



Department of Education  
**Bureau of Secondary Education**  
CURRICULUM DEVELOPMENT DIVISION  
Meralco Ave., Pasig City



# Project EASE

(Effective Alternative Secondary Education)

ENGLISH II



*UNIT II*  
*Module 4*  
*Being a Team Player*

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# Module 4

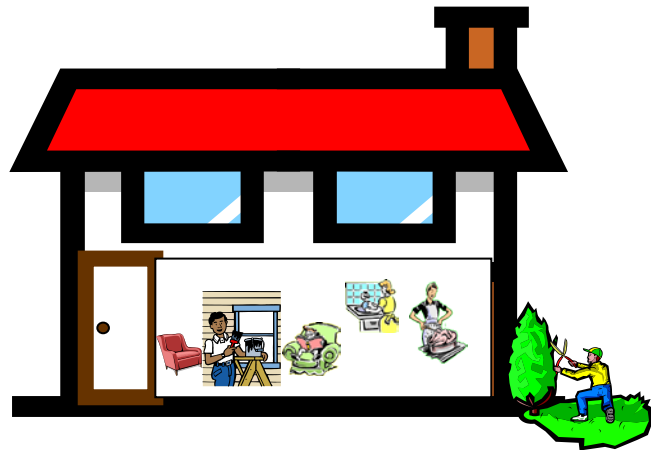
## Being a Team Player

### Overview

### The Challenge in Working Together



**“Each man’s joy, is joy to me,  
Each man’s grief is my own.”**



You must be familiar with the song, “No Man Is An Island.” The lyrics of that song tells us that we can not live on our own. We need the help of other people to survive, to get to where we want to be, to lift a heavy load that we carry.

Getting in conflict with someone is natural. Since it is true that no two people are alike, differences are most likely to occur. Even leaves coming from the same branch do not look the same, but they stick together. So do people.

We may vary in looks, in ways of life, in beliefs or principles, nevertheless, we have the same needs. No one wants to be rejected, everyone wants to be loved. We all have certain needs that could only be met if we learn to work with others.

Working together is healthy. While working, we learn a lot of things. We make mistakes along the way but we become better workers on the process. We develop better relationships since we try to find solutions to conflicts that arise. Together we share in the failures and successes in life.

God commanded, “Love your neighbor as yourself.” If you love your neighbor as yourself, you will not do anything that will hurt the person for you wouldn’t want to hurt yourself either.

## *Objectives*

Welcome to another module which will allow you to develop the skills you will need to face this particular challenge of working together. The following will be our goals:

- To establish harmonious relationship with others
- To aspire to become a productive citizen of the country
- To practice scanning in gathering information from a reading material
- To determine the meaning of words through context
- To note down details
- To infer character traits and feelings
- To arrange the events of a story in chronological order
- To construct descriptive sentences using appropriate words or phrases
- To use two-word verbs for everyday expressions
- To write interesting advertisements using descriptive words or phrases

Let us review how you are going to accomplish this module. Read the instructions very well. Remember, if you follow instructions carefully, you are assured of better results.

## *Instructions*

1. Do not write anything on this module as several students will be using it. Do all your work in your notebook. **Be sure to label your work by the module number and title.** Keep a separate notebook for your Reflective Journal.
2. Read each section carefully. If you have not read the first two sections, go over them first.
3. Each module begins with an **Overview** or brief introduction followed by a list of **Objectives** that you are expected to learn.
4. Before working on the activities answer the **Pretest** first. Find out how well you did by checking you answers against the answers given under the **Self-check** of the pretest.
5. As you work on the Activities, try to relate them to the objectives of this module. What skill or strategy does the activity develop?
6. After each activity, go over the **Self-check** that follows to find out how well you fared in that activity. Pay attention to the items you missed. Learn from your mistakes.
7. After working on all activities, take the **Posttest**.



We are ready to begin with a reading selection.

**I. Read the following selection very carefully, then answer the questions that follow.**

- (1) Man's gregarious nature cannot be denied. No matter how masterfully he handles himself, he cannot live alone; he needs to associate with others. But living in a society entails problems, and problems call for solutions – a situation which is actually a challenge in itself.
- (2) What is the key to harmonious social interaction? Is it cooperation, which is the backbone of progress? If so, where does competition come in? Should the majority always win? What rights does an individual have in a society where the will of the majority is the law?
- (3) As living in a social group becomes more and more complex, more questions and problems arise. When individuals and groups in society assert themselves, social living becomes a struggle – a struggle for recognition, for power.
- (4) Who will take charge? Should it be every man for himself or should there be one who will impose his will upon the others? How can the members of a society resolve their differences? By force, by decree, or by choice?
- (5) Many societies have risen or fallen. In the main, their fate depended on their choice of means for attaining the goals they set for themselves. As an emerging society, we look to the societies that have come and gone before us.

**A. Vocabulary**

The following words are found in the selection. The paragraph number where it is located is given before the word. On the opposite column are the possible synonyms. Copy the letter that gives the synonym of each word in the list.

- |                    |               |
|--------------------|---------------|
| 1. (1) gregarious  | A. developing |
| 2. (1) entails     | B. demand     |
| 3. (2) interaction | C. destiny    |
| 4. (3) assert      | D. include    |
| 5. (4) impose      | E. sharing    |
| 6. (5) fate        | F. sociable   |
| 7. (5) emerging    | G. declare    |

## B. Comprehension Check

1. Paragraph 1 tells us that:
  - A. Man denies his need for others.
  - B. Man is basically a social being.
  - C. Man lives in a society that is full of problems.
  - D. Man needs to live with others although problems go along with it.
2. What happens when man insists on what he wants?
  - A. Living with others becomes more difficult.
  - B. It gives rise to competition.
  - C. Man becomes powerful.
  - D. The majority will protest against him.
3. Paragraph 5 could be restated as:
  - A. The future of a society depends on the choices its people make.
  - B. The success of a society cannot be achieved without help from other nations.
  - C. The failure of a society is caused by wrong choices.
4. The best title for the selection is
  - A. Cooperation Among People
  - B. The Challenge of Society
  - C. Harmonious Social Interaction
  - D. The Rise and Fall of Society

## II. Grammar

Choose the correct words for these sentences:

1. One of the (more, most) important elements in writing a good description is maintaining a single point of view.
2. An author decides that one impression is probably (more, most) important than another.
3. This is a (fine, finest) characteristic of Dickens' writing.
4. The Marquis is represented as the (more, most) contemptible of noblemen.
5. The impression is (complete, most complete).
6. Probably no one has done (better, best) in this technique than Washington Irving.
7. His readers (quickly, most quickly) get the feeling of life as it was in the days of Rip Van Winkle and Ichabod Crane.
8. Which do you think is the (greater, greatest) character?
9. Could Irving have done (better, best) in his descriptions of them?
10. They embody a singleness of impression that makes them (more charming, most charming) than realistic.

## Self-check



Let's get our initial findings ready. Check your work and let us see how you fare.

### I. Reading

#### A. Vocabulary

1. F
2. D
3. E
4. G
5. B
6. C
7. A

#### B. Comprehension Check

1. D
2. A
3. A
4. B

### II. Grammar

1. most
2. more
3. fine
4. most
5. complete
6. better
7. quickly
8. greater
9. better
10. more charming

## Your Score



If you got 20, that's fantastic! Although it doesn't mean, you may not finish this module anymore. You still have to continue since you will be helped to understand better.

16 - 19 Very Good!

13 - 15 Good!

10 - 12 Fair!

9 and below means, you really have to study hard.

# Reading Adventure

## Words Unlocked

First, get familiar with some of the words you will come across as you read the story.

A. Choose the correct meaning of the underlined word as used in the sentences.

1. Julio prodded the carabao with a stick as it hesitated to cross the stream.  
a. pricked                      b. stirred                      c. beat
2. Jose was a puny load on the carabao's back.  
a. small                      b. heavy                      c. unimportant
3. It was so hot that we splashed our faces with water from the rivulet until it almost ran dry.  
a. spring                      b. brook                      c. river
4. Julio had come to Mindoro from Tablas because he was interested in applying for a homestead.  
a. an ancestral home   b. a business permit   c. a tract of land

B. Match the underlined word in Column A with its appropriate meaning in Column B.

- | A  | B   |
|--|---|
| 1. The wild animal quenched its thirst in a nearby <u>stream</u> .                                   | A. to emit freely                               |
| 2. During fiestas there seems to be a <u>stream</u> of food coming from the kitchen.                 | B. to exude a bodily fluid                      |
| 3. A <u>stream</u> of sunlight filtered through the half-open window.                                | C. a ray of light                               |
| 4. The scientist watched the <u>stream</u> of heavenly bodies through the telescope.                 | D. to trail out at full length                  |
| 5. She was so angry that she uttered a <u>stream</u> of invectives against the boy.                  | E. a body of running water flowing on the earth |
| 6. I saw a meteor <u>streaming</u> through the sky.  | F. a prevailing attitude                        |
| 7. When I saw May in the kitchen, tears were <u>streaming</u> down her cheeks because of the onions. | G. to display by waving                         |



9. At the funeral of the mentally-retarded girl, the nurse's eyes streamed with tears.
  10. The marchers streamed their banners of various colors as they marched down EDSA.
  11. You must be getting famous as mail is streaming everyday.
  12. In this age of computers and rap music the stream worldwide seems to be "Live and let Live."
- I. a steady succession
  - J. to leave a bright trail
  - K. a constantly renewed supply
  - L. to pour in large numbers

## Pre-reading



Before reading the entire story try to fish for information from the selection by scanning through the given paragraphs. Answer the questions that follow.

Paragraph 1	Paragraph 17
When and where did the story happen? Where did Julio's family come from? What was Julio's occupation? a. a farmer who owns the land he tills b. a tenant farmer c. a landlord	Why did Julio not accompany his son to town? a. He was ashamed to face his compadre. b. He had to finish planting the fields. c. He did not want to leave his wife and baby girl alone.
Paragraph 13	Paragraph 23
How old was Julio's son? How was he going to town? a. on foot b. on a bicycle c. on a carabao's back	How did the son feel as he read and understood his father's letter to his compadre? a. excited and happy b. sad and homesick c. proud and grateful

## Reading Proper

The story you are going to read was divided into three parts. Each part is followed by a series of questions. Be sure that you have answered them before you proceed to the next part. The paragraphs are numbered for easy reference.

# The Happiest Boy in the World

N.V.M. Gonzales

(1) Julio, who had come from Tablas to settle in Barok, was writing a letter to, of all people, Ka Ponso, his landlord, one warm June night. It was about his son Jose, who wanted to go to school in Mansalay that year. Jose was in the Fifth Grade when Julio and his family had left Tablas the year before and migrated to Mindoro; because the father had some difficulty in getting some land of his own to farm, the boy had to stop schooling for a year. As it was, Julio thought himself lucky enough to have Ka Ponso, who happened to be visiting his property then, offered to become its godfather. After that they began to call each other *compadre*.

(2) "Dear Compadre," Julio started to write in Tagalog, bending earnestly over a piece of paper which he had torn out of Jose's school notebook. It was many months ago when, just as now, he had sat down with a writing implement in this hand. That was when he had gone to the *municipio* in Mansalay to file a homestead application, and he had used a pen, and to his great surprise, filled in the blank forms neatly. Nothing came of the application, although Ka Ponso had assured him he had looked into the application

and talked with the officials concerned. Now, with a pencil instead of pen to write with, Julio was sure that he could make his letter legible enough for Ka Ponso.

(3) "It's about my boy, Jose," he wrote on. "I want him to study this June in Mansalay. He's in the Sixth Grade now, and since he's quite a poor hand at looking after your carabao, I thought it would be best that he go to school in the town."

(4) He sat back and leaned against the wall. He had been writing on a low wooden form, the sole piece of furniture in the one-room house. There he sat in one corner. A little way across, stood the stove; to his right, Fidela and the baby girl Felipa lay under the hempen mosquito net. Jose, who had been out all afternoon looking for one of Ka Ponso's carabaos that had strayed away to the newly-planted rice clearing along the other side of the Barok river, was here too, sprawling beside a sack of *palay* by the doorway. He snored lightly, like a tired youth; but he was only twelve.

Here are the questions for paragraphs 1-4.

1. Who is the character referred to by the underlined word?

When my wife gave birth to a baby, the landlord, who appeared to be visiting his property then, offered to become its godfather.

Read paragraph 3, then answer the following questions.

2. Who is the letter writer?
  - a. a master who wants to get rid of a lazy servant
  - b. a parent who values the education of his son
  - c. a farmer who wants his helper to get an education

(5) The kerosene lamp's yellow flame flickered ceaselessly. The dank smell of food, of fish broth particularly, that had been spilled from many a bowl and had dried on the form, now seemed to rise from the very texture of the wood itself. The stark truth about their poverty, if Julio's nature had been sensitive to it, might have struck him with a hard and sudden blow then; but as it was, he just looked about the room, even as the smell assailed his nostrils, and stared now at the mosquito net, now at Jose as he lay there by the door. Then he continued with his letter.

(6) "This boy Jose, compadre," he went on, "is quite an industrious lad. If you can only let him stay in your big house, compadre, you can make him do anything you wish - any work. He can cook rice, and I'm sure he'll do well washing dishes."

(7) Julio recalled his visit to Ka Ponso's house about three months ago, during the fiesta. He had seen that it was a big house of many servants; the floors were so polished you could almost see your own image under your feet as you walked; and always there was a servant who followed you about with a piece of rag to wipe away the smudges of dirt which your feet had left on the floor.

(8) "I hope you will not think of this as a great bother," Julio continued, trying his best to phrase his thoughts. He had a vague fear that Ka Ponso might not favorably regard his letter. But he wrote on, slowly and steadily, stopping only to read what he had put down.

"We shall repay you for whatever you can do for us, compadre. It's true we already owe you for many things, but your comadre and I will do all we can indeed to repay you."

(9) Reading the last sentence and realizing that he had made mention of his wife, Julio recalled that during the very first month after their arrival from Tablas they had received five cavans of rice from Ka Ponso and that later he had been told that at harvest time he should pay back twice the number of cavans. This was usurious but was strictly after the custom in those parts, and Julio was not the sort who would have thought of Ka Ponso as anything else than his *compadre spiritual*, as they called it, a true friend.

(10) Suddenly he began wondering how Jose would move about in Ka Ponso's household, being unaccustomed to so many things there. The boy might even stumble over a chair and break some dishes. He feared for the boy.

(11) "And I wish you would treat Jose as you would your own son, compadre. You may beat him if he should commit some wrong, and indeed I want him to look up to you as a second father."

(12) Julio felt he had nothing more to say, and that he had written the longest letter in his life. For a moment the fingers of his hand felt numb, and this was a funny thing, he thought, because he had scarcely filled the page. He sat back again and smiled to himself.

Again, you are directed to answer the questions first before moving on to the final stage of the story. Here are the questions for paragraphs 5-12.

4. In paragraph 5, what kind of family lives in this place?  
a. poor                      b. ignorant                      c. primitive
5. What Filipino value is shown in paragraph 8?  
a. pakikisama              b. utang na loob              c. ningas kugon
6. In paragraph 11, what kind of father is described?  
a. trustful                      b. submissive                      c. caring
7. As you read paragraph 12, you can conclude that the person described.  
a. is not used to writing letters.  
b. does not know how to write letters.  
c. has never written letters.
8. What kind of person is Ka Ponso as described in paragraph 9?  
a. indifferent      b. usurious                      c. sympathetic

Now, continue on reading the last part of the story. Pay close attention to the message it wants to convey.

(13) About six o'clock the following morning, a boy of twelve was riding a carabao along the river-bed road to town. He was a very puny load on the carabao's broad back.

(14) Walking close behind the carabao, the father accompanied him up to the bed of the river. When the beast hesitated in crossing the small rivulet that cut the road as it passed a clump of bamboo, the man picked up a stick and prodded the animal. Then he handed the stick to the boy as one might give a precious gift.

(15) The father did not cross the stream but only stood there by the bank. "Mind to look after the letter," he called out from where he was. "Do you have it there, in your shirt pocket?"

(16) The boy fumbled for it. When he had found it, he said, "No, Tatay, I won't lose it."

(17) "And take good care of the carabao," Julio added. "I'll come to town myself in a day or two to get that carabao back. I just wanted to get through first with the planting."

(18) Then Julio started to walk back to his house, thinking of the work that awaited him in his clearing that day. But he thought of something more to tell his son, and so he stopped and called out to him again.

(19) "And that letter," he shouted, "Give it to Ka Ponso as soon as you reach town. Then be good, and do everything he asks you to do. Remember, everything."

(20) From atop the carabao, Jose yelled, "Yes Tatay, yes," and rode away. A stand of abaca plants, their green leaves glimmering in the morning sun, soon concealed him from view.

(21) Fastened to his saddle was his bundle of clothes and a little package of rice, food for his first week in town. It was customary for school boys from the barrio or farm to provide themselves in this simple manner; in Jose's case, although he was going to live at Ka Ponso', it could not be said that his father had forgotten about this little matter concerning food.

(22) Thinking of his father, Jose grew suddenly curious about the letter he carried in his shirt pocket. He stopped his carabao under a shady tree by the roadside.

(23) A bird sang in a bush nearby. Jose could hear it even as he read the letter, jumping from word to word, for to him the dialect was quite difficult. But as the meaning of each sentence became clear to him, he experienced a curious exultation. It was as though he were the happiest boy in the world and that the bird was singing for him. He heard the rumbling of the stream far away. There he and his father had parted. The world seemed full of bird song and music from the stream.

The final set of questions follow. Answer them as best as you can.

Who are the characters referred to by the underlined words?

9. "And take good care of the carabao. I'll go to town myself in a day or two, to get the carabao back. I just want to be through first with the planting.
10. As the meaning of each sentence become clear to him, he experienced a curious exultation. It was as through he were the happiest boy in the world and that the bird was singing for him.
11. What must the father be feeling, as you read through paragraph 18-19?
  - a. worried about his son
  - b. disappointed with his son
  - c. afraid of the boy
12. What did the father want the boy to be?
  - a. obedient
  - b. kind
  - c. humble
13. In the following line, how does the person feel?  
"As the meaning of each sentence become clear to him, he experienced a curious exultation. The world seemed full of bird songs and music from the stream."
  - a. surprised
  - b. inspired
  - c. victorious
14. Why did Jose feel happy after reading the letter?
  - a. because he was going to study again
  - b. because he would stay in town with Ka Ponso
  - c. because he realized how much his father loved him.

15. Which of the following best describes Jose?  
a. patient                      b. humble                      c. obedient
16. What is the focus of the story?  
a. love for education  
b. usurious practice in the country  
c. condition of tenant-farmers in the Philippines

**Post Reading** 

Arrange the following events as they appeared in the story. Use letters A to D.

- \_\_\_\_\_ 17. He felt very, very happy when he understood what the letter meant.
- \_\_\_\_\_ 18. On his way to town, Jose read the letter of his father to Ka Ponso.
- \_\_\_\_\_ 19. Julio wanted his son, Jose, to receive his elementary education, so he wrote a letter to Ka Ponso.
- \_\_\_\_\_ 20. The father accompanied his son up to the riverbend.

**Self-check** 

Go over your answers to questions 1-20. Let us see how well you understood the selection you have just read.

**Pre reading**

Paragraph 1 (2 pts.)

The story happened in June, sometime ago.  
It was in Barok.

Julio's family had come from Tablas.  
He is a tenant farmer. (b)

Paragraph 13

Jose is twelve years old.  
He went to town on a carabao's back ( c )

Paragraph 17

He had to finish planting the fields. ( b )

Paragraph 23

He felt ( a ) excited and happy.

**Reading Proper**

- |             |      |          |       |
|-------------|------|----------|-------|
| 1. Ka Ponso | 5. b | 9. Julio | 13. b |
| 2. b        | 6. b | 10. Jose | 14. a |
| 3. a        | 7. a | 11. a    | 15. c |
| 4. a        | 8. b | 12. a    | 16. a |

**Post-reading**

- 17. D
- 18. C
- 19. A
- 20. B

**Your Score**



- 25 points is Excellent!
- 20-24 is Very Good!
- 15-19 is Good!
- 10-14 is Fair!

9 and below suggests that you go back and read the selection again, then follow the same process.

## Language Focus

Often the use of appropriate modifiers can do much to make a listener or a reader know how something looks, feels, sounds or smells.

This lesson will help you decide on the best word modifiers to make your sentence clearer and more interesting.

**Activity 1** Change the following words to adjectives by using the correct suffixes.

- |                   |                   |                 |
|-------------------|-------------------|-----------------|
| 1. sleep _____    | 8. create _____   | 15. force _____ |
| 2. benefit _____  | 9. origin _____   |                 |
| 3. glory _____    | 10. help _____    |                 |
| 4. bounty _____   | 11. odor _____    |                 |
| 5. response _____ | 12. patriot _____ |                 |
| 6. temper _____   | 13. quarrel _____ |                 |
| 7. rely _____     | 14. profit _____  |                 |

**Activity 2** Fill in the blank with an adjective formed from the word before each sentence.

- |           |   |
|-----------|---|
| sulfur    | 1. The picnic resort boasts of its _____ waters.                              |
| force     | 2. Make your voice more _____ .   |
| profit    | 3. Baking can be a _____ hobby.   |
| scandal   | 4. What a _____ outfit she is wearing.  |
| law       | 5. The Philippine National Police vows to weed out _____ elements of society. |
| bounty    | 6. We are expecting a _____ harvest.  |
| advantage | 7. Being a college graduate is _____.   |
| power     | 8. Hitler was a _____ leader.   |
| create    | 9. Don't imitate; be _____.   |
| identity  | 10. They are _____ twins. They look very much alike.                          |
| help      | 11. The child in the picture looks so _____.                                  |
| observe   | 12. Small children are very _____.  |
| cure      | 13. Many forms of cancer are _____.   |
| insist    | 14. I didn't accept his invitation but he was _____.                          |
| symbol    | 15. The three stars in our flag are _____.                                    |



We make use of adjectives to modify a noun or a pronoun. They are sometimes formed from nouns and verbs by adding suffixes such as the following:

___ able	comfortable	___ ic	heroic
___ ible	responsible	___ ish	childish
___ al	natural	___ ous	adventuruous
___ ary	imaginary	___ y	cloudy
___ an	Asian	___ ar	nuclear
___ ory	compulsory	___ ant	defiant
___ ful	beautiful	___ ive	impressive
___ some	troublesome		



#### Activity 1

- |                         |                        |
|-------------------------|------------------------|
| 1. sleepy               | 9. <u>original</u>     |
| 2. <u>beneficial</u>    | 10. <u>helpful</u>     |
| 3. <u>glorious</u>      | 11. <u>odorous</u>     |
| 4. <u>bountiful</u>     | 12. <u>patriotic</u>   |
| 5. <u>responsive</u>    | 13. <u>quarrelsome</u> |
| 6. <u>temperamental</u> | 14. <u>profitable</u>  |
| 7. <u>reliant</u>       | 15. <u>forceful</u>    |
| 8. <u>creative</u>      |                        |

#### Activity 2

- |                 |               |
|-----------------|---------------|
| 1. sulfuric     | 9. creative   |
| 2. forceful     | 10. identical |
| 3. profitable   | 11. helpful   |
| 4. scandalous   | 12. observant |
| 5. lawful       | 13. curable   |
| 6. bountiful    | 14. insistent |
| 7. advantageous | 15. symbolic  |
| 8. powerful     |               |

### Activity 3

On your notebook, write the correct adjectives for the sentences that have choices.

Many books have 1. (less, fewer) characters than “Ivanhoe” does. Often we see in 2. ( those, them ) books a 3. (kind of a, kind of) dearth of characters. But Scott was 4. (more generous, more generouser ) than the authors of 5. ( those, them ) books. There are more characters in “Ivanhoe” than in 6. ( any, any other) book I know. In his descriptions, it seems to me, Scott is 7. (more careful, more carefuller ) than 8. ( any, any other ) novelist to make his readers see the 9. (sort of a, sort of ) person each character is. Apparently he had 10. ( a, an ) unusual awareness for small details which help to make 11. ( a, am) character real. If a character looks 12. ( beautiful, beautifully ) at the tournament, or if she feels 13. ( sad, sadly ) at the sight of 14. ( a, an ) injury, each detail is given. We find in Scott a clever and 15. ( a, an, no article ) accurate author.

### Activity 4

Rewrite the following sentences, placing the phrase and clause modifiers in the parenthesis in correct position.

Example :

The man is a lawyer. (with an attaché case)

The man with an attaché case is a lawyer.

1. The lady is a professor. (with the beautiful hairdo)
2. The lecture was cancelled. (on Philippine music)
3. Did Tony get tickets? (for the basketball game)
4. Where are the paper napkins? (that I bought)
5. The girl looks worried. (in green)
6. The people enjoyed the concert. (who came)
7. The knives are sharp. (that are in the drawer)
  
8. We met interesting people. (who work in television)
9. He puts the letters in this folder. (that he has answered)
10. This is about the best book in the library. (that I have read)
11. The news is depressing. (about the Hacienda Luisita strike)
12. The method of heat transfer is different. (in solids and fluids)
13. The electric fan needs repair. (which is on the stand)
14. The house is theirs. (which is at the corner)
15. The woman is my teacher. (who is holding an umbrella)

## Degrees of Comparison

Adjectives have different forms to show degrees of comparison: positive - when not used to compare, comparative – used to compare two things, and superlative – used to compare three or more things.

POSITIVE	COMPARATIVE	SUPERLATIVE
slow	slower	slowest
disagreeable	more disagreeable	most disagreeable
good	better	best

Modifiers of one and two syllables are formed using -er or more to form the comparative degree, and -est or most to form the superlative degree.

However, for three or more syllables, use more or most to form the comparative and superlative degrees, respectively.

For phrases and clauses, the adjectival phrase always follows the noun being modified.

Example:     the money in the box  
                  the man beside the door

- the adjectival phrase in the box follows the noun money
- beside the door modifies the man

## Self-check



Go over your answers to Activities 3 & 4 and check it against the following key:

### Activity 3

1. fewer (comparative)
2. those (demonstrative)
3. kind of (correct sequence)
4. more generous (comparative)
5. those (demonstrative)
9. sort of (proper expression)
10. an (followed by vowel)
11. a (followed by consonant)
12. beautiful (positive)
13. sad (positive)

- |                               |                            |
|-------------------------------|----------------------------|
| 6. any other (other choice)   | 14. an (followed by vowel) |
| 7. more careful (comparative) | 15. an (followed by vowel) |
| 8. any (not particular)       |                            |

Activity 4

1. The lady with a beautiful hairdo is a professor.  
*noun      phrase modifier*
2. The lecture on Philippine music was cancelled.  
*noun      phrase modifier*
3. Did Tony get tickets for the basketball game?  
*noun      phrase modifier*
4. Where are the paper napkins that I bought ?  
*noun      clause modifier*
5. The girl in green looks worried.  
*noun      phrase modifier*
6. The people who came enjoyed the concert.  
*noun      clause modifier*
7. The knives that are in the drawer are sharp.  
*noun      clause modifier*
8. We met interesting people who work in television.  
*noun      clause modifier*
9. He puts the letters that he has answered in this folder.  
*noun      clause modifier*
10. This is about the best book that I have read in the library.  
*noun      clause modifier*
11. The news about the Hacienda Luisita strike is depressing.  
*noun      phrase modifier*
12. The method of heat transfer in solids and fluids is different.  
*noun      phrase modifier*
13. The electric fan which is on the stand needs repair.  
*noun      clause modifier*
14. The house which is at the corner is theirs.  
*noun      clause modifier*
15. The woman who is holding an umbrella is my teacher.  
*noun      clause modifier*

Let's see your score. Count the number of correct answers you have on Language Focus, Activities 1-4.



- |                    |   |                  |
|--------------------|---|------------------|
| If you got 60 pts. | - | that's EXCELLENT |
| 50 - 59            | - | Very Good        |
| 40 - 49            | - | Good             |
| 30 - 39            | - | Fair             |

29 and below suggests you have to study harder, go back and review the activities.

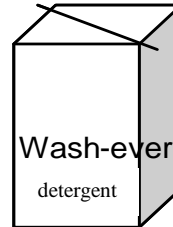
# Write Thing

Write a short but catchy advertisement or commercial for the following products.

Example:



So soft, so gentle to your skin.



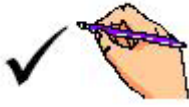
## Everyday Expressions:

Choose the correct idiom from the pool to complete the thought of the sentences that follow.

- give in* - surrender
- give away* - give for free
- give up* - stop trying
- give-and-take* - an exchange,  
equal terms
- give out* - used up

1. He decided to \_\_\_\_\_ after his second attempt to pass the bar.
2. It has to be a \_\_\_\_\_ relationship between a husband and wife, for marriage to succeed.
3. The organizers are willing to \_\_\_\_\_ the materials because the participants paid for them.
4. It was easy to \_\_\_\_\_ to her whims because she's too lovely to be rejected.
5. The figurines on the table are for \_\_\_\_\_ after the wedding.

## Self-check



1. give up
2. give-and-take
3. give out
4. give in
5. give aways

## Your Score



A perfect 5 – is Excellent, 4- is Very Good, 3 – is Good, 2 - is fair and 1 means study harder.

## Posttest



### I. Reading

Read the selection very carefully. Answer the questions that follow. If you have a hard time answering questions try to go back to the selection and you'll definitely find the answer.



There are approximately 20, 000 species of bees. They can be divided into two main groups – social bees and solitary bees. Social bees live in colonies, while solitary bees live alone. Most kinds of bees are solitary.

Social bees live in colonies that have as few as 10 or as many as 80,000 members. Many bees seem to have more highly developed societies than other species. At the heart of the hive is the queen. The queen may lay as many as 2,000 eggs a day – about one every 43 seconds. No wonder, laying eggs is the queen’s only job. But each of the 80,000 has its duty to fulfill.

The forager bees encounter the perils of the outside world to collect food. The guard bees protect the hive entrance from intruders. The undertakers remove dead bodies from the hive. The water collectors moisten the hive to regulate humidity. The plasterers take charge of repairs inside. Then, the fanners send scent signals to lost or disoriented bees of any danger outside.

On the other hand, solitary bees sometimes gather in a small area and build their nests close together. There are no workers and each female is like a queen that does her own work. She builds her own nest and stores pollen and nectar in it. There are different kinds of solitary bees.

The carpenter bees build their nests in branches with the female digging a tunnel where she puts pollen and nectar at the bottom and lays egg. The leaf cutting bees cut out pieces of leaves and pack them into small nests in tunnels. The mining bees dig tunnels in the ground, then each female digs a short tunnel in the side walls, providing it with pollen and nectar, and lays an egg on the food. The mason bees, however, build their nests in decaying wood or in small shells, with one kind strengthening the shell using saliva and small bits of stone, and the female lays an egg that she covers with dried grass, twigs or pine needles. Finally, the cuckoo bees do not build their own nests. They also cannot provide food for the young because they do not have pollen baskets on their hind legs.

1. What word in the first paragraph could be replaced by the expression, “more or less?”  
A. divided                      B. colonies                      C. solitary                      D. approximately
2. In paragraph 3, what word is synonymous to dangers?  
A. perils                      B. encounter                      C. intruders                      D. disoriented
3. What about the word which could refer to those entering without permission?  
A. intruders                      B. collectors                      C. guard                      D. encounter
4. What are the two main groups of bees?  
A. social and alone                      C. social and solitary  
B. forager and undertakers                      D. carpenter and leaf cutting
5. Who is responsible for laying eggs?  
A. guard                      B. forager                      C. queen                      D. mason
6. Who leads a disoriented bee back to its hive?  
A. plasterers                      B. fanners                      C. undertakers                      D. guards
7. What human value could very well describe the behavior of bees?  
A. teamwork                      B. industry                      C. polite                      D. organized

8. Choose the best title for the selection.
- A. Bee Sting
  - B. Types of Bees
  - C. Bees and their Roles
  - D. Being Like Bees

## II. Language

**a. Choose the letter of the correct arrangement of the single word modifiers of the underlined nouns.**

1. apples: 1. crunchy 2. California 3. red 4. two dozen 5. large
- A. 45132 B. 41532 C. 42513 D. 43251

2. road: 1. the 2. narrow 3. country 4. open 5. dusty
- A. 15324 B. 14523 C. 13452 D. 12453

3. girl: 1. tiny 2. very 3. cute 4. baby 5. a
- A. 54132 B. 52143 C. 52314 D. 51324

4. trees: 1. acacia 2. very 3. spreading 4. tall 5. several
- A. 52341 B. 54312 C. 53421 D. 52431

5. car: 1. blue 2. a 3. German 4. fast 5. very
- A. 24531 B. 25413 C. 21543 D. 23451

**b. Choose the letter of the best sentence arrangement.**

1. A. The boy lent his generous classmate his red new ballpen.  
B. The generous boy lent his classmate his new and red ballpen.  
C. Generous, the boy lent his new classmate his red ballpen.
2. A. The angry young man changed his faded shirt for a new one.  
B. The young angry man changed his shirt for a new faded one.  
C. The angry faded man changed for a new one his young shirt.
3. A. In the literacy contest won a junior student the first prize.  
B. A junior student in the literacy contest won the first prize.  
C. A junior student won the first prize in the literacy contest.



4. A. On the blackboard, the difficult question could not answer the exhausted student.  
B. Exhausted, the student on the blackboard could not answer the difficult question.  
C. The exhausted student could not answer the difficult question on the blackboard.
5. A. The pretty girl looking out of the window had a new book in her hand.  
B. Looking out of the window, the pretty girl in her hand had a new book.  
C. The new girl looking out of the window had a pretty book in her hand.
6. A. Down the dusty long road walked the old tired man.  
B. The tired old man walked down the long dusty road.  
C. The old man tired walked long down the dusty road.
7. A. That novelty pin is an expensive object of great value.  
B. Of great value that novelty pin is an expensive object.  
C. The expensive pin is a novelty pin of great value.
8. A. Many exciting incidents has a science fiction novel.  
B. Exciting incidents has many a science fiction novel.  
C. A science-fiction novel has many exciting incidents.
9. A. The angry owner of the car complained to the police officer at the station.  
B. At the police station the owner of the car complained to the angry officer.  
C. To the police officer the angry owner complained at the station of the car.
10. A. The water in the winding long river shone in the moonlight.  
B. In the moonlight, the long water in the winding river shone.  
C. In the moonlight, the water in the long winding river shone.

**c. Write the letter of the appropriate form of adjective inside the parentheses.**

1. My handwriting is ( A. best      B. better      C. good ) than yours.
2. That was the ( A. difficult   B. more difficult   C. most difficult ) test we had for years.
3. Benedict is the ( A. intelligent   B. more intelligent   C. most intelligent ) child I know.
4. That decision was the ( A. ridiculous   B. more ridiculous   C. most ridiculous ) decision he ever made.
5. Failing in high school could be the ( A. bad      B. worse      C. worst ) nightmare in his life.
6. The road was ( A. narrow      B. narrower      C. narrowest ) than we expected.
7. Sarah feels ( A. sleepier      B. sleepy      C. most sleepy ) in the morning than at night.

Before we do the Self-check, stop and reflect for awhile. Write down your answers on your notebook.

Let us now go over your posttest and see whether or not you have learned substantially in this module.

## Self-check



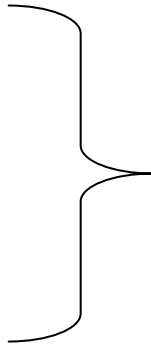
### I. Reading

1. D - refer to sentence 1
2. A - refer to sentence 1
3. A - refer to sentence 2
4. C - refer to paragraph 1, sentence 2
5. C - refer to paragraph 2, sentence 4
6. B - refer to the last sentence of paragraph 3
7. A - as suggested by the bees having specific jobs to do
8. B - as suggested by paragraph 1

### II. Language

- a.
1. A - logical to follow is the size (large)
  2. D - logical to follow is the size (narrow)
  3. C - logical to follow after very is cute, not tiny
  4. D - logical to follow after very is tall, not spreading
  5. B - logical to follow is very

- b.
1. B
  2. A
  3. C
  4. C
  5. A
  6. B
  7. C
  8. C
  9. A
  10. A



the other sentences have dangling modifiers

- c.
1. B - 2 things compared; my and your handwriting
  2. C - comparison of all tests taken for years
  3. C - comparison of all children known to the speaker
  4. C - comparison of all decisions made
  5. C - comparison of all nightmares one ever had
  6. B - comparison of the first expectation with the actual
  7. A - comparison made; night or night sleepiness

If you got a total of 30 correct responses, that is a **PERFECT SCORE**. Excellent !  
Congratulations !



25 - 29 is Very good!

20 - 24 is Good

16 - 19 is Fair

15 and below means, you are not quite ready to proceed to the next module.  
You have to go back and find out how you can improve your score.

Yes, we need one another for no man is an island. You may want to be alone sometimes, but it is always best to have a friend or people to share your worries and your dreams with.

The next module will teach you more on being concerned with people.


Before you put aside this module, spend some time reflecting on what you have learned from it. Use this format in your reflective journal.





## *Reflective Journal*


Name : \_\_\_\_\_

School : \_\_\_\_\_

 What did I think or feel about working together? Why?

 What different learning experience did I have in this module?

 What was particularly significant for me while reading the text? Why?

 How will I apply what I have learned to actual life situations?