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Project EASE

(Effective Alternative Secondary Education)

ENGLISH II

UNIT I
Module 2
Learning to Learn

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Module 2

Learning to Learn

Overview

Learning starts on the day we are born. Our natural capacity to understand the things around us is already evident at the early stages of our lives. As infants, we have the tendency to reach out to touch an object and see what's in it. As grown-ups, we extend our curiosity into an even more formal way of understanding things. Our capacity may be limited at certain stage in our lives but the pattern of learning is the same. Every situation in life is a learning situation where interest is what makes us aware of many things and effort is what makes us understand them.



We start to be curious of the things around us by not limiting ourselves with what we already know but much more with the things that we do not know yet. Through this, we discover our weaknesses and of course, the talents and potentials that we have.

But how do we learn all that we want to know? It is not only through the power of mental ability, but more importantly through self-discipline. If a person does not possess the positive attitude that he can achieve the things that he wants, he will not be successful in a lot of things that he does.

Great men in history have proven that it is not mental intelligence alone that made them successful - Shakespeare, Darwin da Vinci, and others proved that looking at the bright side of things makes learning smooth and easy. Therefore, it is not the end of learning but the process itself, which becomes a reward to anybody who looks forward to the merit of learning.



Objectives

After working on the activities in this module, you will be able to:

1. get the meaning of words through definition clues
2. derive meaning of words through structural analysis
3. note significant details
4. make inferences and predictions
5. infer character's attitudes and motives
6. state the theme of the story
7. use the imperative sentence in
 - a. asking and giving directions and suggestions
 - b. following written directions
 - c. making requests and commands
8. use idioms with *call* in effective sentences
9. write a personal reflection on how you learn things

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 a brief introduction or **Overview** followed by a list of **Objectives** you are expected to learn.
4. Before working on the activities, answer the **Pretest** first. Find out how well you did by checking your answer 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 the activities take the **Posttest**.



I. Vocabulary:

Read the meaning of the following prefixes and suffixes.

Prefixes	Meaning	Suffixes	Meaning
il-, in-, im-	not	-en	cause to be
mis-	bad, wrong	-ous	having the quality of
non-	not, the absence of		
re-	again		

Complete each pair of sentences by adding a prefix or suffix to the underlined word in each sentence. Choose the correct prefix or suffix. Use context clues in the sentences and the meaning of the affix to help you.

1. The children are usually very active. When it started to rain, however, they had to come inside and be _____.
2. Inside, they had to stop running around. Outside, they had been able to run _____.
3. Erin was direct when she asked some classmates for help. She was usually more _____.
4. She asked Lyn to print the names on the Living Museum invitations. She asked her not to _____ any of the names.
5. Lyn used the telephone book to spell each name correctly. She did not want to _____ even one.
6. Jessie wanted to keep his senses sharp. He tried to _____ his senses by staying alert.
7. He knew they might face danger on the trip. He knew the trip might be _____.
8. Allen opened the cook book again to read what should go into the cake. He _____ it to the right page
9. Another word for moving is mobile. An _____ object is not moving.

II. Reading

Read the story below.

Because of an accident, Tita could not move her arms and legs. Now she was one of the lucky students who would learn to operate a special computer by speaking to it. Tita felt nervous when she saw her new teacher come down the hall toward the computer laboratory. But she really wanted to learn how to use this computer.

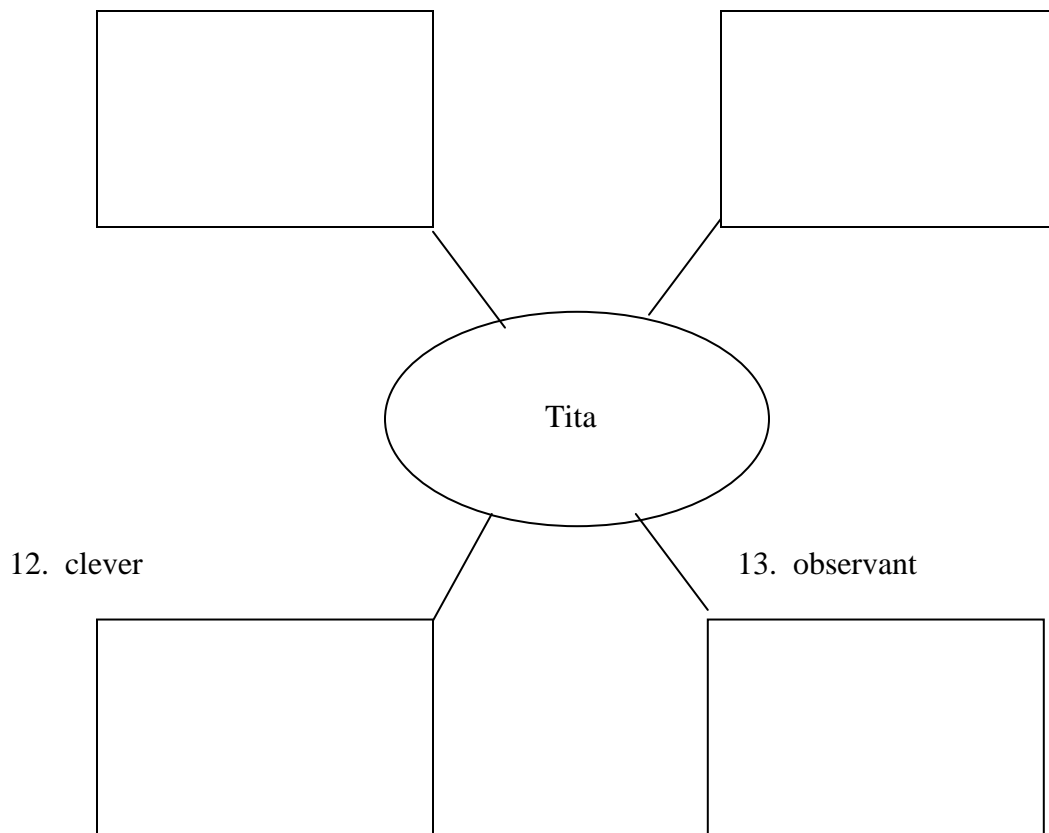
When she saw how thick the instruction book was, Tita felt slightly discouraged. There would be so much to learn! Then she listened carefully to Miss Duran. She watched every step shown to her. Tita studied the pictures in the book and asked a lot of questions.

Finally, Tita figured out a step all by herself. She felt proud when the computer responded to her voice. "Very good!" exclaimed Miss Duran with a smile. "You've done it, Tita!"

After reading the story, complete the character trait map below by writing phrases in the story that show each trait.

10. determined

11. curious



12. clever

13. observant

Now answer the questions that follow.

14. Who is Miss Duran?

15. How did Tita feel about learning to use the computer?

16. Why was Tita discouraged to learn the special computer?

17. What do you think will happen if Miss Duran shows Tita a new computer program?

C. Grammar

1. Directions: Read the following sentences carefully .Write **I** if the sentence is imperative and **X** if it is not.

- _____ a. Will you please do your assignment before you go to school?
- _____ b. If you study your lessons, you'll learn more.
- _____ c. Learning takes more than just going to class and doing homework.
- _____ d. Learn to keep your attention focused on the activity at hand.
- _____ e. Did you ever fall asleep while reviewing your notes?
- _____ f. Study and review your lessons over a period of time.
- _____ g. Don't stop reading your notes.
- _____ h. Please bring these books to the Reading Center.

2. Directions: Analyze the following sentences. From the word pool below, write the number of the use of the imperative sentences:

1. To give instructions 2. To make a request 3. To make a command
4. To give a warning 5. To show annoyance

- _____ a. Turn to the next street.
- _____ b. Run!
- _____ c. Get away from me!
- _____ d. Take this card to the front desk, please.
- _____ e. Don't move! You're under arrest.



Let's see how you fared in this test. Go over your work and check your answers.

A. Vocabulary:

- 1. inactive
- 2. non stop
- 3. indirect
- 4. misprint
- 5. misspell
- 6. sharpen
- 7. dangerous
- 8. reopened
- 9. immobile

B. Reading

10. a. She really wanted to learn how to use this computer.
b. She listened completely.
11. Tita studied the pictures in the book and asked a lot of questions.
12. Tita figured out a step all by herself.
13. She watched every step shown to her.
14. Mrs. Duran is Tita's new teacher who encouraged her to operate the special computer on her own.
15. She was nervous to operate the special computer.
16. Tita was discouraged seeing how thick the book instruction was.
17. I think Tita would still be able to learn a new computer program because of her determination to learn and her cleverness.

C. Grammar

- | | | |
|---------|------|---------|
| 1. a. I | f. I | 2. a. 1 |
| b. X | g. I | b. 3 |
| c. X | h. I | c. 5 |
| d. I | | d. 2 |
| e. X | | 3. 4 |

Did you get a perfect score? If you did, that's great. If not, read carefully and try to understand the explanations and information about the topic in the activities that will follow.

Words Unlocked

Words are very important. They help us communicate with each other. They help us give out information. And they help us take the information in. Words are tools people use.

Learning the use and meaning of words in English can be made easier and enjoyable if you know how some words are formed. Forming words can be done by affixing or adding a *prefix* or a *suffix* to the stem or root of a word. A *prefix* is a word part added at the beginning of the stem. A *suffix* is a word part added at the end of the stem.

Example:

	<i>uncomfortable</i>	
stem:	comfort	
prefix:	<i>un-</i> ("not")	
suffix:	<i>-able</i> ("capable of, fit")	
uncomfortable	means not at ease, uneasy	

Now, look at the words in the table below. These words are taken from the story you are about to read. Identify the root word and affix in each. Tell whether the affix is a prefix or suffix. The first word is done for you.

	ROOT WORD	AFFIX	CLASSIFICATION
1. joyful	joy	<i>-ful</i>	suffix
2. seriously			
3. monotone			
4. whittler			
5. patiently			
6. achievement			

Self-check



Find out how you fared. Here are the answers.

ROOT WORD	AFFIX	CLASSIFICATION
1. joy	<i>-ful</i>	suffix
2. tone	<i>mono-</i>	prefix
3. whittle	<i>-er</i>	suffix
4. patient	<i>-ly</i>	suffix
5. achieve	<i>-ment</i>	suffix

Did you get them all right? Fine!

Here's a tickler:

Remember that a suffix usually changes the function of a word. Depending on the suffix used, a verb can become a noun, or an adjective may become a noun. Some common suffixes are:

1. To change verb to noun : **-ion, -er, -ment**
 Examples: invent = invention
 learn = learner
 develop = development
2. To change verb to adjective: **-ful, -ent**
 Examples: play = playful
 differ = different
3. To change adjective to adverb: **-ly**
 Examples: sweet = sweetly
 honest = honestly

All right, try this exercise! Below are other common suffixes. Use them to build new words from the words listed in the chart. Complete the chart as directed. This will help you learn the meaning of words from their parts.

Suffixes: -er , -or, -ion , -ent, -ant, -ly, -y

WORD	NEW WORD (Underline the suffix)	SENTENCE USING THE WORD
Example: teach	teacher	A teacher is a second parent.
1. swim		
2. play		
3. bake		
4. act		
5. study		



Self-check

Check if your answers are right.

New Word	Sample Sentence
1. swimmer	Neil is a good swimmer.
2. a. playful	She's a playful child.
b. playfully	The boy pushed his classmate playfully.
3. baker	A baker is a person who bakes and sells bread and cakes.
4. actor, action	Paul wants to be an actor.
5. student	Every student should be diligent.

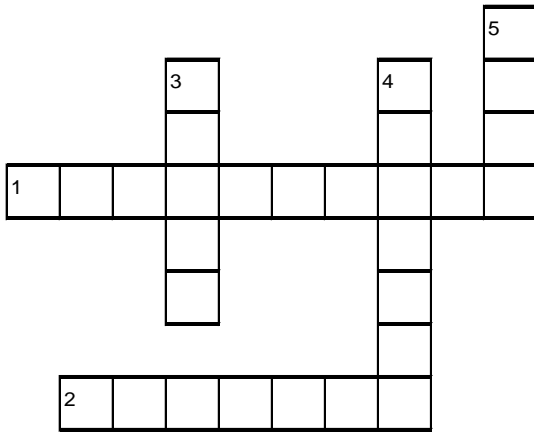
Each sentence tells about a word you will meet in the reading selection. Beside the puzzle you will also find a box with the mystery words. Now, match the words with the given sentences. Copy the puzzle on the next page in your notebook and write the words in the boxes.

Across

1. He serves another person to learn a trade or business.
2. This word has to do with good luck, success or wealth.

Down

3. You play carelessly on a stringed instrument.
4. You cut or shape a piece of wood with a knife.
5. It is favorable reputation of a person's character, deeds or ability.



- MYSTERY WORDS**
- STRUM
 - APPRENTICE
 - WHITTLE
 - FORTUNE
 - FAME



- 1. apprentice
- 2. fortune
- 3. strum
- 4. whittle
- 5. fame

Reading Adventure

Pre-reading

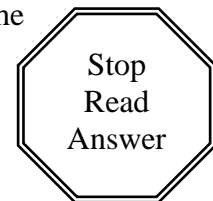


Have you ever experienced being discouraged to do something you have always wanted to do because other people believe that you aren't made for greater things?

If yes, then, you can very much relate with the experience of the character in the selection that you will read. If not then find out what the main character felt and what he did to solve the problem.

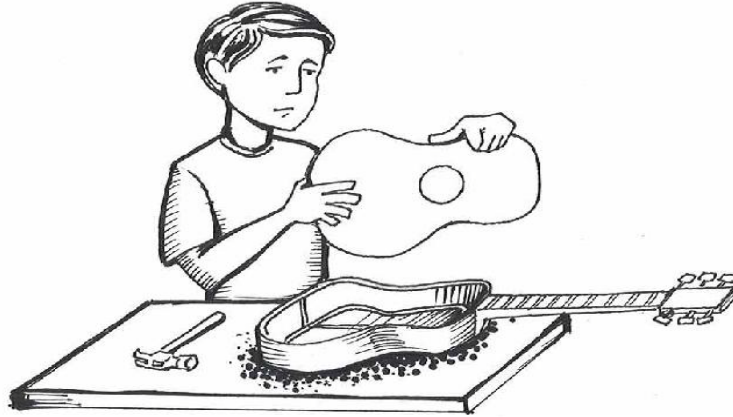
But before you start reading the story, do you have any idea or predictions regarding the selection by just looking at the title? What do you think is the story "The Boy Who Couldn't Sing" all about?

I know you can't wait anymore to read the selection. Let's find out if your predictions are correct. You may start reading the story now. If you see the sign on the right, it means you have to pause for a while and answer some questions regarding the paragraph you have just read.



Are you ready now?

Let's start then.



THE BOY WHO COULDN'T SING

1 “You cannot sing,” Mario declared. “You can do nothing but cut pieces of wood with a knife. Of what good is that to you? It won’t keep you from starving.”

Stop
Read
Answer

1. *Who do you think is the person Mario is talking to?*
2. *What can be Mario’s relationship to this person?*
3. *From what he said, what do you think is Mario’s attitude?*
4. *What do you think will the other person say to Mario?*

2 “My brother is right. I can do nothing but cut bits of wood with a knife,” thirteen year-old Armando thought sadly. His brother’s words were ringing in his ears. His brothers, Mario and Alejandro, could make music but he couldn’t. They earned good money with their music, too.

3 As they walked along, Mario and Alejandro chatted happily. Their dreams of fame and fortune from their music filled their hearts with joyful expectations. But Armando said little. Mario’s remarks that he could do nothing but whittle made his heart heavy. He loved music, yet he could not share in making it. He could not even strum a guitar. He couldn’t sing either. He was a monotone. When he tried to sing he sounded funny. It made boys laugh. They made fun of his voice and his singing.

4 It was hard to be just a whittler when his brothers and friends could play the guitar and sing well, too. What was his future as a whittler? This thought troubled him.

Stop
Read
Answer

5. *Were your predictions about the one who couldn’t sing correct?*
6. *Do you think Armando cannot really pursue singing and instead just continue whittling?*
7. *What do you think will be the effect of all the discouragements and insecurities he experienced?*

5 That night he did not sleep. His mind was busy with an idea that had just come. He could not sing. He was only good at whittling. Couldn’t he use it to achieve

something? Here in his own native Maragondon, Lapulapu City was a man who makes fine guitars with knife and wood.

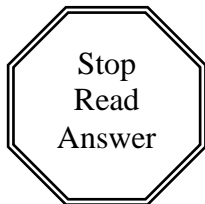
6 Before sun up the next day, Armando got up with a happy heart. After helping himself to what was left over from last night's supper, he crept out of the house while his parents and brothers were still asleep. He took with him some articles he had made with his knife.



8. *Were your predictions for paragraphs 2-6 correct?*
9. *What do you think is the idea that had just come to Armando's mind?*
10. *Where do you think is he going?*

7 He walked to Fernando's Guitar Shop and presented himself to Tiyo Fernando. "I have brought these things for you to see," he said. "I cut them out with my knife; will you help me learn to make fine guitars?"

8 Tiyo Fernando smiled. "Why do you want to make fine guitars?" he asked.



11. *Were your predictions for paragraphs 7-8 correct?*
12. *Why do you think did he decide to approach Tiyo Fernando?*
13. *What do you think will be Armando's answer to Tiyo's question?*

9 Armando's face lit up and he spoke, "Because I love music. Both my brothers can sing. They can play the guitar, too. I love music as much as they, but I'm a monotone. I can do nothing but whittle. By making guitars I believe I can contribute my share to making music."



14. *Were your predictions for paragraph 7-9 right?*
15. *Will Tiyo Fernando allow Armando to be his apprentice in his shop?*

10 Tiyo Fernando laid his hand on Armando's shoulder. "Come into the shop. Your interest deserves attention," he declared.

11 Armando went with him into the shop. "The important thing is the desire to learn and make good," Tiyo Fernando told Armando.



- 16. *After learning that Armando was finally accepted by Tiyo Fernando as his trainee, what do you think will become of Armando?*
- 17. *Would he be able to finally solve his problem?*

12 So, Armando, the boy who could not sing, became an apprentice in Fernando’s Guitar Shop. Day after day, he worked seriously and whittled patiently. At last he finished a guitar. It was a fine guitar. Tiyo Fernando was much pleased with it. There was no doubt Armando would make an excellent guitar maker.

13 Tiyo Fernando taught him the secrets of the craft. He showed Armando that each little thing well done each day would lead to a great achievement.



- 18. *Were your predictions about paragraphs 12-13 correct?*

Did you enjoy reading and predicting the events in the story? Now, let’s check if you have understood the selection well.

A. Characterization

One of the important elements of a short story is characterization. Characterization tells how the author depicted the characters in the story.

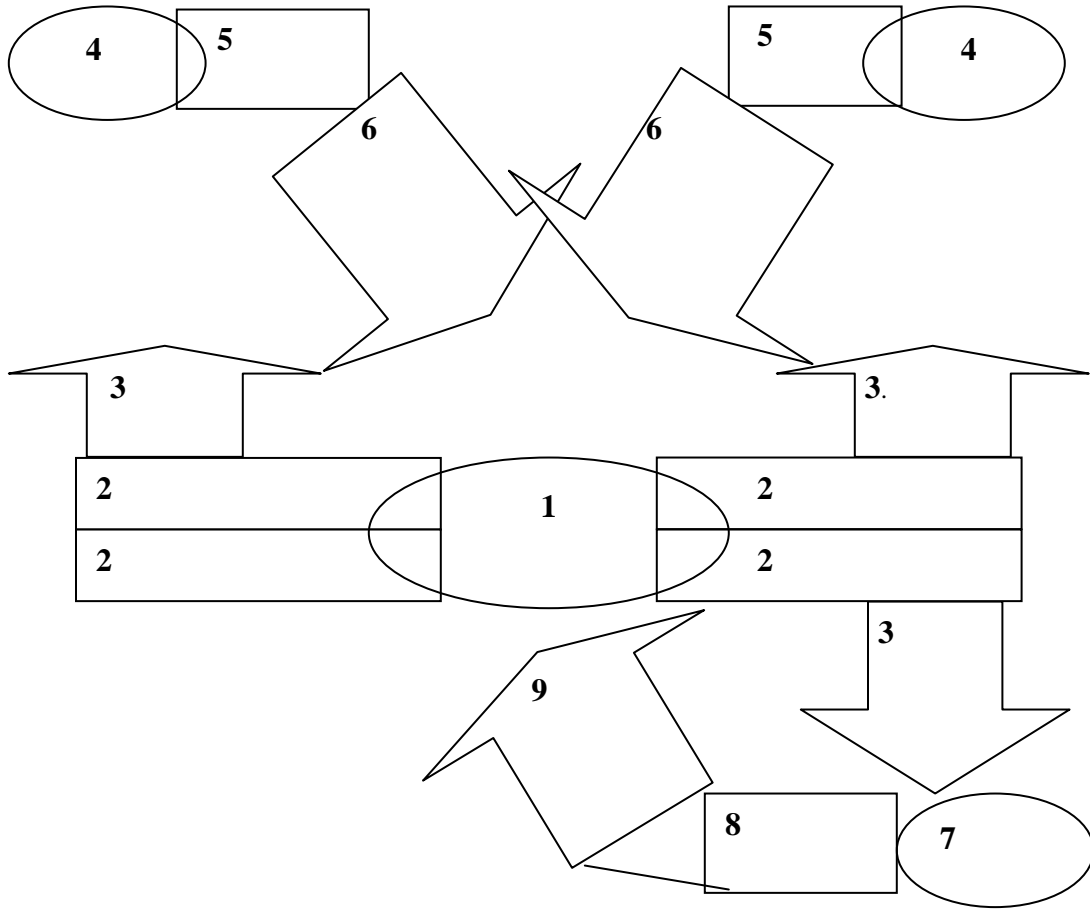
To help you figure out the characterization used by the author in the story you will fill in the Character Relationship Web below.

How do you do this?

First, write the name of the protagonist (main character) in the biggest circle (1) at the center of the web. Write his striking characteristics in the rectangles (2) on its sides and his feelings about the other characters in the arrow boxes. (3)

Next, write the name of the persons who discouraged Armando from pursuing his ambition in music on the two smaller circles (4) found at the top part of the web. Notice it is represented by the down arrows. Write their characteristics as well on the rectangles (5) beside these rectangles. Write descriptions of how this character feels about the main character on the arrow boxes. (6)

Then, write the name of the person who encouraged Armando in pursuing his ambition in music in the small circle (7) found at the bottom part of the web. In the rectangle (8) write the character’s trait. Again, notice the up arrows. (9) Write descriptions of how this character feels about the main character.



B. Setting

Next to characterization is the setting. Setting is the time and location in which the story takes place.

To answer this, fill in the diagram that follows with the information asked for.

SETTING

Time: Place:

C. Plot

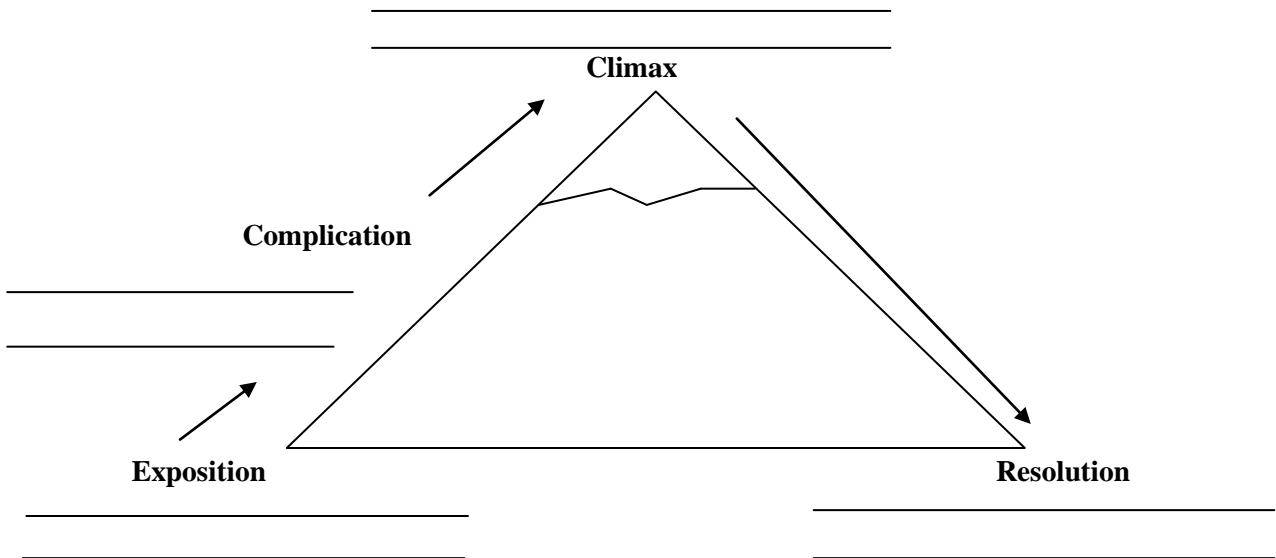
The third element of a short story is the plot. Plot is the way actions are arranged in the story. A plot has three elements:

The element which lays out the main characters, their backgrounds, characteristics, interests, goals and limitations, potentials and basic assumptions is the **exposition**.

The second element of plot development is the **complication**. Complication is the beginning of the major conflict in the story.

Crisis, the third element, is the point in which curiosity, uncertainty and tension are greatest while **climax** is the story's highest point which may take the shape of a decision, an action, an affirmation, or a realization.

Lastly, the **denouement** is the finishing of things after the climax.



Now that you have learned about the different elements of plot development, you may now identify the elements of the pyramid plot development of the story “The Boy Who Couldn’t Sing.”

D. Point of View

The fourth element of a short story is the point of view. Point of view determines who tells the story.

An **omniscient** point of view delves into the minds of the characters at any point in the story.

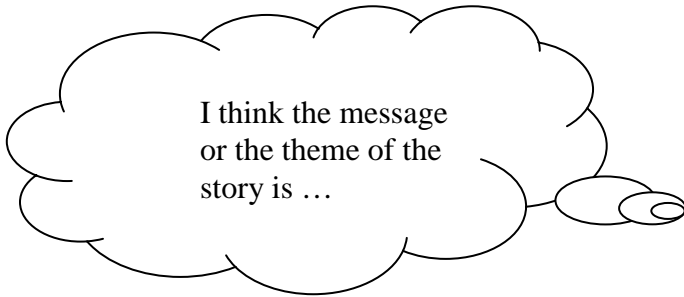
The **first person** point of view is where the narrator may be the protagonist, an observer, a minor character, or the writer herself.

In what point of view do you think is the story narrated?

E. Theme

The last element of a short story is the theme. Theme is simply the message of the story. It points out the significant truth about life and human nature that is illustrated in the actions and decisions of the characters.

What can be the theme of the story you have just read? Put your answer inside the thought bubble. Copy the bubble in your notebook.

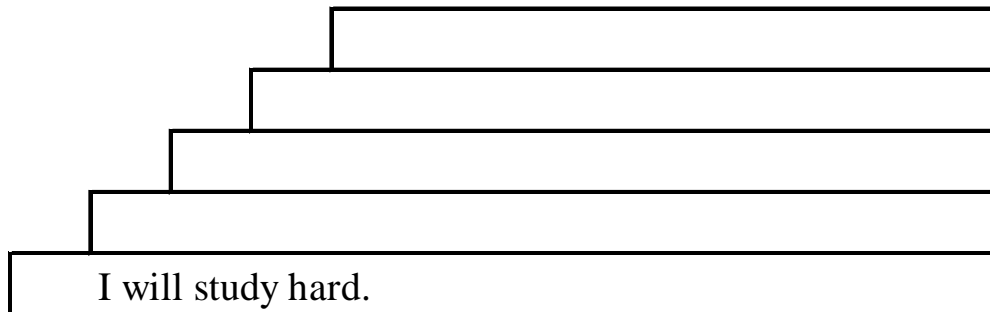


Valuing

In Armando's story you have learned that success is never impossible for a person who has a great will and determination to empower himself despite all his weaknesses. Below is a Dynamic Stairway to Success. Think of your aspirations in life and complete this sentence by filling up the box in every staircase below. The first step is done for you.

"I KNOW I WILL SUCCEED IF..."

SUCCESS



Self-check

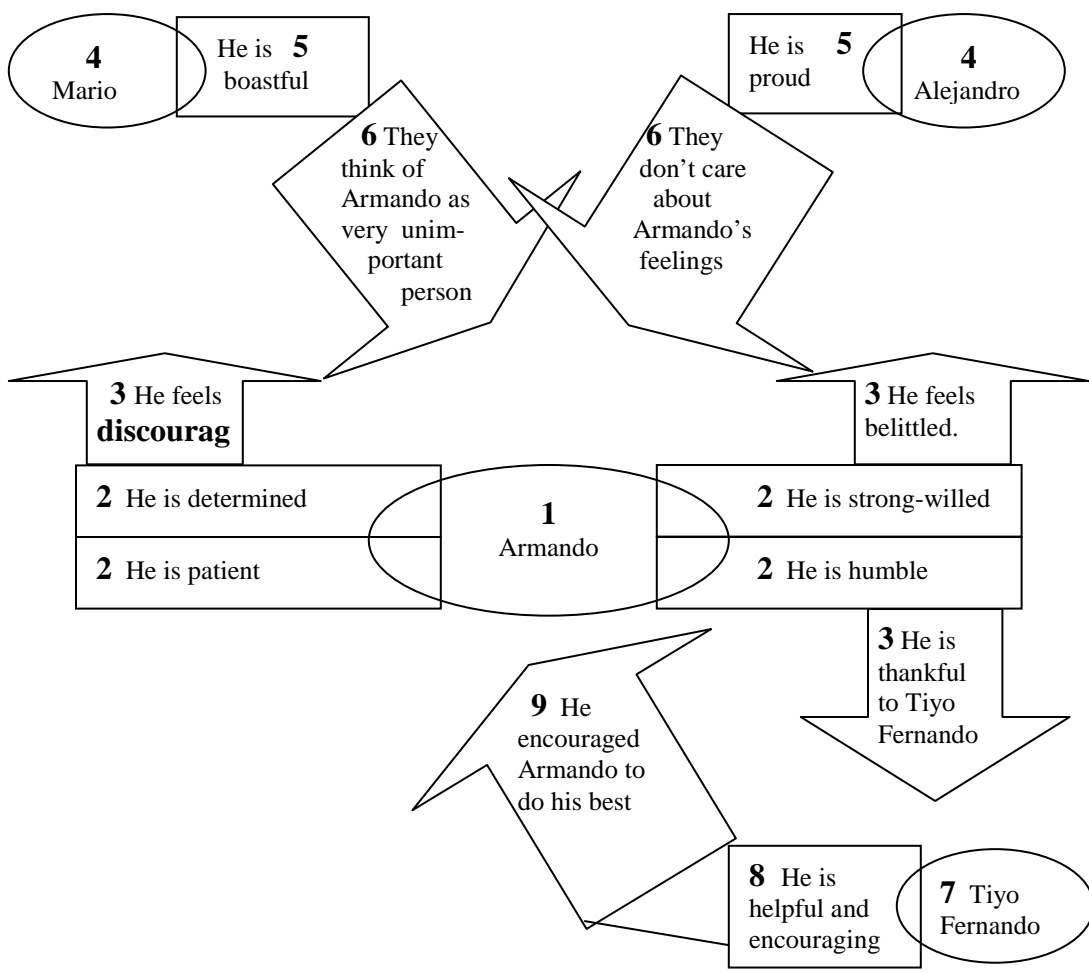


Let's see how well you did in our reading lesson. You may now check your answers.

A. While Reading

1. His younger brother might be the person who couldn't sing.
2. They are brothers.

3. Armando's brother is mean and boastful.
4. He will be angry with Mario.
5. Yes/No. (Answers will vary).
6. Yes/No. (Answers will vary).
7. He will find other ways to get through with his weaknesses.
8. Yes/No.
9. Maybe, he will ask an advice from a close friend.
10. He decided to approach TiVo Fernando to help him develop his skill.
11. Yes/No. (Answers will vary).
12. He wants to pursue his ambition to be a musician.
13. (Answers will vary).
14. & 15. Yes/No. (Answers will vary).
16. He will succeed in his job.
17. Yes/No. (Answers will vary).
18. Yes/No. (Answers will vary).



B. Post Reading

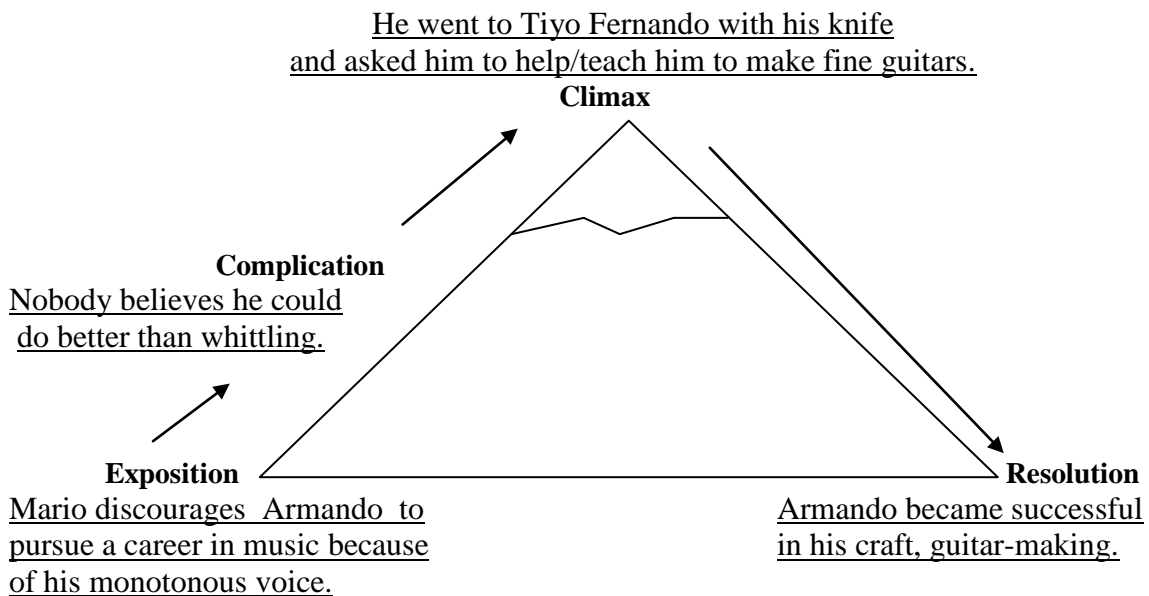
Characterization

1. Armando
2. a. He is determined.
b. He is patient.
c. He is strong-willed.
d. He is humble.
3. a. He is thankful to Tiyo Fernando.
b. He feels belittled by his brothers' presence or discouragements.
4. Mario and Alejandro
5. Mario and Alejandro are boastful and proud.
6. a. They think of Armando as a very unimportant person.
b. They don't care about Armando's feelings.
7. Tiyo Fernando
8. He is helpful.
9. a. He understood Armando's situation.
b. He felt the desire to help him.

Setting

Maragondon, Lapu-lapu City

Plot



Point of View

Omniscient point of view

Theme

I think the message or the theme of the story is that success will come to one who has determination, confidence and faith in oneself.



Valuing

SUCCESS

I will offer to God all my achievements.
I will maintain a good relationship with others.
I will open myself to opportunities to expose my skills and talents.
I will focus on things that would develop my skills and talents.
I will study harder.

Write Thing



Pre- writing

Think about three things that you learned successfully inside or outside the school. In the boxes, write how you learned them and how you felt after learning them. It is understood that you will copy the boxes in your notebook.

Successful Learning #1

I learned _____
I learned it by _____

I felt _____

Successful Learning #2

I learned _____
I learned it by _____

I felt _____

Successful Learning #3

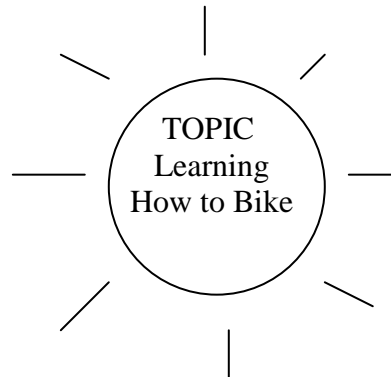
I learned _____
I learned it by _____

I felt _____

First Draft

1. Using this web, write down the ideas that come to your mind on a particular topic.

Example: Learning how to bike.



2. Now, you're ready to write your first draft. Do not pay much attention to your spelling, punctuation or choice of words. Just write freely about your experience in your notebook. Give your composition a good title.

Revising

Using this checklist, go over your work again and see how you can improve your composition.

Read each question and check your answer in the right column.



Self-check

GUIDELINES IN WRITING

CRITERIA		YES	NO	NO ANSWER
Audience and Purpose	1. Does my composition contain an interesting introduction?			
Organization	2. Does it present a clear description of events?			
Elaboration	3. Is there a logical sequence of events?			
Use of Language	4. Are my words carefully chosen?			
	5. Are the ideas linked by connectors or signal words?			
	6. Does it have a concluding statement or an interesting ending?			

If you answered “yes” to all the questions, Kudos to you. You have the makings of a good writer. Keep on!

Proof reading

Now, go over your work again. Read your work closely and see if you could spot errors in spelling, punctuation and capitalization. Check the errors.

Publishing

You are now ready to submit your work. Give it a catchy title. Write your composition on a separate paper.

The next section is a lesson on the uses of imperative sentences.

Language Focus



Imperatives have many uses. Let's have them one by one. Look at these dialogs:



Get an application. Then, **print** your name on the first line. **Don't print** your name on the bottom line.

What do you think is the use of the above imperative sentences? What do the words in bold letters tell you?

Did you say these are imperative sentences that give instructions? You're correct. How about the next dialog?

Please **show** me your identification card.



Take this card to your English teacher, please.



What do you think is the use of the above sentences? Notice the word **please** in each sentence. What does this word express?

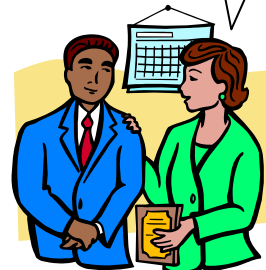
Did you answer "These imperative sentences make a request"? Right! Let's go to the third one.

Don't open my notebook.



Stand at attention!

Don't be late.



Notice the absence of the word *please* unlike in the previous sentence. If they don't make a request, then what do these imperative sentences express?

Did you say "They make a command"? That's good!

Next is the fourth use of the imperative sentences.



Notice that these sentences have exclamation marks. What do these marks say about the use of these imperative sentences?

If you answered "They express a warning", you're absolutely right!

How about in these dialogs:



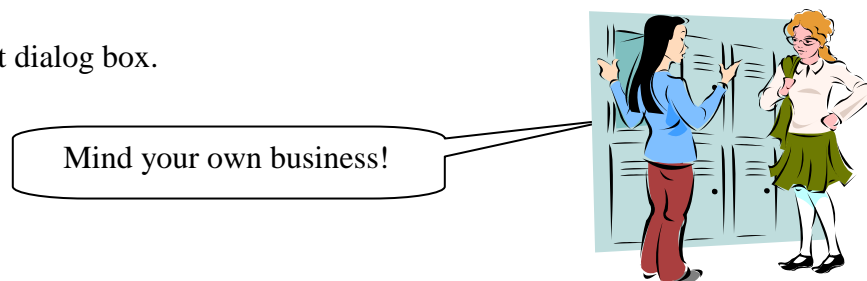
How were these sentences expressed? Are they expressed informally or formally?

Did you say "Formally"? That's great!

And when do we usually use formal expressions for imperatives?

You're absolutely correct if you said "In polite conversations." This is now the fifth use of the imperative sentences.

Let's look at this last dialog box.



Notice that unlike the previous imperative sentences used in polite expressions, this sentence expresses a different tone. How is the imperative used here?

You're right if you answered "Some imperatives are used to express anger, disapproval, disgust, etc."

Remember this:

An imperative sentence gives an order or a direction and ends with a period or an exclamation point. To form the imperative, we use the base form of the verb.

*The subject of the imperative is you, but we don't include you in the sentence. Example: **Go**.*

*A negative imperative is do not + base form. The contraction is **don't**. Example: **Don't go**.*

*An exclamation point (!) is used to show strong emotion. Example: **Go!***

Now, you're ready for the exercise on imperatives.

Activity 1

Read carefully the following imperative sentences. From the word pool, choose the use or function of each sentence from the list in the box.

Example: Please wait for me! B. To make a request

- A. To give instructions
- B. To make a request
- C. To make a command
- D. To give a warning
- E. In polite conversation

1. Don't waste time. _____
2. Take care of yourself. _____
3. Be quiet! _____
4. Open the door. _____
5. Be good! _____
6. Take out your books. _____

7. Please tell me the way to the library. _____
8. Get away from me or else _____
9. Turn to page 13 in the book. _____
10. Combine all ingredients. _____

Activity 2

Fill in the blank with an appropriate verb to complete each of the following hints on how you can be a good English language learner.

Example: _____ your pronunciation.

Answer: Practice your pronunciation.

1. _____ questions.
2. _____ your homework.
3. _____ be absent.
4. _____ your textbook.
5. _____ notes.
6. _____ in class.
7. _____ your best.

Activity 3

Pretend that you are applying for a job. Fill in each blank with an appropriate imperative verb (affirmative or negative) to complete the following set of instructions on how to behave in a job interview.

Example: _____ bright colored clothes.

Answer: Don't wear bright colored clothes.

1. _____ late.
2. _____ nice clothes.
3. _____ your resume.
4. _____ a pen to fill out the application.
5. _____ the interview question.

Activity 4

Using an imperative sentence, give a suggestion to a friend or a relative

SUGGESTIONS

Example: who is poor in English

Read the newspapers and magazines

1. who stammers when reading orally. _____
2. who lacks self-confidence _____

- 3. who is always late for class _____
- 4. who spends his/her money unwisely _____
- 5. who is overweight _____

Activity 5

Read the following paragraph about using the Public Telephone

This is how I called up my friend using the pay telephone in the drugstore near our place.

First, I deposited four twenty-five centavo coins in the hole provided for this. Then I listened to the dial tone. When I heard the dial tone, I dialed the number of my friend. His number was busy, so I replaced the handset, and got my coins back. Then I repeated the procedure, the other line rang, and I heard my friend’s “Hello.”

Directions: Using the paragraph above as a reference, make a set of instructions on how to use a public telephone. Write the steps in your notebook.

To make a local automatic call:

- 1. Deposit _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



Let’s now check your answers for the grammar lesson.

Activity 1

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

Activity 2

- 1. Ask 4. Read 7. Do
- 2. Do 5. Take
- 3. Don’t 6. Participate

Activity 3

- 1. Don’t be 3. Submit/Present 5. Answer
- 2. Wear 4. Bring

Activity 4

1. Read carefully.
2. Think positively.
3. Wake up early.
4. Budget your money wisely.
5. Eat moderately.

Activity 5

1. Deposit a one peso coin.
2. Dial the telephone number of the person you are calling.
3. Wait for someone to answer the call before pressing the button.
4. Say “Hello” and mention your name and the one you are calling for.
5. After your conversation, hang the telephone to its place.

The next section is a lesson on two-word verbs.

Idioms with *call*

Activity 1

Let’s find out if you know the meaning of some idioms that start with the word *call*.

Choose from the list in the box the meaning of the italicized two-word verb in the dialog below.

request/urge	cancel	telephone	return call
require/demand	summon/visit	scold	

Mary: Have you seen Jenny lately? She hasn’t (1) called *me up*.

Rico: I (2) *called her up* yesterday evening. I had this problem with my English class and I thought she was the only one I could call for advice.

Mary: So how was your talk with her?

Rico: Unfortunately, I wasn’t able to talk to her that much because her mother (3) *called her out* to stop burning the phone lines because she was just (4) *called down* for her low grades in Math and Biology. I asked her to (5) *call back* but she never did.

Mary: Wait, you told me yesterday that you and she will go biking on Saturday. I already asked permission from mom to allow me to come with you.

Rico: Oh, I’m so sorry Mary, but that same day I called Jenny, I also intended to (6) *call off* our date because I have to study for my exam in Geometry on Monday.

- Mary: Oh, I see. Just call me if you'll have plans of biking again.
- Rico: Sure. I'll call you up as soon as Jenny's problem is solved. Perhaps I'll (7) call in Jenny's house and see if she's doing just fine.
- Mary: Thanks. I'd better go. I have an exam in my History class. See you around.
- Rico: Bye.

Activity 2

Fill in the blanks with the correct form of the verbs chosen from the box.

<i>call up</i>	<i>call off</i>	<i>call upon</i>
<i>call in</i>	<i>call for</i>	

1. Congratulations! Your victory _____ a celebration.
2. Worried about his son's illness, the father _____ the doctor.
3. Please _____ this number immediately.
4. The meeting was _____ due to lack of quorum.
5. They _____ some volunteers to clean the area.
6. This problem _____ immediate attention.
7. _____ the Cultural Center to find out if there are still tickets available.
8. The movie director _____ the shooting at the last minute.
9. The vital witness to the murder was _____ by the judge.
10. Have you ever _____ long distance.

Self-check



Let's find out if your answers are right.

Activity 1

- | | | | |
|--------------|-----------|----------------|----------|
| 1. telephone | 3. demand | 5. return call | 7. visit |
| 2. telephone | 4. scold | 6. cancel | |

Activity 2

- | | | | |
|--------------|---------------|----------------|---------------|
| 1. calls for | 4. called off | 7. call up | 10. called up |
| 2. called up | 5. call upon | 8. called off | |
| 3. called up | 6. calls for | 9. called upon | |

Wow! You're almost done with your Module 2 in English. Are you ready to take the Posttest? Sure you do, don't you?

Posttest



I. Read the story about Jeremy. As you read, think about his character traits. Then answer the questions that follow.

Jeremy is usually very thoughtful. He often runs errands for his neighbors. He helps Mrs. Bonton weed her garden. He walks Mr. Arrieta's dog twice a day. Today, Jeremy had a problem. He looked up at the kitchen clock and frowned when he saw the time.

"The basketball game with the young boys starts in fifteen minutes, but I promised Grandma I'd get the tape for her," Jeremy groaned. He didn't want to let his grandmother or his friends down. "Well," he said, "a promise is a promise!" Then he dashed out the door.

Jeremy ran to the bookstore to buy the listening tape of one of his grandmother's favorite books and delivered it to her. Then he ran around the corner to the playground. When Jeremy met his friends, they were just beginning to choose the teams.

1. How do you know that Jeremy likes to keep his promise?
 - a. He helps Mrs. Bonton weed her garden.
 - b. He walks Mr. Arrieta's dog.
 - c. He bought his Grandma's tape and joined his friends in the playground.
2. What did Jeremy do to make sure that he kept his promise to his grandmother?
 - a. He bought the tape and brought it to her grandma.
 - b. He informed his friends he's coming back.
 - c. He assured his grandma he's coming back.
3. What does Jeremy do that shows he is thoughtful?
 - a. He runs errands for his neighbors.
 - b. He meets his friends everyday.
 - c. He keeps his promise.
4. How did Jerry feel when he saw the time? Write the letter of the word that best describes his feeling.
 - a. scared
 - b. discouraged
 - c. concerned
5. Which word best describes Jerry?
 - a. dependable
 - b. forgetful
 - c. fun-loving

Grammar

Pretend that you are taking a test. Recall the reminders when taking a test. Fill in the blanks with the correct verb to complete the imperative sentence. Number 1 is done for you.

1. Follow the directions carefully.
2. _____ paper and pencil.
3. _____ your answers.
4. _____ conscious of the time allotted for the exam.
5. _____ your answers legibly.
6. _____ quiet while taking the test.
7. _____ to your seatmates.
8. _____ properly and comfortably while taking the test.
9. _____ take too much time in thinking for the answer for a difficult item.
10. _____ erasures.

Idioms

Write the meaning of the underlined idioms with *call*. Choose your answer from the word pool.

request/urge	cancel	telephone	
required/demand	summon/visit	scold	return call

1. Shouldn't we call up the police to report the crime?
2. I call upon each one of you to do your best.
3. The current rash of robberies and the high incidence of drug addiction call for vigilance on our part.
4. We can't call off the trip. Our friends in Baguio are waiting for us.
5. The company president asked his assistant to call in the leader of the labor union.
6. The principal called down those students wearing the prohibited hair cut.
7. Mother called me back right after I called her at home due to an emergency.
8. Jimmy called off his party due to the bad weather.
9. Carlo composed a song that called for a fast rhythm and easy tune.
10. I'll call in Jack's house to see if he is already doing our project.

Self-check



Reading

1. C 2. A 3. A 4. A 5. A

Grammar

- | | | | |
|------------------|----------|---------------|-----------|
| 1. Read / Follow | 4. Be | 7. Don't talk | 10. Avoid |
| 2. Bring | 5. Write | 8. Sit | |
| 3. Review | 6. Be | 9. Don't | |


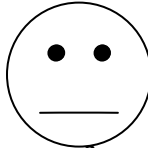

Idioms

- | | |
|--------------|----------------|
| 1. telephone | 6. scolded |
| 2. summon | 7. return call |
| 3. require | 8. cancel |
| 4. cancel | 9. require |
| 5. visit | 10. visit |

NOTE: *In this module you learned how to learn things such as plotting a story and learning how to do things. In the next module you will acquire more effective ways to learn about life.*

Before you put aside this module, spend some time reflecting on what you have learned from it. Use this format in your reflective journal. Check the column that best describes your feeling about the activities you did. For the last column, give your reason.

What I think of the activities in this module

<i>Things I Did</i>	<i>How I liked them</i>		
	 <i>(Very much)</i>	 <i>(Just fine)</i>	 <i>(Not so much because)</i>
<i>What I liked best</i>			

