

PAREF SOUTHRIDGE SCHOOL
ENGLISH DEPARTMENT
WORKLOAD FOR GRADE 6
For the Period June 26 to July 1, 2009

MR. FORTUNATO'S CLASS

- A. From any one of the major daily Philippine newspapers – *Bulletin Today*, *Philippine Star* or *Philippine Daily Inquirer* – cut out all articles containing news and information about the H1N1 virus (also known as the swine flu virus). Articles related to the H1N1 virus can cover both international and domestic events; however, get them only from the three top major daily Philippine newspapers. Collect four days' worth of news articles – at least one article per day.
- B. Paste each news article on a sheet of short size bond paper (8.5" x 11"). Beside each article, write the name of the newspaper from where the article was cut, the date when it was published and the page where it was located.

Activity 1

1. In the news articles, underline words that are unfamiliar to you and that you don't understand.
2. Copy all these words in your Reading notebook.
3. Use a dictionary to find the meaning of each of these words and write the meaning beside each word.

Activity 2

4. In the news articles, use a highlighter – usually in fluorescent color (any color will do) to mark out all the phrases and sentences that explain where and when the events in the news article took place.

MR. TUPAZ'S CLASSES

A. READ AND STUDY THE FOLLOWING LESSON.

I. Phrases and Sentences

Not all groups of words are sentences, like the examples below:

running towards the sea
jumping through
eating a cake
traveled to Anchorage
hunt and fish

These examples are called **phrases**.

Phrases are groups of words that do not express a complete idea. To express a complete idea, words must be added to the phrases so that they become sentences.

The presence of a subject and a predicate gives a group of words the ability to express a complete idea.

II. Subjects and Predicates

The Subject

The subject is the person or thing the sentence is 'about'. The subject tells us 'who' or 'what' the sentence is about.

Finding the Subject

Find the verb first. Ask 'who' or 'what' about the verb. This will locate the subject(s).

For example:

- David works hard.
 - Who "works"? David -> *David* is the subject of the sentence.
- Coke is my favorite soft drink.
 - What "is" my favorite softdrink? Coke -> *Coke* is the subject of the sentence.

The Predicate

Once you have identified the subject, the remainder of the sentence tells us what the subject does or did. This part of the sentence is the predicate of the sentence. The predicate always includes the verb and the words which come after the verb. For example:

- Michael Schumacher drove the race car.
 - Michael Schumacher did what? Answer: drove the race car -> *drove the race car* is the predicate in the sentence.

III Clauses

A group of words that has both a subject and a predicate is not always a sentence. Look at the example below:

When he goes to town

Question: Does the group of words below have a subject and a predicate?

Answer: Yes, the subject is *he* and the complete predicate is *goes to town*.

Question: Is it a sentence?

Answer: No, it is not a sentence. It is not a sentence because it does not express a complete idea.

When we read the clause *when he goes to town* we start asking – what happens when he goes to town?

What is the example above called if it is not a sentence? The example above is a **clause**.

Definition: Clause

A clause is a group of words that has both a subject and a predicate. A clause is not automatically a sentence, but it can become a sentence. There are two types of clauses:

Independent Clause

A clause that can stand by itself as a sentence is called an independent clause.

Example: The temperature is 29 degrees.

Dependent Clause

A clause that cannot stand by itself as a sentence is a dependent clause.

Example: If the temperature is 29 degrees

IV Sentence Types

Phrases and clauses can be combined in different ways to form different types of sentences.

Simple Sentence

A simple sentence is composed of one independent clause.

Example: Sponges are primitive animals.

Compound Sentence

A compound sentence contains two independent clauses.

Example: *Water enters a sponge, and the sponge grows larger.*

Complex Sentence

A complex sentence contains one independent clause joined by one or more dependent clauses.

Example: *A sponge is odd because it grows back after it is torn.*

B. DO THE FOLLOWING WORKSHEETS.

WORKSHEET 1 – PHRASES AND CLAUSES

Name: _____

SEC: _____

Directions: On the blank before each number, write P if the group of words is a phrase, DC if it is a dependent clause or IC if it is an independent clause.

- _____ 1. leaving behind the dog
- _____ 2. he runs towards the bus
- _____ 3. since he likes sitting beside the bus driver
- _____ 4. looking out the window
- _____ 5. he is tired and sleepy
- _____ 6. gets off the bus
- _____ 7. beside the park
- _____ 8. a street performer sings a beautiful song
- _____ 9. because of her glittering smile
- _____ 10. he gives her money
- _____ 11. but he reaches the office
- _____ 12. before the bell rings
- _____ 13. between eight and nine o' clock
- _____ 14. a smile on his face
- _____ 15. as he remembers the street performer's song

WORKSHEET 2 – SENTENCE TYPES

Name: _____

SEC: _____

Directions: On the blank before each number, write S if the sentence is simple, CO if compound and CX if complex.

- _____ 1. Because it has no muscles, nerves or organs, a sponge is considered a primitive animal.
- _____ 2. Water carries food and bacteria into the sponge.
- _____ 3. Sponges often live on reefs where many animals make their homes.

- _____ 4. The sea star is one of the few enemies of the sponge.
- _____ 5. Because they are so beautiful, sponges are often photographed underwater.
- _____ 6. The sizes and colors of sponges vary, but their basic processes are the same.
- _____ 7. All sponges pump water through their canals, and even a small sponge can pump thirty gallons a day.
- _____ 8. Sponges lose their beauty when they are taken from the water.
- _____ 9. When they dry completely, their colors change.
- _____ 10. Although many sponges live in shallow water, some also live deep in the sea.

C. READ THE FOLLOWING SELECTION.

THE CIRCUIT

by **Francisco Jiménez**

It was that time of year again. Ito, the strawberry share-cropper, did not smile. It was natural. The peak of the strawberry season was over, and the last few days the workers, most of them braceros (laborers), were not picking as many boxes as they had during the months of June and July.

As the last days of August disappeared, so did the number of braceros. Sunday, only one—the best picker—came to work. I liked him. Sometimes we talked during our half-hour lunch break. That is how I found out he was from Jalisco, the same state in Mexico my family was from. That Sunday was the last time I saw him.

When the sun had tired and sunk behind the mountains, Ito signaled us that it was time to go home. “Ya esora,” (It’s time”) he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.

As we drove home, Papá did not say a word. With both hands on the wheel, he stared at the dirt road. My older brother, Roberto, was also silent. He leaned his head back and closed his eyes. Once in a while he cleared from his throat the dust that blew in from outside.

Yes, it was that time of year. When I opened the front door to the shack, I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work. I sat down on a box. The thought of having to move to Fresno and knowing what was in store for me there brought tears to my eyes.

That night I could not sleep. I lay in bed thinking about how much I hated this move.

A little before five o'clock in the morning, Papá woke everyone up. A few minutes later, the yelling and screaming of my little brothers and sisters, for whom the move was a great adventure, broke the silence of dawn. Shortly, the barking of the dogs accompanied them.

While we packed the breakfast dishes, Papá went outside to start the "Carcanchita." That was the name Papá gave his old '38 black Ply-mouth. He bought it in a used-car lot in Santa Rosa in the winter of 1949. Papá was very proud of his little jalopy. He had a right to be proud of it. He spent a lot of time looking at other cars before buying this one. When he finally chose the Carcanchita, he checked it thoroughly before driving it out of the car lot. He examined every inch of the car. He listened to the motor, tilting his head from side to side like a parrot, trying to detect any noises that spelled car trouble. After being satisfied with the looks and sounds of the car, Papá then insisted on knowing who the original owner was. He never did find out from the car salesman, but he bought the car anyway. Papá figured the original owner must have been an important man, because behind the rear seat of the car he found a blue necktie.

Papá parked the car out in front and left the motor running. "Listo," ("Ready") he yelled. Without saying a word, Roberto and I began to carry the boxes out to the car. Roberto carried the two big boxes and I carried the two smaller ones. Papá then threw the mattress on top of the car roof and tied it with ropes to the front and rear bumpers.

Everything was packed except Mamá's pot. It was an old, large galvanized pot she had picked up at an army surplus store in Santa María the year I was born. The pot had many dents and nicks, and the more dents and nicks it acquired the more Mamá liked it. "Mi olla," ("My pot") she used to say proudly.

I held the front door open as Mamá carefully carried out her pot by both handles, making sure not to spill the cooked beans. When she got to the car, Papá reached out to help her with it. Roberto opened the rear car door and Papá gently placed it on the floor behind the front seat. All of us then climbed in. Papá sighed, wiped the sweat off his forehead with his sleeve, and said wearily: "Es todo." ("That's all")

As we drove away, I felt a lump in my throat. I turned around and looked at our little shack for the last time.

At sunset we drove into a labor camp near Fresno. Since Papá did not speak English, Mamá asked the camp foreman if he needed any more workers. "We don't need no more," said the foreman, scratching his head. "Check with Sullivan down the road. Can't miss him. He lives in a big white house with a fence around it."

When we got there, Mamá walked up to the house. She went through a white gate, past a row of rosebushes, up the stairs to the front door. She rang the doorbell. The porch light went on and a tall, husky man came out. They exchanged a few words. After the man went in, Mamá clasped her hands and hurried back to the car. "We have work! Mr. Sullivan said we can stay there the whole season," she said, gasping and pointing to an old garage near the stables.

The garage was worn out by the years. It had no windows. The walls, eaten by termites, strained to support the roof, full of holes. The dirt floor, populated by earthworms, looked like a gray road map.

That night, by the light of a kerosene lamp, we unpacked and cleaned our new home. Roberto swept away the loose dirt, leaving the hard ground. Papá plugged the holes in

the walls with old newspapers and tin can tops. Mamá fed my little brothers and sisters. Papá and Roberto then brought in the mattress and placed it on the far corner of the garage. "Mamá, you and the little ones sleep on the mattress. Roberto, Panchito, and I will sleep outside under the trees," Papá said.

Early next morning Mr. Sullivan showed us where his crop was, and after breakfast, Papá, Roberto, and I headed for the vineyard to pick.

Around nine o'clock the temperature had risen to almost one hundred degrees. I was completely soaked in sweat and my mouth felt as if I had been chewing on a handkerchief. I walked over to the end of the row, picked up the jug of water we had brought, and began drinking. "Don't drink too much; you'll get sick," Roberto shouted. No sooner had he said that than I felt sick to my stomach. I dropped to my knees and let the jug roll off my hands. I remained motionless with my eyes glued on the hot sandy ground. All I could hear was the drone of insects. Slowly I began to recover. I poured water over my face and neck and watched the dirty water run down my arms to the ground.

I still felt a little dizzy when we took a break to eat lunch. It was past two o'clock, and we sat underneath a large walnut tree that was on the side of the road. While we ate, Papá jotted down the number of boxes we had picked. Roberto drew designs on the ground with a stick. Suddenly I noticed Papá's face turn pale as he looked down the road. "Here comes the school bus," he whispered loudly in alarm. Instinctively, Roberto and I ran and hid in the vineyards. We did not want to get in trouble for not going to school. The neatly dressed boys about my age got off. They carried books under their arms. After they crossed the street, the bus drove away. Roberto and I came out from hiding and joined Papá. "Tienen que tener cuidado," ("You have to be careful") he warned us.

After lunch we went back to work. The sun kept beating down. The buzzing insects, the wet sweat, and the hot, dry dust made the afternoon seem to last forever. Finally the mountains around the valley reached out and swallowed the sun. Within an hour it was too dark to continue picking. The vines blanketed the grapes, making it difficult to see the bunches. "Vámonos," said Papá, signaling to us that it was time to quit work. Papá then took out a pencil and began to figure out how much we had earned our first day. He wrote down numbers, crossed some out, wrote down some more. "Quince," (fifteen) he murmured.

When we arrived home, we took a cold shower underneath a water hose. We then sat down to eat dinner around some wooden crates that served as a table. Mamá had cooked a special meal for us. We had rice and tortillas with carne con chile, my favorite dish.

The next morning I could hardly move. My body ached all over. I felt little control over my arms and legs. This feeling went on every morning for days until my muscles finally got used to the work.

It was Monday, the first week of November. The grape season was over and I could now go to school. I woke up early that morning and lay in bed, looking at the stars and savoring the thought of not going to work and of starting sixth grade for the first time that year. Since I could not sleep, I decided to get up and join Papá and Roberto at breakfast. I sat at the table across from Roberto, but I kept my head down. I did not

want to look up and face him. I knew he was sad. He was not going to school today. He was not going tomorrow, or next week, or next month. He would not go until the cotton season was over, and that was sometime in February. I rubbed my hands together and watched the dry, acid-stained skin fall to the floor in little rolls.

When Papá and Roberto left for work, I felt relief. I walked to the top of a small grade next to the shack and watched the Carcanchita disappear in the distance in a cloud of dust.

Two hours later, around eight o'clock, I stood by the side of the road waiting for school bus number twenty. When it arrived, I climbed in. Everyone was busy either talking or yelling. I sat in an empty seat in the back.

When the bus stopped in front of the school, I felt very nervous. I looked out the bus window and saw boys and girls carrying books under their arms. I put my hands in my pant pockets and walked to the principal's office. When I entered, I heard a woman's voice say: "May I help you?" I was startled. I had not heard English for months. For a few seconds I remained speechless. I looked at the lady, who waited for an answer. My first instinct was to answer her in Spanish, but I held back. Finally, after struggling for English words, I managed to tell her that I wanted to enroll in the sixth grade. After answering many questions, I was led to the classroom.

Mr. Lema, the sixth-grade teacher, greeted me and assigned me a desk. He then introduced me to the class. I was so nervous and scared at that moment when everyone's eyes were on me that I wished I were with Papá and Roberto picking cotton. After taking roll, Mr. Lema gave the class the assignment for the first hour. "The first thing we have to do this morning is finish reading the story we began yesterday," he said enthusiastically. He walked up to me, handed me an English book, and asked me to read. "We are on page 125," he said politely. When I heard this, I felt my blood rush to my head; I felt dizzy. "Would you like to read?" he asked hesitantly. I opened the book to page 125. My mouth was dry. My eyes began to water. I could not begin. "You can read later," Mr. Lema said understandingly.

For the rest of the reading period I kept getting angrier and angrier with myself. *I should have read*, I thought to myself.

During recess I went into the restroom and opened my English book to page 125. I began to read in a low voice, pretending I was in class. There were many words I did not know. I closed the book and headed back to the classroom.

Mr. Lema was sitting at his desk correcting papers. When I entered he looked up at me and smiled. I felt better. I walked up to him and asked if he could help me with the new words. "Gladly," he said.

The rest of the month I spent my lunch hours working on English with Mr. Lema, my best friend at school.

One Friday, during lunch hour, Mr. Lema asked me to take a walk with him to the music room. "Do you like music?" he asked me as we entered the building.

"Yes, I like corridos," I answered. He then picked up a trumpet, blew on it, and handed it to me. The sound gave me goose bumps. I knew that sound. I had heard it in many corridos. "How would you like to learn how to play it?" he asked. He must have read my face because before I could answer, he added: "I'll teach you how to play it during

our lunch hours.”

That day I could hardly wait to get home to tell Papá and Mamá the great news. As I got off the bus, my little brothers and sisters ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes.

D. After reading the story *The Circuit*, answer the questions below. Write your answers in your Reading notebook. Your answer to each question must be in a paragraph of at least four sentences. Make sure you have a clear topic sentence and supporting details.

1. What emotion do you think the main character felt after seeing the neatly packed cardboard boxes? Defend your answer by looking for proof in the story, as well as by thinking about how you would feel if you were in the same situation.
2. Look up the meanings of the word *circuit* using a dictionary. Does the word *circuit* have any connection to the main character's life? Defend your answer by giving examples from the story.