English

Lesson 2: Building Up Defenses
Week 2, Quarter 1
AILEEN B. NOLI

(SUPPORT MATERIAL FOR INDEPENDENT LEARNING ENGAGEMENT)
A Joint Project of
SCHOOLS DIVISION OF DIPLOG CITY
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English
Week 2, Quarter 1
Lesson 2: Building Up Defenses

This instructional material was collaboratively developed and reviewed by educators from public schools, colleges, and universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.
What I Need to Know

This module revolved around this Most Essential Learning Competency (MELC) EN10RC-la-2.15.2 that helps develop your reading skill. It aims to enhance your ability to organize your thoughts and ideas through the use of graphic organizers.

After going through this module, you are expected to:

CONTENT STANDARD The learner demonstrates understanding of how world literature and other text types serve as ways of expressing and resolving personal conflicts, also how to use strategies in linking textual information, repairing, enhancing communication public speaking, emphasis markers in persuasive texts, different forms of modals, reflexive and intensive pronouns.

PERFORMANCE STANDARD The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices.

MELC (Week 2) EN10RC-la-2.15.2

➢ Determine the effect of textual aids like advance organizers, titles, nonlinear illustrations, etc., on understanding of a text.

You are also expected to:

a. get information from various text types that can be used in everyday life;
b. determine the sensory images used; and
b. use reflexive and intensive pronouns in meaningful discourse.
What I Know

I - Directions: Identify which sense the underlined words appeal. Choose your answer from the options inside the grid. Write only the letter of your answer on the space provided before each item.

<table>
<thead>
<tr>
<th>A. sight</th>
<th>B. sound</th>
<th>C. touch</th>
<th>D. taste</th>
<th>E. smell</th>
</tr>
</thead>
</table>

1. The statues Daedalus carved were so exquisite, they looked as if they were alive.
2. To escape, Daedalus built wings for himself and Icarus, fashioned with feathers held together with wax.
3. Medusa has snaky hair and metal-scaled skin.
4. Helios was pulling the sun behind his chariot high in the sky.
5. Daedalus cried, bitterly lamenting his own arts, and called the land near the place where Icarus fell into the ocean Icaria in memory of his child.

II – Directions: Identify the use of pronoun in the sentences. Write RP for reflexive pronoun and IP for Intensive Pronoun.

6. I drive myself to school.
7. Sheila keeps a journal for herself.
8. They created the shed themselves.
9. She cleaned up her room herself.
10. The dogs bathed themselves in the river.

III - Multiple Choice: Choose the letter of your answer.

11. These include various kinds of graphs and diagrams that organize ideas visually.
   A. Venn diagrams
   B. Charts
   C. Grids
   D. Graphic Organizers

12. This type of pronouns can be both a direct and indirect object.
   A. Intensive
   B. Indefinite
   C. Reflexive
   D. Interrogative

13. This pronoun is also known as emphatic pronoun.
   A. Intensive
   B. Indefinite
   C. Reflexive
   D. Interrogative

14. It refers to an act that treat others badly because they are different from them.
   A. Discrimination
   B. Prejudice
   C. Bias
   D. Bullying

15. These languages appeal to human sense of sight, smell, touch, taste, and sound.
   A. Sensory Images
   B. Sensation
   C. Sensory System
   D. Sixth Sense
The previous lesson depicted personal challenges that influence the innermost sense of self. You were able to determine your own personal challenges and even made aware of how it affect your life. Such awareness is vital to shield yourself from these challenges. It helps you design your best approaches in hurdling obstacles.

In this lesson, you will learn to build your own line of defenses against discrimination and able to come out strong and successful.

What’s In

Directions: Read the statements carefully and fill in the chart with the information needed. Use the underlined words as clues to determine the personal challenge encountered by each character.

<table>
<thead>
<tr>
<th>Character</th>
<th>Personal Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daedalus</td>
<td>Example: Egocentricity</td>
</tr>
<tr>
<td>Icarus</td>
<td></td>
</tr>
<tr>
<td>Minos</td>
<td></td>
</tr>
</tbody>
</table>

1. Daedalus was so proud of his achievements that he could not bear the idea of a rival.

2. Forgetting his father’s stern advice, Icarus flew too close to the sun that caused his death.

3. Minos, enraged at the loss of his daughter, not to mention the killing of his pet Minotaur, shut Daedalus and his son Icarus into the Labyrinth.
What’s New

Guide Question:
What comes to your mind when you hear the word Medusa? Write a word per sub-bubble to describe her.

What is It

General Directions: Copy all the graphic organizers on a separate sheet of paper then fill them in with the needed information from selection given.

Graphic organizer include various kinds of graphs and diagrams that organize ideas visually. They help readers to classify ideas and communicate effectively.

https://www.edrawsoft.com/graphic-organizers-benefits.html

Directions: Read carefully the summary of “The Gorgon’s Head” and answer the activities below.

Acrisius, King of Argos received a dreadful oracle from Delphi. According to the priestess of Delphi, he will not have a son but a grandson from whose hands he will be killed. Frightened, King Acrisius hid his only daughter Danae from the sight of all men. Danae was locked up inside a house of bronze sunk underground. Zeus entered into the underground chamber in the form of the shower of gold through the roof partly opened. He appeared in front of Danae and in an instant Danae conceived a baby. Later, Danae had given birth to a boy named Perseus. She kept her baby a secret from her own father. But days have come and King Acrisius learned about her secret. The King ordered his people to have a chest built for Danae and child Perseus. Danae and her child were put inside the chest and sent adrift the sea. It bobbed in the waves until it reached the Island of Seraphos where a fisherman named Dictys noticed the chest and took it. When he opened, he saw Danae and Perseus. The kind Dictys let them in their house to live together with his wife. Dictys’ brother, King Polydectes was captivated with Danae’s beauty and married her. Polydectes felt jealous over the love that Danae was giving to Perseus. To get rid of Perseus, Polydectes sent him to a dangerous adventure that put his life in peril. The mission was to kill Medusa, one of
the three Gorgons. She has snaky hair and metal-scaled skin. Looking straight in Medusa’s eye can turn mortals into stone. Despite the danger, Perseus agreed to embark on the adventure in order to get his own name a glory. Hermes gave him a sword. He was also given a shield by Athena. Hermes added that Perseus needed also the winged sandals, the helmet of invisibility, and the magic wallet. Those three essential things were all in the possession of the Nymphs of the North. Getting there was not easy. In order to get to the Nymphs of the North, Perseus has to go first to the Gray Women who only could tell the direction. Perseus went to the Gray women, he snatchted the eye of the women and threatened not to return it unless they give him the direction pointing to the Nymphs of the North. As soon as the direction was given, Perseus headed to the Island of Gorgons. He was instructed by Athena, telling him that Medusa was the one lying closest to the seashore. With one swift of his sword and with the help of his shield as mirror, Medusa was beheaded and her head was put inside the magic wallet. While Perseus was making his way back home, he noticed a beautiful lady chained on the cliff. He asked her name and why she was hanged. No reply was given by the lady. Perseus insisted the lady to respond. She said her name was Andromeda, daughter of Ethiopian King Cepheus and Queen Cassiopeia. Andromeda told Perseus that her mother boasted that she was the most beautiful than 50 lovely daughters of Nereus. As a revenge to her mother Cassiopeia, Andromeda suffered the punishment. At any moment, then, the serpent was on its way to devour Andromeda. Perseus told Andromeda’s parents that he would save their daughter on a condition that they will allow him to marry her. The king and queen agreed at once and Andromeda was saved from death. He took Andromeda to his homeland. At that time, a discus-throw competition was going on at Larissa. Perseus joined in and when it was his turn to throw the discus, he threw it mightily and accidentally hit an old man in the audience. It was learned that his grandfather, King Acrisius, was the one hit by the discus. 

Activity 1 – A: Name the characters of the story “The Gorgon’s Head”.
Activity 1-B: Complete the Road Map Organizer. Write your answers inside the boxes. The first one is done for you. Copy the graphic organizer on a separate sheet of paper.

1. King Polydectes sent Perseus to a dangerous mission, that is to kill Medusa.

PERSEUS ‘ ADVENTURE

2. 

3. 

4. 

5. 

6. 

What’s More

Activity 2-A: SENSORY IMAGES

Directions: The following statements were taken from the story “The Gorgon’s Head” by Anne Terry White. Determine the words or phrase that appeal to senses then write your answers in the chart.

1. Gorgons are terrible winged monsters.
2. Medusa’s scales are hard as metal.
3. Perseus thrust his prize, all writhing and hissing, into the magic wallet.
4. Torches were tossed in the air, incense was thrown on the flames (Almonte et.al., 2015, p.40).
5. Everywhere the sound of lyres and pipes and singing was heard (Almonte et.al., 2015, P.40)

https://www.freepik.com/free-vector/five-senses-icons_837465.htm
What is a Reflexive Pronoun?

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 back to the subject. A reflexive pronoun can be used as the direct object, indirect object, or object of a preposition in a sentence (Nash, K. 2020).

- Reflexive pronouns are used when the subject and the object of a sentence are the same.
- These pronouns serve as the object of a sentence, always coming after the verb.
- They always end in -self or -selves and refer back to a previously mentioned noun or pronoun.


Activity 2- B: Perseus’ Defenses Against the Gorgons

Directions: Use the graph to list down the objects Perseus used as his best defenses in killing Medusa. Identify it from the statements given below.

- Hermes gave Perseus a magnificent curved sword. “You will need it,” he said, “for Medusa’s scales are hard as metal.”
- Athene gave Perseus her bright shield and she said to him,”Look into it instead of at the monster as you approach to do battle, and you will see the Medusa reflected as in a mirror.
- The Nymphs gave Perseus the winged shoes, the helmet that would make him invisible, and the magic wallet that would become the right size for whatever he wish to carry.

ACTIVITY 3: Reflexive and Intensive Pronouns

Note: You have learned in the previous lesson the meaning and function of Intensive Pronouns.

An intensive pronoun refers back to another noun (or pronoun) in the sentence in order to emphasize it. It is known as emphatic pronoun (Nash, K. 2020).

Example: Perseus himself agreed to embark on the adventure in order to get his own name a glory.
1. Reflexive Pronouns Are Direct Objects and Indirect Objects

Reflexive pronouns can be both a direct and indirect object. When a reflexive pronoun is the direct object, it's the same as the subject and receives the action of a transitive verb like:

- I hurt myself cutting down the bush.
- We have been preparing ourselves for flu season.

When a reflexive pronoun is an indirect object, it demonstrates why or for whom the action is performed. For example:

- I bought myself a new car.
- We will give ourselves a cheat day.

2. Reflexive Pronouns as Object of Preposition

You can use reflexive pronouns together with the word "by" to mean "alone" or "without any help:"

- I went to the movie by myself.
- The children tidied up their rooms by themselves.


Directions: Circle the pronouns in the following sentences. Then check the box to show whether it is used as intensive or reflexive pronoun.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Intensive</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Perseus reached the Gorgons’ island and killed Medusa by <strong>himself</strong>.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>1. Athene gave Perseus her bright shield herself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Minotaur feed himself with youths from Athens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Daedalus and Icarus built wings for themselves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Perseus insisted the lady herself to respond.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. King Acrisius told himself that he would evade his fate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discrimination is when people treat others badly because they are different from them.

http://teentalk.ca/learn-about/appreciating-diversity-2/discrimination/

Directions: Study the images below. Each illustration is an example of discrimination. State what kind of discrimination is shown.

A. __________________________________________

B. __________________________________________

C. __________________________________________

ACTIVITY 4 – B:

Write one sentence related to each illustration above. Then use intensive pronoun or reflexive pronoun in the sentence.

Illustration A: __________________________________________

Illustration B: __________________________________________

Illustration C: __________________________________________
What I Have Learned

**Graphic organizer** organizers include various kinds of graphs and diagrams that organize ideas visually. They help readers to classify ideas and communicate effectively.

An **intensive pronoun** refers back to another noun (or pronoun) in the sentence in order to emphasize it.

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 back to the subject. A reflexive pronoun can be used as the **direct object**, **indirect object**, or **object of a preposition** in a sentence.

**Discrimination** is when people treat others badly because they are different from them.

What I Can Do

Direction. List down your best defenses to safeguard yourself from any form of discrimination. Write your answers on the Pyramid. Use intensive and reflexive pronouns in your sentence.
Part I: Compare and contrast the Intensive and Reflexive Pronoun using the Venn diagram.

Part II: Circle the pronouns in the following sentences. Then check the box to show whether it is used as intensive or reflexive pronoun.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Intensive</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Rica bought herself a new purse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I want to travel to Milan by myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Perla and Rosa gave themselves a treat after the examination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. King Minos himself controlled the sea around Crete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Daedalus constructed the wooden cow for the queen herself.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part III: Fill in the Five Senses graph with words that appeal to senses. Choose them from the statements below.
9. Perseus was also given a bright shield by Athena.
10. Andromeda had scarcely finished speaking when the loud roaring of the waves announced that the monster was on his way.
11. Medusa’s scales are hard as metal.
12. Danae lulled her child with song, and he slept.
13. Dictys saw the chest bobbing on the waves close to the shore.

Part IV: Give at least two (2) best defenses you have for any form of discrimination.
14. ______________________________________
15. ______________________________________

Now is the time to answer the question: How do I build the best defenses against challenges to achieve the best quality of life possible for me?

______________________________________________________________
______________________________________________________________
**Answer Key**

1. What I Know
   - 15. A
   - 14. A
   - 13. C
   - 12. C
   - 11. D
   - 10. B
   - 9. P
   - 8. P
   - 7. R
   - 6. R
   - 5. D
   - 4. C
   - 3. C
   - 2. B
   - 1. A

2. Activity 2 – B
   - 5. Magic water
   - Intensify
   - Invisible
   - 1. Helmet of invisibility
   - 2. Winged shoes
   - 3. Winged shield
   - 4. Curved sword

3. Activity 3
   - Intensive
   - Reflexive
   - Intensive
   - Reflexive
   - Intensive
   - Reflexive
   - Intensive
   - Reflexive

4. Activity 4-A
   - C. Aviation
   - B. Center
   - A. Head
   - Intensify
   - Reflective

5. Activity 4-B
   - Intensive
   - Reflexive
   - Intensive
   - Reflexive
   - Intensive
   - Reflexive
   - Intensive
   - Reflexive

6. Assessment:
   - Reflexive - Objects
   - Emphatic
   - Contrasts: Intensive - Self
   - Similarity: Both end in - Intensive

**Part I:** Venn diagram:
- Similarity: Both end in - Intensive
- Contrasts: Intensive - Self

**Part II:**
- Discriminative
- When bright
- 15. Speak up
- 14. Condition on

**Part III:**
- 13. Right
- 12. Sound - Both hands
- 11. Touch - Both hands
- 10. Sound - Thumb raised
- 9. Sound - Both hands
- 8. Sound - Both hands
- 7. Sound - Thumb raised
- 6. Sound - Both hands
- 5. Sound - Both hands
- 4. Sound - Both hands
- 3. Sound - Both hands
- 2. Sound - Both hands
- 1. Sound - Both hands

**Activity 1-A:**
- 4. Curved property
- 5. Kind
- 2. Monster
- Gorgons
- 3. Andromeda
- 2. Danae
- 1. Perseus

**Activity 2-A:**
- Sounds: Sounds of prayer
- Touch: Seals hands as
- Smell: Incense
- Hear: Whistling
- Monster: White
- Sight: Medusa: Monstrous

**Activity 3:**
- Activity 2 – B

**Activity 4-A:**
- C. Aviation
- B. Center
- A. Head

**Activity 4-B:**
- Intensive
- Reflexive

**Activity 5:**
- 1. Curved property
- 2. Kind
- 3. Monster
- 4. Gorgons
- 5. Andromeda
- 2. Danae
- 1. Perseus

**Activity 6:**
- Sounds: Sounds of prayer
- Touch: Seals hands as
- Smell: Incense
- Hear: Whistling
- Monster: White
- Sight: Medusa: Medusa: Medusa

**Part I:**
- Similarity: Both end in - Intensive
- Contrasts: Intensive - Self

**Part II:**
- Discriminative
- When bright
- 15. Speak up
- 14. Condition on

**Part III:**
- 13. Right
- 12. Sound - Both hands
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- 7. Sound - Thumb raised
- 6. Sound - Both hands
- 5. Sound - Both hands
- 4. Sound - Both hands
- 3. Sound - Both hands
- 2. Sound - Both hands
- 1. Sound - Both hands

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References


