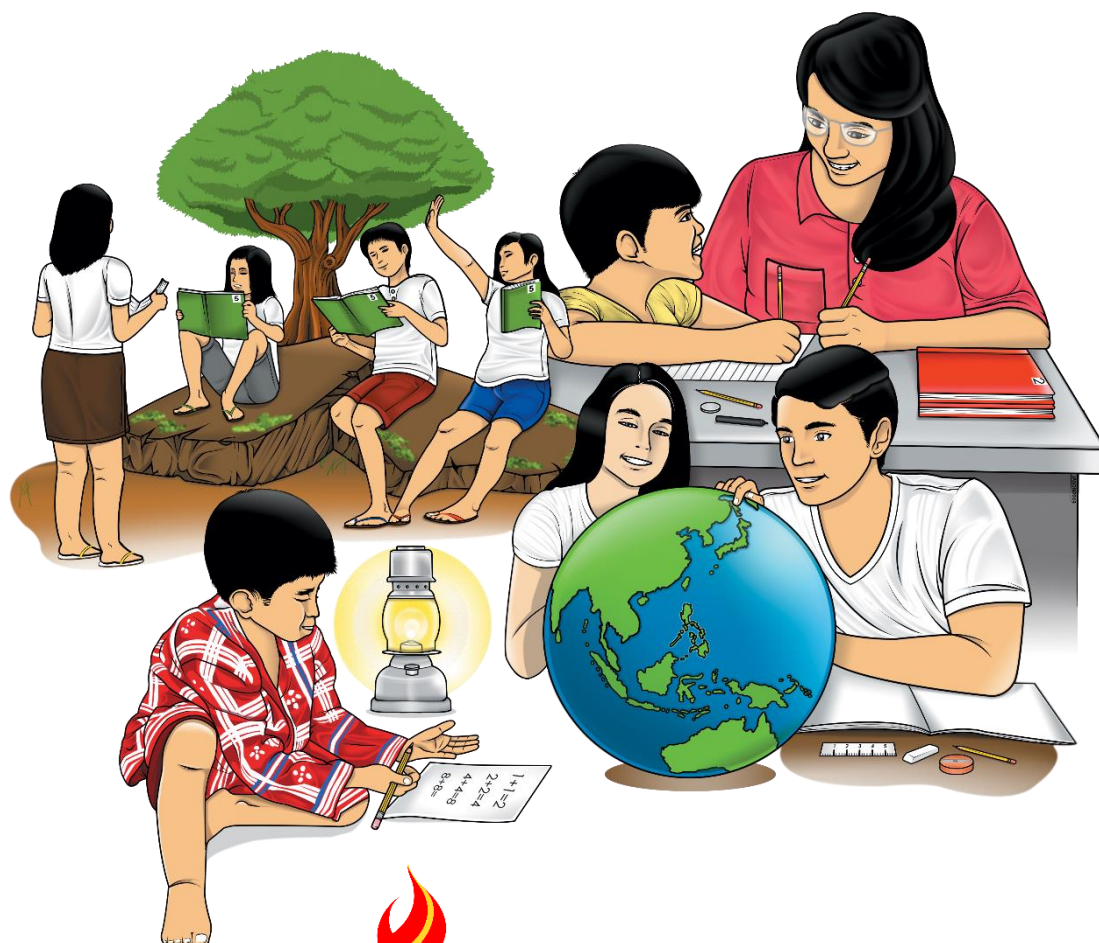


Senior High School

# 21st Century Literature from the Philippines and the World

## Quarter 2 – Module 1: Writing a Close Analysis and Critical Interpretation of Literary Texts Applying a Reading Approach



**21<sup>st</sup> Century Literature from the Philippines and the World**  
**Alternative Delivery Mode**  
**Quarter 2 – Module 1: Writing a Close Analysis and Critical Interpretation of Literary**  
**Texts Applying a Reading Approach**  
**First Edition, 2021**

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# **21st Century Literature from the Philippines and the World**

## **Quarter 2 – Module 1:**

### **Writing a Close Analysis and Critical Interpretation of Literary Texts Applying a Reading Approach**

# **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



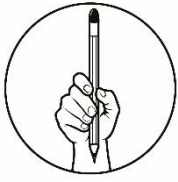
## ***What I Need to Know***

This module was designed and written with you in mind. It is here to help you understand 21<sup>st</sup> Century Literature from the Philippines and the World. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

1. Lesson 1 – Writing a Close Analysis and Critical Interpretation of Literary Texts applying a Reading Approach and doing an adaptation of texts to identify representative texts and authors from Asia and Africa

After going through this module, you are expected to:

1. write a close analysis and critical interpretation of literary texts using a reading approach and identify representative text from Africa and Asia;
2. create/ produce a creative representation of a literary text by applying multi-media skills; and
3. show appreciation of different representative



## ***What I Know***

**Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.**

1. It is an approach wherein students are demanded to read more to improve knowledge.
  - a. skimming
  - b. scanning
  - c. extensive reading
  - d. reading approach
  
2. It is an activity to read shorter texts to extract accurate detailed information.
  - a. reading approach
  - b. skimming
  - c. extensive reading
  - d. scanning
  
3. It is quickly reading a text to get the summary of it.
  - a. skimming
  - b. reading approach
  - c. extensive reading
  - d. scanning
  
4. It is sometimes called a Free Voluntary Reading.
  - a. extensive reading
  - b. scanning
  - c. skimming
  - d. reading approach
  
5. Alyssa wants to answer questions quickly, so she looked for key words in the selection. She used \_\_\_\_\_.
  - a. scanning
  - b. extensive reading
  - c. reading approach
  - d. skimming
  
6. Abigail listed down words that she didn't know the meaning and searched for it in the dictionary. She is using \_\_\_\_\_.
  - a. scanning
  - b. extensive reading
  - c. reading approach
  - d. skimming

7. Daniel identified the main idea of the text she is reading. She used \_\_\_\_\_.  
a. scanning  
b. extensive reading  
c. skimming  
d. reading approach
8. Sir Allan emphasized that this approach is important for students to read effectively. He is talking about \_\_\_\_\_.  
a. extensive reading  
b. scanning  
c. reading approach  
d. skimming
9. Daniela wanted to see the Sakura Festival. Which country is she going to visit?  
a. Singapore  
b. Thailand  
c. Japan  
d. Brunei
10. The Philippines is on the Asian continent. If the Philippines is part of it, which specific region on Asia does the Philippines belong?  
a. Southeast Asia  
b. West Asia  
c. Central Asia  
d. South Asia
11. The use of ropes for hunting, pulling, fastening, attaching, carrying, lifting, and climbing dates to prehistoric times. In Asia, the very first ropes ever made were twisted from hemp fibers. Hemp rope was used during the age of sailing ships. Hemp was considered \_\_\_\_\_.  
a. endangered and should not be used  
b. one of the most durable natural ropes in the world  
c. sacred and respected  
d. tested and trusted
12. The rope tied a shrine space, or across its entrances, to mark its sacred nature is called the shimenawa. Traditionally woven from hemp, but nowadays more frequently rice or wheat straw, this rope and its shide paper streamers is a common part of New Year decors. Which statement is false?  
a. Shimenawa serves as a garland.  
b. Shimenawa marks a sacred place.  
c. Shimenawa is a rope.  
d. Shimenawa is only made from hemp.

13. Onigiri are Japanese rice balls. They're fun to make and are a staple of Japanese lunchboxes (bento). You can put almost anything in an onigiri. Try substituting grilled salmon, pickled plums, beef, pork, turkey, or tuna with mayonnaise. Which statement is true?
- Onigiri's origin is not known.
  - Onigiri is a Filipino staple food.
  - Onigiri is a Japanese rice ball.
  - Onigiri is a Korean kimbap.
14. Africa is the second largest continent after Asia. Most of Africa lies within the tropical region. It contains an enormous wealth of mineral resources like fossil fuels, metallic ores, and gems. Which statement does not talk about Africa?
- Africa's weather is humid and hot.
  - Africa is rich in natural resources.
  - Africa is an archipelago.
  - Africa is second to Asia in size.
15. Equality is not always about treating everyone the same. It is about treating people in such a way that the outcome for each person can be the same. This statement could mean \_\_\_\_\_.
- putting things in place to support people achieve similar outcomes.
  - lending things to people who are deprived of material things.
  - giving similar materials to all people who need it.
  - allowing someone to get what he wants.



## Lesson

# 1

## Writing a Close Analysis and Critical Interpretation of Literary Texts Applying a Reading Approach

21<sup>st</sup> Century Literature from the Philippines and the World Module aims to engage students in appreciation and critical study of *21st Century Literature from the Philippines and the World*, encompassing their various dimensions, genres, elements, structures, contexts, and traditions.

This module allows the students to embark on a journey from Philippine regions to the different parts of the world through various literary encounters.



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

1. What are ICT skills?
2. What are the essential elements of the literary piece “Footnote to Youth?”
3. What is the use of multimedia to relatively interpret a literary text?



### ***Notes to the Teacher***

Use the module with care especially in turning each page. Please be reminded to ask the student to answer the Pre-Test before moving on to the Lesson Proper. Read and make sure to remind the students to understand the directions in every exercise. Encourage the students to observe honesty in answering the tests and activities and in checking the answers. Do not put unnecessary mark/s on any part of this module and answer on a separate sheet of paper.

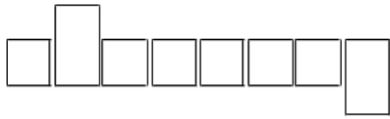


## ***What's New***

### **Configuration:**

**Direction: Guess the hidden words that are associated with reading through configuration.**

1. done at a speed three to four times faster than normal reading



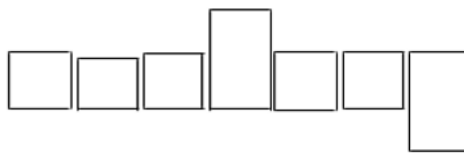
2. quickly reading a text to get the summary of it



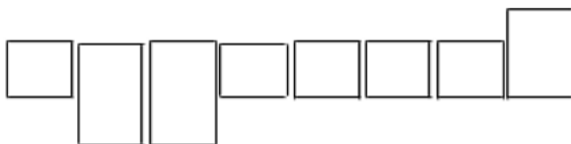
3. an approach that takes a large amount of reading



4. an action or skill or reading written or printed matter silently or aloud



5. a way of dealing with something





## ***What is It***

### **Reading Approach:**

Teachers use reading approach as one of the methods in teaching English. This approach is one way of solving students' reading problems. Students are demanded to read more to improve their knowledge and get new ideas. Inferencing, guessing, and predicting are important skills developed in reading. By reading, students will know about the different of culture by reading across cultural understanding, and they will learn how to pronounce the words correctly. In reading approach, students are expected to improve their English skills.

### **Skimming:**

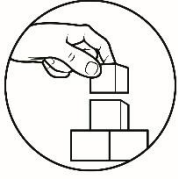
In skimming, the main idea of a text is quickly identified. The goal is to read shorter texts to extract accurate detailed information. Skimming is done at a speed three to four times faster than regular reading. People often skim when they have lots of material to read in a limited amount of time. Some students will read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. Some might also read the title, subtitles, subheadings, and illustrations. Other people consider reading the first sentence of each paragraph. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts. This technique is useful when you are seeking specific information rather than reading for comprehension.

### **Scanning:**

Scanning is quickly reading a text to get the summary of it. It is a technique wherein students search for keywords or ideas. Scanning involves moving eyes quickly down the page seeking specific words and phrases. Scanning is also used for the reader to find answers to questions. Once a student scanned the document, they will go back and skim it.

### **Extensive reading:**

Extensive Reading is an approach to language learning, including foreign language learning, by means of a large amount of reading. The reader's view and review of unfamiliar words in a specific context will allow the reader to infer the word's meaning, to learn unknown words. Extensive Reading is the free reading of books and other written material that is not too difficult for readers. Extensive Reading is sometimes called Free Voluntary Reading.



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

### **Activity 1. Read Me!**

**Direction: Read the selection *Chechnya* by Anthony Marra and answer the questions that follow.**

#### ***Chechnya***

Anthony Marra

AFTER HER SISTER, Natasha, died, Sonja began sleeping in the hospital. She returned home to wash her clothes a few days a month, but those days became fewer and fewer. No reason to return, no need to wash her clothes. She only wears hospital scrubs anyway.

She wakes on a cot in the trauma unit. She sleeps there intentionally, in anticipation of the next critical patient. Some days, roused by the shuffle of footsteps, the cries of family members, she stands, and a body takes her place on the cot and she works on resuscitation, knowing she is awake because she could dream nothing like this.

“A man is waiting here to see you,” a nurse says. Sonja, still on the cot, rubs the weariness from her eyes.

“About what?”

The nurse hesitates. “He’s right out here.”

A minute later in the hallway the man introduces himself. “My name is Akhmed.” He speaks Russian without an accent, but by now Sonja feels more comfortable conversing in Chechen. A short beard descends from Akhmed’s face. For a moment she thinks he’s a religious man, then remembers that most men have grown their beards out. Few have shaving cream, fewer have mirrors. The war has made the country’s cheeks and chins devout.

He gestures to a small girl, no older than eight, standing beside him. “My wife and I cannot care for her,” Akhmed says. “You must take her.”

“This isn’t an orphanage.”

“There are no orphanages.”

The request is not uncommon. The hospital receives humanitarian aid, has food and clean water. Most important, it tends to the injured regardless of ethnicity or military affiliation, making the hospital one of the few larger buildings left untargeted by either side in the war.

Newly injured arrive each day, too many to care for. Sonja shakes her head. Too many dying; she cannot be expected to care for the living as well.

*“Her father was taken by the rebels on Saturday. On Sunday the army came and took her mother.”*

*Sonja looks at the wall calendar, as if a date could make sense of the times.*

*“Today is Monday,” she says.*

*“I was a medical student before the war,” Akhmed says, switching to Chechen. “In my final year. I will work here until a home is found for the girl.”*

*Akhmed glowers. Sonja often sees defiance from rebels and occasionally from soldiers, but rarely from civilians.*

*“I can’t,” she says, but her voice falters, her justification failing.*

*Sonja surveys the corridor: a handful of patients, no doctors. Those with money, with advanced degrees and the foresight to flee the country, have done so.*

*“Parents decide which of their children they can afford to feed on which days.*

*No one will take this girl,” Sonja says.*

*“Then I will keep working.”*

*“Does she speak?” Sonja looks to the girl. “What’s your name?” “Havaa,” Akhmed answers.*

Six months earlier Sonja’s sister, Natasha, was repatriated from Italy. When Sonja heard the knock and opened the door, she couldn’t believe how healthy her sister looked. She hugged her sister, joked about the padding on her hips. Whatever horrors Natasha had experienced in the West, she’d put fat around her waist.

“I am home,” Natasha said, holding the hug longer than Sonja thought necessary. They ate dinner before the sun went down, potatoes boiled over the furnace. The army had cut the electric lines four years earlier. They had never been repaired. Sonja showed her sister to the spare room by candlelight, gestured to the bed. “This is the place you sleep, Natasha.”

They spent the week in a state of heightened civility. No prying questions. All talk was small. What Sonja noticed; she did not comment on. A bottle of Ribavirin antiviral pills on the bathroom sink. Cigarette burns on Natasha’s shoulders. Sonja worked on surgeries, and Natasha worked on sleeping. Sonja brought food home from the hospital, and Natasha ate it.

Sonja started the fire in the morning, and Natasha slept. There were mornings, and there were nights. This is life, Sonja thought.

Akhmed is true to his word. Five minutes after Sonja accepts the girl, he is washed and suited in scrubs. Sonja takes him on a tour of the hospital. All but two wings are closed for lack of staff. She shows him the cardiology, internal medicine, and endocrinology wards. A layer of dust covers the floors, their footprints leaving a trail. Sonja thinks of the moon landing, how she saw the footage for the first time when she arrived in London.

“Where is everything?” Akhmed asks. Beds, sheets, hypodermics, disposable gowns, surgical tape, film dressing, thermometers, IV bags, forceps—any item of practical medical use is gone. Empty cabinets, open drawers, locked rooms, closed blinds, taped-over windowpanes, the stale air remain.

“The trauma and maternity wards. And we’re struggling to keep them both open.”

Akhmed runs his fingers through his beard. “Trauma, that’s obvious. You have to keep trauma open. But maternity?”

Sonja’s laugh rings down the empty hall. “I know. It’s funny, isn’t it? Everyone is either giving birth or dying.”

“No.” Akhmed shakes his head, and Sonja wonders if he’s offended by her. “They are coming into the world, and they are leaving the world and it’s happening here.

” Sonja nods, wonders if Akhmed is religious after all.

**Direction: Fill out the table with *setting and character*. Use *skimming* as a reading technique.**

<b>Literary Element</b>	<b>Question</b>	<b>Answer</b>
Setting	1. Where and when did the story happen?	1.
Character	2. Who are the characters in the story?	2.

## **Assessment 1. Comprehension Check:**

**Direction: Now, answer the following questions below to test your understanding on the given story.**

1. What descriptions were given about the setting of the story?
2. What seems to be the conflict surrounding the story?
3. What was the deal made by Sonja and Akhmed?
4. What change in attitude was evident in the main character of the story at the beginning and at the end?
5. Why was it important for the writer to narrate the events that happened during the wars to reveal traditions in Chechnya?

## **Activity 2. Scan Me!**

**Direction: Read and understand the story below and answer the questions that follow.**

### **Adaptation from The Journey to the River Sea**

By Eva Ibbotson

Maia is an orphan. Her only guardian is a lawyer, named Mr. Murray, whose only responsibility is to help her with the small amount of money her parents have left her when they died. Then, Maia learned that her relatives, the Carters would be willing to take care of her. When a note written by the Carter twins, Gwendolyn and Beatrice, arrives, Maia makes up her mind to go live with the Carters in their house on the Amazon. She travels there with Miss Minton, her new tutor. On the boat from England, she meets Clovis King, a struggling child actor. The two quickly became friends. Maia is very excited to live with the Carters. She imagines that she and the twins will become the best of friends and they will have a wonderful time together.

However, the only reason the Carters took Maia in was her money. In reality, Gwendolyn and Beatrice are selfish. They hate Maia before they even know her. Maia feels like being with the Carters is like a being in prison. Soon, however, she meets Finn, who is running away from private detectives known as “the crows.” They are trying to force Finn to return to England and claim his inheritance.

When Clovis committed a mistake in a play where he belongs, he goes to Maia for help because his acting company fires him. She and Finn hide him in the hidden lagoon where Finn lives and devise a plan to get Clovis back to England. Finn, Maia, and Clovis plan to make the crows believe that Clovis is Finn so Clovis pretended to be Finn.

Meanwhile, in England, Clovis confesses that he is not the real Finn and wishes to go home, which causes Sir Aubrey, Finn’s father to have a heart attack. The real Finn goes to his father's home, to help Clovis reveal the truth.

In the end, Mrs. Carter, Beatrice, and Gwendolyn return to England to become servants of their wealthy relative. However, Maia, Miss Minton and Clovis all return to Brazil. Finn inherits all his family’s money and possessions.

**Direction: Fill out the table with *point of view, conflict and theme*. Use Scanning as a reading technique.**

<b>Literary Element</b>	<b>Question</b>	<b>Answer</b>
Point of View	1. Who is narrating the story?	1.
Conflict	2. What struggle is the main character facing in this story?	2.
Theme	3. What is the main idea expressed in the story?	3.

### **Assessment 2.1. Comprehension Check**

**Direction: The story was quite interesting. Now, answer the questions that follow to test your understanding.**

1. What problems did Maia experience during her travel to Brazil?
2. What are the characteristics of Gwendolyn and Beatrice?
3. What life lessons did she learn from her friends Finn and Clovis?

### **Assessment 2.2. Critical Reading Check**

#### **Shimenawa**

By Naoko Kumagai

*This is a story I was told.*

*It was August 1973. My brother Jiro was four, sitting at dinner.*

*“E tadaki mas,” my uncle said. Jiro picked up onigiri, a rice ball, with his hands and mashed it into his mouth. Fish and rice on his plate, untouched. He stuffed another onigiri in his mouth, bits of rice falling.*



*“Jiro-chan...” A warning from my mother. Jiro opened his mouth wide, splayed his tongue covered in tiny white beads of rice. Kazuya stood up and roughly pulled Jiro out of his chair.*

*“What are you doing?” My mother asked, getting up.*

*Kazuya went out the back door, carrying Jiro firmly under his arm. With the other hand, he picked up a circle of rope hanging on the fence by the shed. In the yard was a large oak tree with heavy, twisted branches. He wrapped the rope around my brother once, then pushed him to the trunk of the oak, winding the rope around and around.*

*“He must eat his dinner properly.” My uncle tied a thick knot at the end. “He needs to learn to be a man.”*

*My mother was shouting at my uncle; Jiro was screaming, the sound flooding the sky. Kazuya went back into the house, relaxed, and entitled, as if he had just finished a long day’s work.*

*No one remembers the rest. My mother never forgave my uncle. My father wasn’t there. Jiro can’t recall any of it. He jokes that the incident is possibly the reason he always, intuitively eats everything on his plate.*

1. Shimenawa is rice straw or hemp. It is festooned in some sacred landmark. The short story is entitled that way because \_\_\_\_\_

2. Onigiri may be wrapped with seaweed and could be similar to sandwich by the West. Onigiri is a \_\_\_\_\_.

3. The main characters in the story were \_\_\_\_\_.

4. E tadaiki mas,” my uncle said. Jiro picked up onigiri, a rice ball, with his hands and mashed it into his mouth. The one telling the story was \_\_\_\_\_.

5. The setting of the story was in East Asia. Specifically, the setting was in Japan because (prove your answer by extracting the text to justify your answer)

6. Asia is known for having a close family ties. The family tradition being presented in the story was \_\_\_\_\_

7. The story shared a specific culture in the country. The culture shared was \_\_\_\_\_

8. In the story, Jiro was not eating properly, so Kazuya stood up and roughly pulled Jiro. Write what Kazuya did to Jiro.

---

---

9. Kazuya did something hard to Jiro. Write the reason why Kazuya did that kind of punishment to Jiro.

---

---

10. Years had passed and Jiro could not recall what happened before. Write what positive effect the incident has brought to Jiro.

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### Activity 3. Newly Learned

**Direction:** Fill out the table with unfamiliar words from the two selections *Chechnya* by Anthony Marra and *Adaptation from The Journey to the River Sea* by Eva Ibbotson.

Chechnya		The Journey to the River Sea	
Words	Meaning	Words	Meaning
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

## Activity 4: Critical Analysis of the Poem

**Direction: Read the poem with understanding. Write a critical essay about the poem by completing the guide in the grid below.**

### Equality

By Maya Angelou

You declare you see me dimly  
through a glass which will not shine,  
though I stand before you boldly,  
trim in rank and marking time.

You do own to hear me faintly  
as a whisper out of range,  
while my drums beat out the message  
and the rhythms never change.

Equality, and I will be free.  
Equality, and I will be free.

You announce my ways are wanton,  
that I fly from man to man,  
but if I'm just a shadow to you, could  
you ever understand?

We have lived a painful history,  
we know the shameful past,  
but I keep on marching forward,  
and you keep on coming last.

Equality, and I will be free.  
Equality, and I will be free.

Take the blinders from your  
vision, take the padding from  
your ears, and confess you've  
heard me crying,  
and admit you've seen my tears.

Hear the tempo so compelling,  
hear the blood throb in my veins.  
Yes, my drums are beating  
nightly,  
and the rhythms never change.

Equality, and I will be free.  
Equality, and I will be free.

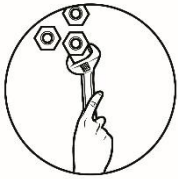
### Critical Essay:

I. Background Information	
A. Information about the Work	
1. Title	
2. Author	
3. Purpose of the poem. Provide evidence, extract lines from the poem	
4. Theme of the poem	
II. Summary- Write the issues being raised in the poem	
III. Interpretation and Evaluation	
A. Discuss the style of the author in presenting the issues	
B. Discuss if the author was successful in persuading the audience regarding the issues	
IV. Reflection: How are the issues presented affect you?	



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

1. Reading Approach is an approach wherein students are demanded to read more to improve their knowledge and get new ideas.
2. Students will know the different cultures by reading across cultural understanding in reading.
3. In reading approach, students are expected to improve their English Skills.
4. In skimming, the main idea of a text is quickly identified
5. Skimming is done at a speed three to four times faster than normal reading.
6. Skimming works well to find dates, names, and places. Scanning is quickly reading a text to get the summary of it.
7. Scanning involves moving the eyes quickly down the page seeking specific words and phrases.
8. Extensive Reading is an approach where the reader's view and review of unknown words in specific context will allow the reader to infer the word's meaning, to learn unfamiliar words.
9. Extensive Reading is sometimes called Free Voluntary Reading.



## ***What I Can Do***

### **A. Direction: Complete the following sentences below.**

1. In this lesson, I learned that skimming is \_\_\_\_\_.
2. I learned that scanning is \_\_\_\_\_.
3. I learned that extensive reading is \_\_\_\_\_.

- B. Direction: Analyze the verse and explore the content, theme, setting, and message of the poem by creating a visual poem. Include a short background of the author in the visual poem. Search for images that support the required elements of the poem. You may select any multi-media tools that suits your skills and availability of gadget.**

### IN ANOTHER WORLD

By Rasaan Malik

*In another world I want to be a father without passing through the eternal insanity of mourning my children, without experiencing the ritual of watching my children return home as bodies folded like a prayer mat, without spending my nights telling them the stories of a hometown where natives become aliens searching for a shelter.*

*I want to watch my children grow to recite the name of their homeland like Lord's Prayer, to frolic in the streets without being hunted like animals in the bush, without being mobbed to death. In another world I want my children to tame grasshoppers in the field, to play with their dolls in the living room, to inhale the fragrance of flowers waving as wind blows, to see the birds measure the sky with their wings.*

**Rubrics:**

**DIGITAL PICTURE STORY ASSESSMENT RUBRIC**

	Needs Total Revisions 0	Needs Major Revisions 1	Needs Minor Revisions 2	Needs No Revisions 3	Total
<p><b>1. GRAPHIC/IMAGES</b> Do graphics/images add to the over all project?</p> <p><b>2. CREATIVITY</b> Does the output display a creative concept? Is it dynamic and go above and beyond to produce a quality project?</p> <p><b>3. AUDIO/VIDEO QUALITY</b> Does the video add imagery to the poem? Does the audio mix together well?</p> <p><b>4. FINISHED PRODUCT</b> Are the elements of the poem clearly presented in the project? Is the output well produced?</p>					



## **Assessment**

Multiple Choice. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. It is reading a longer text, usually for pleasure.
  - a. extensive reading
  - b. scanning
  - c. skimming
  - d. reading approach
  
2. It is one way that will help students to solve their problems in reading.
  - a. reading approach
  - b. extensive reading
  - c. skimming
  - d. scanning
  
3. It is used by the reader to find answers to questions.
  - a. skimming
  - b. reading approach
  - c. extensive reading
  - d. scanning
  
4. This technique is useful when the students are seeking specific information rather than reading for comprehension.
  - a. reading approach
  - b. scanning
  - c. skimming
  - d. extensive reading
  
5. Mina wants to answer questions quickly, so she looked for specific titles in the selection. She used \_\_\_\_\_.
  - a. skimming
  - b. scanning
  - c. extensive reading
  - d. reading approach
  
6. Randie quickly understood the main idea of the poem he is reading. He used \_\_\_\_\_.
  - a. extensive reading
  - b. reading approach
  - c. scanning
  - d. skimming

7. Princess loves reading novels and short stories. It improves her vocabulary a lot. She is using \_\_\_\_\_.
- reading approach
  - scanning
  - skimming
  - extensive reading
8. Ma'am Karen encouraged her students to read a lot and use techniques in understanding the text and improving their knowledge. She is talking about \_\_\_\_\_.
- extensive reading
  - scanning
  - reading approach
  - skimming
9. The line of the poem by Maya Angelou, "take the binders from your vision," means that the \_\_\_\_\_.
- author has placed the binders to someone's ears.
  - author is persuading the people to see their real situation.
  - author has a poor vision.
  - author is crying.
10. "Take the padding from your ears, and confess you've heard me crying," this line wants the readers to \_\_\_\_\_.
- listen to their pleas
  - cry with their difficulty
  - see what they see
  - feel what they feel
11. Equality, and I will be free. If this happens, people will \_\_\_\_\_.
- put things in place to support people achieve similar outcomes.
  - lend things to people who are deprived of material things.
  - give similar materials to all people who need it.
  - allow someone to get what he wants.
12. *"In another world, I want my children to tame grasshoppers in the field, to play with their dolls in the living room, to inhale the fragrance of flowers waving as wind blows, to see the birds measure the sky with their wings."*  
These lines expressed the earnest wish of a father. What do you think these wishes mean?
- The family is living in a peaceful village.
  - The family is well-accepted by society.
  - The family is suffering from war.
  - The family has the sickness.

13. *“In another world, I want to be a father without passing through the eternal insanity of mourning my children, without experiencing the ritual of watching my children return home as bodied folded like a prayer mat, without spending my nights telling them the stories of a hometown where natives become aliens searching for a shelter.”*

What is the tone of the poem?

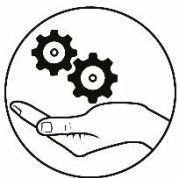
- a. Hopeful
- b. Mournful
- c. Peaceful
- d. Hopeless

14. The use of ropes for hunting, puling, fastening, attaching, carrying, lifting, and climbing dates back to prehistoric times. In Asia, the very first ropes ever made were twisted from hemp fibers. Hemp rope was used during the age of sailing ships. Which statement must be false?

- a. Ropes have many uses.
- b. Ropes were used long time ago.
- c. Ropes can be made from hemp.
- d. Ropes are only found in Asia.

15. Racism is the belief that a particular race is superior or inferior to another. It may be defined as the hatred of one person to another because of skin color, language, or customs. Therefore, \_\_\_\_\_.

- a. someone who believed that there is a superior race over the other, that person is a racist.
- b. if people speak a different language, they are not racist.
- c. if all the people have the same color, no one is racist.
- d. all people are racist.

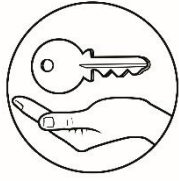


## ***Additional Activities***

**Direction: Complete the following table below with definitions from the module and your own definition.**

	<b>Real Definition</b>	<b>Your Definition</b>
Reading Approach		
Skimming		
Scanning		
Extensive Reading		





## Answer Key

**What's More**

**Assessment 2.2**

1. It is used as tool for punishment
2. A rice ball
3. Kazuya, Jiro
4. Older brother of Jiro
5. The names of the character
6. Eating meal together
7. Use force in disciplining a child
8. Kazuya tied Jiro by the waist and hang in the oak tree
9. To eat properly; be a man
10. To eat everything on his plate

**Activity 3. Newly Learned**

**Chechnya**

1. cot - a camp bed
2. trauma - a deeply distressing or disturbing experience.
3. resuscitation - the action of making something active or vigorous again.
4. repatriated - return to one's own country.
5. cardiology - the branch of medicine that deals with diseases and abnormalities of the heart.

The Journey...

1. lagoon - a stretch of salt water separated from the sea by a low sandbank or coral reef.
2. inherit - receive (money, property, or a title) as an heir at the death of the previous holder.
3. guardian - a person who looks after and is legally responsible for someone
4. orphan - a child whose parents are dead.
5. confess - admit or state that one has committed a crime or is at fault in some way.

**What's More**

**Assessment 1.**

1. The story happened in a hospital in Chechnya. The story implies that this happened during the war.
2. The conflict evident in the story is the external conflict surrounding the country of Chechnya.
3. The deal made by Sonja and Ahkmed is that if Sonja adopts his daughter, he will work in the hospital as a helper
4. The main character had a big change in attitude from the beginning compared to the end. The story reveals that the loss of her sister to the war is partly the reason for her indifference towards her job.
5. The importance of the writer narrating the events is that it gave the readers ideas on how difficult those times in the hospital during the war that eventually changed the characters' outlook in life.

**Activity 2. Sean Mei**

1. The story is being narrated by a narrator
2. She was only taken care off by her relatives because of her money.
3. Struggles of Life

**Assessment 2.1**

1. She was hated by her cousins.
2. Beatrice and Gwendolyn are selfish.
3. Work hard and strive for the best.

**What I Know**

1. D
2. B
3. D
4. A
5. D
6. B
7. C
8. C
9. C
10. A
11. B
12. D
13. C
14. C
15. A

**Assessment**

1. A
2. A
3. D
4. C
5. A
6. C
7. D
8. C
9. B
10. A
11. A
12. C
13. A
14. D
15. A

**Activity 1. Read Me.**

1. The story happened in a hospital during the Chechnyan war.
2. The main characters in the story are Sonja and Ahkmed. Sonja is a dynamic character wherein she underwent a change in disposition in life due to the passing of her sister. Ahkmed is a determined father and also a dynamic character as shown in the end the story wherein he was saddened by the realities happening in the hospital.

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