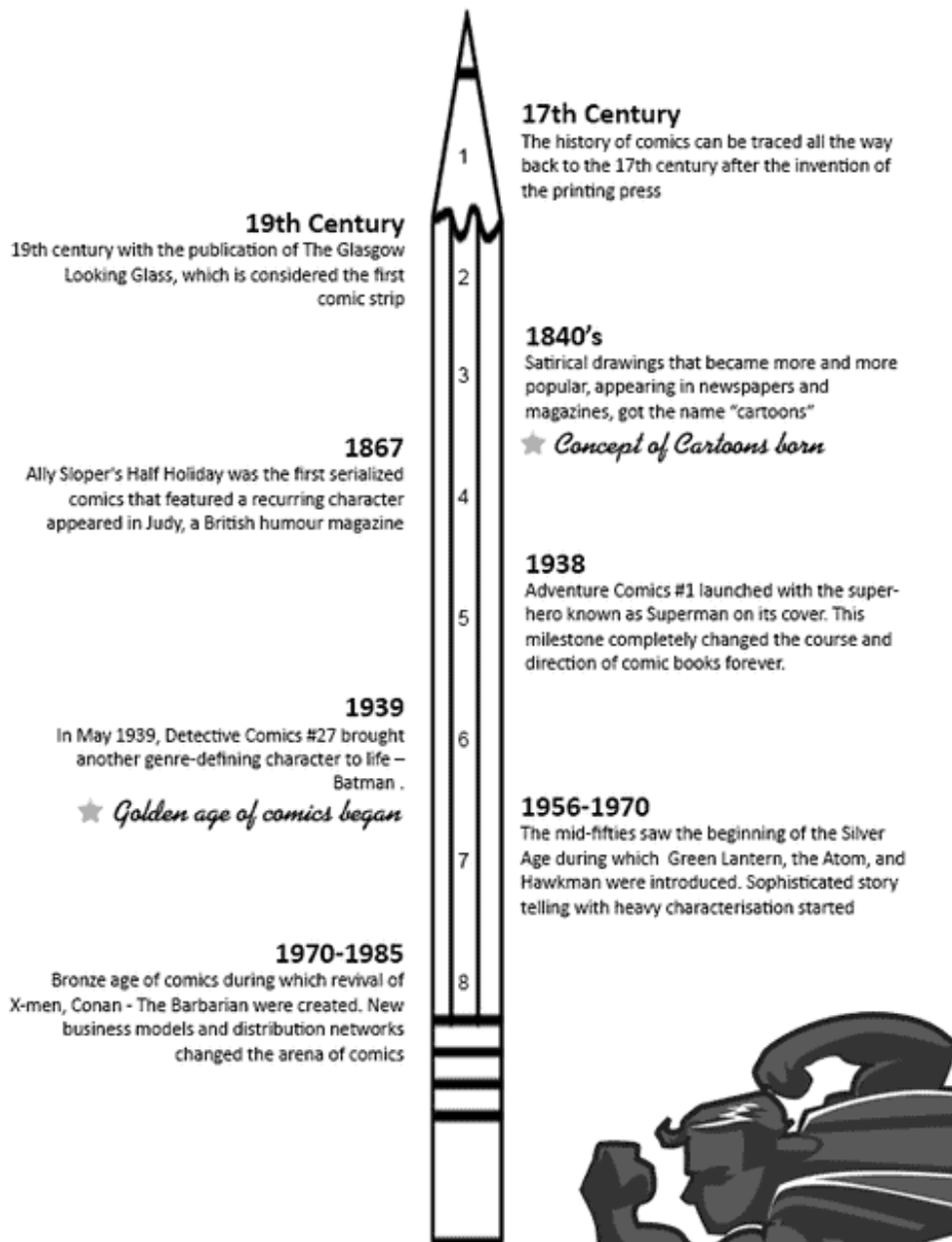
Over time, comics moved into different genres, including science fiction, horror and romance. The graphic novel boom in the 1980s made comics a legitimate literary form, with complex works like Alan Moore's "Watchmen" challenging the view that comics are just for fun and just for kids.

Comics often provide comments on the world in which we live, reflecting social change and examining important issues. The global appeal of comics is evident in manga, a unique Japanese style that has influenced creators worldwide. Digital technology has made it possible for anyone to read or create comics – even adults!

In recent years, adaptations of comics into popular films and TV series have introduced comics to an even wider audience. As an artform continually evolving, comics remain a powerful means of storytelling, engaging audiences through a rich blend of visual and narrative features.

A QUICK SNEAK PEAK ON HISTORY OF COMICS

Despite the fact that they are so popular today, very few people seem to know where comics come from and how they have developed over the years. Let's have a look at the eight key historical milestones of this medium.



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Question	Answer
1. Multimodal describes a text that uses more than one mode, or way, to communicate. In what sense are comics multimodal?	
2. The infographic adds further information to one of the five paragraphs in the written text. Which one?	
3. What points does the writer raise to challenge the view that comics are 'just for fun and just for kids'?	

Component 4C

Question	Answer
4. How do the visual elements of the infographic support the communication of information?	
5. (O) How does the writer support the view that comics are 'continually evolving'?	
6. Do you think the written text presents information with a neutral tone, or is it presenting an argument with a positive or negative tone? Find evidence to support your answer.	

Component 5

Question	Answer
1. The focus of the lesson was on understanding and appreciating the features of a multimodal argumentative text. What did you learn though this activity?	

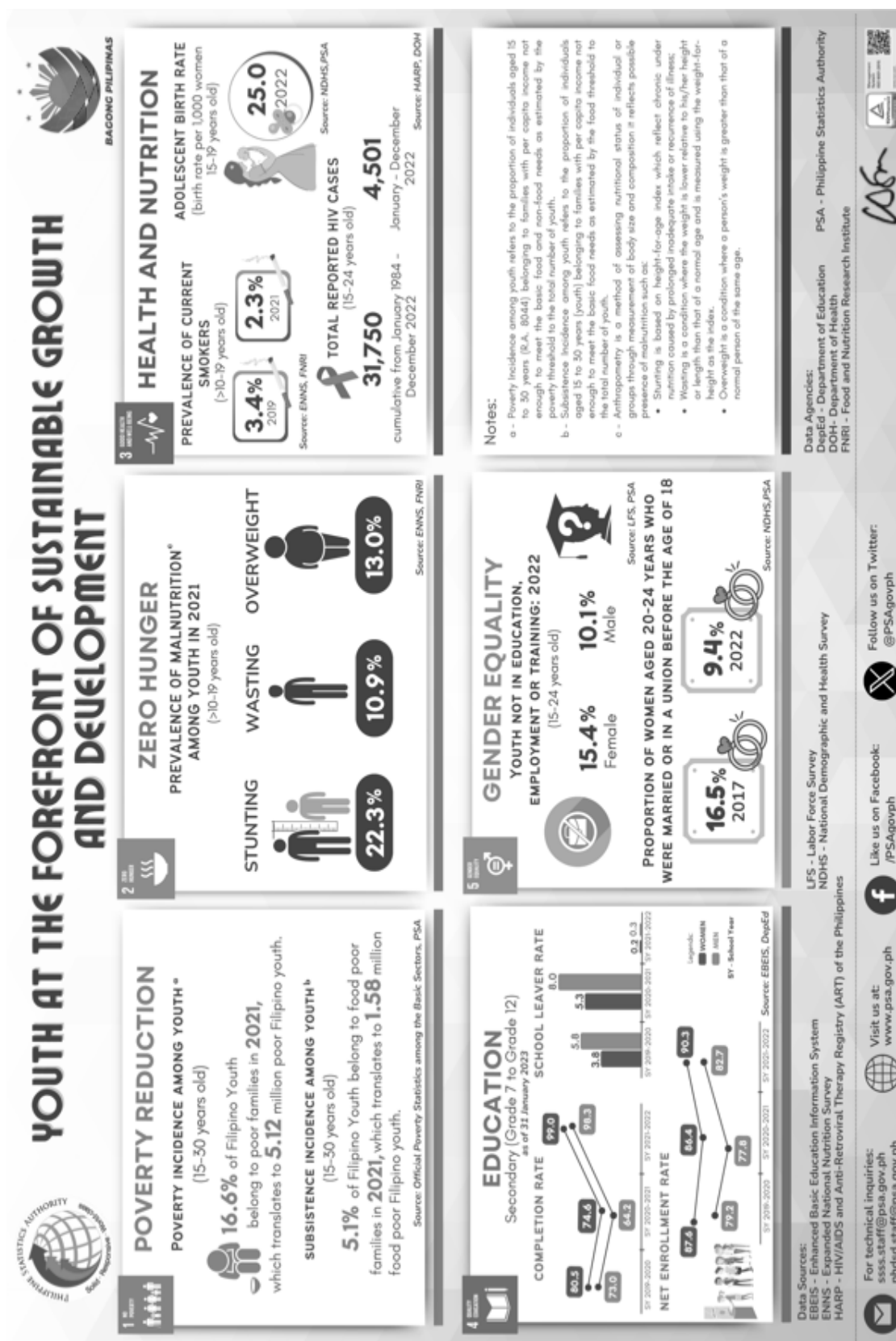
English Grade 10 Lesson 3 Worksheet
Multimodal texts (informational/argumentative)

Component 1

Question	Answer
1. The term 'infographic' is a blend of two words. What are they? Why is this a good name for these texts?	
2. Why might a person go to the trouble of presenting information in the form of an infographic?	
3. Imagine you were asked to design an infographic about 'healthy eating'. Which of the following might you choose to include? <ul style="list-style-type: none"> <input type="checkbox"/> A bar graph showing how people are increasingly eating unhealthy food <input type="checkbox"/> A few recipes for healthy meals <input type="checkbox"/> A pyramid graph showing how much we should consume of the major food groups <input type="checkbox"/> A bold heading: <i>Fast food is cool!</i> <input type="checkbox"/> A list of the foods you consumed yesterday <input type="checkbox"/> Pictures of delicious healthy foods 	

Component 3

Word	Meaning	Sentence
<i>forefront</i>	the leading or most important position	<i>Young people are at the <u>forefront</u> of change in the Philippines.</i>
<i>sustainable</i>	able to be maintained (or kept) at a certain level or rate	
<i>poverty</i>	the state of being very poor	
<i>subsistence</i>	the act of supporting oneself, especially at a basic level	
<i>nutrition</i>	the process of providing the food needed for good health	
<i>gender equality</i>	a situation where rights and opportunities are the same for males and females	



Infographic available at:

<https://www.psa.gov.ph/sites/default/files/infographics/2023%20Youth%20Infographics%20CONS-signed.pdf>
<https://www.psa.gov.ph/sites/default/files/infographics/2023%20Youth%20Infographics%20CONS-signed.pdf>

Component 4B

Question	Answer
1. What age range does the term 'youth' refer to here?	
2. What youth problems does the infographic identify?	
3. What positive trends among youth are evident?	

Component 4C

Question	Answer
4. What is the purpose of this text and what audience is it targeting? Justify your answer.	
5. How do the visual features and elements of the text support the communication of information?	
6. Use information from the infographic to help you write an argument in one paragraph, starting with this sentence: <i>We need to invest in our youth if we want to build our nation.</i>	<i>We need to invest in our youth if we want to build our nation.</i>

Component 5

Question	Answer
1. The focus of the lesson was on analyzing and understanding an infographic and using some of the information to compose an argumentative text. What did you learn by engaging in these activities?	

English Grade 10 Lesson 4 Worksheet
Multimodal texts (informational/argumentative)

Component 1

Question	Answer
1. Can you think of examples of visual texts that could be combined with written texts?	
2. In what ways might a written text be formatted to make it visually more effective?	
3. Can you suggest examples of <i>visual elements</i> , ie the aspects of visual texts (or the visual components of multimodal texts) that help them to be effective?	

Component 3

Word	Meaning	Sentence
<i>promoting</i>	actively supporting or encouraging (e.g. a cause or product)	<i>The government is <u>promoting</u> healthy eating through a national campaign.</i>
<i>disproportionately</i>	in a way that is too large (or small) compared with something else	
<i>infrastructure</i>	the resources (e.g. transport, buildings, equipment and personnel) required for an activity or initiative	
<i>substituted</i>	used instead of something else, replaced	
<i>Shifting</i>	causing to move or change	
<i>Switching</i>	changing from one thing to another	

Component 4A

The 'Active Transport' campaign

The Philippine Government is trying to encourage use of active transport as part of a national health campaign. It has produced a 'playbook' that outlines the benefits and risks of active transport.

The playbook is available at https://www.scribd.com/document/624919184/DOH-HPB-PA1-Playbook-Active-Transport?doc_id=624919184&download=true&order=631060122

Study this title page of the playbook, then we will read the extract from the playbook that follows.



LOCAL HEALTH SYSTEM
HEALTH PROMOTION PLAYBOOK FOR
DIET AND PHYSICAL ACTIVITY

Active Transport



Healthy
Pilipinas



Health
is Life!



AltMobility PH



MOVE AS ONE

THE SIGNIFICANCE OF PROMOTING ACTIVE TRANSPORT

Road Safety

- **Cyclists and pedestrians suffer disproportionately from road collisions.** Almost half of all deaths on the world's roads are among those with least protection.⁵ In the US, pedestrians and cyclists were respectively **24 AND 12 TIMES MORE LIKELY TO BE KILLED** than car occupants during road crashes.⁶
- In the Philippines, road crashes involving cyclists **result in injury or death almost 70 percent of the time**, while those involving private cars only **RESULT IN INJURY OR DEATH ABOUT 10 PERCENT OF THE TIME.**⁷
- The development of infrastructure to accommodate safe use of active transport will **protect cyclists** from fatal or injurious road crashes by directly separating cyclists from high-speed traffic; making them more visible on the road with the safety in numbers effect; and **decongesting roads** (as more people switch to active transport).⁸

Environmental Benefits

- Emerging research shows that cycling substituted for a portion of motorized transport can **greatly improve air quality and reduce annual CO2 emissions by tons** — these, in turn, can increase gains in life years, especially when accompanied by sustainable transport planning and safety measures.⁹⁻¹¹
- Shifting from driving to cycling for an average 11 km trip in Metro Manila **CAN SAVE 2.8 L OF GASOLINE PER WEEK** and 2.7 kilograms of CO2 emissions per day. Should five percent of car trips be converted to cycling trips, 57,000 tonnes of CO2 emissions can be saved annually, **the equivalent of planting 2.31 million trees in a year.**¹²

Socio-economic Advantages

- Estimates from AltMobility PH showed that businesses saw an **UP TO 25 PERCENT INCREASE IN CLIENTS** when they installed cycling-friendly infrastructure such as bicycle parking. AltMobility PH estimated that through the allocation of more space for cycling customers, **additional sales of Php 648,000 per month, or Php 7.78 million annually could be expected.**¹²
- Lastly, individuals can expect further **SAVINGS OF ABOUT PHP 281,461.92** upon switching to cycling from motor vehicle use — cycling eliminates car-related costs such as vehicle registration costs, fuel costs, maintenance costs, and parking and other expenses.¹²

Component 4B

Question	Answer
1. Use information from the poster and written text to help you define 'active transport'.	
2. List two benefits of Filipinos switching to active transport.	

3. What potential problem does increased use of active transport pose? How might this problem be addressed?	
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Component 4C

Question	Answer
4. How does the title page promote the idea of active transport?	
5. How does the formatting of the written text help to communicate information clearly?	
6. (O) Write a letter to your LGU suggesting why it should (or should not) set up a local campaign for active transport. Use information from the extract to support your argument. Do not include your address or the LGU address – just the main part of the letter starting with ‘Dear Mayor’.	

Component 5

Question	Answer
1. The focus of the lesson was on understanding and analyzing the meaning and features of a multimodal text, and composing an argument for a particular purpose and audience. What did you learn through these activities?	

English Grade 10 Lesson 5 Worksheet
Multimodal texts (informational/argumentative)

Component 1

Question	Answer
1. Consider the informative and argumentative texts we have read recently. Which ones were one-sided and which ones were two-sided?	
2. Thinking about argumentative texts, which is better: a one-sided argument or a two-sided argument? Give a reason.	
3. Can you think of a general four-paragraph plan that might help you to write a simple two-sided argument?	1. 2. 3. 4.

Component 3

Word	Meaning	Sentence
<i>connectivity</i>	the state of being connected, or linked, especially through digital technology	<i>The internet enables <u>connectivity</u> between and among people around the world.</i>
<i>vulnerable</i>	in danger of being attacked or harmed	
<i>cyberbullying</i>	use of digital communication (especially social media) to bully, ie to treat someone in a mean or threatening way	
<i>anonymity</i>	the situation in which someone's name is not given or used	
<i>overwhelming</i>	very intense, hard to deal with	
<i>platform</i>	an online digital service that enables users to share content and connect with other users	

Component 4A

Pros and cons of social media

Each box below contains a brief point for or against social media.

Global Connectivity:

Social media sets up communication and connection on a global scale, allowing people to interact and share ideas across borders.

Privacy Concerns:

Social media platforms often raise issues related to privacy, with users' personal information vulnerable to misuse.

Information Overload:

The constant flow of information on social media can be overwhelming, contributing to stress and a sense of being constantly connected.

Information Sharing:

Social media serves as a quick and efficient platform for spreading information, news and updates, contributing to real-time awareness.

Community Building:

Social media platforms help to build communities based on shared interests, encouraging a sense of belonging and support.

Cyberbullying:

The anonymity of social media can lead to cyberbullying, affecting mental health and well-being.

Business Opportunities:

Social media serves as a powerful tool for businesses, providing a platform for marketing products and engaging customers.

Fake News and Misinformation:

Social media platforms are vulnerable to the spread of fake news and misinformation, influencing public opinion negatively.

Component 4B

Question	Answer
1. In the context where it is used, what is meant by the term 'real-time awareness'?	
2. Name two possible problems associated with information sharing.	
3. According to information presented in the eight points, which of the following words would best describe social media? <input type="checkbox"/> Fast <input type="checkbox"/> Global <input type="checkbox"/> Easy to use <input type="checkbox"/> Private <input type="checkbox"/> Powerful <input type="checkbox"/> Truthful	

Component 4C

Question	Answer										
4. Arrange the eight points into arguments for and against social media.	<table> <tr> <th>For social media</th><th>Against social media</th></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>	For social media	Against social media								
For social media	Against social media										
5. Use some of the points to help you write a two-sided argument about social media. You could use the plan you developed for Q3 in Component 1.											
6. Imagine you are going to publish your argument in a school magazine.											

How could you use visual features to add to the effect of the writing?	
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Component 5

Question	Answer
1. The focus of the lesson was on analyzing points for and against an issue, then using these points to write a two-sided argument. What did you learn through these activities?	

English Grade 10 Lesson 6 Worksheet
Multimodal texts (informational/argumentative)

Component 1

Question	Answer												
1. Fill the gaps to complete the table. Don't look back in your Workbook!	<table><tr><td></td><td>Informational texts</td><td>Argumentative texts</td></tr><tr><td>Purpose</td><td>To</td><td>To express a point of view, to</td></tr><tr><td>.....</td><td>Neutral</td><td>Positive or negative</td></tr><tr><td>Language</td><td>Use words with clear denotations or meanings (factual) Impersonal, language</td><td>Use words with positive or negative May be personal and even biased</td></tr></table>		Informational texts	Argumentative texts	Purpose	To	To express a point of view, to	Neutral	Positive or negative	Language	Use words with clear denotations or meanings (factual) Impersonal, language	Use words with positive or negative May be personal and even biased
	Informational texts	Argumentative texts											
Purpose	To	To express a point of view, to											
.....	Neutral	Positive or negative											
Language	Use words with clear denotations or meanings (factual) Impersonal, language	Use words with positive or negative May be personal and even biased											
2. Which of these features would you most associate with informational texts and which with argumentative texts? Hint: four features for each!	<table><tr><td>Informational texts</td><td>Argumentative texts</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Informational texts	Argumentative texts										
Informational texts	Argumentative texts												
3. What changes would you make to an informational text if you wanted to transform it into an argumentative text?													

Component 3

Word	Meaning	Sentence
<i>fertility rates</i>	number of births occurring annually per thousand women of child-bearing age	<i><u>Fertility rates</u> often decrease when more women are encouraged to enter the workforce, not because they are less fertile but because they choose to have fewer babies.</i>
<i>mortality rates</i>	number of deaths occurring annually per thousand people	
<i>degradation</i>	the process of something becoming worse or being made worse	
<i>sustainable goals</i>	goals, or aims, that you can achieve without degrading the environment or creating further social problems	
<i>contraception</i>	the use of any method to prevent pregnancy and so avoid having a baby	
<i>comprehensive</i>	including or dealing with nearly all aspects of something	

Component 4A

The ups and downs of population growth

The population continues to increase steadily, particularly in urban areas, due to high fertility rates and declining mortality rates.

The impacts of population growth include strain on resources, leading to overcrowding in urban areas. High fertility rates contribute to poverty and unemployment, slowing national development. Environmental degradation and increased pollution result from the greater demand for resources. Pressure on healthcare and education systems affects service delivery and quality. Rapid population growth increases inequality and social tensions, challenging efforts to achieve sustainable development goals.

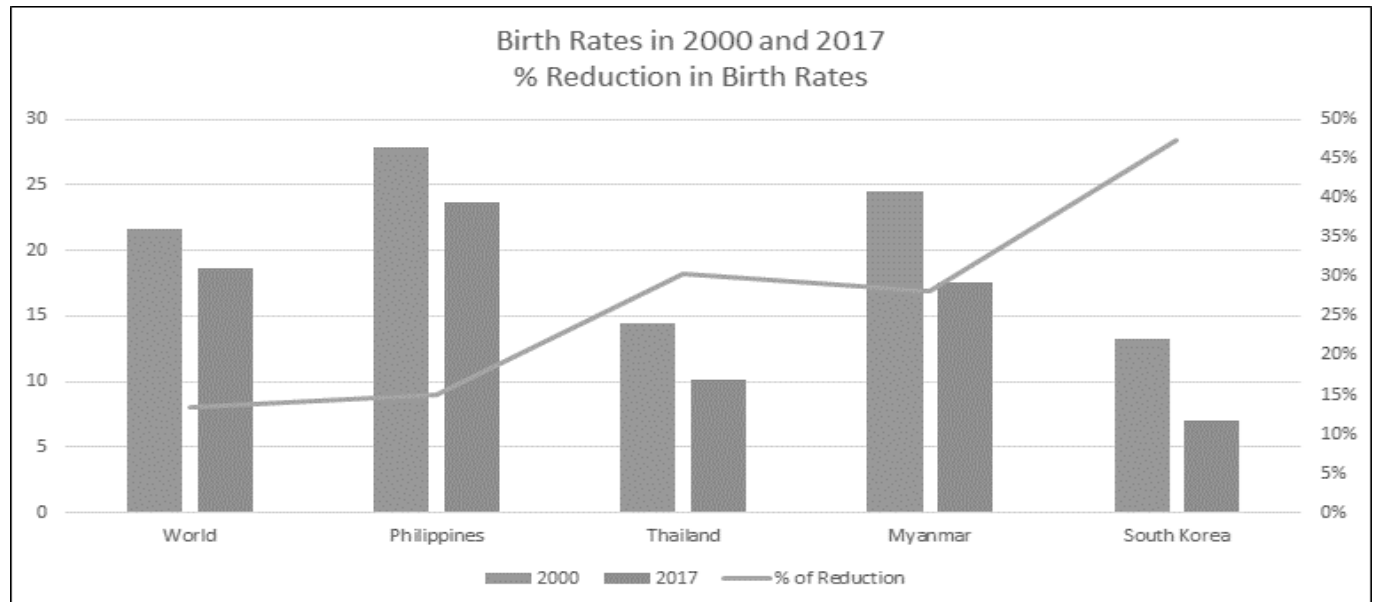
Some of the key factors influencing the trends in population growth include:

- Fertility rates in the Philippines remain relatively high compared to other countries. Cultural factors, lack of access to contraception, and traditional family values contribute to higher birth rates.
- Improvements in healthcare and better access to medical services have led to declining mortality rates, particularly among infants and children. This has contributed to population growth as more individuals are surviving into adulthood and old age.
- Rapid urbanization is another factor related to population growth in the Philippines. Rural-to-urban migration has resulted in the concentration of population in urban areas, leading to increased demand for services and infrastructure.
- Advancements in healthcare and nutrition have led to an increase in life expectancy in the Philippines. As people live longer, the overall population continues to grow.
- Government policies, such as the promotion of family planning, have had varying degrees of success in influencing population growth. Efforts to increase access to contraception and

educate people about family planning have contributed to slowing down population growth rates.

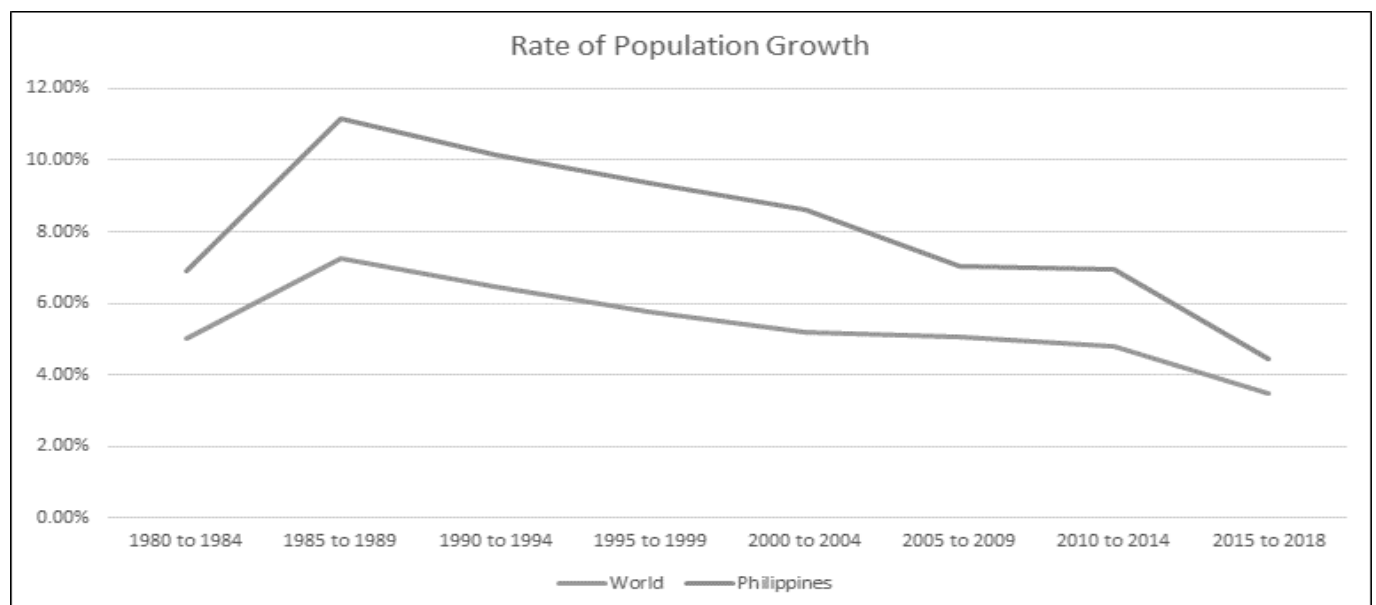
The country still faces challenges associated with a large and rapidly growing population, including strain on resources and social services. Addressing these challenges requires comprehensive strategies that consider both population growth and sustainable development goals.

Figure 1



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Figure 2



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Component 4B

Question	Answer
1. Which of the following best describes the main trend in population growth in the Philippines? A. The population is rising, and the growth rate is rising as well B. The population is rising, but the growth rate is falling C. The population is falling, and the growth rate is falling as well D. The population is falling, but the growth rate is rising	
2. Which of the five factors considered in the text are contributing to an increase in population?	
3. Find sentences in the written text that describe the information presented in the graphs at Figure 1 and Figure 2.	<ul style="list-style-type: none">● Figure 1:● Figure 2:

Component 4C

4. Write a 100-200 word introduction for a speech on the topic: <i>The Philippines needs to reduce its population urgently</i> . You can argue for or against this topic – or you might choose to partly agree and partly disagree. You can use information from the text in your speech. Try to use persuasive language.	
5. Share the introduction of your speech with another student. Use the feedback to make improvements.	

<p>6. (O) Identify three examples of persuasive language in your speech introduction and explain why they are effective.</p>	<table border="1"> <thead> <tr> <th data-bbox="775 197 1129 277">Example of persuasive language</th><th data-bbox="1129 197 1490 277">Reason why the language is effective</th></tr> </thead> <tbody> <tr> <td data-bbox="775 277 1129 465"></td><td data-bbox="1129 277 1490 465"></td></tr> <tr> <td data-bbox="775 465 1129 654"></td><td data-bbox="1129 465 1490 654"></td></tr> <tr> <td data-bbox="775 654 1129 842"></td><td data-bbox="1129 654 1490 842"></td></tr> </tbody> </table>	Example of persuasive language	Reason why the language is effective						
Example of persuasive language	Reason why the language is effective								

Component 5

Question	Answer
<p>1. The focus of the lesson was on analyzing a multimodal informational text and reworking the information into an argumentative text. What did you learn through this activity?</p>	

English Grade 10 Lesson 7 Worksheet

Literary texts (prose/poetry/drama)

Component 1

Question	Answer
1. Think of examples of everyday texts you encounter in your daily routine: at home, at school or travelling between home and school.	
2. Where are you most likely to encounter literary texts?	
3. What makes a literary text different to an everyday text?	

Component 3

Word	Meaning	Sentence
<i>Clash</i>	a strong conflict or contrast between two things (may even be violent)	<i>I like your new clothes, but there is a <u>clash</u> between your yellow socks and purple shoes.</i>
<i>Activist</i>	a person who takes action to bring about social or political change	
<i>Capture</i>	to take control of something or someone; to represent something, such as a mood or scene, in a particular form	
<i>outsider</i>	a person who does not belong to a particular group	
<i>Adapt</i>	change or adjust, so that something or someone fits in	
<i>Cud</i>	partly digested food brought up from the stomach of some animals (e.g. cows and bulls) for further chewing	

Component 4A

Text 1

Manuel Arguilla, an important Filipino writer, was born on 17 June 1911, in Nagrebcan, Bauang, La Union, Philippines. His writing shows a deep understanding of his country's culture, particularly the challenges presented by the clash between traditional and modern values.

Arguilla achieved literary fame with the publication of his short story 'How My Brother Leon Brought Home a Wife' in 1940, winning first prize in the Commonwealth Literary Contest. The narrative is based on the conflict between rural and urban ways of thinking. Arguilla resolves this conflict when Leon's city-bred wife, Maria, shows she is ready to take on the challenges of country life.

A teacher by profession, Arguilla was also an activist, fighting for social justice. Sadly, Manuel Arguilla's life was cut short when he became a victim of the Japanese Occupation during World War II. Despite his death at the age of 30, his literary works are still greatly admired.

Text 2

"How My Brother Leon Brought Home a Wife" is a delightful short story, written by Manuel Arguilla, that explores themes of rural life, tradition, family and love. The narrative is presented through the eyes of Baldo, the younger brother, providing an interesting perspective on the homecoming of Leon and his new wife, Maria, from the city. Arguilla skillfully captures the tension that arises when the traditional rural world meets the modern urban world.

The prose is powerful, creating vivid images of country life and reflecting the emotional struggles of the characters. Maria, as an outsider, is a symbol of change, particularly as a woman challenging the male-dominated order. However, the story is so short that it leaves some themes undeveloped, such as the internal conflict faced by Maria in adapting to her new surroundings.

In conclusion, 'How My Brother Leon Brought Home a Wife' is a beautifully crafted tale that examines the changes in Filipino society in the 1930s. While Arguilla shows a deep understanding of rural life, he could have explored the inner life of characters more.

Text 3

She stepped down from the carretela with a quick, light grace. She was lovely. She was tall. She looked up to my brother with a smile, and her forehead was on a level with his mouth.

"You are Baldo," she said and placed her hand lightly on my shoulder. Her nails were long, but they were not painted. She smelled sweet, like a morning when papayas are in bloom. Her face suddenly lit up with a smile. "And this is Labang of whom I have heard so much." She held the wrist of one hand with the other and looked at Labang, and Labang never stopped chewing his cud. He swallowed and brought up to his mouth more cud and the sound of his insides was like a drum.

I laid a hand on Labang's massive neck and said to her: "You may scratch his forehead now."

She hesitated and I saw that her eyes were on the long, curving horns. But she came and touched Labang's forehead with her long fingers, and Labang never stopped chewing his cud except that his big eyes half closed. And by and by she was scratching his forehead very gently.

Component 4B

Question	Answer								
1. Complete the table, matching the number of each text with the correct description.	<table> <tr> <th>Text</th><th>Description</th></tr> <tr> <td></td><td> <ul style="list-style-type: none"> A literary text: the beginning of the short story, 'How My Brother Leon Brought Home a Wife', by Manuel Arguilla </td></tr> <tr> <td></td><td> <ul style="list-style-type: none"> A profile of Manuel Arguilla, writer of the short story, 'How My Brother Leon Brought Home a Wife' </td></tr> <tr> <td></td><td> <ul style="list-style-type: none"> A critical review of the short story, 'How My Brother Leon Brought Home a Wife', by Manuel Arguilla </td></tr> </table>	Text	Description		<ul style="list-style-type: none"> A literary text: the beginning of the short story, 'How My Brother Leon Brought Home a Wife', by Manuel Arguilla 		<ul style="list-style-type: none"> A profile of Manuel Arguilla, writer of the short story, 'How My Brother Leon Brought Home a Wife' 		<ul style="list-style-type: none"> A critical review of the short story, 'How My Brother Leon Brought Home a Wife', by Manuel Arguilla
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2. In Text 2, name one aspect of the short story which the writer liked and one aspect of the short story the writer disliked.									
3. In Text 3, name two things we learn about the personality of Maria, the character referred to as 'she'?									

Component 4C

Question	Answer
4. Texts can serve a variety of purposes, sometimes more than one, e.g. to inform, to provoke a response, to express an opinion, to entertain, to persuade. What are the purposes of the three texts?	<ul style="list-style-type: none"> Purpose of Text 1: Purpose of Text 2: Purpose of Text 3:
5. In Text 2, the writer mostly likes the short story. Find four examples of words with positive connotations that show approval.	

6. What features of Text 3 suggest it is a literary text?	
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Component 5

Question	Answer
1. The focus of the lesson was to identify the different purposes and features that distinguish literary and non-literary texts. How has the lesson enabled you to do this?	

Text sources

- Text 3: The short story 'How My Brother Leon Brought Home a Wife' is available at <https://teacherkarizza.files.wordpress.com/2015/10/how-my-brother-leon-brought-home-a-wife.pdf>

English Grade 10 Lesson 8 Worksheet

Literary texts (prose/poetry/drama)

Component 1

Question	Answer
1: Which of these words would you use to describe literary texts? <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> imaginative everyday informative challenging simple factual thoughtful interesting </div>	
2. Can you think of examples of the three different forms of literature: prose, poetry and drama?	
3. List any features that you might expect to find in a <i>prose</i> text.	

Component 3

Word	Meaning	Sentence
<i>Cocktail</i>	a party drink containing alcohol	<i>The guests drank their <u>cocktails</u> while listening to the music.</i>
<i>Ravages</i>	damage or destruction, e.g. the ravages of war or time	
<i>Bewitched</i>	enchanted, subjected to magic	
<i>Orchestra</i>	a large group of musicians playing a variety of instruments together	
<i>Gaudy</i>	very bright or showy – to the point of bad taste	
<i>Chatter</i>	excited talking among people	

Component 4A

Extract from *The Great Gatsby*, by F. Scott Fitzgerald (adapted)

[the entire novel available at <https://gutenberg.net.au/ebooks02/0200041h.html>]

There was music from my neighbor's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the cocktails and the stars. In the afternoon I watched his guests diving from the tower of his boat or taking the sun on the hot sand of his beach. On week-ends his big fancy car became a bus, transporting people to and from the city, while his station wagon rushed like a lively yellow bug to meet all trains. And on Mondays, eight servants including an extra gardener worked all day with mops and brushes and hammers and shears, repairing the ravages of the night before.

At least once a fortnight an army of workers arrived with enough colored lights to make a Christmas tree of Gatsby's enormous garden. On tables, spiced baked hams crowded against salads and turkeys bewitched to a dark gold. In the main hall a bar with a real brass rail was set up and stocked with every kind of drink.

By seven o'clock the musicians have arrived—no small affair but an orchestra of oboes and trombones and saxophones and viols and cornets and piccolos and low and high drums. The last swimmers have come in from the beach now and are dressing upstairs; the cars from New York are parked five deep in the drive, and already the halls and verandas are gaudy with primary colors. The bar is in full swing and the air is alive with chatter and laughter and introductions forgotten on the spot and enthusiastic meetings between women who never knew each other's names.

The lights grow brighter as the sun begins to set and now the orchestra is playing yellow cocktail music. Laughter is easier, minute by minute, tipped out at a cheerful word. The groups change more quickly and swell with new arrivals. Girls wander here and there among the crowd, become for a sharp, joyous moment the center of a group and then glide on through the sea of faces and voices and color under the constantly changing light.

Suddenly one of these women grabs a cocktail out of the air, drinks it for courage and begins to dance. The orchestra leader changes his rhythm for her and there is a burst of chatter as the false news goes around that she is a famous New York dancer. The party has begun.

Component 4B

Question	Answer
1. What is the name of the neighbor who throws the parties?	
2. Name three things that guests can do at these parties.	
3. In this extract we do not meet the neighbor who has the parties, but we find out a lot about him. Name one interesting thing you learned about this person and find some evidence to support your point.	

Component 4C

Question	Answer
4. What do you notice about the sentences in the passage? Why does Fitzgerald use sentences of this type?	Your teacher will explain the correct answer to this question.
5. Fitzgerald describes the gardens at Gatsby's place as 'blue'. Find three other references to color in the passage. Why is there so much reference to color?	
6. (O) Throughout the passage there are hints that Gatsby's world is not quite solid or real. In fact, there are aspects of that world that seem false and changeable. Quote some phrases that show this idea.	

Component 5

Question	Answer
1. The focus of the lesson was to read a prose extract, looking for meaning and thinking about how the techniques were used to shape meaning. What have you learned through these activities?	
2. Which questions were easy to answer? Why?	
3. What strategies did you use to answer the harder questions?	

English Grade 10 Lesson 9 Worksheet

Literary texts (prose/poetry/drama)

Component 1

Question	Answer
1. Which of the poems you have read and studied, this school year or in previous years, have you most enjoyed? What particular aspects of these poems have you enjoyed?	
2. Many students comment that poetry is often difficult to understand. Which aspects of poetry have you found most challenging? What can you do to make poetry more understandable?	
3. List any features you might expect to find in a poem (<i>poetry</i> text).	

Component 3

Word	Meaning	Sentence
<i>timid</i>	shy, nervous (not reaching out, holding back)	<i>If you have any questions, don't be <u>timid</u> – just ask.</i>
<i>fate</i>	the future course of events, how things will turn out	
<i>cruel</i>	causing suffering to others or feeling no concern when others suffer	
<i>strife</i>	conflict, trouble (the opposite of peace)	
<i>balm</i>	a cream that soothes the skin, or anything that calms or heals	
<i>soared</i>	fly in an upwards direction (therefore, <i>soared</i> = <i>flew</i> upwards)	

Component 4A

Hope by Emily Bronte (abridged)

(original version of poem available at <https://www.poemhunter.com/poem/hope/>)

Hope was but a timid friend;
She sat outside the grated den,
Watching how my fate would tend,
Just like selfish-hearted men.

She was cruel in her fear;
Through the bars, one gloomy day,
I looked out to see her there,
And she turned her face away!

Like a false guard, false watch keeping,
Still, in strife, she whispered peace;
She would sing while I was weeping;
If I listened, she would cease.

Hope, whose whisper would have given
Balm to all my heart-felt pain,
Stretched her wings, and soared to heaven,
Never to return again!

Component 4B

Question	Answer
1. This poem is about hope. In your own words, write down <i>your</i> understanding of what hope means.	
2. Bronte suggests that hope is <i>contrary</i> . 'Contrary' means doing the opposite of what you might expect. Find two examples of hope's contrary behavior in the poem.	
3. How would you describe the tone of this poem? Find three examples from the poem that demonstrate this tone.	

Component 4C

Question	Answer
4. What evidence is there that Emily Bronte sees her life as a prison?	Your teacher will explain the answer to this question. You can write any notes here.
5. How would you describe the rhythm pattern used in the poem?	
6. (O) What kind of 'friend' was Hope to the poet? Find evidence from the poem to support your answer.	

Component 5

Question	Answer
1. The focus of the lesson was to read and study a poem, looking for meaning and thinking about how techniques are used to shape meaning. What have you learned through these activities?	
2. Which questions were easy to answer? Why?	
3. What strategies did you use to answer the harder questions?	

English Grade 10 Lesson 10 Worksheet

Literary texts (prose/poetry/drama)

Component 1

Question	Answer
1. Drama mostly starts with a play or script but is nearly always meant to be performed. In what forms and places can you see drama being performed?	
2. Which of the dramatic texts you have read or experienced have you most enjoyed? What aspects of these dramatic texts have you enjoyed?	
3. List any features you might expect to find in a play (<i>drama</i> text).	

Component 3

Word	Meaning	Sentence
<i>flirt</i>	to behave playfully with someone you are attracted to	<i>He <u>flirts</u> with the girls in his class, but they mostly ignore him.</i>
<i>propose</i>	to make someone an offer, especially marriage	
<i>romantic</i>	readily showing, or characterized by, feelings of love	
<i>divorce</i>	the legal ending of a marriage	
<i>bachelors</i>	men who are not married	
<i>inscription</i>	some special words inscribed, or written - in this play, on a cigarette case	

Component 4A

Extract from *The Importance of Being Earnest* by Oscar Wilde (adapted)

(available at <https://www.gutenberg.org/files/844/844-h/844-h.htm>)

- JACK Why all these cups? Why cucumber sandwiches? Who is coming to tea?
- ALGERNON Oh, just Aunt Augusta and Gwendolen.
- JACK How delightful!
- ALGERNON Yes, that is all very well; but I am afraid Aunt Augusta won't like you being here.
- JACK May I ask why?
- ALGERNON My dear fellow, the way you flirt with Gwendolen is disgraceful. It is almost as bad as the way Gwendolen flirts with you.
- JACK I am in love with Gwendolen. I have come up to town to propose to her.
- ALGERNON I thought you had come up for pleasure . . . I call that business.
- JACK How unromantic you are!
- ALGERNON I really don't see anything romantic in proposing. Why, you might be accepted! Then the excitement is all over.
[JACK puts out his hand to take a sandwich. ALGERNON stops him.]
Please don't touch the cucumber sandwiches. They're for Aunt Augusta.
[Takes one and eats it].
- JACK Well, you have been eating them all the time.
- ALGERNON That is quite a different matter. She is my aunt. Have some bread and butter.
- JACK *[Moving to table and helping himself.]*
And very good bread and butter it is too.
- ALGERNON Well, you need not eat as if you were going to eat it all. You behave as if you were married to Gwendolen already. You're not married to her, and I don't think you ever will be.
- JACK Why do you say that?
- ALGERNON Well, in the first place girls never marry the men they flirt with.
- JACK Oh, that is nonsense!
- ALGERNON It's true. It explains why there are so many bachelors everywhere. In the second place, I don't give my consent.
- JACK Your consent!
- ALGERNON My dear fellow, Gwendolen is my first cousin. And before I allow you to marry her, you will have to clear up the whole question of Cecily.
[Rings bell.]
- JACK Cecily! What do you mean, Algy, by Cecily? I don't know anyone of that name.
[Enter LANE.]
- ALGERNON Bring me that cigarette case Jack left here the last time he visited.
- LANE Yes, sir.

[LANE goes out, then re-enters with a cigarette case on a tray. ALGERNON takes it at once. LANE goes out.]

ALGERNON *[Opens case and examines it.]*

But now that I look at the inscription, I find that the thing isn't yours after all.

JACK Of course it's mine. You have seen me with it a hundred times, and you have no right to read what is written inside. It is a very rude thing to read a private cigarette case.

ALGERNON Oh, it is absurd to have rules about what one should read and what one shouldn't. More than half of modern culture depends on what one shouldn't read.

JACK I don't propose to discuss modern culture. I simply want my cigarette case back.

ALGERNON Yes, but this isn't your cigarette case. This cigarette case is a present from someone of the name of Cecily, and you said you didn't know anyone of that name.

JACK Well, if you want to know, Cecily happens to be my aunt.

ALGERNON Your aunt!

JACK Yes. Sweet old lady she is, too. Just give it back to me, Algy.

ALGERNON But why does she call herself 'little Cecily' if she is your aunt?

[Reading.]

'From little Cecily with her deepest love.'

Component 4B

Question	Answer
1. Why is Jack so interested in knowing who is coming to tea?	
2. Why does Algernon think that Jack will never marry Gwendolen?	
3. In your opinion, what will Jack say after Algernon's last speech in the play? Write the speech in Jack's words.	

Component 4C

Learning point	Question	Answer
<p>All drama depends on conflict. The conflict drives the drama. There are three main kinds of conflict:</p> <ul style="list-style-type: none"> • conflict between characters (or groups of characters) • conflict between a character and their social or physical environment • conflict within a character's mind (often called internal conflict). 	4. What is the nature of the conflict in this extract?	
<p>An epigram is a statement or remark that expresses an idea in a clever or amusing way. For example, Algernon says: 'there is nothing romantic about a proposal', arguing that if the proposal is accepted then the couple will get married – and that will be the end of the romance.</p>	5. (O) Find one other example of epigram used in the extract and explain the thinking behind it.	
<p>There are many genres, or kinds, of drama. Here are some examples:</p> <ul style="list-style-type: none"> • Historical drama: stories about real-life events • Tragedy: sad stories about human suffering • Comedy: light-hearted and amusing stories, often with a happy ending • Romance: stories that deal with love. 	6. Judging by the extract, what genre is <i>The Importance of Being Earnest</i> ? What evidence is there to support your view?	

Component 5

Question	Answer
1. The focus of the lesson was to read an extract from a play, looking for meaning and thinking about how techniques are used to shape meaning. What have you learned through these activities?	
2. Which questions were easy to answer? Why?	
3. What strategies did you use to answer the harder questions?	

English Grade 10 Lesson 11 Worksheet

Literary texts (prose/poetry/drama)

Component 1

Question	Answer
1. What have <i>you</i> gained from reading and studying literature in Filipino or your home language?	
2. What have <i>you</i> gained from reading and studying literature in English?	
3. How might reading and studying literature help you to become a better writer?	

Component 3

Word	Meaning	Sentence
<i>deliciousness</i>	state of being delicious – not just delicious, as in tasty, but pleasant to any of the senses	<i>Nothing beats chicken adobo for <u>deliciousness</u>!</i>
<i>fording</i>	a ford is a shallow place in a river that allows you to cross, so fording is crossing at this place	
<i>rivulet</i>	a small river or stream	
<i>tinkle</i>	a light, clear ringing sound, perhaps caused by a bell or running water	
<i>willow</i>	a type of tree, the last to lose its leaves in autumn	
<i>unfreezing</i>	melting (the opposite of freezing) or moving after standing very still	

Component 4A

Four poems

(The writer's name appears after each poem)

1. For deliciousness
Try fording this rivulet
Sandals in one hand.
Buson
2. We stand still to hear
Tinkle of far temple bell...
Willow-leaves falling.
Basho
3. See the red berries...
Fallen like little footprints
On the garden snow.
Shiki
4. Old snow is melting...
Now the huts unfreezing too
Free all the children.
Issa

[Adapted. Note that these texts are available in their original translated form at <https://www.thehaikufoundation.org/omeka/files/original/c7e1e7948a0c2a6de01911e244917b2f.pdf>]

Component 4B

Question	Answer		
1. These four haikus come from a book called <i>The Four Seasons</i> . Each one represents a different season: spring, summer, autumn (or fall), winter. Complete the second column to match each haiku to a season.	Haiku	Season	Meaning
	1		
	2		
	3		
	4		
2. In a few words or a sentence, write down what you think is the meaning of each haiku. See the third column.			

3. <u>Context</u> refers to the situation in which a text is created (or even the situation in which audiences respond to a text). These poems were written in Japan about 120-300 years ago. What do these haikus tell you about the context in which they were written?	
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Component 4C

Question	Answer
4. Which of the four haikus did you like best? Explain your answer.	
5. Study the four haikus carefully. What do they have in common? What seem to be the rules for writing haikus? (Hint: Count the syllables in each line)	
6. Work in pairs to write a haiku that follows these rules. The haiku should reflect your Filipino context. For example, you might write about the wet season (think storms, frogs and waters birds) or the dry season (think blue sky, dry rivers, gentle breezes).	

Component 5

Question	Answer
1. The focus of the lesson was to read and understand four haikus, then use them as models to write your own. What did you learn through these activities?	

English Grade 10 Lesson 12 Worksheet

Literary texts (prose/poetry/drama)

Component 1

Question	Answer								
1. What purposes do literary texts serve?									
2. Match each of the three literary forms (prose, poetry and drama) with the appropriate description of its usual layout.	<table border="1"> <thead> <tr> <th>Description of usual layout</th><th>Literary form</th></tr> </thead> <tbody> <tr> <td>Lines of about the same length arranged into stanzas. Often a few stanzas of regular length.</td><td></td></tr> <tr> <td>Sentences arranged into paragraphs. Several paragraphs of variable length make up the text.</td><td></td></tr> <tr> <td>Character's name followed by words spoken by the character. Actions indicated in stage directions.</td><td></td></tr> </tbody> </table>	Description of usual layout	Literary form	Lines of about the same length arranged into stanzas. Often a few stanzas of regular length.		Sentences arranged into paragraphs. Several paragraphs of variable length make up the text.		Character's name followed by words spoken by the character. Actions indicated in stage directions.	
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Sentences arranged into paragraphs. Several paragraphs of variable length make up the text.									
Character's name followed by words spoken by the character. Actions indicated in stage directions.									
3. Think about the literary texts we have encountered over the last week. What techniques did they use?									

Component 3

Word	Meaning	Sentence
<i>beggar</i>	a person who begs, who lives by asking others for money or food	<i>When the woman lost her job, she was forced to become a <u>beggar</u> on the streets.</i>
<i>victim</i>	a person hurt or injured because of someone else's action	
<i>drunken</i>	caused by or showing the effect of alcoholic drinking	
<i>circumstances</i>	conditions that relate to an event or situation	
<i>expelled</i>	forced to leave a school or college	
<i>muttered</i>	spoke in a low or unclear voice	

Component 4A

Extract from **‘The Beggar’** (abridged), a short story by Anton Chekhov
(full text available at <https://www.livrosgratis.com.br/ler-livro-online-146173/the-beggar>)

“Kind sir, be so good as to notice a poor, hungry man. I have not tasted food for three days. I have no money to pay for a bed for the night. I swear by God! For five years I was a village schoolmaster and lost my job. I was the victim of false reports. I have been out of a job for a year now.”

Skvortsov, a lawyer, looked at the speaker’s old blue overcoat, at his drunken eyes, at the red patches on his cheeks, and it seemed to him that he had seen the man before.

“And now I am offered a post in another town,” the beggar continued, “but I have not the money to get there. Please help me! I am ashamed to ask but . . . I am forced by circumstances.”

Skvortsov looked at the man’s feet. On one foot was a low shoe, while on the other he wore a high boot. He suddenly remembered.

“Listen, the day before yesterday I met you in Sadovoy Street,” he said, “and then you told me, not that you were a village schoolmaster, but that you were a student who had been expelled. Do you remember?”

“N-o. No, that cannot be so!” the beggar muttered. “I am a village schoolmaster, and if you wish I can show you papers to prove it.”

“That’s enough lies! You called yourself a student, and even told me why you were expelled. Do you remember?”

Component 4B

Question	Answer
1. What reason does the beggar give to justify his begging?	
2. The beggar says he is ‘ashamed’ to ask. Explain the meaning of ‘ashamed’ here.	
3. What reason does the lawyer have to think that the beggar is telling ‘lies’?	

Component 4C

Question	Answer
1. What techniques does Chekhov use to get readers interested at the beginning of the story?	
2. What do you think will happen in Chekhov's story next? Write an outline of a plot that brings the story to a satisfactory conclusion.	
3. (O) This week we read another beginning to a short story: 'How My Brother Leon Brought Home a Wife' by Manuel Arguilla. This extract is printed again below. Which story opening do you like best? Give reasons for your answer.	

Extract from **'How My Brother Leon Brought Home a Wife'** (adapted)

by Manuel Arguilla

She stepped down from the carretela with a quick, light grace. She was lovely. She was tall. She looked up to my brother with a smile, and her forehead was on a level with his mouth.

"You are Baldo," she said and placed her hand lightly on my shoulder. Her nails were long, but they were not painted. She smelled sweet, like a morning when papayas are in bloom. Her face suddenly lit up with a smile. "And this is Labang of whom I have heard so much." She held the wrist of one hand with the other and looked at Labang, and Labang never stopped chewing his cud. He swallowed and brought up to his mouth more cud and the sound of his insides was like a drum.

I laid a hand on Labang's massive neck and said to her: "You may scratch his forehead now."

She hesitated and I saw that her eyes were on the long, curving horns. But she came and touched Labang's forehead with her long fingers, and Labang never stopped chewing his cud except that his big eyes half closed. And by and by she was scratching his forehead very gently.

Component 5

Question	Answer
1. The focus of the lesson was on revising the close study of literary texts – how writers make meaning and how they use techniques to shape meaning. How has the lesson helped to strengthen this understanding?	

English Grade 10 Lesson 13 Worksheet

Research report/literature review

Component 1

Question	Answer
1. Why might people <i>write</i> research reports?	
2. Why might people <i>read</i> research reports?	
3. Where could you find research reports?	

Component 3

Word	Meaning	Sentence
<i>benefits</i>	good things, or advantages, gained from something	One <u>benefit</u> of this rain is that the rice will grow tall and green.
<i>opportunities</i>	good chances for success or progress in the future	
<i>infrastructure</i>	the basic physical and organizational structures (e.g. roads, water, school systems, communication networks) that enable an activity to happen	
<i>living standards</i>	the quality of material comfort and wealth experienced by an individual, group or the whole population	
<i>diversify</i>	to make something, or become more, diverse or varied	
<i>resilient</i>	able to bounce back, or recover, quickly from difficult conditions	

Component 4A

Benefits of tourism in the Philippines

The texts below highlight several benefits of tourism for the Philippines:

1. Tourism contributes significantly to the Philippine economy. Income earned through tourism supports various sectors, including hospitality, transportation and local businesses. In 2023, tourism added more than PhP 300 billion to the Philippine economy.
2. The tourism industry creates job opportunities for Filipinos, ranging from hotel staff and tour guides to transport services and souvenir sellers. This helps reduce unemployment and improves the lives of many Filipinos. In 2022, more than 5 million Filipinos worked in the tourism industry.
3. People visiting the Philippines experience the rich culture of this country. This can lead to increased understanding and appreciation of Filipino traditions, customs and way of life. Filipinos can also learn more about the different cultures of tourists.
4. The infrastructure of the country is developed to meet the demands of the tourism industry. Investment in areas such as transport, hotels and restaurants benefits not only tourists but also local communities, improving overall living standards.
5. Tourism can help to conserve the environment. Research supports the idea that sustainable tourism contributes to the protection of natural habitats. In 2023, there were 35 national parks and 240 protected areas that attracted tourists to the Philippines.
6. Tourism helps diversify the economy by providing another source of income. This can reduce dependency on other industries, such as agriculture and manufacturing. A diverse economy makes the country more resilient if it experiences a downturn in one or more areas.

Component 4B

Question	Answer														
1. Match each of the six points in the research report with the appropriate heading. The first one has been done for you.	<table><tr><th>HEADING</th><th>POINT</th></tr><tr><td><i>Cultural Exchange</i></td><td>3</td></tr><tr><td><i>Diversification of Economy</i></td><td></td></tr><tr><td><i>Economic Growth</i></td><td></td></tr><tr><td><i>Employment Opportunities</i></td><td></td></tr><tr><td><i>Environmental Conservation</i></td><td></td></tr><tr><td><i>Infrastructure Development</i></td><td></td></tr></table>	HEADING	POINT	<i>Cultural Exchange</i>	3	<i>Diversification of Economy</i>		<i>Economic Growth</i>		<i>Employment Opportunities</i>		<i>Environmental Conservation</i>		<i>Infrastructure Development</i>	
HEADING	POINT														
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<i>Economic Growth</i>															
<i>Employment Opportunities</i>															
<i>Environmental Conservation</i>															
<i>Infrastructure Development</i>															
2. Name three examples of: <ul style="list-style-type: none">• jobs created by tourism• infrastructure developed because of tourism.	Jobs created by tourism: <ol style="list-style-type: none">1.2.3. infrastructure developed because of tourism: <ol style="list-style-type: none">1.2.3.														
3. A <i>statistic</i> is a fact obtained from numerical data, e.g. according to the UNICEF Data Warehouse, there were nearly <i>42 million</i> children in the Philippines in 2023. Find two examples of statistics in this research report. What is the purpose of the statistics?															

Component 4C

Question	Answer
1. Which of these statements provides the most appropriate conclusion to this research? Explain your answer. A. Tourism will one day be the most important industry in the Philippines. B. Tourism brings benefits to the Philippines, but we can't ignore the negative impact on the environment and local communities. C. Tourism has brought a range of important benefits to the Philippines and its people. D. Other industries such as agriculture and manufacturing are more important than tourism in the Philippines.	
2. Bayani is doing research to find an answer to this question: <i>Has the tourism industry been a good thing for the Philippines?</i> The research above is helpful, but what other aspects of tourism might he need to research to be able to answer this question in a balanced way?	
Q6. (O) If you had the job to promote tourism to a poor community in your province, which of the points above would you focus on? Explain your answer.	

Component 5

Question	Answer
1. The focus of the lesson was on research reports, their structure and features, purposes and uses. How has the lesson enabled you to learn more about research reports?	

English Grade 10 Lesson 14 Worksheet

Research report/literature review

Component 1

Question	Answer
1. Can you think of examples of bias against individuals or groups of people?	
2. Why do readers need to watch out for bias in texts?	
3. How can we avoid bias in our own texts?	

Component 3

Word	Meaning	Sentence
<i>global</i>	worldwide, relating to the whole world	<i>Climate change is a <u>global</u> problem that requires <u>global</u> solutions.</i>
<i>academic</i>	relating to education, especially the higher levels of education	
<i>overshadow</i>	rise above and cast a shadow over something (literal meaning); appear more important than something (metaphoric meaning)	
<i>identity</i>	sense of who you are, as an individual or group of people	
<i>threatened with extinction</i>	in danger of disappearing [usually applies to species of plants or animals that are disappearing, but here it relates to languages]	
<i>unequal access</i>	an unfair situation where resources and rights are available to some people rather than everyone	

Component 4A

Value of learning English in the Philippines today

English has long been one of the official languages in the Philippines. It is spoken by 68% of the population. But just how important is learning English in the Philippines today?

Points *for* learning English in the Philippines:

- **Global Communication:** English is an international language, enabling Filipinos to communicate effectively on a global scale. When native and second language speakers are considered, English is the world's most spoken language with 1.8 billion speakers around the world.
- **Employability:** The ability to speak English improves job opportunities. This is particularly true in the tourism and call center industries. Filipinos are more able to engage in international business if they have good English skills.
- **Academic Advancement:** Many academic resources and publications are available in English. Filipinos who speak English well can not only access this bank of information but are also able to contribute to it. In fact, more than three-quarters of scientific papers are published in English.

Points *against* learning English in the Philippines:

- **Cultural Identity:** Some argue that a heavy focus on English may overshadow local languages. If people lose their language, there is a danger they will lose their cultural identity. There are now eleven local languages threatened with extinction in the Philippines, while others have already died out.
- **Social Equality:** Gaps may emerge between those who speak English well and those who don't. Filipinos who cannot afford quality English education may face challenges in various aspects of life, particularly in employment. Unequal access to quality English education may widen the gap between groups.

Balancing these factors is crucial to ensure the positive impacts of English language learning while addressing potential problems.

Component 4B

Question	Answer
1. What evidence supports the idea of English as a global language?	
2. What is the 'bank of information' referred to in the third dot point?	
3. Explain how the growth of English could cause some Filipinos to lose their cultural identity.	

Component 4C

Question	Answer
4. Look at the last sentence in the report. What is its purpose?	
5. How does the formatting of the report support the clear communication of ideas?	
6. (O) Imagine you are contributing to a blog forum on English learning in the Philippines. Use information from this research report, as well as your own ideas, to express your view.	

Component 5

Question	Answer
1. The focus of the lesson was on analyzing a two-sided research report and writing an argument. What did you learn through these activities?	

English Grade 10 Lesson 15 Worksheet

Research report/literature review

Component 1

Question	Answer
1. What are some things a writer might do to make a research report more reliable?	
2. Why is the reliability of a report important from a <i>writer's perspective</i> ?	
3. Why is the reliability of a report important from a <i>reader's perspective</i> ?	

Component 3

Word	Meaning	Sentence
<i>popular</i>	liked or admired by many people	<i>Maria was a <u>popular</u> choice for school captain – she received more votes than anyone else.</i>
<i>spectators</i>	watchers (of sport, games, etc.), members of an audience	
<i>champion</i>	person who has beaten all others in a sporting contest or other competition	
<i>Debut</i>	person's first appearance or performance in a particular role	
<i>traditional</i>	refers to something existing or done for a long time	
<i>martial art</i>	art based on fighting and self-defense, widely practiced as sport	

Sport in the Philippines

Sport is an important part of culture in the Philippines. Popular sports include basketball, boxing, tennis, football, billiards and volleyball.

The most widely played and watched sport in the Philippines is basketball. According to a popular blog, over 40 million Filipinos play basketball and the Philippines has the second highest number of spectators in the world after USA.

One of the most popular individual sports is boxing. The Philippines has produced more than 40 boxing world champions. Some Filipino boxers – such as Pancho Villa, Nonito Donaire, Gabriel Elorde and Manny Pacquiao – are famous internationally. The golden age of Philippine boxing began when Pancho Villa won the world flyweight championship from Welshman Jimmy Wilde to become the first ever Asian and Filipino world champion.

Football has been played in the Philippines for more than 100 years. In 1912, Paulino Alcántara Riestra became the first Filipino and Asian player to play for a European Club. He made his debut at Barcelona at the age of 15. He is the club's youngest and second highest goal scorer after Lionel Messi.

The Philippines has many traditional sports and games that were popular before and after the colonial era. Among these are archery, horse-riding and wrestling. Arnis, a type of martial art, that can involve use of sticks or knives, as well as open-hand techniques, was recognized as a national sport in 2009. Some traditional games, not exactly sports, are patintero (a street game), sungka (a board game) and palosebo (bamboo pole climbing).

1. ["Metro Manila · Basketball – the Philippines' most popular sport"](#). Archived from [the original](#) on February 23, 2015. Retrieved 7 March 2024.
2. <https://thesporting.blog/blog/most-popular-sports-in-the-Philippines> . Retrieved 7 March 2024.
3. ["A look at the history of boxing in the Philippines"](#). ESPN. 25 June 2008.
4. Tomàs, Manel (24 February 2012). ["Centenary of Paulino Alcántara's debut"](#). Futbol Club Barcelona. Archived from the original on 18 May 2016. Retrieved 7 March 2024.
5. ["Republic Act No. 9850: An Act declaring Arnis as the national martial art and sport of the Philippines"](#). Archived from [the original](#) on 30 July 2012. Retrieved 7 March 2024.

Component 4B

Question	Answer
1. What evidence supports the idea of basketball as the most popular sport in the Philippines?	
2. What distinction do Pancho Villa and Paulino Alcántara Riestra share?	
3. The information below the photograph consists of five footnotes that relate to information in the report. What is the purpose of these footnotes in research reports?	

Component 4C

Question	Answer																														
1. Compile the survey results in a table.	<table><tr><th>Favorite sport to <i>play</i></th><th>Tally</th><th>Total</th></tr><tr><td>Basketball</td><td></td><td></td></tr><tr><td>Football</td><td></td><td></td></tr><tr><td>Volleyball</td><td></td><td></td></tr><tr><td>Others</td><td></td><td></td></tr></table> <table><tr><th>Favorite sport to <i>watch</i></th><th>Tally</th><th>Total</th></tr><tr><td>Basketball</td><td></td><td></td></tr><tr><td>Football</td><td></td><td></td></tr><tr><td>Volleyball</td><td></td><td></td></tr><tr><td>Others</td><td></td><td></td></tr></table>	Favorite sport to <i>play</i>	Tally	Total	Basketball			Football			Volleyball			Others			Favorite sport to <i>watch</i>	Tally	Total	Basketball			Football			Volleyball			Others		
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2. What conclusions can you reach from the results of the survey?																															
3. (O) Do the results of the survey support or challenge the research? Explain your answer.																															

Component 5

Question	Answer
<p>1. The focus of the lesson was on the reliability of research reports and how we can use surveys to test that reliability. How did the lesson enable you to achieve that learning?</p>	

English Grade 10 Lesson 16 Worksheet

Research report/literature review

Component 1

Question	Answer
1. Imagine you had to do a research task on a particular animal, native to the Philippines. Where might you find information?	
2. Which of these sources might be most <i>useful</i> for this research task? Explain your choice. <ul style="list-style-type: none"> <input type="checkbox"/> A story about a boy's encounter with a leopard cat in the Philippine jungle <input type="checkbox"/> A picture book about animals of the world <input type="checkbox"/> A website called 'Wildlife in the Philippines' <input type="checkbox"/> Brochures on Philippine animals produced by an environmental organization <input type="checkbox"/> A research paper on carabao farming in Northern Samar 	
3. How do you know that the information provided by a particular source is <i>reliable</i> ?	

Component 3

Word	Meaning	Sentence
<i>nocturnal</i>	relating to or occurring in the night; active at night, especially 'nocturnal animals'	<i>Because they are <u>nocturnal</u> animals, bats use echoes to help find their way and look for food.</i>
<i>habitat</i>	the natural home or environment of an animal or plant	
<i>endangered</i>	threatened; at serious risk of extinction, especially 'endangered species'	
<i>conservation</i>	care or protection, especially relating to animals or plants	
<i>strategies</i>	the ways in which a goal or aim can be achieved	
<i>campaigns</i>	a planned set of activities carried out over a period of time to achieve something, e.g. social change, saving an endangered species	

Component 4A

Research into ways of saving the endangered Philippine tarsier

Source 1

The Philippine tarsier (*Carlito syrichta*) is a small primate found in the Philippines, known for its large eyes relative to its head. With a body length of about 8-16 cm, it is one of the smallest primates. Tarsiers are nocturnal, mostly feeding on insects and spiders. They have excellent hearing and can turn their heads nearly 180 degrees. Their long fingers allow them to hold on to branches in trees. Since 1997, the Philippine tarsier has been a protected species, but its numbers are still declining.



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Source 2

Conservation of the Philippine tarsier generally involves protecting its natural habitat and raising awareness. Particular strategies include creating protected areas, encouraging responsible tourism and engaging local communities in conservation efforts. Research on tarsier behavior can help to support the work of conservation groups. Some organizations have had success addressing problems such as habitat destruction and illegal pet trade. Public education campaigns help to develop a sense of responsibility for tarsier conservation among local and global communities.

Source 3

The Philippine tarsier is an endangered species, but there are ways in which Filipinos can help conserve this rare animal. They can support organizations dedicated to tarsier conservation, such as the Philippine Tarsier Foundation or local wildlife groups. If Filipinos are visiting tarsier habitats, they should choose responsible tour operators, keep a respectful distance and avoid using flash photography. They can also raise awareness about the importance of tarsier conservation among friends and family by sharing information on social media. Finally, they can report any illegal trade or activities related to tarsiers to local authorities or wildlife protection groups. By taking these actions, Filipinos can play a part in the ongoing efforts to protect the Philippine tarsier.

Component 4B

Question	Answer
1. Read and view Source 1: Name three features of the Philippine tarsier's appearance.	
2. Read Source 2: Name three strategies used to help conserve Philippine tarsiers.	
3. Read Source 3: What advice does this source offer people who want to look at Philippine tarsiers in the wild?	

Component 4C

Question	Answer									
4. Imagine you are doing research on ways in which you and your classmates could help to save the endangered Philippine tarsier. Which of these three sources would be most helpful to you? Explain why.										
5. Suggest a plan for a speech that you might give to your class using this source.	<table> <tr> <td><i>Introduction</i></td><td></td></tr> <tr> <td rowspan="4"><i>Main body:</i> discuss four ways in which we can help to save the tarsier</td><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr> <td><i>Conclusion</i></td><td></td></tr> </table>	<i>Introduction</i>		<i>Main body:</i> discuss four ways in which we can help to save the tarsier					<i>Conclusion</i>	
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<i>Main body:</i> discuss four ways in which we can help to save the tarsier										
<i>Conclusion</i>										
6. (O) Suggest ways in which you could improve your speech by adding visual aids.										

Component 5

Question	Answer
1. The focus of the lesson was on analysing information sources and identifying the most helpful source for a particular task. What did you learn through this activity?	

English Grade 10 Lesson 17 Worksheet

Research report/literature review

Component 1

Question	Answer
1. What kinds of people conduct research?	
2. What is the purpose of research?	
3. Can you think of an example of research you could conduct with your classmates?	

Component 3

Word	Meaning	Sentence
<i>literature review</i>	a summary of the current literature (e.g. books, research papers) on a particular subject	<i>The paper included a <u>literature review</u> which provided a useful summary of research into the uses of smartphones.</i>
<i>volunteer</i>	(verb) offer to do something, often without pay	
<i>control group</i>	in an experiment, the group which does not get the treatment being studied	
<i>memorize</i>	to commit to memory, learn 'by heart'	
<i>instruction</i>	teaching, training	
<i>transfer</i>	(noun) the process of moving something from one place to another; the process of applying a skill learned in a particular situation to a new situation	

Student research on spelling

Three Grade 10 students – Jacob, Rosa and Anna – are in the same English class. Their teacher gives them a spelling test, including 10 ‘taught’ words (ie words that were taught in class) and 10 new words (ie words that have not been taught in class). They all get the same results, as shown in this table:

Student	Approach to learning spelling	Taught words - /10	New words - /10	Total - /20
Jacob	No approach used	5	3	8
Rosa	No approach used	5	3	8
Anna	No approach used	5	3	8

The three students agree that using correct spelling in English is important. However, they all think spelling English words correctly is difficult. They decide to do their own research to find out the best approach to improve spelling.

Firstly, they read some of the literature that looks at different ways to improve spelling. Their literature review is below.

Then for one whole term they each take a different approach to learning spelling:

- Jacob uses the *rote-learning approach*: learning lists of words and trying to memorize spelling.
- Rosa uses the *rule-based approach*: working out the rules of spelling and applying these rules to new words.
- Anna volunteers to be the ‘*control group*’ – she will not do anything to improve her spelling.

At the end of the term their teacher gives them another spelling test, including 10 taught words and ten new words. Here are the results:

Student	Approach to learning spelling	Taught words - /10	New words - /10	Total - /20
Jacob	Rote-learning	8	4	12
Rosa	Rule-based	8	8	16
Anna	No approach used	5	3	8

Literature review

There are two main ways to improve spelling: the rote-learning approach and the rule-based approach (Kreiner & Gough, 1990). The rote-learning approach requires students to look at lists of words and trying to memorize their spelling. The rule-based approach involves students looking at spelling patterns in groups of words, working out the rules that seem to be at work and then using those rules to help spell new words. Both approaches seem to make sense and are widely used in schools.

Research shows that spelling instruction has a positive impact on ability to spell. Graham and Santangelo (2014) reviewed 50 studies that compared students who were given spelling instruction with students who were given no instruction. They found that in almost every study, students who were given spelling instruction performed better than students who had no instruction.

A Dutch study, Hilte and Reitsma (2011) looked at what kind of instruction works best. Two groups of students had computer-based spelling instruction: one group was taught a spelling rule and the other

was not taught the rule. A third group (the control group) had no spelling instruction at all. Both groups who had spelling instruction performed better than the group that had no spelling instruction. However, the group that was taught the spelling rule performed better than students who were not taught the rule.

A New Zealand study, Dymock and Nicholson (2017) also compared three different groups of students: one was taught spelling rules, a second group learned spelling by rote and a third group had no spelling instruction at all. Results showed that both the rule-based and rote-learning groups learned to spell taught words (i.e. words that were used in the training) better than the control group. However, students in the rule-based group had greater transfer to spelling of new words than students who learned spelling by rote. Clearly the rule-based approach was best.

References:

Dymock, S., & Nicholson, T. (2017). To what extent does children's spelling improve as a result of learning words with the look, say, cover, write, check, fix strategy compare with phonological spelling strategies? *Australian Journal of Learning Difficulties*, 22, 171-187.

Graham, S., & Santangelo, T. (2014). Does spelling instruction make students better spellers, readers, and writers? A meta-analytic review. *Reading and Writing*, 27, 1703-1743.

Hilte, M., & Reitsma, P. (2011). Effects of explicit rules in learning to spell open- and closed-syllable words. *Learning and Instruction*, 21, 34-45.

Kreiner, D. S., & Gough, P. B. (1990). Two ideas about spelling: Rules and word-specific memory. *Journal of Memory and Language*, 29, 103-118.

Component 4B

Question	Answer
1. Why did the three students decide to engage in their own research?	

Component 4C

Question	Answer
4. What conclusions might the students have reached at the end of their research?	
5. Did the results of the students' research support or challenge the findings in the literature review?	
6. (O) An abstract is a summary of research. It usually appears straight after the title of a study. Write a brief abstract, just one or two sentences, of the research by the three students.	

Component 5

Question	Answer
1. The focus of the lesson was on analysing a literature review used in the context of a research project. How did this lesson deepen your understanding of both literature reviews and research reports?	
2. Which questions were easy to answer? Why?	
3. What strategies did you use to answer the harder questions?	

English Grade 10 Lesson 18 Worksheet

Research report/literature review

Component 1

Question	Answer
1. What kind of literature would you use in a literature review?	
2. Where would you search for this literature?	
3. How would you ensure that your search provided a manageable number of useful resources?	

Component 3

Word	Meaning	Sentence
<i>aligns</i>	lines up, comes together in agreement	<i>The school approves of students volunteering to do work in the community because this behavior <u>aligns</u> with its values of kindness and responsibility.</i>
<i>potential</i>	the capacity to develop into something better in the future	
<i>graduates</i>	people who have successfully completed a course of study	
<i>employability</i>	the ability to gain and maintain employment	
<i>stable</i>	steady and firm, not likely to break down or fail	
<i>stepping stones</i>	(literally) a raised stone, often one of several, that allows you to cross a river or stream; (metaphorically) an action or event that allows you to make progress towards a goal	

Senior High School: is it worth the cost and effort?

Research on the value of completing Senior High School (SHS) education in the Philippines aligns with global trends. However, the research also reflects the particular context of the Philippines. Here are some key findings:

1. Studies indicate that individuals who complete SHS tend to have higher earning potential compared to those who only complete lower levels of education. SHS graduates are paid 19% higher wages than Junior High School (JHS) graduates (Abrigo & Orbeta, 2023). This can be explained by the fact that SHS students gain skills and knowledge that are valued in the job market.
2. Completing SHS improves an individual's employability compared to JHS graduates. The extra two years at school provide students with competencies required by employers, including technical, thinking and emotional skills (Carada, Aliazas, Palacio & Palacio, 2022).
3. SHS graduates have access to a wider range of career opportunities compared to those with lower levels of education. They are more likely to find stable employment and have opportunities for career advancement. Manasan (2020) found that the *quality* of employment gained by SHS students was better than that gained by JHS graduates. Abrigo & Orbeta (2023) found that SHS graduates have a 16% greater chance of being employed in middle-skill jobs than JHS graduates (Abrigo & Orbeta, 2023).
4. SHS serves as a stepping stone for further education, including college or university. More than 70% of SHS graduates go on to further studies (Orbeta and Potestad, 2020) – a fact which largely explains why only 20% choose employment. SHS graduates are better prepared academically and socially for the challenges of tertiary education.
5. The completion of SHS supports national development by producing a skilled workforce that meets the demands of a rapidly changing global economy. While there is considerable cost in the extra two years of schooling for individuals, families and government. Abrigo & Orbeta (2023) estimated that there would be a 9% annual return for attending SHS after costs were considered.
6. One unexpected benefit of completing SHS relates to health. Abrigo & Orbeta (2023) found that females who completed SHS tend to delay marriage and having children. When they do have children, they tend to be healthier than the children of JHS graduates.

Overall, completing Senior High School education in the Philippines is associated with improved employment and career prospects, higher income potential, better health outcomes and a significant contribution to national development. These benefits are of great value to both individuals and the nation.

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- Carada, I., Aliazas, J.V., Palacio, L. & Palacio, C.M.A. (2022). 'Perceived skills and employability of senior high graduates; basis for youth employment policy'. *International Journal of Social Sciences and Humanities*, 9(1), 6759-6766.
- Manasan, R. (2020) 'Labor market outcomes for the first cohort of SHS graduates 6, 9, 12 months after they had left school: Cup half full'. Asian Development Bank.
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Component 4B

Question	Answer														
1. Match each of these headings with a research finding.	<table border="1"> <thead> <tr> <th>Heading</th><th>Research finding #</th></tr> </thead> <tbody> <tr> <td>Contribution to national development</td><td></td></tr> <tr> <td>Better career prospects</td><td></td></tr> <tr> <td>Higher earning potential</td><td></td></tr> <tr> <td>Health benefits</td><td></td></tr> <tr> <td>Preparation for higher education</td><td></td></tr> <tr> <td>Increased employability</td><td></td></tr> </tbody> </table>	Heading	Research finding #	Contribution to national development		Better career prospects		Higher earning potential		Health benefits		Preparation for higher education		Increased employability	
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Contribution to national development															
Better career prospects															
Higher earning potential															
Health benefits															
Preparation for higher education															
Increased employability															
2. In what sense is Senior High School (SHS) a 'stepping stone' to further education?															
3. The report acknowledges one drawback, or problem, caused by adding two extra years of schooling in high school. What is it?															

Component 4C

Question	Answer
4. Is this text a research report or a literature review? Give reasons for your answer.	
5. (O) Consider the audience and usefulness of the text. Who would want to read it? How might they use this information?	
6. Design a persuasive poster for high school students that uses some key information from the text. You might choose to work in pairs or individually. Use the space on the next page.	

Poster

Component 5

Question	Answer
1. The focus of the lesson was on analyzing a text that combined features of a research report and a literature review. How did the lesson deepen your understanding of these kinds of texts and how they are composed?	

For inquiries or feedback, please write or call:

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