

# LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

SESSION GUIDES FOR MODULE 3:  
I MYSELF BELIEVE (EXPRESSING OPINIONS)

ALS Accreditation and Equivalency Program: Junior High School





# SESSION GUIDES

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Alternative Learning System - Accreditation and Equivalency (ALS-A&E)

**JUNIOR HIGH SCHOOL: COMMUNICATION SKILLS IN ENGLISH**  
SESSION GUIDES FOR MODULE 3 (I MYSELF BELIEVE. (EXPRESSING OPINIONS))

**ALS Accreditation and Equivalency Program: Junior High School**  
**Learning Strand 1: Communication Skills in English**  
**Session Guides for Module 3 (I Myself Believe (Expressing Opinions))**

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# User's Guide

*For the ALS Teacher/Instructional Managers/Learning Facilitator:*

Welcome to the session guides of this module entitled I Myself Believe (Expressing Opinions) under Learning Strand 1 Communication Skills in English of the ALS K to 12 Basic Education Curriculum (BEC).

The module and the session guides were collaboratively designed, developed, and reviewed by select DepEd field officials and teachers from formal school and ALS, and private institutions to assist in helping the ALS learners meet the standards set by the ALS K to 12 Basic Education Curriculum (BEC) while overcoming their personal, social, and economic constraints in attending ALS learning interventions.

This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st Century skills while taking into consideration their needs and circumstances.

As an ALS Teacher/Instructional Manager/Learning Facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their learning. Moreover, you are expected to encourage and assist the learners as they do the tasks included in the module.







### **WHAT IS THE SUBJECT, PLEASE?** **Session Guide No. 1**

**I. Duration of Session:** 3 hours

**II. Key Understandings to Develop**

- Subject
- Verb
- Subject-Verb Agreements

**III. Learning Objectives**

1. observe correct subject/verb agreement;  
(LS1CS/EN-S-PSB-JHS-)
2. describe/explain what a subject is; and
3. identify the verb in the sentence.

**IV. Resources**

- Communication Skills in English Module 3
- Pad of paper

**V. Procedures**

**1. Pre-Test (Introductory Activity)**

Assess the learners' understanding of simple sentence. Let them answer the exercises below to determine their readiness for the new lesson, and record the results of the pre-test.

I. Identify the subject and the verb in each of the following sentences. Write your answers on a separate sheet of paper.

1. Anger increases the risk of a heart attack.
2. At 10, Fred already learned how to play the guitar.
3. Time is as precious as gold.
4. The newly registered voters exercise their right to vote.
5. I am excited to see our new teacher.

II. Which of the following statements are true and which ones are false? Write **T** if a statement conveys a truth and write **F** if it conveys a falsity. Write your answers on a sheet of paper.

1. The basic rule on subject-verb agreement states that subjects and verbs must agree with each other in number. (**T**)
2. Singular subject takes a plural verb. (**F**)
3. Plural subject takes a singular verb. (**F**)
4. Singular subject takes a singular verb. (**T**)
5. Plural subject takes a plural verb. (**T**)

### 2. Presentation

#### THE SUBJECT AND THE VERB

A. Explain that all sentences must have a **subject** and a **verb** to be considered complete. This learner's book on speaking is divided into two parts. The first part involves the basic, simple sentence which contains a single independent clause. The second part deals with the basic rule on subject-verb agreement which govern the construction of sentences such as the simple sentence.

B. Subjects and verbs have to follow the basic subject-verb agreement rule which states that subjects and verbs must agree with each other in number. Therefore, a singular subject takes a singular verb; a plural subject takes a plural verb.

#### *Definition of Subject and Verb:*

- The **subject** is the person or thing that does something, or that is described in a sentence.
- The **verb** is the action the person or thing takes, or the description of the person or thing (as part of the predicate).

#### *Examples:*

We **walk** to school every day. (We- subject, walk- verb)

The **sun rises** in the east. (sun- subject, rises- verb)

You **won** easily! (You- subject, won-verb)

### 3. Activity

Identify the subject and the verb in the following sentences. Write your answers on a separate sheet of paper.

1. Helping others is a good thing.
2. I believe in both hard work and fortune.
3. They are in the park walking the dog.
4. We are here to help you.
5. Do you want to go out for a walk?
6. Disagreement is a part of communication.
7. The girls are having fun.
8. I win the game every time.
9. The game is far from over.
10. You better believe it.

### 4. Analysis

#### SUBJECT-VERB AGREEMENT

Subject-verb agreement is a grammar rule that states that subjects and verbs must agree with each other in number.

- The **child** **plays** at the park. (Singular)
- The **children** **play** at the park. (Plural)

#### BASIC SUBJECT-VERB AGREEMENT RULES

*A singular noun (SN) needs a singular verb (SV).*

The child (SN) plays (SV) at the park.

*A plural noun (PN) needs a plural verb (PV).*

The children (PN) play (PV) at the park.

- A. Clarify that listening to how a language sounds is as important as knowing how a sentence is structured.
- B. Present the sentences below and have the learners see how they differ with one another. Let the learners analyze the examples and let them develop their critical thinking in determining how

these sentences are incorrect and are corrected by following the basic rule on subject-verb agreement.

INCORRECT	CORRECT
The boy <i>sing</i> very well.	The boy <b>sings</b> very well.
The boys <i>plays</i> basketball every day.	The boys <b>play</b> basketball every day.
We <i>is</i> here to support you.	We <b>are</b> here to support you.
They <i>wants</i> to sing you a song.	They <b>want</b> to sing you a song.
She <i>like</i> you.	She <b>likes</b> you.

C. Observe if the learners can state the following rules in subject-verb agreement:

The subject *Boy* is a singular noun and needs the singular verb **sings**.

The subject *Boys* is a plural noun and needs the plural verb **play**.

The subject *We* is a plural noun and needs the plural verb **are**.

The subject *They* is a plural noun and needs the plural verb **want**.

The subject *She* is a singular noun and needs the singular verb **likes**.

Verbs are singular in number if they are in the **-s/-es** form. Plural verbs, on the other hand, are in the **base form**. See the table that follows.

TYPES OF VERBS	SINGULAR (-s/-es form)	PLURAL (base form)
be verbs	is, was	are, were
have verbs	has	have
action verbs	goes	go
	dances	dance
	flies	fly
	moves	move
	thinks	think

### 5. Abstraction/Generalization

- The **subject** is the person or thing that does something, or that is described in the sentence.
- The **verb** is the action the person or thing takes, or the description of the person or thing.
- The basic rule on **subject-verb agreement** states that a subject and its verb must agree with each other in number.

### 6. Application

Choose which of the verbs inside the parentheses agrees with the subject in the following sentences. Write your answers on a separate sheet of paper.

1. Trees (help/helps) prevents flooding.
2. She (like/likes) to recite in class.
3. Lions (live/lives) in groups called prides.
4. They (see/sees) things that we do not.
5. Annaliza (is/are) the first to arrive in class.
6. We (play/plays) mobile games most of the time.
7. He (do/does) not like to be the first to give the speech.
8. No, I (do/does) not want to see your project.
9. To many people, peace (is/zare) simply the absence of war.
10. Suddenly, a number of vloggers (has/have) mushroomed in social media.

### VI. Concluding Activity

**Directions:** Read the short paragraph and identify the subject and the verb in the sentences. Write your answers on a separate sheet of paper.

My elder sister likes to talk to her friends on the phone in the afternoons. They talk for hours on end without skipping an afternoon in a month. My father thinks she needs this time to get away from her chores.

### IT'S SIMPLY ACTIVE Session Guide No. 2

**I. Duration of Session:** 3 hours

**II. Key Understandings to Develop**

- Compound Sentence
- Active Voice
- Passive Voice

**III. Learning Objectives**

1. use compound sentences to show relationship; and,  
(LS1CS/EN-S-PSB-AE/JHS-50)
2. use the active vs passive voice  
(LS1CS/EN-S-PSB-JHS-55)

**IV. Resources**

- Communication Skills in English Module 3
- Pad of paper

**V. Procedure**

**1. Pre-Assessment (Introductory Activity)**

Activate the learners' prior knowledge of a simple sentence. Tell the learners that simple sentences are important in making compound sentences. Before proceeding to the new lesson, however, have the learners answer the exercises below. Record the result of the learners' assessment to determine their level of understanding of simple and compound sentences.

**I. Identify whether the sentence is **simple** or **compound** Write your answers on a separate sheet of paper**

1. They are working for the school.
2. These workers do well, but they are paid too little.
3. These problems may seem small, yet they are real.

4. People must think of a solution.
5. We need the help of everyone.

II. Identify whether the sentence is in the active or passive voice.  
Use a sheet of paper for your answers.

1. They watch the movie together.
2. Noel was brought up by his grandparents.
3. Everyone has arrived and started to warm up.
4. The music was being played by the student band.
5. The project was spearheaded by the student council officers.

### 2. Presentation

To tell the difference between a simple sentence and a compound sentence, count the number of independent clauses in the sentence. If there is only one independent clause, it is a simple sentence. If there are two or more independent clauses joined by a coordinating conjunction, it is a compound sentence.

A sentence in the active voice has a subject that performs the action of the verb, while the passive voice focuses on the object and the action taken upon it. This will be discussed further on the next page.

### SENTENCES: Simple and Compound

Basically, there are four kinds of sentences according to structure. These are the **simple** sentence, the **compound** sentence, the **complex** sentence and the **compound complex** sentence. In this particular lesson, however, we will just focus on the simple and the compound sentences.

#### Simple sentence

A simple sentence **consists of one independent clause**.

Look at the following simple sentences.

- She greets everyone with a smile.
- The issue was brought to our concern.



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- To succeed in life, one must work really hard.
- Climate change is a serious global problem.
- His speech has inspired all of us to be diligent in our studies.

Can you identify the subjects and the verbs in the sentences?

*Let us try. For the purpose of analyzing the sentences, we will use the following abbreviations: S – Subject and V – Verb.*

She greets everyone with a smile.  
S        V

The issue was brought to our concern.  
S                    V

To succeed in life, one must work really hard.  
   S        V

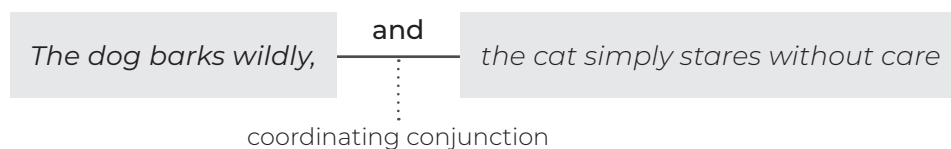
Climate change is a serious global problem.  
S                    V

His speech has inspired all of us to be diligent in our studies.  
S                    V

### Compound sentence

- A. Make clear to the learners that a compound sentence is made up of two or more independent clauses connected by a coordinating conjunction such as *for, and, nor, but, or, yet, so*.

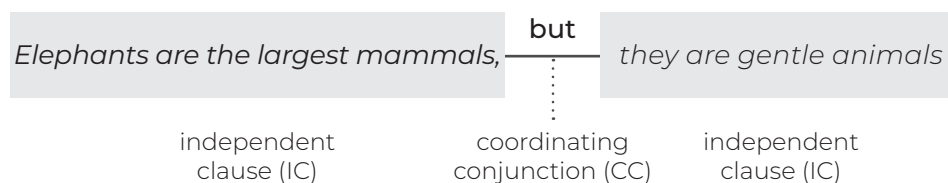
*The dog barks wildly, and the cat simply stares without care.*



Another example is given below.

*Elephants are the largest land mammals, but they are gentle animals.*

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### More Examples of Compound Sentences

Compound sentences contain related ideas.

Suddenly, the rain poured hard, and everyone rushed to their homes.

IC CC IC

Marvin is fond of musical instruments, but his brother Nilo is not.

IC CC IC

He is a famous movie star, yet he is very humble.

IC CC IC

None of my siblings wanted to leave our house, so I went to the mall sales alone.

IC CC IC

Jane is not permitted to play outside of their house, nor is she allowed to talk with  
strangers.

IC CC IC

As you may have noticed, a comma (,) is used before the coordinating conjunction that connects the independent clauses.

- B. Have the learners keep in mind that compound sentences contain related ideas.
- C. Emphasize to the learners that the difference between a simple sentence and a compound sentence is pretty simple: **a simple sentence has only one independent clause, while a compound sentence has two or more independent clauses.**

### ACTIVE VOICE AND PASSIVE VOICE

#### What is an Active Voice?

- A. Explain to the learners that if the **subject of a sentence performs the action of the verb**, the sentence is in the *active voice*. Sentences in the active voice have a strong, direct, and clear tone.

The vendor sells bananas.

S

(Who sells bananas? The vendor.)

The bus conductor counted the money.

S

(Who counted the money? The bus conductor.)

Mom mended my broken shoes.

S

(Who mended my broken shoes? Mom)

The orchestra played classical music to the delight of the audience.

S

(Who played classical music to the delight of the audience?  
The orchestra.)

The Bantay Paligid conducts a weekly clean up drive.

S

(Who conducts a weekly clean up drive? The Bantay Paligid.)

- B. Give a detailed explanation of the functions of the subject and the verb. Afterwards, introduce another element of the sentence which is the **object**. Explain that the **object** is the receiver of the action (**transitive verb**) performed by the subject. The **transitive verb** is always used in sentences in the active voice and that it always requires an object.

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Let the learners identify the **subject**, **verb**, and **object** in these sentences.

1. The vendor (*subject*) sells (*verb*) bananas (*object*).
2. The bus conductor (*subject*) counted (*verb*) the money (*object*).
3. Mom (*subject*) mended (*verb*) my broken shoes (*object*).
4. The orchestra (*subject*) played (*verb*) classical music (*object*) to the delight of the audience.
5. The Bantay Paligid (*subject*) conducts (*verb*) a weekly clean up drive (*object*).

C. Explain that these sentences have a basic active voice construction: **subject**, **verb**, and **object**. The subject *vendor* performs the action *sells*. The subject *the bus conductor* performs the action *counted*. The subject *Mom* performs the action *mended*. The subjects are the doers/performers of the actions in the sentences.

### What is the Passive Voice?

The passive voice focuses on the object and the action taken on it, not the one who did or is doing the action.

*Examples:*

ACTIVE VOICE	PASSIVE VOICE
The vendor (subject) sells (verb) bananas (object).	<b>Bananas are sold</b> by the vendor.
The bus conductor (subject) counted (verb) the money (object).	<b>The money was counted</b> by the bus conductor.
Mom (subject) mended (verb) my broken shoes (object).	<b>My broken shoes were mended</b> by Mom.
The orchestra (subject) played (verb) classical music (object) to the delight of the audience.	<b>Classical music was played</b> by the orchestra to the delight of the audience.

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The Bantay Paligid (subject)  
conducts (verb) a weekly clean  
up drive (object).

A weekly clean up drive is  
**conducted** by the Bantay  
Paligid.

- D.** Explain further that although the active voice has more **impact**, the passive voice is not necessarily wrong or to be avoided.
- E.** Tell the learners that the passive voice is used in cases where the *object and action are emphasized, rather than the doer*. When transforming a sentence from active to passive, the object must be placed in the position of the subject followed by an auxiliary verb (tense carrier) and a main verb in past participle form.

<b>ACTIVE VOICE</b>		<b>PASSIVE VOICE</b>
<u>The player</u> <u>passed</u> <u>the ball.</u>	→	<u>The ball</u> <u>was passed</u> <u>by the player.</u>
<div style="display: flex; justify-content: space-around; width: 100%;"> <span>S</span> <span>V</span> <span>O</span> </div>		<div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center; margin-right: 10px;">⋮</div> <div> AUXILIARY VERB + MAIN VERB (TENSE CARRIER) </div> </div>

Be sure to stress the point that sentences in the passive voice focus on the object and the action taken on it. *Who* did the counting or *what* chased the cat matters little.

*Examples:*

ACTIVE VOICE	PASSIVE VOICE
The wedding planner is making all the reservations.	All the reservations are being made by the wedding planner
The science class viewed the comet.	The comet was viewed by the science class.
The class facilitator will give you instructions.	Instructions will be given to you by the class facilitator.
The saltwater corroded the metal beams.	The metal beams were corroded by the saltwater.
The cat carried her kitten in her mouth.	The kitten was carried by the cat in her mouth.

### 3. Activity

I. Transform the following sentences from **active voice** into **passive voice**. Write your answers on a separate sheet of paper.

1. Benito changed the flat tire.
2. We plant bamboo trees along the watershed.
3. We are going to watch a movie tonight.
4. My mother read the newspaper quickly.
5. I will clean the house on Saturday.

### 4. Analysis

I. Complete the following compound sentences. Write your answers on a sheet of paper.

1. You can come here and watch the show with us, or ...
2. She kept redoing her homework, but ...
3. You can do it this way, or ...
4. We were so noisy in class, but...
5. He is now a famous celebrity, yet ...

II. Transform the following sentences from active voice to passive voice. Use a separate sheet of paper for your answers.

1. We saw the stage play yesterday.
2. My uncle drove the passenger jeepney today.
3. I love you.
4. Henry kept his cellphone in the drawer.
5. She took her breakfast early.

### 5. Abstraction/Generalization

- A **simple** sentence consists of a single independent clause.
- A **compound** sentence is made up of two or more independent clauses connected by coordinating conjunctions.
- A sentence is in the **active voice** when the subject performs the action of the verb.

- A sentence is in the **passive voice** when the focus is on the object and the action taken on it.

### VI. Concluding Activity

Tell whether the sentence is simple or compound. On a separate sheet of paper, write **SS** if the statement is a simple sentence and **CS** if it is compound sentence. Use a separate sheet of paper for your answers.

1. The surprise party was a huge success.
2. Everyone was invited, and it lasted for hours on end.
3. The food was great, yet we ran out of drinks fast.
4. Jennie was really shocked so it made the scene all the better.
5. We hope to throw another party for our friends soon!

### **YOU ARE SO INTENSE** **Session Guide No. 3**

#### **I. Duration of Session:** 3 hours

#### **II. Key Understandings to Develop**

- Reflexive Pronouns
- Intensive Pronouns
- Ideas, Opinions

#### **III. Learning Objectives**

1. use reflexive and intensive pronouns;  
(LS1CS/EN-S-PSB-JHS-27)
2. define and explain reflexive and intensive pronouns; and,  
(LSICS/EN-PSB-JHS-27)
3. express own ideas/opinions/feelings on text listened to  
(LS1CS/EN-S-PSB-LE/JHS-13)

#### **IV. Resources**

- Communication Skills in English Module 3
- Pad of paper

#### **V. Procedure**

##### **1. Pre-Test (Introductory Activity)**

Review the learners' understanding of pronouns and its kinds. Before proceeding to the new lesson, let the learners answer the exercises below.

I. Identify whether the following underlined words are reflexive or intensive pronouns Write your answers on a sheet of paper.

1. She accidentally hurt herself during the final match.
2. The plant itself pollinates.
3. I myself am a recipient of his good deeds.



4. The applicants blamed themselves for failing to beat the deadline.
5. The victim himself reported the incident to the police.

II. Explain your answers to the following questions. Write your answers on a sheet of paper.

1. Do you think dogs make better pets than cats?
2. Do you believe in the effectiveness of virgin coconut oil?
3. Should senior citizens get even bigger discounts?

### 2. Presentation

A. *Herself, itself, myself, and himself* are considered as **both** reflexive and intensive pronouns. However, we will differentiate them in the following lesson, since they are still not the same. Now, whether you think dogs make better pets than cats, or whether senior citizens should get even bigger discounts, is not the main consideration here. What counts is that there are suggested ways to connect phrases in expressing what you think of dogs and cats, about senior citizens and bigger discounts, and on virgin coconut oil.

### REFLEXIVE PRONOUN

B. Explain to the learners that a **reflexive pronoun** tells us that whoever performs the action in a sentence is also the one on the receiving end of that action. In other words, the reflexive pronoun reflects the action of the verb back to the subject. Make the learners associate the word *reflexive* to the word *reflection*, the image in the mirror that bounces back to you.

Look at these examples:

Maria groomed herself in front of the mirror.  
N RP

When I feel upset, I console myself by listening to music.  
PP RP

N - noun PP - personal pronoun RP - reflexive pronoun

In the first example, the subject *Maria* is the object of the verb *groomed*. Who groomed herself? The answer to that question is Maria.

In the second example, you will see that the subject *I*, which is a pronoun, is also the receiver of the action word *console*.

## Singular vs Plural Reflexive Pronouns

SINGULAR	PLURAL
Myself	Ourselves
Yourself	Yourselves
Himself	Themselves
Herself	Themselves
Itself	Themselves

## INTENSIVE PRONOUN

- C. Clarify that an **intensive pronoun** emphasizes a preceding noun. Think of intensive as intense. Something intense is very strong. Intensive pronouns look exactly the same as reflexive pronouns, but they are only used for emphasis.

Consider these examples:

The President himself made the call to the house speaker.  
                   N                  IP

The evacuees themselves decided to leave their homes.  
                   N                  IP

N - noun    IP - intensive pronoun

In the first example, *himself* refers to the *President* which is the subject of the sentence. Using an intensive pronoun tells the reader (or listener) that it is important that the *President himself* was the one who made the call, and not the press secretary, his executive, assistant or anybody else.

Similarly, in the second example, *themselves* refers to the subject *the evacuees*. The intensive pronoun emphasizes that the *evacuees themselves* and not other people decided to leave their homes.

### Removing Intensive Pronouns

Intensive pronouns are used only for emphasis. They can be removed from a sentence without affecting its meaning. The same is not true of reflexive pronouns, which do cause a change in meaning when removed from a sentence.

Look at the following comparison to understand the difference:

The driver (himself) gave the change.	The driver gave the change.
Gary congratulated himself for passing the BAR.	<b>Incorrect:</b> Gary congratulated for passing the BAR.

D. Introduce to the learners some common errors in the use of intensive pronouns.

### Some Common Errors in Intensive Pronouns

INCORRECT	CORRECT
Andrew and <b>myself</b> will conduct today's meeting.	Andrew and <b>I</b> will conduct today's meeting.
<b>Myself</b> will discuss the lesson.	<b>I</b> will discuss the lesson.
You may submit your assignment to <b>herself</b> or <b>myself</b> .	You may submit your assignment to <b>her</b> or <b>me</b> .

Explain to the learners that intensive pronouns can not function as personal pronouns (I, her, me); therefore, they cannot take the position of a subject (Andrew and I) and an object (to her, or me) in a sentence. Intensive pronouns can only be used to emphasize the noun to which they refer.

### Expressing Your Opinion

Introduce to the learners the common phrases which they can use to express their opinions or points of view. Point out that these are phrases which they can use either in everyday speech or in certain types of writing that they use in their blogs and in their personal websites.

- I think ...  
*I think* we should give drivers more training to lessen road accidents.
- I believe  
This, *I believe*, is a better option than the one he suggested.
- I feel ...  
*I feel* that it would be impossible to give in to their request.
- In my opinion ...  
*In my opinion*, we should start moving while it's still early.
- I would say ...  
We would get there, *I would say*, by around 10 p.m.

### For stronger statement

Inform the learners that a statement or an opinion can be made stronger if an adjective or an adverb is added to it. For example:

- I *really* think ...
- I *strongly* believe ...
- I *truly* feel ...
- In my *honest* opinion ...

Discuss further that providing reasons for their opinions will add strength to their claims.

- I *really think* the best way to lessen road accidents would be to give drivers additional training.

- The better option, *I strongly believe*, is to wait for additional information before we act.
- This, *I truly feel*, should be better left unsaid.

### Adding Intensive Pronouns

Intensive pronouns can also be used to make stronger statements. See the examples below:

- I *myself* think that drivers should be given additional training.
- She *herself* strongly believes what I *myself* think: that we should wait for further instructions.
- They *themselves* think they are the best.
- In my honest opinion, I think *you yourself* should do it.

### 3. Activity

Supply the correct reflexive or intensive pronouns in the following sentences. Write your answers on a separate sheet of paper.

1. I \_\_\_\_\_ will look into the problem.
2. Why don't you buy \_\_\_\_\_ some candies?
3. They know \_\_\_\_\_ better than we do.
4. Why don't we just enjoy \_\_\_\_\_ today?
5. She sees \_\_\_\_\_ in you.

### 4. Analysis

Fill in the blanks with your own idea or opinion to complete each sentence. Write our answers on separate sheet of paper.

1. I am under the impression that ...
2. I believe that...
3. I guess that ...
4. I have no doubt that ...
5. I have the feeling that ...

### 5. Abstraction/Generalization

- A **reflexive pronoun** tells us that whoever performs the action in a sentence is also the one on the receiving end of that action.
- An **intensive pronoun** emphasizes the preceding noun.
- There are common start-up phrases that can be used to express one's opinions.

### 6. Application

I. Fill in the blanks with your own idea or opinion to complete the following sentences. Use a separate piece of paper for your answers.

1. I \_\_\_\_\_ don't believe a word of it.
2. Why don't you \_\_\_\_\_ do it?
3. They \_\_\_\_\_ didn't know where to go.
4. Doesn't she \_\_\_\_\_ see the point?
5. We \_\_\_\_\_ cleaned the classroom.

II. Express your opinion by completing the following statements. Do this on a piece of paper.

1. I think that students should be allowed ...
2. I don't believe that employees should ...
3. I truly feel that only people who are already working ...
4. I really think all Filipino citizens should be able to ...
5. Do I look like a movie star to you? Honestly ...

### VI. Concluding Activity

Construct a possible opinion of each of the subjects to complete the sentences below. The intensive pronouns are already provided for you. Write your answers on a separate piece of paper.

1. Athena herself...
2. The student body itself...

## SESSION GUIDE 3

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3. Johnny himself...
4. I myself...
5. Father and mother themselves...

## LESSON 1: WHAT IS THE SUBJECT, PLEASE?

### TRYING THIS OUT

PAGE 4

#### ACTIVITY I

1. S - Anger  
V - increases
2. S - Fred  
V - learned
3. S - Time  
V - is
4. S - The newly registered voters  
V - exercise
5. S - I  
V - am

#### ACTIVITY II

1. T
2. F
3. F
4. T
5. T

## UNDERSTANDING WHAT YOU DID

### ACTIVITY

PAGE 6

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. S = Helping others / V = is | 6. S = Disagreement / V = is      |
| 2. S = I / V = believe         | 7. S = the girls / V = are having |
| 3. S = They / V = are          | 8. S = I / V = win                |
| 4. S = We / V = are            | 9. S = The game / V = is          |
| 5. S = You / V = want          | 10. S = You / V = believe         |

## SHARPENING YOUR SKILLS

PAGE 9

#### ACTIVITY I

- |             |          |
|-------------|----------|
| 1. prevents | 6. play  |
| 2. likes    | 7. does  |
| 3. live     | 8. do    |
| 4. see      | 9. is    |
| 5. is       | 10. have |

#### ACTIVITY II

1. see
2. come
3. is
4. Do
5. do



## TREADING THE ROAD TO MASTERY

PAGE 10

Sentence 1: My mother (subject), likes (verb)

Sentence 2: They (subject), talk (verb)

Sentence 3: My father (subject), needs (verb)

## LESSON 2: IT'S SIMPLY ACTIVE

### TRYING THIS OUT

PAGE 12

#### ACTIVITY I

1. Simple
2. Compound
3. Compound
4. Simple
5. Simple

#### ACTIVITY II

1. Passive
2. Passive
3. Active
4. Passive
5. Active

## UNDERSTANDING WHAT YOU DID

### ACTIVITY I

PAGE 21

1. the glass
2. someone
3. my car
4. a special dish
5. an e-mail

### ACTIVITY II

PAGE 24

1. The flat tire was changed (by Benito).
2. Bamboo trees are planted (by us) along the watershed.
3. A movie will be watched (by us) tonight.
4. The newspaper was read quickly (by my mother).
5. The house is cleaned (by me) on Saturday.

**SHARPENING YOUR SKILLS**

PAGE 22

**ACTIVITY I**

1. You can come here and watch the show with us or ...
  - you can go outside and play.
2. She kept redoing her homework but still ...
  - she could not get it right.
3. You can do it this way or ...
  - you can do it that way.
4. We were so noisy in class but the teacher ...
  - continued with the lessons.
5. He is now a famous celebrity and yet ...
  - he is still as humble and nice as before.

**ACTIVITY II**

1. **Passive voice:** The movie was seen (by us) yesterday.
2. **Passive voice:** The passenger jeepney was driven (by my uncle) today.
3. **Passive voice:** You are loved (by me).
4. **Passive voice:** The cellphone was kept (by Henry) in the drawer.
5. **Passive voice:** Her breakfast was taken early.

**TREADING THE ROAD TO MASTERY**

PAGE 23

1. SS
2. CS
3. CS
4. SS
5. CS

## LESSON 3: YOU ARE SO INTENSE

### TRYING THIS OUT

PAGE 25

#### ACTIVITY I

1. herself (reflexive pronoun)
2. itself (reflexive pronoun)
3. myself (intensive pronoun)
4. themselves (reflexive pronoun)
5. himself (intensive pronoun)

#### ACTIVITY II

Answer the following by giving a reason: *Open-ended answers.*

1. Do you think mining does more good than harm?
2. Do you believe in the effectiveness of virgin coconut oil?
3. Should senior citizens get even bigger discounts?

## UNDERSTANDING WHAT YOU DID

#### ACTIVITY I

PAGE 29

1. I *myself* will look into the problem.
2. Why don't you buy *yourself* some candies?
3. They know *themselves* better than we do.
4. Why don't we just enjoy *ourselves* today?
5. She sees *herself* in you.

#### ACTIVITY II

PAGE 32

*Suggested answers*

1. ...you will no longer attend the meetings.
2. ...it was an honest mistake.
3. ...solves the problem.
4. ...you will help me.
5. ...she will no longer return to pick us up.

## SHARPENING YOUR SKILLS

PAGE 33

### ACTIVITY I

1. myself
2. yourself
3. themselves
4. herself
5. ourselves

### ACTIVITY II

1. ...to explain themselves on what happened.
2. ...be punished for what the customers did.
3. ...should be given the full benefits.
4. ...help their country during crucial times.
5. ...I don't think so.

## TREADING THE ROAD TO MASTERY

PAGE 34

### *Suggested answers*

1. Athena herself thinks she is a goddess.
2. The student body themselves feel the need to launch a new project.
3. Johnny himself wants a guitar.
4. I myself find her views outrageous.
5. Mother and father themselves want a vacation.



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