

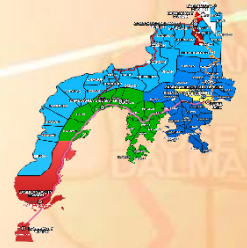


Republic of the Philippines  
**Department of Education**  
 Regional Office IX, Zamboanga Peninsula



- JANUARY**  
*Matuguhon*
- FEBRUARY**  
*Mahigugmaon*
- MARCH**  
*Matinabungan*
- APRIL**  
*Matinahuron*
- MAY**  
*Makapsay og Malimpyo*
- JUNE**  
*Maablik og Masunod sa  
Dhasalng Oras*
- JULY**  
*Maantigo og Maabilidad*
- AUGUST**  
*Maginhuhunyon  
para sa Uban*
- SEPTEMBER**  
*Madaginaton*
- OCTOBER**  
*Matinud-anon*
- NOVEMBER**  
*Masaligan*
- DECEMBER**  
*Maalampon*

**5**



Zest for Progress  
 Zeal of Partnership

# English

## Quarter 2 - Module 6:

### Point of Views



Name of Learner: \_\_\_\_\_

Grade & Section: \_\_\_\_\_

Name of School: \_\_\_\_\_



# What I Need to Know

Everyone has its own story to tell. We can be an author or a narrator of our own story. We can tell or write stories through giving our own perspective or point of view about something. In a narrative, point of view is important because it helps the reader understand characters' feelings and actions. Each different point of view has its own specific qualities that influence the narrative. The author has the right to choose which point of view is the best for narrating the story he or she is writing.

In this module, you will learn to:

- Identify point of view



# What's In

**Directions:** Using the cartoons below compare and contrast the character in the first and second scenarios.



<p><b>1<sup>st</sup> Scenario</b></p>	<p><b>Alike</b></p>
<p><b>2<sup>nd</sup> Scenario</b></p>	



# What's New

## Activity 1

**Directions:** Read the sentences below. Choose the meaning of the underlined word. Encircle the letter of the correct answer.

1. I'll just say the magic word and the rabbit will disappear- Abacadabra!
  - a. song
  - b. magician
  - c. small kid
  - d. magic trick
2. Our team won in a spelling competition and the last word we spelled was the longest word in English. It turned out to be supercalifragilisticexpialidocious!
  - a. honest
  - b. sporty
  - c. wonderful
  - d. competition
3. I feel exhausted, I must take a rest.
  - a. tired
  - b. fresh
  - c. awesome
  - d. energetic
4. It was fun playing in the park.
  - a. a place for garbage
  - b. a place of popular artist
  - c. a place for recreation
  - d. a place full of mountains
5. The trunk transports water and nutrients from the soil.
  - a. main stem of a tree
  - b. roots of a tree
  - c. biggest flower in a tree
  - d. leaves of a tree

## Activity 2

**Directions:** Read the story carefully. After reading, fill the tree chart below. Write the title of the story in the trunk, and on the leaves, put the author's point of view about being polite.

The Magic Tree  
(by Pedro Pablo Sacristan)

A long, long time ago I saw a little boy walking through a park. In the middle of the park there was a tree with a sign on it. The sign said "I am a magic tree. It is my pleasure to help you! Say the magic words and you will see."

The boy tried to guess the magic words. He tried abracadabra, supercalifragilisticexpialidocious, tan-ta-ra and many more... but none of them worked.

Exhausted, he threw himself on the floor, saying: "Please, dear tree!" and suddenly, a big door opened in the trunk. Inside everything was dark, except for a sign which said "Carry on with your magic." Then the boy said "Thank you, dear tree! With this, the inside of the tree lit up brightly and revealed a pathway leading to a great big pile of toys and chocolate.

The little boy brought all his friends to the magic tree, and they had the best party ever. This is why people always say that "please and thank you" are the magic words.



## What is it

The primary types of point of view(POV) are:

- **First Person POV**

When a story is told in a first-person point of view

- the narrator is a participant in the story
- the narrator is telling a story about himself/herself
- and the narrator uses mainly the pronouns **I, me, my, mine, we, us, our, ours**

Example: *I saw a little boy walking through a park.*

- **Second Person POV**

When a story is told in a second-person point of view

- the narrator is a participant in the story
- the narrator speaks directly to the reader

- and the narrator uses mainly the pronouns **you, your, and yours**

Example:

*“Carry on with **your** magic.”*

- **Third Person POV**

When a story is told in a third-person point of view

- the narrator is not a participant in the story
- the narrator is telling a story about other people
- the narrator uses pronouns **it, he, him, she, her, they, them, their, theirs**

Example:

*Exhausted, **he** threw himself on the floor, saying: “Please, dear tree!” and suddenly, a big door opened in the trunk.*

**Remember:**

- Pronouns are used as clues in identifying a point of view.



## What’s More

**Activity 1: Guess the narrator.**

**Directions:** Read the short passage. Then identify the point of view as to first person, second person or third person. Check the box of your answer.

1. Lilly shivered and sobbed while sitting alone under the tree. Janet felt pity for her, and though she was worried what the others might say she walked to Lilly, sat beside her, and put her arms around Lilly.

	<b>First-Person</b>
	<b>Second-Person</b>
	<b>Third-person</b>

2. ‘When in the world are you going to do anything, Rudolf?’ asked my brother’s wife one morning at breakfast. ‘My dear Rose, ‘I answered, ‘why should I do anything? My position is a comfortable one.

	<b>First-Person</b>
	<b>Second-Person</b>
	<b>Third-person</b>

3. I looked down from the rocky ledge. I could see everything around me from this location! I hoped that I wouldn't lose my balance.

	<b>First-Person</b>
	<b>Second-Person</b>
	<b>Third-person</b>

4. You feel a sense of excitement as you look at the kayak. This will be the day you have been looking forward to!

	<b>First-Person</b>
	<b>Second-Person</b>
	<b>Third-person</b>

5. Travis looked down from the rocky ledge. He could see everything around him from this location! He hoped that he wouldn't lose his balance.

	<b>First-Person</b>
	<b>Second-Person</b>
	<b>Third-person</b>

## Activity 2

**Directions:** Read each sentence. Identify and write which point of view it is written from.

Example: He bought some chips from the market.

Answer: He- Third Person Point of View

1. You are a very supportive friend.

\_\_\_\_\_ - \_\_\_\_\_

2. She escaped through a narrow passage.

\_\_\_\_\_ - \_\_\_\_\_

3. I can tell that the bike is still in good condition.

\_\_\_\_\_ - \_\_\_\_\_

4. You are a good neighbor.

\_\_\_\_\_ - \_\_\_\_\_

5. They went to the hall together.

\_\_\_\_\_ - \_\_\_\_\_



### Activity 3

**Directions:** Read the short story silently. Underline the clues that helped you determine the narrator's point of view.

#### The Clever Sheep

By Aesop

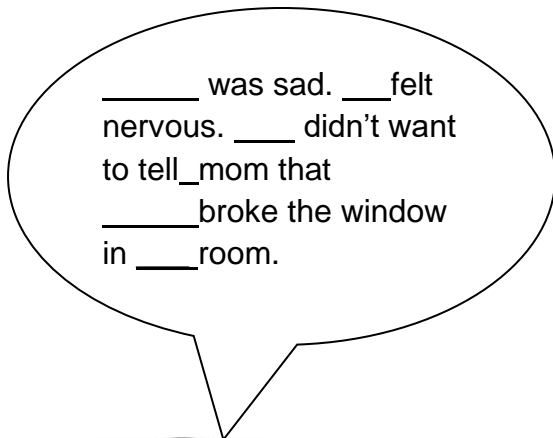
One day a wolf cornered a sheep. "You can't escape," said the wolf, baring his teeth. "I know," said the sheep, softly.

"Please grant me a last wish. Sing a song so that I may dance one last time." The wolf who can't sing proudly said, "Certainly," throwing back his head began to howl. Hearing him howl the farmer's dogs rushed to spot and drove him away.

*Moral: Don't attempt anything that is beyond your ability.*

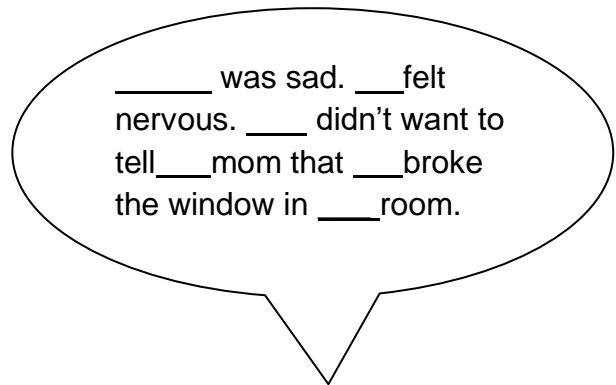
### Activity 4: Make Me Complete

**Directions:** Complete words of each narrator. Then, label the point of view.



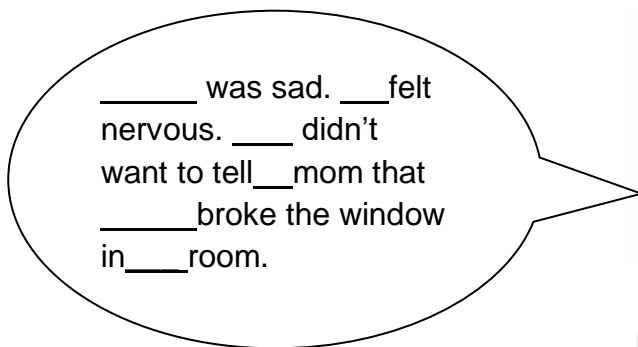
Narrator #1

\_\_\_\_\_ Person Point of View



Narrator #3

\_\_\_\_\_ Person Point of View



Narrator #2

\_\_\_\_\_ Person Point of View

## Activity 5

**Directions:** Circle the correct point of view for each statement. Underline the clue words.

1. I ate the whole pizza by myself. 1<sup>st</sup> person 2<sup>nd</sup> person 3<sup>rd</sup> person
2. She is always the responsible one. 1<sup>st</sup> person 2<sup>nd</sup> person 3<sup>rd</sup> person
3. You forgot to do your homework? 1<sup>st</sup> person 2<sup>nd</sup> person 3<sup>rd</sup> person
4. Did you tell your mom about her? 1<sup>st</sup> person 2<sup>nd</sup> person 3<sup>rd</sup> person
5. I couldn't wait for school to open. 1<sup>st</sup> person 2<sup>nd</sup> person 3<sup>rd</sup> person



## What I Have Learned

**Directions:** Fill out the table with the correct information.

FirstPerson POV	SecondPerson POV	ThirdPerson POV
<p>Uses pronouns _____, _____ _____, _____, and _____</p> <p>The narrator speaks about _____.</p> <p>Example: _____ was sad. _____ felt nervous.</p>	<p>Uses pronouns _____ and _____.</p> <p>The narrator speaks directly to the _____</p> <p>Example: _____ was sad. _____ felt nervous.</p>	<p>Uses pronouns _____, _____ _____, _____, and _____</p> <p>The narrator speaks the story but is _____ a part of it.</p> <p>Most stories use this point of view.</p> <p>_____ looked sad. _____ seemed nervous.</p>





## What I Can Do

**Directions:** Read the narrative, and then use the information from the narrative to answer the questions below.

I had been following the news related to Corona Virus since March and I would like to think I was safe because I was far away from Luzon. But I didn't expect that the spread of the virus was too fast affecting the whole country. I felt sad for my pupils who weren't able to experience their recognition day for the School Year 2019-2020. During the quarantine period, I tried to communicate to my pupils through a phone call and having chats with their parents online. I will say the silver lining in all of this has been realizing the importance of technologies, personal hygiene, spending quality time with family, and the power of prayer.

1. Who is telling the story? \_\_\_\_\_
2. What point of view is used in the narrative? \_\_\_\_\_
3. What clues helped you determine the point of view of the narrative?

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4. Do you have the same point of you as of the author? \_\_\_\_\_

5. Write two or three sentences of your point of view about the Covid-19 pandemic?

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## Assessment

**A. Directions: Identify the type of point of view used in each sentence.**

1. You should tell me the truth. \_\_\_\_\_
2. I am having a great time. \_\_\_\_\_
3. She knows the way home. \_\_\_\_\_
4. I will go to watch movies tomorrow. \_\_\_\_\_
5. They are ready for the game. \_\_\_\_\_
6. Do you know the final score? \_\_\_\_\_
7. He saw an alligator in the river. \_\_\_\_\_
8. They are ready to leave now. \_\_\_\_\_
9. It is one of the best places to visit. \_\_\_\_\_
10. I walk to the park with my friend. \_\_\_\_\_

**B. Directions: Read each item carefully. Choose the point of view in the sentence. Write the letter of your answer on the space before the number.**

- \_\_\_\_\_ 1. My father is my role model.  
A. first-person point of view   B. second-person point of view  
C. third-person point of view
- \_\_\_\_\_ 2. Emanuel is a diligent child. He is a top student in their class.  
A. second-person point of view   B. third-person point of view  
C. first-person point of view
- \_\_\_\_\_ 3. I will be a great doctor someday!  
A. third-person point of view   B. second-person point of view  
C. first-person point of view
- \_\_\_\_\_ 4. Always give your best and follow your dreams.  
A. second-person point of view   B. first-person point of view  
C. third-person point of view
- \_\_\_\_\_ 5. Nurse Jane said we have to follow social distancing and wash hands regularly to avoid the spread of the virus. She is a good nurse.  
A. third-person point of view   B. first-person point of view  
B. second-person point of view

RUBRIC (for What's In and What's New-Activity 2)				
	4	3	2	1
Can identify point of view in the text	Precisely identify a point of view found in the text, explaining point of view in detail	Clearly identify a point of view in the text	Vaguely identify a point of view in the text	Do not identify any point of view from the text
Can sight and use clues from the text to support thinking skills	Use more than four pieces of evidence from the text to support thinking skills	Use at least four pieces of evidence from the text to support thinking skills	Have some trouble using evidence from the text to support thinking skills	Have a lot of trouble from the text to support thinking skills

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[http://www.slideshare.net/elkissn/point-of-view-41236427?qid=6a187e21-bfbd-43f4-9fb9-](http://www.slideshare.net/elkissn/point-of-view-41236427?qid=6a187e21-bfbd-43f4-9fb9-3e08369e07cd&b=&from_search=7-)  
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**I Am a Filipino**  
**by Carlos P. Romulo**

I am a Filipino—inheritor of a glorious past, hostage to the uncertain future. As such I must prove equal to a two-fold task—the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I sprung from a hardy race, child many generations removed of ancient Malayan pioneers. Across the centuries the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout.

Over the sea I see them come,  
born upon the billowing wave and the whistling wind, carried upon the mightyswell of hope—  
hope in the free abundance of new land that was to be their home and their children's forever.

I am a Filipino. In my blood runs the immortal seed of heroes—seed that flowered  
down the  
centuries indeeds of courage and defiance. In my veins yet pulse the same hot blood that sent  
Lapulapu to battle against the first invader of this land, that nerved Lakandula in  
the combat against the alien foe, that drove Diego Silang and Dagohoy into  
rebellion against the foreign oppressor.

The seed I bear within me is an immortal seed. It is the mark of my manhood, the  
symbol of dignity as a human being. Like the seeds that were once buried in the  
tomb of Tutankhamen  
many thousand years ago, it shall grow and flower and bear fruit again. It is the insignia of my  
race, and my generation is but a stage in the unending search of my people for  
freedom and happiness.

I am a Filipino, child of the marriage of the East and the West. The East, with its  
languor and mysticism, its passivity and endurance, was my mother, and my sire  
was the West that came thundering across the seas with the Cross and Sword and  
the Machine. I am of the East, an eager participant in its spirit, and in its struggles  
for liberation from the imperialist yoke. But I also know that the East must awake  
from its centuries sleep, shake off the lethargy that has bound his limbs, and start  
moving where destiny awaits.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of  
my inheritance? I shall give the pledge that has come ringing down the corridors of  
the centuries, and it shall be compounded of the joyous cries of my Malayan  
forebears when first they saw the contours of this land loom before their eyes, of the  
battle cries that have  
resounded in every field of combat from Mactant to Tirad Pass, of the voices of my people when  
they sing:

“I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto  
my inheritance—for myself and my children and my children's children—forever.”

*(Reprinted from The Philippines Herald, August 16, 1941)*