



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



# Project EASE

(Effective Alternative Secondary Education)

ENGLISH II

*UNIT I*  
*Module 3*  
*Learning More from Life*

## **Revised 2011**

by the Learning Resource Management and Development System (LRMDS),  
DepEd – Regional Office No. VIII  
under the Strengthening the Implementation of Basic Education  
in Selected Provinces in the Visayas (STRIVE).

*Section 9 of Presidential Decree No. 49 provides:*

***“No copyright shall subsist in any work of the Government of the Republic of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit.”***

This material was originally produced by the Bureau of Secondary Education of the Department of Education, Republic of the Philippines.

This edition has been revised with permission for online distribution through the Learning Resource Management Development system (LRMDS) Portal (<http://lrmds.deped.gov.ph/>) under Project STRIVE for BESRA, a project supported by AusAID

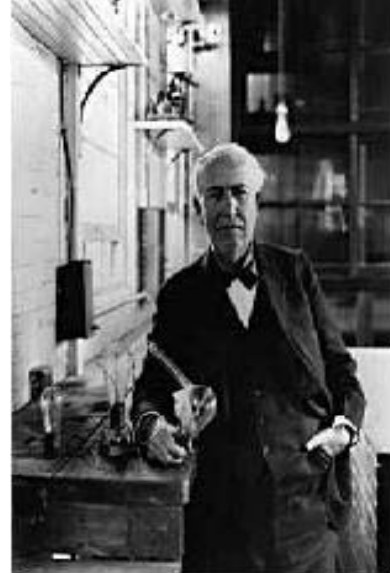
# Module 3

## Learning More from Life

### Overview

Life is full of challenges. Sometimes we succeed, sometimes we fail. At times we are happy, at times we are sad. We are never excused from feeling pain, whether physical or emotional, however, what counts most is how we are able to rise each time we fall.

As one writer said, “Life is not a bed of roses.” Meaning, life is not at all pure happiness and contentment, otherwise, there is never going to be any challenge. It is the heartaches we experience that help us grow emotionally. It is the failures in life that make us wiser. It is the sadness we go through that make us appreciate the happy moments that come our way. Take the case of Thomas Edison, the father of over 1,300 inventions, who was judged by his teacher as too stupid to learn anything. His early failures did not stop him from pursuing his goals.



Life is about making choices. All of us have the right to make a choice. And the result of the choice we make will depend on us. However complicated it may seem, our happiness depends on how we face our day to day struggles. It is true therefore that, “Life is what we make it.”

### Objectives

This module will aim to help you:

1. gain a positive outlook in life
2. acquire more effective ways to learn
3. make an outline of an article read
4. infer character traits
5. state an opinion
6. express feelings and attitudes
7. use the appropriate pronoun to replace a noun
8. create meaningful sentences using the appropriate idiomatic expression
9. write reflections on learning more from life

## 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**.

Now take the pretest. Please do your best.

## Pretest



Just like the previous module, you will begin with a test that is meant to assess prior knowledge of some grammar and reading skills you might have learned in the past.

- I. Write the personal pronoun that correctly replaces each word or phrase in parentheses.



“The play is *Nellie Bly*,” Ms. Ryan said. 1. \_\_\_\_\_ (Nellie Bly) is the star.  
Do you want to play 2. \_\_\_\_\_ (Nellie)?”

Sarah frowned. “3. \_\_\_\_\_ (Sarah) know so little about 4. \_\_\_\_\_ (Nellie),” she said.

Ms. Ryan said, “Sarah, 5. \_\_\_\_\_ (Sarah) and 6. \_\_\_\_\_ (Ms. Ryan) can get a book about *Nellie*. Then 7. \_\_\_\_\_ (Ms. Ryan and Sarah) can read 8. \_\_\_\_\_ (the book) and learn more about 9. \_\_\_\_\_ (Nellie).”

John said, “Get the book by Jules Verne, too. 10. \_\_\_\_\_ (Jules Verne) wrote *Around the World in Eighty Days*. 11. \_\_\_\_\_ (The book) interested Nellie. 12. \_\_\_\_\_ (Nellie) wanted to beat the time of the Verne hero, but Pulitzer said 13. \_\_\_\_\_ (Pulitzer) wanted to send some male reporters instead of 14. \_\_\_\_\_ (Nellie).”

“Did 15. \_\_\_\_\_ (the male reporters) get the job?” asked Sarah.

“Did Pulitzer give 16. \_\_\_\_\_ (the job) to 17. \_\_\_\_\_ (Nellie Bly)?” asked Ms. Ryan.

John smiled at 18. \_\_\_\_\_ (Ms. Ryan and Sarah).

“All 19. \_\_\_\_\_ (John) will say,” he hinted, “is that Nellie eventually had a parade down Broadway.”

“O.k.,” said Sarah. “20. \_\_\_\_\_ (Sarah) will play the role of Nellie Bly!”

II. Read the selection carefully, then answer the questions that follow.

### How The Months Got Their Names



Have you ever wondered how the names of the months originated?

All twelve names of the months of the year come from Latin. Some names belonged to the ancient Roman calendar which set March 1 as the first day of the year. In 46 B.C., Julius Caesar, a famous general, who later became the emperor of Rome, readjusted the calendar by making January 1 as the first day instead.

January was named for Janus, god of gates and doors and hence, of all beginnings. Janus was represented with two opposite faces symbolizing the faces of a door. January is the first month of the year, so when it comes, we look forward to another year.

February comes from a Roman celebration called Februs. It was a feast of purification or cleaning. In cold countries, people do their spring cleaning after the long winter months toward the end of February. It is the only month that has only 28 days, but it has one extra day in every leap year. February had 30 days until the time of Julius Caesar. Julius took one day off to add to the month which was later named after him. According to tradition, the emperor Augustus Caesar took another day off to add to August, the month named after him.

March was the first month in the ancient Roman Calendar, and was called Martius. When Julius Caesar revised the calendar, he established January 1 as the beginning of the year. March then became the third month. Its name honors Mars, the Roman god of war.

April is named for Aprilis, a Latin word which means *to open*. In the old calendar, April was the second month, but Julius Caesar made it the fourth month in the Julian calendar.

There are many stories how the month of May got its name. The most widely accepted one is that it was named for Maia, the Roman goddess of spring and growth. But some authorities say that May is short for *majores*, the Latin word for older men. They believe that May was the month sacred to the *majores*, just as June was considered sacred to the *juniores* (young men).

June was the fourth month in the early Roman calendar, and once had 29 days. When Julius Caesar reformed the calendar, he gave the month 30 days and made it the sixth month. Some authorities believe the Romans named the month for Juno, the wife of Jupiter and the goddess of marriage. Others claim that the month of June, was taken from *junior*, the Latin word for young men because June was dedicated to young men in Rome.

July, the seventh month of the year, was the fifth month in the ancient calendar. They named it *Quintilis*, which means fifth. Julius Caesar was born during this month. After his death, the Roman Senate renamed the month Julius in his honor.

August, the eighth month of the year, was in honor of the emperor Augustus. In the early calendar, it was the sixth month and then had only 30 days. Augustus lengthened the month to 31 days by taking a day in February.

September was the seventh month in the old Roman calendar. Its name comes from the Latin *Septem* meaning seven. It became the ninth month in the Julian calendar.

The name October comes from the Latin word *eight*. October used to be the eighth month. The Roman Senate tried to name the month “Antoninus” after a Roman emperor, “Faustus” after his wife, and “Tacitus” after a Roman historian, but the people continued to call the tenth month of the year, October.

In the ancient calendar, November was the ninth month. *Novem*

is the Latin word for nine. Because July was named for Julius Caesar, the Roman Senate offered to name the eleventh month for Tiberius Caesar. He refused modestly, saying, “What will you do if you have thirteen emperors?”

December was the tenth month in the old calendar. The first part of its name, *decem*, means ten in Latin. December once had 29 days, but Julius Caesar added two more, making it one of the longer months.

- Josefina P. Gabriel

**See how well you understood the selection by answering the following questions.**

1. Where do the names of the months come from?
2. Who was responsible for making the calendar that we now use?
3. March should have been the first month of the year. Explain what happened, making it January instead.
4. Was February 28 days in the original calendar? Where did the remaining days go?
5. It in the last sentence of the 3<sup>rd</sup> paragraph refers to
  - a. Janus
  - b. January
  - c. month
  - d. year
6. Why did Tiberius Ceasar refuse to name one of the months in his honor?

### Self-check



- I. Before we start the lesson proper, find out if you have satisfactorily answered the questions. Check your own work.

- |         |          |
|---------|----------|
| 1. She  | 11. It   |
| 2. it   | 12. She  |
| 3. I    | 13. he   |
| 4. her  | 14. her  |
| 5. you  | 15. they |
| 6. I    | 16. it   |
| 7. we   | 17. her  |
| 8. it   | 18. them |
| 9. her  | 19. I    |
| 10. She | 20. I    |

## II.

1. All the names of the 12 months come from Latin. Some of them belonged to the ancient Roman calendar.
2. Julius Ceasar
3. Julius Ceasar readjusted the calendar.
4. No, Julius Ceasar took a day and added it to July, then Augustus Ceasar did the same, adding it to August.
5. January
6. He implied that, if there will be 13 emperors it will create a problem because there are only twelve months.



If you got a perfect score of :

**26**, rate yourself **Excellent**                      **14 – 19** **Good**

**20 – 25**    **Very Good**                              **8 – 13** **Fair**

*7 and below, you need to study this Module very carefully.*

## Study Skills

Now, you are ready to start.

How do you study your lessons? Do you follow a certain technique? Of course, there is no hard or fast rule on the most effective method of studying. You must have developed your own way of preparing for recitations, discussions, reports or examinations when you were attending school. Do you still find your technique effective?

Read on to learn about an effective way to study.

### SQ4R's

Experts endorse one technique which you might find useful. It is known as SQ4R. It stands for the following:

**S – Survey.** Here, you get a bird's eyeview of the material. You go over the title, introduction, main heads, subheads and pictures very carefully.

**Q – Question.** Ask questions which you want to be answered. It is advisable to read the set of questions at the end of the story or chapter before you read the material.

**R – Read.** Scan the material for the answers to the questions. Develop the habit of reading fast by focusing your attention on significant ideas.



**R – Recite.** Tell yourself orally or mentally the answers to the questions. This is also one way of rehearsing for the class recitation or examination.

**R – Rite (Write).** Write the questions and answers in brief forms. Use abbreviations to save time. Copying the questions and writing the answers are not a waste of time. Your written notes will come in handy in the next step of this study technique.

**R – Review.** Go over your written notes to refresh your memory as often as you can, preferably an hour before entering your class.

## Activity 1

*See if you can apply the SQAR's in the article you have read.*

Go back to the selection, *How the Months Got Their Names*, then, do the exercises that follow. Write your answers in your notebook.

### Step 1 – Survey

1. What is the whole article about? Copy only the letter of your answer.
  - a. The monthly festivals in Rome
  - b. The legend of the calendar
  - c. The origin of the names of the months
  - d. The names of the Roman emperors
2. Copy the key words in the title:  
*How the Months Got Their Names*
3. The article starts with this introduction: *Have you ever wondered how the names of the months originated?* Pick out the key words.

### Step 2 – Question

Form at least five questions about the selection focusing on the significant ideas.

### Step 3 – Read

Go through the entire article and answer the questions that you have formed.

### Step 4 – Recite

Read aloud the answers to the questions.

### Step 5 – Rite (Write)

Make an outline of the article by following the format below. The first month is done for you.

Name of the month	Origin	Meaning / Significance
January	Janus	God of gates and doors
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

**Step 6 - Review**

Try to recall the names of the months, and the meaning or significance of the Latin words, without looking at the table.

**Self-check**



See how well you fared in this activity.

**Step 1 – Survey**

1. c
2. How, Months, Got, Names
3. you, wondered, how, names, originated

**Step 2 – Question**

You are free to answer anything that has something to do with the article.

**Step 3 – Read**

Answer your own questions by scanning the article for details.

**Step 4 – Recite**

(Did you read aloud the answers to your own questions?)

**Step 5 – Rite (Write)**

Origin	Meaning
Februs	Feast of purification or cleaning
Martius	Honors Mars, god of war
Aprilis	To open
Maia	Roman goddess of spring and growth
Juno	Goddess of marriage
Quintilis	Fifth
Augustus	In honor of emperor Augustus
Septem	Seven
October	Eight
Novem	Nine
decem	Ten



If you got 14 correct answers in this activity, that's a perfect score-100% Congratulations! 10 – 13 is Very Good, 8 – 9 is Good, 6 – 7 is Fair and 5 – below means read more carefully.

## Activity 2

Here is another practice exercise in using the SQ4R's

Get your science textbook, and do as you are told.

1. Read the title of the book.
2. Read the preface or introduction and find out:
  - a. why the author wrote the book
  - b. for whom the book is intended
3. Turn to the table of contents, and fill in the blanks below.
  - a. The book is divided into \_\_\_\_\_ units.
  - b. Unit I has \_\_\_\_\_ chapters.
  - c. The title of Chapter I is \_\_\_\_\_
  - d. Chapter I has \_\_\_\_\_ sub-topics. They are \_\_\_\_\_

Let's move on. . .

# Reading Adventure

## A. Words Unlocked

While reading, have you ever come across words which were difficult to understand? What did you do to understand them? Did you get a dictionary right away?

The dictionary is the best reference material which can help you understand words, however, there are times when you don't have to refer to it simply because there are clues to the meaning within the sentence or the surrounding sentences. Try the following samples. Read each sentence and write the words which get you closer to the meaning. Look for a synonym or antonym. The first one is done for you.

Unfamiliar Word	Context Clues	Cross Checked Meaning
1. Then, the younger son got all his possessions and headed for a distant country and there <u>squandered</u> his wealth in wild living.	wild living	spend wastefully
2. When he had nothing left, a severe <u>famine</u> in the country came and he began to be in need.		
3. He got so hungry that he wanted to fill his stomach with the <u>pods</u> that the pigs were eating, but no one gave him anything.		
4. When he came to his senses, he remembered his father's servants who had food to spare while he was <u>starving</u> to death.		
5. While he was still far, his father saw him and was filled with <u>compassion</u> for him.		

## Self-check



Did you find the clues? Now, check if you guessed the meaning of each word correctly.

Context Clues	
1. <u>wild</u> living	to spend wastefully
2. to be <u>in need</u>	shortage of food
3. to <u>fill</u> stomach	dry fruits or seeds
4. food to <u>spare</u>	suffer extreme hunger
5. still far	desire to help, pity, mercy

Rate yourself with the following:



- 5 is Outstanding
- 4 is Very Good
- 3 is Good
- 2 is Fair
- 1 means you have to read more carefully

## B. What I know

The Bible says that there is more rejoicing in heaven when one sinner repents than over nine hundred nine righteous persons who do not need to repent. (Luke 15:7) God loves people who recognize that they have done wrong and know how to ask for forgiveness. Why do you think this is so?

Will you be happy to see hardened criminals crying to God and asking for forgiveness? Will it matter if a long lost friend who became an enemy comes back and asks you to forgive him/her? How will you deal with that person?

Recall at least two quotations or sayings that tell about forgiveness.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Everyone has the right to another chance at life. If someone commits a mistake he/she should not be condemned for doing so. He must be given an opportunity to change for the better and redeem himself/herself. If the same thing happens to you, of course, you would want to be forgiven, too.

The story you are about to read is an example of a parable. A parable is a simple story told to illustrate moral truth. It was Christ's means of teaching men how to live righteously. He told several parables to people when He was living here on earth.

## While Reading



Read the selection carefully and find out the lesson it wants to share.

### The Parable of the Lost Son Luke 15:11-31

There was a rich man who had two sons. The younger one said to his father, "Father, give me my share of the estate." So, the father divided his property between them.

Then, the younger son got all his possessions and headed for a distant country and there squandered his wealth in wild living. When he had nothing left, a severe famine in the country came and he began to be in need. So, he went to look for a job and was hired to feed the pigs. He got so hungry that he wanted to fill his stomach with the pods that the pigs were eating, but no one gave him anything.

When he came to his senses, he remembered his father's servants who had food to spare while he was starving to death. He decided to go back to ask his father for forgiveness and say, "Father, I have sinned against God and against you. I am no longer worthy to be

your son, make me one of your hired men." So, he got up and went to his father.

While he was still far, his father saw him and was filled with compassion for him. He ran to his son, threw his arms around him and kissed him.

The son told his father all that he planned to say. But the father ordered his servants to bring the best clothes and put it on him. Put a ring on his finger and sandals on his feet. He further ordered, "Bring the best calf and kill it. We will have a feast and celebrate, for my son was dead and is alive again. He was lost and is found." So, they began to celebrate.

Meanwhile, the elder son was in the field. When he came near the house, he heard music and dancing. He called one of the servants and asked what was going on. "Your brother has come,"

the servant replied, “and your father has killed the best calf because he has him back safe and sound.”

The elder son became angry and refused to enter the house. So, his father went out and pleaded with him. But he answered his father, “Look! All these years I’ve been working hard for you and never disobeyed you. Yet, you never gave me even a young goat so I could

celebrate with my friends. But when this son of yours who has squandered your property with prostitutes comes home, you kill the best calf for him!”

“My son,” the father said, “you are always with me, and everything I have is yours. But we had to celebrate and be glad, because this brother of yours was dead and is alive again, he was lost and is found.”

## Post Reading



A. Answer the following questions based on the selection you have just read.

1. What unusual situation is told in the opening of the story?
2. What did the younger son do with his money? Give examples.
3. Describe his life after he has used up all the money. Give at least 5 adjectives.
4. Why did the father forgive his son so easily?
5. What can you say about the reaction of the elder son when he learned about the homecoming of his younger brother?
6. Would you be willing to forgive anybody who had done you wrong or had caused you physical or emotional pain?

B. Inferring Character Traits

Read the following lines taken from the selection. Then, choose the trait that best describes the character.



1. “Father, give me my share of the estate.”  
The younger son is  
a. helpful      b. industrious      c. disrespectful      d. envious
2. “I am no longer worthy to be called your son.”  
The speaker is  
a. proud      b. humble      c. courteous      d. patient
3. “My son was dead, and is alive again.”  
The father is  
a. forgiving      b. stubborn      c. selfish      d. open-minded

4. "Look! All these years I've been working hard for you and never disobeyed you. Yet, you never gave me even a young goat so I could celebrate with my friends."  
 The elder son is  
 a. courteous    b. helpful    c. obedient    d. envious

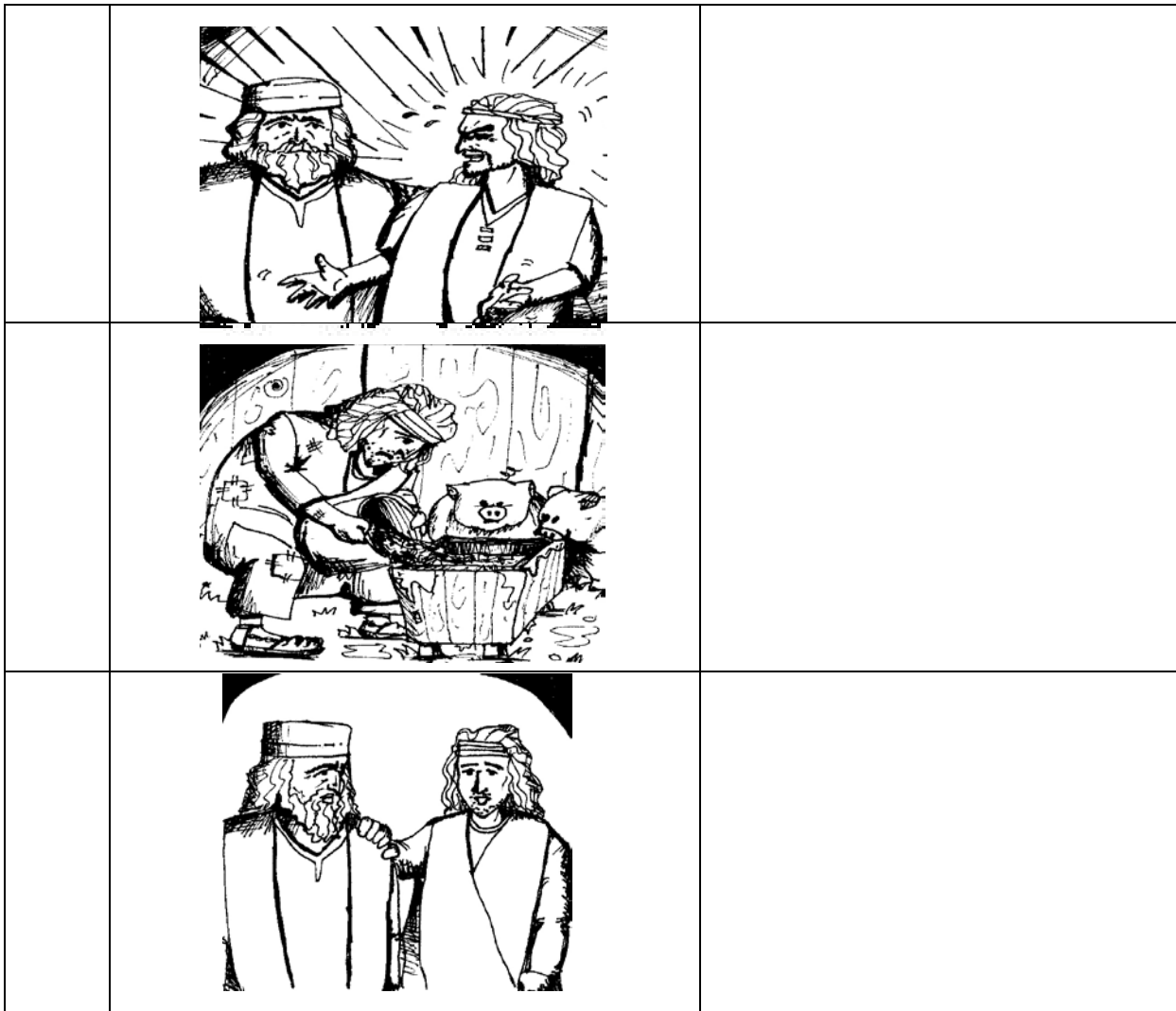
**Logical Sequencing**

The following pictures show the different events in the story you just read. Go back to the reading selection and match the scenes with the parts of the story below. Write the number that will show the order of events.

- The younger brother fed the pigs.
- He got his share of the wealth.
- The elder son came home angry.
- He squandered his money.
- His father welcomed him back.

Scene No.	Events in Pictures	Events Described in Text
		
		





## Self-check



Now, it's time for you to find out if you were able to understand fully well the reading selection given to you.

Let's hope for a good rating.

## Pre-reading



The following are but a few examples of quotations that tell about forgiveness. If you found some more, that's very good.

1. To err is human; to forgive, divine.  
- Alexander Pope

2. Forgive and forget.
3. We read that we ought to forgive our enemies; but we do not read that we ought to forgive our friends.  
- Cosimo de' Medici
4. The stupid neither forgive nor forget; the naïve forgive and forget; the wise forgive but do not forget.  
- Thomas Szasz

## Post Reading



Your understanding of the story is perfect if your answers to the above questions are as close, if not, exactly the same as the answers below.

- A.
1. The younger son asked for inheritance even while the father was still very much alive.
  2. He spent it on wild living. Examples: womanizing, drinking alcohol, gambling and other worthless things.
  3. Miserable, wretched, undesirable, pitiful, inadequate, unfortunate, unhappy, uncomfortable or other words that are of the same meaning as the above. Refer to a dictionary for more words.
  4. Because he loved his son too much.
  5. Any response is acceptable, however, you have to use your better judgment.
  6. Like number 5, any response will do. But if you were to follow God's teachings, as the parable teaches, you should learn to forgive just as God has forgiven you.
- B.
1. c. disrespectful - It was not the right time to talk about inheritance. Only the father can decide to do so.
  2. b. humble - Accepting that one has done wrong is an act of humility.
  3. a. forgiving - Accepting a person in spite of the wrong he has done is being forgiving.
  4. d. envious - Desire to have what another person has is a manifestation of envy.

The correct sequence is 2, 4, 5, 3, 1

You don't need to copy the exact description. You just have to make sure that it revolves around the original text.

Your rating: **20 is the Perfect Score.** Congratulations for an Outstanding Work!

**17 – 19 Very Good**

**13 – 16 Good**

**10 - 12 Fair**

**9 and below means you should study harder by devoting more time to your modules.**



## Language Focus



In speaking or writing, it is not good to repeat words over and over again. You will sound boring and uninteresting. You can improve your speech or writing by replacing *nouns* with *pronouns*.

**Do these activities:**

### Activity

Read the following dialog carefully. You will find underlined words that actually replace nouns found in the sentence that come before it or within the sentence itself.

In the first line, can you tell what word was replaced by it? If your answer is *wallet*, you got it right. Now, try the remaining 10 items.

- Shane: Es-jay, did you see my wallet? I think it was stolen from me.  
Es-jay: Are 1. you sure? Think carefully. When did you last have it?  
Shane: I remember getting it from my bag when I paid for the photo copy of the book. There was a group of guys who were teasing each other. I even got angry because one of the boys stepped on 2. my toe. May be 3. they purposely tried to catch my attention so that they can get my wallet.  
Andrew: Excuse me, Miss (looking irritated).  
Shane: What brings you here again? You see, 4. he is the guy I was telling you about. He stepped on my toe!  
Andrew: Yes, and I think I said, "I'm sorry." I just came to give you 5. your wallet. You left it beside the Xerox copier.  
Shane: So, you found it?  
Andrew: Yes, I did. And this time I think you owe 6. us an apology because I heard you say that my friends and I got your wallet on purpose.  
Es-jay: I believe him. He won't be here if they really planned on getting that wallet of 7. yours. (The other boys are seen approaching.)  
Guys: What's taking you long, bro?  
Andrew: Nothing. It's just that I am waiting for an apology because the lady here happens to have thought of us as thieves.  
James: Is that so? Fine, let us go. 8. We might just be wasting our time here. In the first place, you should have not bothered returning it to her personally when you can just give it to the center for lost and found.  
Shane: Alright, I'm sorry, really sorry for having thought of you as bad guys. Could we be friends?  
Andrew: 9. Your apology is accepted provided that you and your friend will agree to join us in the canteen for snacks.  
Shane: Why not? 10. We are starving to death.

## Self-check

Here are the correct answers. Check your work.

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1. Shane                       | 6. boys                         |
| 2. Shane                       | 7. Shane                        |
| 3. boys                        | 8. boys                         |
| 4. one of the boys<br>(Andrew) | 9. Shane                        |
| 5. Shane                       | 10. Shane, together with Es-jay |



**10** correct answers is **Outstanding**

**8 – 9 is Very Good**

**6 – 7 is Good**

**4 – 5 is Fair** which means you need more practice.

**3** and below means you have to concentrate on the succeeding exercises.

## Personal pronouns

Study the following table showing the subject and object forms of personal pronouns

	Subject		Object	
	Singular	Plural	Singular	Plural
1 <sup>st</sup> person	I	we	me	us
2 <sup>nd</sup> person	you	you	you	you
3 <sup>rd</sup> person	he / she / it	they	him / her / it	them

Now do the following exercises.

### Activity 1.

Choose the correct pronouns and write your answers in your notebook.

1. Are (they, them) coming to see you today?
2. Have Mary and (she, her) written the story?
3. Peter and (he, him) cut the tall grass in front of the Old building.

4. Susan and (she, her) are cousins.
5. Could Anna and (I, me) arrange the flowers for the offering?
6. Marie and (she, her) attend the student conference every year.
7. When did Ferdinand and (she, her) return from Saudi Arabia?
8. Either my cousin or (she, her) will go with you to the party.
9. Mother and (I, me) went window shopping at Plaza Fair yesterday.
10. Cathy and (they, them) are neighbors at Greenwoods Subdivision.

## Activity 2.

Change the italicized nouns to pronouns in the objective case.

1. Is this medal for *Anita*?  
\_\_\_\_\_
2. Have you given *the new students* copies of the school rules and regulations?  
\_\_\_\_\_
3. Who taught *the boys* that song?  
\_\_\_\_\_
4. Our actions must be strange to *Carina and Hannah*.  
\_\_\_\_\_
5. The catechist taught *Jose* the morning prayer.  
\_\_\_\_\_
6. The principal sent for Mr. Cruz and *Miss Pecson*.  
\_\_\_\_\_
7. He offered *Mario and me* some cookies.  
\_\_\_\_\_
8. We saw *the accident* yesterday.  
\_\_\_\_\_
9. The noise came from behind Rex and *Marie*.  
\_\_\_\_\_
10. The staff artist drew *the editorial cartoon*.  
\_\_\_\_\_

**Activity 3.** Give a pronoun in place of the italicized words.

Example: Archie ate *all the bananas*.

Answers: Archie ate *them*.

1. *One of the male dancers* did the break dance.  
\_\_\_\_\_
2. The group leader divided the assignment among *the members*.  
\_\_\_\_\_
3. Would you like to sit between *Cathy and Carmen*?  
\_\_\_\_\_
4. May I accompany *Carlos*, our new classmate?  
\_\_\_\_\_
5. *Three girls and one boy* did not pass the periodical test.  
\_\_\_\_\_
6. *Mila* will be in the laboratory room.  
\_\_\_\_\_
7. The patient is talking to *Dr. Jesus Cunanan*, the lung specialist.  
\_\_\_\_\_
8. *Gilbert* sent me flowers as a birthday present.  
\_\_\_\_\_
9. We develop new ways to identify and classify *living things*.  
\_\_\_\_\_
10. *Our science teacher* taught us what makes up a system.  
\_\_\_\_\_

**After doing Activities 1 – 3, you can say that:**

When a pronoun is used as a subject, it is in the *nominative case*.

*She* is my cousin.

*They* need help.

In the *objective case* the pronoun is used as an object of a verb or an object of a preposition.

Examples: The man saw *me*.  
Give the envelope to *him*.

## Self-Check



Check your answers against this key. Notice that an explanation is given after the answer.

### Activity 1

1. they - 3<sup>rd</sup> person, subjective, plural
2. she - 3<sup>rd</sup> person, subjective, singular, female
3. he - 3<sup>rd</sup> person, subjective, singular, male
4. she - 3<sup>rd</sup> person, subjective, singular, female
5. I - 1<sup>st</sup> person, subjective, singular
6. she - 3<sup>rd</sup> person, subjective, singular, female
7. she - 3<sup>rd</sup> person, subjective, singular, female
8. she - 3<sup>rd</sup> person, subjective, singular, female
9. I - 1<sup>st</sup> person, subjective, singular
10. they - 3<sup>rd</sup> person, subjective, plural

### Activity 2

1. her - 3<sup>rd</sup> person, objective, singular, female
2. them - 3<sup>rd</sup> person, objective, plural
3. them - 3<sup>rd</sup> person, objective, plural
4. them - 3<sup>rd</sup> person, objective, plural
5. him - 3<sup>rd</sup> person, objective, singular, male
6. them - 3<sup>rd</sup> person, objective, plural
7. them - 3<sup>rd</sup> person, objective, plural
8. it - 3<sup>rd</sup> person, objective, singular, no gender
9. her - 3<sup>rd</sup> person, objective, singular, female
10. it - 3<sup>rd</sup> person, objective, singular, no gender

### Activity 3

1. He - 3<sup>rd</sup> person, subjective, singular, male
2. them - 3<sup>rd</sup> person, objective, plural
3. them - 3<sup>rd</sup> person, objective, plural
4. him - 3<sup>rd</sup> person, objective, singular, male
5. They - 3<sup>rd</sup> person, subjective, plural
6. she - 3<sup>rd</sup> person, subjective, singular, female
7. him - 3<sup>rd</sup> person, objective, singular, male
8. He - 3<sup>rd</sup> person, subjective, singular, male
9. them - 3<sup>rd</sup> person, objective, plural
10. He/She- 3<sup>rd</sup> person, subjective, singular, general

#### Activity 4. Using Possessive Pronouns

A pronoun that shows ownership is in the *possessive case*. The table below shows the personal pronouns in the possessive case.

	Possessive Determiners		Possessive Pronouns	
	Singular	Plural	Singular	Plural
1 <sup>st</sup> person	my	our	mine	ours
2 <sup>nd</sup> person	your	your	yours	yours
3 <sup>rd</sup> person	his/her/its	their	his/hers	theirs

This is *my* book. This book is *mine*.  
 Rey is *our* friend. Rey is a friend of *ours*.  
 Remember that the possessive pronouns *its*, *his*, *yours*, *hers*, *theirs*, and *ours* are NEVER written with the apostrophe.

The following activity will require you to use pronouns that express ownership. Read the sentences carefully and fill in the blanks with the correct possessive pronouns.

1. There's a wallet on top of the piano. It is not \_\_\_\_\_. I have my wallet in my bag. Whose is it?
2. That ruler is not \_\_\_\_\_. Your ruler is with Carmelita, your friend. She kept it for you yesterday.
3. Here's \_\_\_\_\_ dictionary. Thank you for letting me use it.
4. Mila, is that \_\_\_\_\_ ball pen? Kindly return it to me.
5. So, you're a friend of Lola Norma. I am a granddaughter of \_\_\_\_\_.
6. Why did you laugh at Mario? \_\_\_\_\_ answer was correct, wasn't it?
7. That puppy is kind of cute. \_\_\_\_\_ eyes are pathetic-looking.
8. They have submitted \_\_\_\_\_ report on time.
9. "Give us this day \_\_\_\_\_ daily bread and forgive us \_\_\_\_\_ sins."
10. The girl slightly raised \_\_\_\_\_ skirt when she crossed the flooded street.
11. Arsenio gave all \_\_\_\_\_ savings to the fire victims.
12. Look at \_\_\_\_\_ eyes and tell me the truth.
13. I have submitted \_\_\_\_\_ paper. Have you submitted \_\_\_\_\_?
14. The old tree is dying; \_\_\_\_\_ branches are brittle; and \_\_\_\_\_ leaves are turning brown.
15. My neighbors are moving to \_\_\_\_\_ new house.
16. The participants are now taking \_\_\_\_\_ seats.
17. The lady guest of honor is about to begin \_\_\_\_\_ speech.
18. Here's my contribution. Where's \_\_\_\_\_, Cecille?
19. Can I borrow \_\_\_\_\_ typewriter, Dingdong?



20. Call Maybelle. These keys are \_\_\_\_\_. They are the keys to \_\_\_\_\_ locker.

### Activity 5. Pronoun Variations

Fill in the blank with the correct pronoun.

Example: It isn't my bag.  
The bag isn't mine.  
The bag doesn't belong to me.

1. The house is theirs.  
It's \_\_\_\_\_ house.  
The house belongs to \_\_\_\_\_.
2. I'm sure the book belongs to him.  
The book is \_\_\_\_\_.  
It's \_\_\_\_\_.
3. Those costumes are not ours.  
They are not \_\_\_\_\_ costumes.  
The costumes don't belong to \_\_\_\_\_.
4. Hey, that's my umbrella.  
That umbrella belongs to \_\_\_\_\_.  
That's \_\_\_\_\_.
5. I think this calculator is yours.  
Isn't this \_\_\_\_\_ calculator?  
The calculator belongs to \_\_\_\_\_.

### Self-check



Check your answers now. The explanation is given right after the answer.

### Activity 4

- |          |   |
|----------|---|
| 1. mine  | - 1 <sup>st</sup> person, singular, possessive pronoun    |
| 2. yours | - 2 <sup>nd</sup> person, singular, possessive pronoun    |
| 3. your  | - 2 <sup>nd</sup> person, singular, possessive determiner |
| 4. my    | - 1 <sup>st</sup> person, singular, possessive determiner |
| 5. hers  | - 3 <sup>rd</sup> person, singular, possessive pronoun    |
| 6. his   | - 3 <sup>rd</sup> person, singular, possessive determiner |

- 7. its - 3<sup>rd</sup> person, singular, possessive determiner
- 8. their - 3<sup>rd</sup> person, plural, possessive determiner
- 9. our, our - 1<sup>st</sup> person, plural, possessive determiner
- 10. her - 3<sup>rd</sup> person, singular, possessive determiner
- 11. his - 3<sup>rd</sup> person, singular, possessive determiner
- 12. my - 1<sup>st</sup> person, singular, possessive determiner
- 13. my, yours - 1<sup>st</sup> person, singular, possessive determiner/2<sup>nd</sup> person, singular, possessive pronoun
- 14. its, its - 3<sup>rd</sup> person, singular, possessive determiner
- 15. their - 3<sup>rd</sup> person, singular, possessive determiner
- 16. their - 3<sup>rd</sup> person, singular, possessive determiner
- 17. her - 3<sup>rd</sup> person, singular, possessive determiner
- 18. yours - 2<sup>nd</sup> person, singular, possessive pronoun
- 19. your - 2<sup>nd</sup> person, singular, possessive determiner
- 20. hers, her - 3<sup>rd</sup> person, singular, possessive pronoun/ 3<sup>rd</sup> person, singular, possessive determiner

### Activity 5

- 1. theirs, them - 3<sup>rd</sup> person, plural, possessive pronoun, 3<sup>rd</sup> person, plural, objective
- 2. his, his - 3<sup>rd</sup> person, singular, possessive pronoun/same
- 3. our, us - 1<sup>st</sup> person, plural, possessive determiner/1<sup>st</sup> person, plural objective
- 4. me, mine - 1<sup>st</sup> person, singular, objective/1<sup>st</sup> person singular, possessive pronoun
- 5. your, you - 2<sup>nd</sup> person, singular, possessive determiner/ 2<sup>nd</sup> person, singular, objective

## Reflexive Pronouns

A pronoun that reflects the action of a verb on the subject is called a reflexive pronoun. The reflexive pronouns are shown in this table.

	Singular	Plural
1 <sup>st</sup> person	myself	ourselves
2 <sup>nd</sup> person	yourself	yourselves
3 <sup>rd</sup> person	herself, himself, itself	themselves

I *myself* made this. (The subject of the verb and the reflexive pronoun refer to the same person.)

I made this *myself*. (The reflexive pronoun reflects the action of a verb on the subject.)

## Activity 6

Complete these sentences by adding suitable reflexive pronouns. The first one is done for you.

1. The excursionists were enjoying themselves at Boracay Beach.
2. I \_\_\_\_\_ decided to do the job.
3. What can they do to help \_\_\_\_\_ ?
4. Did you finish the assignment \_\_\_\_\_ ?
5. We \_\_\_\_\_, cannot promise you anything.
6. The farmers did the harrowing of the field \_\_\_\_\_.
7. The cat hurt \_\_\_\_\_ while catching the mouse.
8. Stevenson convinced \_\_\_\_\_ that he could do the assigned task.
9. He did the repair of the typewriter \_\_\_\_\_.
10. The two brothers gathered the firewood \_\_\_\_\_.

## Self-check



There are more to check. The clue to the correct response is given.  
The noun or pronoun to be replaced are:

- |                |               |
|----------------|---------------|
| 1. themselves  | excursionists |
| 2. myself      | I             |
| 3. themselves  | they          |
| 4. yourself    | you           |
| 5. ourselves   | We            |
| 6. themselves  | farmers       |
| 7. itself      | cat           |
| 8. himself     | Stevenson     |
| 9. himself     | He            |
| 10. themselves | two brothers  |

## Activity 7. Using Indefinite Pronouns

Some pronouns do not refer to any definite noun, but still they take the place of nouns. These are called *indefinite pronouns*. The following are indefinite pronouns:.

anything	somebody	nobody	everybody
anyone	someone	no one	everyone
anybody	something	nothing	everything

*Everyone* is invited.

There's *nobody* home.

Tell the news to *everybody*

Fill in the blank with the correct indefinite pronoun.

1. We all want the best of \_\_\_\_\_.  
a. something            b. everything
2. Please don't tell this to \_\_\_\_\_.  
a. anyone            b. nobody
3. \_\_\_\_\_ will like you if you are grouchy.  
a. Everybody            b. Nobody
4. I saw \_\_\_\_\_ creep by the window.  
a. something            b. anything
5. \_\_\_\_\_ is trying to fool you.  
a. Everything            b. Someone
6. Are you sure you didn't forget \_\_\_\_\_?  
a. anything            b. everything
7. \_\_\_\_\_ can stop me from leaving the club.  
a. Nothing            b. Everything
8. \_\_\_\_\_ looks happy today.  
a. Anybody            b. Everyone
9. \_\_\_\_\_ will be given a chance to recite.  
a. Everybody            b. Everything
10. Do you know \_\_\_\_\_ who can help us?  
a. no one            b. somebody

### Self-check



The answers here require you to think hard and recall related experiences. Hope you got them all right.

1. everything    – covering all aspects in life
2. anyone        – meaning, not a single person
3. Nobody        – meaning, no person will do
4. something     – no definite object

5. Someone – no definite person
6. anything – not a single object
7. Nothing – definitely no object is present
8. Everyone – every single person
9. Everybody – each person
10. Someone – no definite person

## Activity 8

**In addition, we have this to say:**

*This, these, that, and those* are also pronouns. They point out the noun they refer to. They are called *demonstrative pronouns*. *This* and *these* point out things near the speaker while *that* and *those* point out things far from the speaker.

Fill in the blanks with the correct demonstrative pronouns.

1. You see the pile over there? \_\_\_\_\_ is the trash we got from the room.
2. \_\_\_\_\_ is my report. Kindly go over it.
3. Did you hear the witness' statements? \_\_\_\_\_ are fabricated stories.
4. Let me tell you \_\_\_\_\_: I don't intend to pay for a lousy service.
5. Look at the earrings I'm wearing. \_\_\_\_\_ are the only jewels I have.
6. Look at \_\_\_\_\_ handkerchief. It has a unique design.
7. Do you see the group of girls by the shed? \_\_\_\_\_ are students from our school.
8. I saw several rows of seedlings on my way here. Are \_\_\_\_\_ yours?
9. \_\_\_\_\_ are pretty doilies. Who made them?
10. He told you I loved him? \_\_\_\_\_ is ridiculous!

## Self-check



You'll have to see this other activity before we have the last one. Did you see the clues? They actually lead you to the answers.

(location with reference to the speaker)

1. that over there, far from the speaker
2. This go over it, near the speaker

- |          |  |
|----------|--|
| 3. Those | witness' , far from the speaker  |
| 4. this  | Let me tell, the speaker himself/herself   |
| 5. These | I'm wearing, the speaker herself has them  |
| 6. this  | Look at, the speaker is showing it   |
| 7. Those | by the shed, the speaker is far  |
| 8. those | on my way, the speaker has passed the place  |
| 9. These | are pretty...- near the speaker to be able<br>to appreciate the design             |
| 10. that | He told you..., The speaker was somewhere<br>that was why she didn't hear it said. |

### Activity 9.

Another kind of pronouns are those used as questions words such as - *who, what, which, whom* or *whose*. These are called *interrogative pronouns*.

Complete the following dialogs with the appropriate *interrogative pronouns*.

1. A. \_\_\_\_\_ of these books are Maria's?  
B. The ones with plastic cover.
2. A. \_\_\_\_\_ is leaving for abroad?  
B. Augusto.
3. A. \_\_\_\_\_ are you afraid of?  
B. Snakes and lizards.
4. A. \_\_\_\_\_ got my umbrella?  
B. Paula.
5. The messenger left these letters. \_\_\_\_\_ are these?  
B. Mine.
6. A. Jose looks dejected. \_\_\_\_\_ did you tell him?  
B. That I don't love him anymore.
7. A. \_\_\_\_\_ do the Lopezes help?  
B. The orphans.

## Self-check



See if you got the correct answers. The explanation is inside the parentheses.

1. Which – (indicating a choice)
2. Who – (requiring a person for an answer)
3. What – (answer has to be a thing)
4. Who – (answer has to be a person)
5. Whose – (asks for the owner)
6. What – (is asking for a reason)
7. Whom – (the answer is a beneficiary of the help from the Lopezes.)

Check your Final Rating for Language Focus



- For **92 – 90 Outstanding**  
**74 – 89 Very Good**  
**58 – 73 Good**  
**42 – 57 Fair** which means you need more time for your studies.  
**41 and below** means you have to study pronouns more.

## Write Thing



A person is always in need of affirmation, a manifestation that one is loved, cared for and wanted. The absence of this, dampens the spirit, and sometimes leads to frustration or disillusionment.

However, is action enough to satisfy the person of this need? The answer is “NO.” A person wants to be told most of the time.

When was the last time you told your parents you love them? When was the last time you told your friend how important he/she is to you? This time, you will have to write a letter telling that you care for the person you are writing to. You may write to your mom or dad, a special friend or anybody close to your heart. Pay close attention to the pronouns you will use.

Write your letter in your notebook.

After you have written your draft refer to the following guide questions to help you improve your work.

### Content

1. Did you say what you feel about the sendee? (the receiver of the letter)
2. Did you cite instances when you tried to show your true feelings for the person?

3. Did you tell how he/she reacted to your demonstration of affection?
4. Did you mention how much you are willing to give or give up in his/her favor?

### Organization

1. Was the main idea stated in the paragraph?
2. Did you support the main idea with details?
3. Did you use appropriate words to link one sentence to another?

### Structure

1. Did you use appropriate pronouns to replace the nouns?
2. Did you see to it that the number of the subject agrees with the verb?
3. Did you use the appropriate tense of the verb?



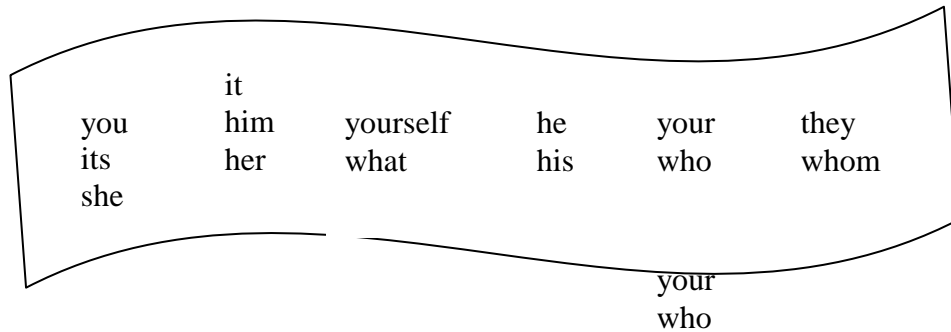
You are almost done with this Module. Now, let us see the totality of what you have learned.

I. Fill in the blanks with pronouns chosen from the box below. You can use the pronouns more than once. The first sentence is done for you.

### Making Friends

Some people find \_\_\_\_\_ it \_\_\_\_\_ difficult to make friends with strangers because 1. \_\_\_\_\_ do not know how to begin. 2. \_\_\_\_\_ is easy to break the ice, if 3. \_\_\_\_\_ really want to. Here is one way of doing 4. \_\_\_\_\_. Suppose 5. \_\_\_\_\_ find 6. \_\_\_\_\_ seated beside a stranger in the Metrorail. If 7. \_\_\_\_\_ has a watch, ask 8. \_\_\_\_\_ the time. If 9. \_\_\_\_\_ have a watch, just tell 10. \_\_\_\_\_ that 11. \_\_\_\_\_ forgot to wind 12. \_\_\_\_\_. Then 13. \_\_\_\_\_ can talk about the Metrorail, its advantages and disadvantages. Show that you are interested in what 14. \_\_\_\_\_ is saying by nodding or shaking 15. \_\_\_\_\_ head or by just smiling. In the course of 16. \_\_\_\_\_ conversation 17. \_\_\_\_\_ can ask 18. \_\_\_\_\_ name, where 19. \_\_\_\_\_ lives or where 20. \_\_\_\_\_ studies. In that way, 21. \_\_\_\_\_ trip will not be boring and 22. \_\_\_\_\_ knows? It might be the beginning of a beautiful friendship.

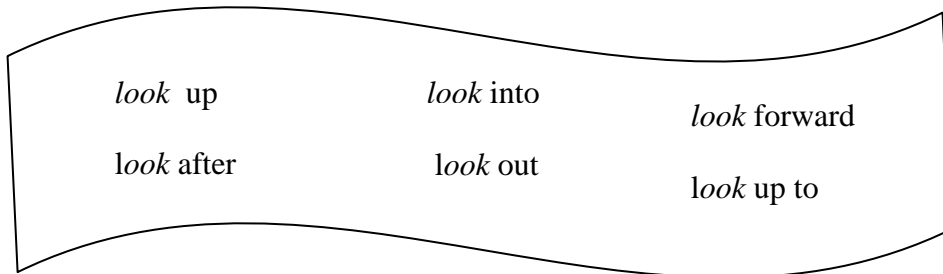




## II. Everyday Expressions

The following are idiomatic expressions with the verb *look*.

Choose one which can replace the underlined word or group of words in the sentences.



1. I admire people with integrity.
2. The Congress continues to investigate on the unexplained wealth of the official.
3. "Please take care of your baby sister while I am away," Mother reminded me.
4. If you come across a difficult word while reading, refer to the dictionary.
5. My mother wishes to see that I become an executive of a big company.
6. While the thieves were inside ransacking the house, one was at the front door, on guard for anybody who might arrive.

### III. Reading

Read the love letter carefully. Then answer the questions that follow.

#### A Love Letter

*Dear Vicky,*

*I wrote to let you know how much you mean to me. Yesterday I saw you walking and laughing with your friends and I hoped that soon you'd want me to walk along with you, too. I love you so I painted you a sunset to close your day; likewise, I whispered a cool breeze to refresh you. I waited but you never called. However, I just kept on loving you.*

*Last night, I saw tears trickling down your cheeks. I knew you were hurt and unhappy; consequently, I wanted so much to comfort you. Unfortunately, you didn't think of Me or ask for My help. To ease your pain, I spilled moonlight onto your face and made the stars burn their brightest, but you were so filled with self-pity, you didn't even notice me.*

*This morning, I exploded a brilliant sun into glorious morning to cheer you up. But you woke up late and rushed off to school unaware of it. My sky became cloudy and My tears were the rain.*

*I love you, I truly and really care. I try to essay the intensity of My love not only in the silence of the green meadows but also in the splendor of the blue sky. The wind whispers My concern throughout the treetops; in addition, I spill it into the vibrant colors of all the flowers. I shout My love to you in the thunder of the great waterfalls; furthermore, I compose love songs for the birds to sing to you. I warm you with the clothing of My sunshine and I perfume the air with Nature's sweet scent. My love for you is deeper than any ocean and it is greater than any need in your heart. If you'd only realize how much I love and care.*

*My Father sends His love. I want you to meet Him- He cares, too. So, please call on Me soon. No matter how long it takes, I'll wait because I love you.*

*Most sincerely,  
Jesus*

1. Point out passages in the letter showing Vicky's indifference to the letter sender.
2. Read the lines showing how the writer felt.
3. (For 3 pts.) Read lines to show that the sender is
  - a. caring
  - b. patient
  - c. loving



Paragraph 1, Lines 1, 2  
2, 1- 5  
3, 1 -3  
4, 3

Paragraph 1, Line 3,4  
4, 1,2,4,5  
5 3

Paragraph 1, Line 5  
4, 4

4. Give yourself 2 points if your answer is “from the first paragraph and 1 point if your answer is at other points in the letter.

Explanation: When the letter sender said,

*I love you so I painted you a sunset to close your day.*

*I whispered a cool breeze to refresh you*

*To ease your pain, I spilled moonlight onto your face and made the stars burn their brightest*

*I exploded a brilliant sun into glorious morning to cheer you up.*

It can be implied that he is not an ordinary person.

5. Answers may vary at this point. The important thing is you are sensitive to the message that this letter is meant for all of us human beings. It’s a letter sent by God to remind us of His selfless love.

Are you excited to move to another Module? Have you computed your total score? Let’s us find out if you are ready.

**Your score**



**35 is Outstanding**

**27 – 34 is Very Good**

**19 – 26 is Good**

**11 – 18 is Fair.** *Congratulations! You have completed another module.*

**10 and below, I’m sorry but you have to review this Module before you proceed to another one.**


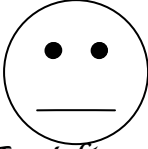

*See you again.*

**NOTE:**

This module helped you learn more from life. The next module will help you learn much more from life by becoming a discriminating and analytical learner.

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

*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>			