

9
VOLUME 1

EnglishTek



British and American Literature

VOLUME 1

Series Coordinators

Frances Paula L. Ibanez, M.A.
Alexander C. Maximo, M.A.

Authors

Anne Millaine T. Ambayec
Eunice V. Rivera
Ma. Regina B. Penarroyo





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First Edition



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FOREWORD

Filipino students face challenges in learning the English language. More than ever, changes in learning environment now affect how we approach language education. Teaching approaches and methods have to fit 21st century learners.

The EnglishTek K to 12 series is TechFactors' innovation in English learning. Based on the principles of Communicative Language Teaching (CLT) and Blended Learning, EnglishTek incorporates current practices in language learning and educational technology. Aside from developing communicative competence in students, EnglishTek meets the competency standards of the Department of Education K-12 curricula and also focuses on honing vital 21st century skills, giving graduates a competitive advantage.

Lessons in the EnglishTek 7 to 10 volumes are literature-based. They follow the Directed Reading Approach (DRA) which provides students with various activities before, during, and after reading. These activities include schema activation, vocabulary enrichment, comprehension exercises, and real-life application of values. Graphic organizers are also provided in the book to help learners map their ideas and improve their learning strategies and information processing. These engaging activities are all designed to target communication skills. They also create occasions for the students to hear and use the target language.

Moreover, EnglishTek provides holistic learning by highlighting the Reading-Writing connection. Each reading selection is followed by a literary analysis, as well as a discussion of a related grammatical point. The grammar lessons are then connected to a writing lesson. This ensures that the learning of the students is applied. In these writing lessons, EnglishTek provides students with support through model paragraphs and guided practice.

Most of all, learning is made relevant by situating learners in context and by using situations, examples, and texts that can be found in the real world. Through authentic materials that reflect Filipino values, learners can develop connections between their classroom learning and their life experiences.

We hope that, with this series, students become effective communicators in English and simultaneously enjoy the learning process. By building these critical foundations of communication, we hope to produce effective communicators that think critically and can create meaningful discourse.

TechFactors Inc.

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UNIT 1: Reflecting On Oneself



Lesson 1: Interests



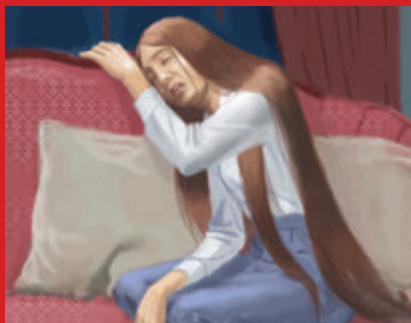
Lesson 2: Fortitude



Lesson 3: Achievements



Lesson 4: Decisions



Lesson 5: Selflessness



Lesson 6: Deference



Lesson 7: Integrity



Lesson 8: Greatness



Lesson 9: Maturity

Lesson 1: Interests



Before Reading



Important Words

Fill in the missing letters of each word. Use the given meaning as clues. Afterward, use each word in a sentence based on how it was defined.

Word	Meaning	Your Sentence
r _ c k _ n	to establish by calculation	
d _ f _ c _ d	vandalized; to spoil an object's appearance	
_ d d m _ n t s	items that are usually leftovers	
_ n f l _ t _ d	excessively high	
c _ m p l _ m _ n t _ r y	given or supplied for free usually out of courtesy	
r _ c r _ _ t _ _ n	activity done for enjoyment during one's spare time	
p _ _ s _ n t	a person from low social class	
c _ n s _ m _ p t _ _ n	act of using	

Lesson Objectives

- To instill the importance of reading as a recreation
- To develop interest and passion for reading
- To identify the argument of an essay and to realize the importance of evidences to make a strong argument
- To interview a professional in a particular field
- To use critical thinking when formulating questions for an interview
- To learn and appreciate the use of multimedia in creating a campaign
- To understand the use of contrast in an essay
- To determine and understand the four sentence functions
- To identify the causes and effects of different scenarios and to understand the relationship between the cause and the effect

Knowledge Activation

Reading is probably one of the oldest recreations in the world. However, due to the advent of instant information technology, it can be said that reading is also one of the most neglected activities. Is reading one of your interests? Watch the video your teacher will play. This video highlights the importance of reading in the 21st century. Before watching, do the first activity below. Accomplish the next two activities after watching the video.

Activity 1

Below is a checklist of stories that are popular among children and young adults. Check the number if you have read the story. Share your list with a small group. Talk about similarities and differences in your answers.

Checklist of Popular Stories	
1. A Wrinkle in Time	21. Matilda
2. Alice in Wonderland	22. Number the Stars
3. Ang Kamatis ni Peles	23. Pagong at Matsing
4. Ang Pambihirang Buhok ni Raquel	24. Peter Pan
5. Ang Unang Baboy Sa Langit	25. Roll of Thunder, Hear My Cry
6. Anne of Green Gables	26. Sandosenang Sapatos
7. Black Beauty	27. Serendipity
8. Chenilyn! Chenilyn!	28. Si Langgam at Si Tipaklong
9. Christmas Carol	29. Pilandok Series
10. Chronicles of Narnia	30. Si Pulong Patago-tagat
11. Coraline	31. The Bridge to Terabithia
12. Diary of a Young Girl	32. The Giver
13. Filemon Mamon	33. The Little Prince
14. Holes	34. The Lorax
15. Ibong Adarna	35. The Secret Garden
16. Inkheart	36. The Wonderful Wizard of Oz
17. Juan Tamad	37. Tiktaktok at Pikpakbum
18. Little Women	38. Tom Sawyer
19. Mahiyaing Manok	39. Tuwing Sabado
20. Mariang Alimango	40. Walk Two Moons



Activity 2

The Reading Bill of Rights claims that “the ability to read is the door opener of young people to the 21st century.” Do you agree with this claim? Why or why not? If you are to create the same Bill for the Philippines, what points would you include in your own version of the Reading Bill of Rights?

Activity 3

Work with a partner and list down some of the reasons mentioned in the video about the importance of reading in a young person's life. Afterward, create a “promise to read” note to always remind yourself of why you should immerse yourself in reading. When you are done, place your notes on your notebook, book, or diary so you will always be reminded of the importance of reading in your life.

Oral Interaction

What are some of the activities that you enjoy? Would you consider reading a good book in your idle time? Share your answers with a group. After the sharing activity, read the essay about books as one of the most inexpensive forms of recreation and find out why the author thinks people should spend more time and money in books than in other things.



Literary Selection

Books vs. Cigarettes

by George Orwell



A couple of years ago a friend of mine, a newspaper editor, was firewatching with some factory workers. They fell to talking about his newspaper, which most of them read and approved of, but when he asked them what they thought of the literary section, the answer he got was: “You don’t suppose we read that stuff, do you? Why, half the time you’re talking about books that cost twelve and sixpence! Chaps¹ like us couldn’t spend twelve and sixpence on a book.” These, he said, were men who thought nothing of spending several pounds on a day trip to Blackpool.²

1. chaps – in old English, refers to men; shortcut for chapsmen
2. Blackpool – a town in England popular for its beach

This idea that the buying, or even the reading, of books is an expensive hobby and beyond the reach of the average person is so widespread that it deserves some detailed examination. Exactly what reading costs, reckoned in terms of pence per hour, is difficult to estimate, but I have made a start by inventorying my own books and adding up their total price. After allowing for various other expenses, I can make a fairly good guess at my expenditure over the last fifteen years.

The books that I have counted and priced are the ones I have here, in my flat. I have about an equal number stored in another place, so that I shall double the final figure in order to arrive at the complete amount. I have not counted oddments such as proof copies, defaced volumes, cheap paper-covered editions, pamphlets, or magazines, unless bound up into book form. Nor have I counted the kind of junky books—old school text-books and so forth—that accumulate in the bottoms of cupboards. I have counted only those books which I have acquired voluntarily, or else would have acquired voluntarily, and which I intend to keep. In this category I find that I have 442 books, acquired in the following ways:

Bought (mostly secondhand)	251
Given to me or bought with book tokens	33
Review copies and complimentary copies	143
Borrowed and not returned	10
Temporarily on loan	5
Total	442

Now as to the method of pricing. Those books that I have bought I have listed at their full price, as closely as I can determine it. I have also listed at their full price the books that have been given to me, and those that I have temporarily borrowed, or borrowed and kept. This is because book-giving, book-borrowing, and bookstealing more or less even out. I possess books that do not strictly speaking belong to me, but many other people also have books of mine: so that the books I have not paid for can be taken as balancing others which I have paid for but no longer possess. On the other hand I have listed the review and complimentary copies at half-price. That is about what I would have paid for them secondhand, and they are mostly books that I would only have bought secondhand, if at all. For the prices I have sometimes had to rely on guesswork, but my figures will not be far out. The costs³ were as follows:

3. costs – in Orwell’s time one pound (£) was equal to 20 shillings (s.) and one shilling was equal to 12 pence (d.) (from http://orwell.ru/library/articles/cigar/english/e_cigar, accessed October 18, 2012)

	£	s.	d.
Bought	36	9	0
Gifts	10	10	0
Review copies, etc	25	11	9
Borrowed and not returned	4	16	9
On loan	3	10	0
Shelves	2	0	0
Total	82	17	6



4. periodicals – publications issued at regular intervals (e.g. magazines, journals)

5. Penguin – a publishing company that published some of Orwell's works

Adding the other batch of books that I have elsewhere, it seems that I possess altogether nearly 900 books, at a cost of £165 15s. This is the accumulation of about fifteen years—actually more, since some of these books date from my childhood: but call it fifteen years. This works out at £11 1s a year, but there are other charges that must be added in order to estimate my full reading expenses. The biggest will be for newspapers and periodicals,⁴ and for this I think £8 a year would be a reasonable figure. Eight pounds a year covers the cost of two daily papers, one evening paper, two Sunday papers, one weekly review, and one or two monthly magazines. This brings the figure up to £19 1s, but to arrive at the grand total one has to make a guess. Obviously one often spends money on books without afterwards having anything to show for it. There are library subscriptions, and there are also the books, chiefly Penguins⁵ and other cheap editions, which one buys and then loses or throws away. However, on the basis of my other figures, it looks as though £6 a year would be quite enough to add for expenditure of this kind. So my total reading expenses over the past fifteen years have been in the neighbourhood of £25 a year.

Twenty-five pounds a year sounds quite a lot until you begin to measure it against other kinds of expenditure. It is nearly 9s 9d a week, and at present 9s 9d is the equivalent of about 83 cigarettes (Players): even before the war it would have bought you less than 200 cigarettes. With prices as they now are, I am spending far more on tobacco than I do on books. I smoke six ounces a week, at half-a-crown an ounce, making nearly £40 a year. Even before the war when the same tobacco cost 8d an ounce, I was spending over £10 a year on it: and if I also averaged a pint of beer a day, at sixpence, these two items together will have cost me close on £20 a year.



6. Woodbines – a brand of cigarette made in England

This was probably not much above the national average. In 1938 the people of this country spent nearly £10 per head per annum on alcohol and tobacco: however, 20 percent of the population were children under fifteen and another 40 percent were women, so that the average smoker and drinker must have been spending much more than £10. In 1944, the annual expenditure per head on these items was no less than £23. Allow for the women and children as before, and £40 is a reasonable individual figure. Forty pounds a year would just about pay for a packet of Woodbines⁶ every day and half a pint of mild six days a week—not a magnificent allowance. Of course, all prices are now inflated,

including the price of books: still, it looks as though the cost of reading, even if you buy books instead of borrowing them and take in a fairly large number of periodicals, does not amount to more than the combined cost of smoking and drinking.

It is difficult to establish any relationship between the price of books and the value one gets out of them. "Books" includes novels, poetry, text books, works of reference, sociological treatises, and much else, and length and price do not correspond to one another, especially if one habitually buys books secondhand. You may spend ten shillings on a poem of 500 lines, and you may spend sixpence on a dictionary which you consult at odd moments over a period of twenty years. There are books that one reads over and over again, books that become part of the furniture of one's mind and alter one's whole attitude to life, books that one dips into but never reads through, books that one reads at a single sitting and forgets a week later: and the cost, in terms of money, may be the same in each case. But if one regards reading simply as a recreation, like going to the pictures,⁷ then it is possible to make a rough estimate of what it costs. If you read nothing but novels and "light" literature, and bought every book that you read, you would be spending—allowing eight shillings as the price of a book, and four hours as the time spent in reading it—two shillings an hour. This is about what it costs to sit in one of the more expensive seats in the cinema. If you concentrated on more serious books, and still bought everything that you read, your expenses would be about the same. The books would cost more but they would take longer to read. In either case you would still possess the books after you had read them, and they would be saleable at about a third of their purchase price. If you bought only secondhand books, your reading expenses would, of course, be much less: perhaps sixpence an hour would be a fair estimate. And on the other hand if you don't buy books, but merely borrow them from the lending library, reading costs you round about a halfpenny an hour: if you borrow them from the public library, it costs you next door to nothing.

I have said enough to show that reading is one of the cheaper recreations: after listening to the radio probably THE cheapest. Meanwhile, what is the actual amount that the British public spends on books? I cannot discover any figures, though no doubt they exist. But I do know that before the war this country was publishing annually about 15,000 books, which included reprints and school books. If as many as 10,000 copies of each book were sold—and even allowing for the school books, this is probably a high estimate—the average person was only buying, directly or indirectly, about three books a year. These three books taken together might cost £1, or probably less.

These figures are guesswork, and I should be interested if someone would correct them for me. But if my estimate is anywhere near right, it is not a proud record for a country which is nearly 100 percent literate and where the ordinary man spends more on cigarettes than an Indian peasant has for his whole livelihood. And if our book consumption remains as low as it has been, at least let us admit that it is because reading is a less exciting pastime than going to the dogs, the pictures, or the pub, and not because books, whether bought or borrowed, are too expensive.

7. pictures - movies



Understanding Literature

Comprehension Questions

1. What was the factory workers' reaction when asked what they thought about the literary section of the newspaper?
2. What idea did the author say was so widespread?
3. To what other kinds of expenditure was the expense of books compared?
4. How did the author identify the prices of his books?
5. Why did the author say that it is difficult to establish any relationship between the price of books and its value?
6. How did the author argue in favor of books? Provide specific instances from the essay to support your answer.
7. Is the author's argument well-founded? Why do you say so?
8. Do you agree with the author's argument that reading is the cheapest recreation next to listening to the radio? Why or why not?
9. After reading the essay, would you consider reading as one of your to-do activities during your spare time? Why or why not?
10. What do you think is the author's purpose in writing this essay?

Literary Analysis

All essays have a purpose. Along with this purpose is the writer's point of view or position about the subject. This specific position, together with all the statements that support it, is called the **argument** of the essay. An argument is a style by which the writer uses reasons to win his readers' support for his proposition.

An argument is usually made up of two kinds of statements: the claim and the evidence. The **claim** is the statement that the author wants the readers to believe, accept, value, or do. The **evidence** are reasons or statements that support the author's claim.



To help you identify and understand the argument of an essay, you can do the following:

- identify the author's position about the subject;
- identify the proofs, pieces of evidence, and reasons the author provides to support the position or claim.

Activity

- A. What is George Orwell's claim in his essay "Books vs. Cigarettes"? In which part of the essay is this claim stated?
- B. What evidence or reasons did Orwell provide to support his claim?



Responding to Literature

Oral Communication

How much does it cost to read? In the essay “Books vs. Cigarettes,” George Orwell argues that reading is the cheapest form of recreation. Conduct an interview with one of your librarians in school and find out how much it costs to maintain a well-stocked library. Some of the questions that you can ask are:

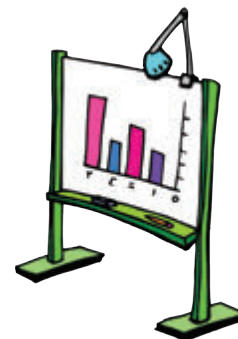
- How many books does the library house?
- On average, how many readers visit the library in a day?
- What are the most expensive and cheapest books in the library?

Report your findings to the class.

Research and Writing

Aside from reading, there are many other activities that are advantageous. Hiking, for example, is a very common recreational activity in America and Canada. This activity has been proven to have positive effects on one’s muscular and cardio-respiratory health.

Research on the different recreational activities that are enjoyed by people around the globe. Which of these activities is the most popular? Which one is the least preferred? Then, conduct a survey within your school and find out which of these activities teenagers like you are truly interested in. Create bar graphs to illustrate your findings. Compare and contrast your findings in class.



Skills Development

Recognizing author’s purpose

The reasons for writing are varied. Some write to inform; others write to explain or persuade. The reason why authors write something is called the **author’s purpose**.

Recognizing the author’s purpose for writing allows us to examine the text deeper. We begin to see that every word the writer wrote has been chosen deliberately. We also become aware that, in order to further his or her purpose, the writer uses strategies or techniques to convince the reader the advantages of one point of view compared to another.

- In his essay “Books vs. Cigarettes,” George Orwell compared and contrasted books to other forms of recreation. Why do you think he did this?
- George Orwell used a detailed table to catalogue his books purchase. As a reader, how did this organized presentation of data affect your view of the article?



Sentences have different functions. Some sentences explain; some sentences command. Even the way we ask a stranger for directions is different from the way we tell a secret to a friend. In short, our purpose for communication determines the kind of sentences we use every day.

There are **four kinds of sentences according to function**: declarative, interrogative, imperative, and exclamatory. Our ability to choose the appropriate kinds of sentences to suit our purposes facilitates clear communication.

A **declarative** sentence (also called **indicative**) states an idea and is used to make a statement. Declarative sentences end with a period.

The books that I have counted and priced are the ones I have here, in my flat.

The school will be closed for the holidays.

An **interrogative** sentence asks a question and ends with a question mark. There are three kinds of interrogatives: Yes-No questions, WH questions, and tag questions.

- **Yes or No questions** are asked using the helping verbs *be* (is, are, am, was, were), *do* (does, did, do), and *have* (has, had, have).

Are you fond of reading books?

Did you like the story?

- **WH-questions** may start with any interrogative pronoun (who, what, when, where, why). The answer to this kind of interrogative is never a yes or a no.

What is the actual amount that the British public spends on books?

- **Tag questions** are made up of a declarative and then followed by a yes or no question. Note that if the verb in the declarative is positive, the tag is negative. If the verb in the declarative is negative, the tag is positive.

You don't suppose we read that stuff, do you?

It was a productive day, wasn't it?

An **imperative** sentence gives a command, order, or direction. Imperative sentences end with a period or an exclamation mark when it conveys force or emotion.

Good luck!

Please call me.

Watch out!

Eat your vegetables.

Note that most imperative sentences have an implied “you” as the subject.

An **exclamatory** sentence expresses strong emotion and ends with an exclamation mark. Exclamatory sentences often start with an interjection.

Fantastic!

Aha, I caught you!

Isn't that marvelous!

The battle has begun!



The last two examples are interrogative and declarative sentences respectively. Note that they can be classified as exclamatory sentences when their primary purpose is to convey strong emotion.



Grammar Workout

- A. Identify each sentence as declarative, interrogative, imperative, or exclamatory. Then, put the proper end punctuation marks.

declarative More people should read more books.

- _____ 1. There is something peculiar about Martha
- _____ 2. For a girl of thirteen, she is pretty quiet and likes to keep to herself
- _____ 3. Our classmate talks about her behind her back, saying negative things about her behavior
- _____ 4. "She is smart, yes, but isn't she a bit loopy"
- _____ 5. At one point, I got so fed up with our classmates' gossiping that I raised my voice and shouted at them
- _____ 6. Please stop talking about her like that
- _____ 7. Lo and behold
- _____ 8. Our classmates felt so guilty
- _____ 9. Martha thanked me after class that day
- _____ 10. The next day, she brought a copy of her favorite book and shared the story with me
- _____ 11. Apparently, she likes books more than she likes talking to people
- _____ 12. Books are good company, she said, but it's so much nicer to have someone share my passion for reading
- _____ 13. She is very much like me
- _____ 14. From then on we started swapping books and discussing fantastic make-believe worlds
- _____ 15. Everything turned out well, didn't it

- B. Using the underlined topic, write the given sentence function indicated before the number.

Books

Interrogative

1. _____

Imperative

2. _____

Literature

Declarative

3. _____

Exclamatory

4. _____

Music

Declarative

5. _____

Interrogative

6. _____

Video Games

Exclamatory

7. _____

Imperative

8. _____

Movies

Interrogative

9. _____

Declarative

10. _____



Collaborative Task

Form a group with four members. Each member of the team should take a turn telling the group about a time when he or she had a very bad day. Make sure to tell your group members why that particular day was bad and what happened during that entire day. Afterward, the group should pick which story to share to the class.



Writing Topic

Cause and Effect

When you were identifying the reason why your classmates experienced bad days, you were actually looking for the cause of an event. A **cause** is what makes something happen. To find the cause, ask yourself: *Why did something happen?*

On the other hand, an **effect** is what happens because of the cause. To identify the effect of a cause, ask yourself: *What happened afterwards?* Chronologically speaking, the cause always happens *before* the effect. It is important to take note of this, because some sentences state the effect before the cause.

Let us take a look at the following example:

There was an ongoing road construction along EDSA, so I was late for school again. My teacher told me that I was to get detention because I had already incurred five instances of tardiness. He said that if I arrived late for class one more time, he would have to invite my parents for a talk.

If we break this paragraph down and separate the cause from the effect, we will have something that looks like this:

Cause	Effect
There was an ongoing road construction along EDSA,	so I was late for school again.
I had already incurred five instances of tardiness	I was to get detention.
If I arrived late for class one more time	he would have to invite my parents for a talk.

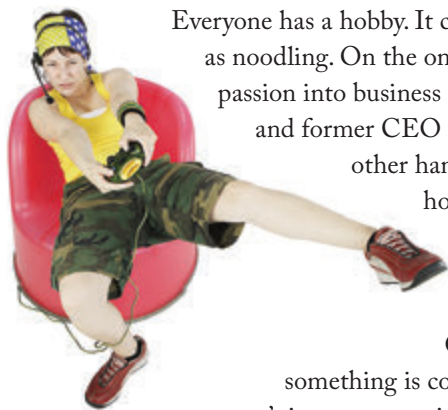
In reading and writing cause and effect essays, we must be aware of **false causality**, or the attribution of an effect to a false cause.

To determine the real cause of something, first list down all the things which you think are causes. Then, for each item on the list, imagine whether or not the effect would still have happened had the ‘cause’ been absent. Ask yourself, “Without this, will that still have happened?” If you answer “Yes”, then the “cause” is a false one.

In “Books and Cigarettes”, George Orwell presents both false and real causes of why people don’t buy books. By comparing and contrasting these false and real causes, Orwell highlights how trifle people’s excuses are against the underlying true cause.

Guided Reading

Below is an example of a cause-and-effect paragraph that may help you in your writing activity. As you read, think of what the author’s purpose may be, and how cause-and-effect helps the author achieve it.



Everyone has a hobby. It can be as extreme as skydiving or as obscure as noodling. On the one hand, there are those people who turn their passion into business and make it big. The late Steve Jobs, co-founder and former CEO of Apple Inc., is an example of this. On the other hand, there are people who get so addicted to a hobby that they end up jeopardizing their lives.

The American Psychiatric Association set seven criteria for the diagnosis of addiction. One of these decisive factors states that something is considered an addiction if it stops or reduces a person’s important social, occupational, or recreational activities. In other words, a person addicted to something starts to lose something vital: sleep, money, or relationships. In worst cases, a person may even lose his or her life.

In February 2012, a man named Chen Rong-yu was found dead in a computer shop after playing League of Legends for 23 hours straight. In July that same year, an 18-year old boy identified only as Chuang, died after 40 hours of continuously playing Diablo III.

These examples only show that something special—like a hobby—can corrupt someone when it is done in excess.

The author cites examples of two extreme cases. What is the author trying to do here?

What do you think is the author’s purpose?

How does cause and effect help further the author’s purpose?

Individual Activity

- A. Determine if the given statements are causes or effects. Write your answer on the blank before each number. Then, write an appropriate phrase to complete each sentence.

- _____ 1. When typhoon Sendong made a landfall, _____.
- _____ 2. _____ many people are deleting their social networking accounts.
- _____ 3. My father had to work overseas _____.
- _____ 4. Since no one signed up for the talent show _____.
- _____ 5. _____ because our entire *barangay* experienced blackout.

- B. Think of scenarios that have cause-and-effect relationships. Write a cause on the line of each arrow. Write its effect on the target.

