



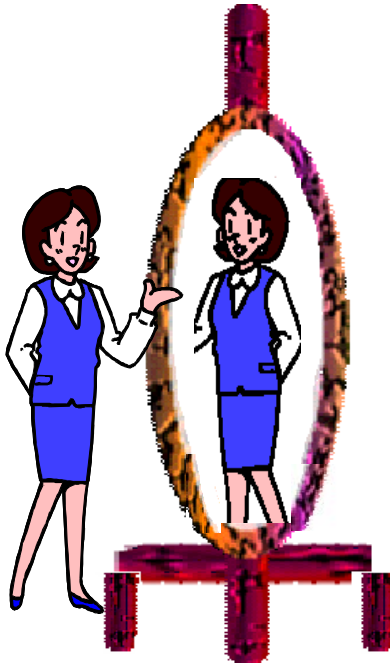
Department of Education
Bureau of Secondary Education
CURRICULUM DEVELOPMENT DIVISION
Meralco Ave., Pasig City



Project EASE

(Effective Alternative Secondary Education)

ENGLISH II



UNIT II
Module 1
Being True to Ourselves

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UNIT II

Module 1

Being True to Ourselves

Overview

Where do you look when you want to see yourself? You look at a mirror, don't you? But mirrors reflect only the physical you, not what you really are. To see the real you, you will have to examine your thoughts, feelings and attitudes; take note of your aspirations and your dreams; and look deeply into your principles in life.

Principles are what people live by. They are the finer designs of life that make a person better, more respectable and more honorable. Being true to oneself and being oneself are marks of a man/woman of principles.

This module will help you take a long hard look at yourself and be a person of principles.



Objectives

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

1. deduce meaning of words through context
2. recognize synonyms
3. infer character traits, feelings and motives through speech and action
4. note details
5. make inferences
6. ask different types of simple questions
7. respond clearly to simple questions
8. write personal reflections on certain issues

Instructions

Here are some specific ways for you to learn from this Module. Remember to follow these steps.

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 answers against the answers given under the **Self-check** of the pretest.
5. As you work on the activities try to relate them to the objectives of this module. What skill or strategy does the activity develop?
6. After each activity, go over the **Self-check** that follows to find out how well you fared in that activity. Pay attention to the items you missed. Learn from your mistakes.
7. After working on all the activities take the **Posttest**.

Now take the pretest. Please do your best.



I. Recognizing Synonyms

Look at the rows of words below. In each row there are two words with similar meanings. Write the letters of those two words in your notebook.

| | | | | |
|----|------------|-------------|--------------|------------|
| 1. | a. answer | b. bounty | c. reply | d. revolt |
| 2. | a. rude | b. impolite | c. important | d. impress |
| 3. | a. bang | b. hurt | c. jeer | d. injure |
| 4. | a. raise | b. wrong | c. truthful | d. honest |
| 5. | a. incline | b. eat | c. dine | d. refuse |

II. Inferring character traits, feelings and motives.

Write the letter of the answer to the question after the passage.

6. She had lost her knitting needles and was trying to make another, though she knew it would take years to rub down the bar. What trait is revealed in the line?
a. humility b. courage c. patience d. resignation

7. Lora alternately crimsoned and paled. She wanted to run away, to hide. What feeling is shown?
 - a. frustration
 - b. shame
 - c. anger
 - d. love
8. Picking up a fist-sized stone, he said "You shall pay for this," and threw it against the boy. Why did the speaker do this?
 - a. He wanted to get even with the boy.
 - b. He is disappointed with the boy.
 - c. He wants the boy to go away.
 - d. He wants the boy to pay his debts.
9. "Teach me to feel another's sorrow, to hide the faults I see." What character trait is shown?
 - a. obedience
 - b. reverence
 - c. humility
 - d. compassion
10. "Oh, do not cry little one. Please forgive me. I was drunk and knew not what I said." What feeling is expressed?
 - a. pity
 - b. sorrow
 - c. anger
 - d. remorse

III. Forming Yes/No Questions

Choose the letter of the correct yes/no question being answered by the statement.

11. The accused is an honest man.
 - a. Is the accused an honest man?
 - b. Did they accuse an honest man?
 - c. Can they accuse an honest man?
12. Scientists are trying to unravel the mysteries of matter.
 - a. Do the scientists try to unravel the mysteries of matter?
 - b. Have the scientists tried to unravel the mysteries of matter?
 - c. Are scientists trying to unravel the mysteries of matter?
13. The wise man has a heart of gold.
 - a. Has the wise man have a heart of gold?
 - b. Does the wise man have a heart of gold?
 - c. Is the wise man a heart of gold?
14. We should be true to ourselves.
 - a. Should we be true to ourselves?
 - b. Shall we be true to ourselves?
 - c. Do we always try to be true to ourselves?
15. The study of matter brought man into the space age.
 - a. Had the study of matter brought man into the space age?
 - b. Did the study of matter bring man into the space age?
 - c. Was the study of matter bringing man into the space age?

IV. Using Tag Questions

Choose the letter of the correct tag question to complete each statement.

16. Matter is anything that occupies space, _____?
 - a. is it
 - b. isn't it
 - c. has it
 - d. hasn't it

17. Air occupies space and has weight, _____?
 a. hasn't it b. don't it c. doesn't it d. isn't it
18. Man cannot live without air, _____?
 a. can he b. does he c. can't he d. doesn't he
19. Even plants and animals need air, _____?
 a. do they b. haven't they c. have they d. don't they
20. Air is composed of many gases, _____?
 a. doesn't it b. isn't it c. does it d. is it

Self-check



A. Recognizing Synonyms

- | | |
|------------|------------|
| 1. a and c | 4. c and d |
| 2. a and b | 5. b and c |
| 3. b and d | |

B. Inferring character traits, feelings and motives

- | | | |
|------|------|-------|
| 6. c | 8. a | 10. d |
| 7. b | 9. d | |

C. Forming Yes/No Questions

- | | | |
|-------|-------|-------|
| 11. a | 13. b | 15. b |
| 12. c | 14. a | |

D. Using Tag Questions

- | | | |
|-------|-------|-------|
| 16. b | 18. a | 20. b |
| 17. c | 19. d | |



Did you get a perfect score? Great! You did very well. This module will come easy to you.

Did you score between 17 and 19? Good! Keep it up and study this module carefully so you'll do even better.

Is your score between 13 and 16? You're on the right track. Study harder and work on this module very well so you can improve your score.

Did you get only 12 or below? Don't worry, study this module very well, do the exercises carefully and read more so you'll do better. Good luck!

Reading Adventure



Pre-reading

What among your possessions do you consider the most valuable or important? Is this a gift, an heirloom or personally acquired through purchase? Suppose somebody would offer a very handsome price for it, would you sell it? Why or why not?

Look at the title of the story. What could the story be about? Write your guess in your notebook. Start this way:

[Looking at the title of the story, I think that the story is about....]

While Reading



The Oily Truth

by Petrus Alphonsi

Translated by William C. McDermott

1. Here's a tale from the mysterious East that was written in the twelfth century. See if you don't think it's an ancestor of our modern detective stories.
2. It happened that a certain man died and left his only son his only possession – a house.
3. Now, the young man had to work hard to keep body and soul together and he lived in great poverty. But although he often went hungry, he did not wish to sell the house he had inherited from his father.
4. Often he was approached by his rich neighbor, who wanted to buy the house in order to make his own larger. But still the young man would not sell.
5. Finally the greedy man was convinced of the young man's determination and considered more devious and underhanded means of getting the house away from him. If, the rich man thought in some way he could get the young man convicted of a crime, he could easily get the house.
6. He went to the youth and said, "Rent me part of your courtyard. I wish to store ten casks of oil in it, under the ground. The oil barrels will be no bother to you and you can certainly use the money I will pay you."
7. With some doubts the young man agreed. But the neighbor did not bury ten full casks of oil in the courtyard. Instead, because he was unscrupulous, he buried five full casks and five half-ful casks. The young man knew nothing of this, for the rich man simply said, "I entrust my ten casks of oil to you."



8. Some time later, oil became scarce. Learning of this, the wealthy man decided to dig up his casks of oil in order to sell them at a big profit. He offered the young man a reward if he would help in the digging and the young man agreed.
9. Buyers were invited to examine the oil as it was dug up, for the rich man wanted witnesses. When it was discovered that five of the casks were only half full, the rich man took the youth into court. There he accused him of theft.
10. The judge, after hearing the wealthy man's story, decided the youth should be brought to trial. But because he was fair, the judge postponed the trial one day so that the young man could get evidence of his innocence, if possible.
11. The poverty-stricken youth felt totally helpless, and despaired. Then he heard of a wise man called Mr. Aid-for-the-Needy. This man was said to be very intelligent and beneficent.
12. The young man sought out this sage, who listened quietly to the story. The elderly man was touched by the youth's sincerity, and was filled with pity. Finally he said, "I believe I can help you. Be in court tomorrow and I will help prove you speak the truth."
13. The next day, both the old wise man and the unhappy young man appeared in court. The judge was so impressed by the wisdom of Mr. Aid-for-the-Needy that he asked him to sit beside him. Then he ordered the trial to start.
14. The rich man told his story first. "I trusted this youth with ten full casks of my oil. Not only did I trust him, but I paid him rent for the ground in which the casks were buried. Now I need the oil, but when I went to get it, lo and behold, I found that five of the casks were half empty. He has dipped oil from my barrels."

15. The young man protested, "I know nothing of his casks, except that he buried them in my courtyard. I am an honest person and have never stolen anything. Least of all would I steal from a man who has trusted me.
16. The case against the young man looked very damaging. There seemed to be no way that he could prove his innocence.
17. The judge stroked his chin. Then he turned to Mr. Aid-for-the-Needy and asked, "What do you think of the case, sir?"
18. And the wise man spoke as follows: "The oil itself will tell us the truth. We all know that oil contains solid matter called sediment-that settles to the bottom of the cask. A full cask will have quite a bit of this sediment at the bottom. Half a cask of oil will have only half as much.
19. "Now, Judge, order that the sediment at the bottom of the casks be measured. If it is true that the young man dipped oil from five of the casks, those casks will have the same amount of sediment as there is in the full casks.
20. "If, however, the casks were only half full when they were put into the ground, there will be half as much sediment at the bottom.
21. The judge agreed to the wisdom of the plan, and ordered that the sediment in all the casks be measured. Sure enough, there was less solid matter at the bottom of the half-full casks. This proved that they never had been full.
22. Thus it was that the old wise man proved the young man's innocence. The youth went happily to his house and, although this was a sort of detective story, he probably lived happily ever after.

Words Unlocked

Did you like the story? Before we discuss it, let us first get the meaning of some unfamiliar words used in the selection. There are several ways of arriving at the meaning of words.

A. Using Context

You may not always use the dictionary to get the meaning of words. Often you can tell the meaning of a word from the words around it. We call this getting meaning from context.

Now you will practice this vocabulary skill. Find and write the words in your notebook. Write the words used in the selection that match the definitions below. The number in parentheses tells you the paragraph of the story to look at.

1. firmness of purpose (5)
2. barrel-shaped container for liquids (6)
3. without principles (7)
4. put off (10)
5. gave up hope (11)
6. kind (11)
7. one distinguished for wisdom (12)

B. Words with Many Meanings

Often a word has more than one meaning. Its meaning depends on how it is used in the sentence. Try this exercise.

Choose the letter of the meaning of each word in **boldprint** as it is used in the story. The number in parentheses tells you which paragraph of the story to look at.

- | | | |
|----------------------|----------------------------|---------------------|
| 1. ground (6) | 2. court (9) | 3. case (16) |
| A. soil, earth | A. an enclosed yard | A. box |
| B. reason for action | B. a place of law | B. evidence |
| C. foundation | C. the residence of a king | C. covering |

C. Using Synonyms

You have learned in past modules that some words have the same or nearly the same meaning. For example, *old* has the same meaning as *ancient*; both words mean “dating from the distant past.” Here is an exercise to show how good you are at recognizing synonyms.

Fill in the chain with the synonyms of the word in the first chain. Choose from the words in the barrel.

fair principled cunning
 tricky crooked mercenary
 selfish covetous avaricious
 dishonest reliable trustworthy
 upright acquisitive indirect

- 1.
- 2.
- 3.

Self-check

Now let us see how well you were able to arrive at the meaning of some words without using the dictionary. Check your answers against this key to correction.

A. Using Context

- | | | |
|------------------|---------------|---------|
| 1. determination | 4. postponed | 7. sage |
| 2. cask | 5. despaired | |
| 3. unscrupulous | 6. beneficent | |

B. Words with Many Meanings

- | | | |
|------|------|------|
| 1. a | 2. b | 3. b |
|------|------|------|

C. Using Synonyms

1. greedy: covetous, selfish, acquisitive, mercenary, avaricious
2. devious: cunning, tricky, crooked, indirect, dishonest
3. honest: fair, principled, upright, trustworthy, reliable



Perfect? You're a fantastic reader! You can get the meaning of unfamiliar words even without the dictionary. That's great!

Is your score between 20 and 24? Very Good! Keep up the good work and sharpen your skill some more through reading.

Is your score between 15 and 19? You're doing fine. Develop your skill by more and more reading!

Is your score 14 or lower? Cheer up! Give yourself a break-read, read and read. Happy reading!



Post Reading

Let us see how well you understood the story.

Scanning for Details

Sometimes, you read only those parts of a reading material that will give you the information you need. One way of doing this is through *scanning* which is a hunt-skip-read search for answers to specific questions. When you scan a material, you read as little as possible. You move your eyes rapidly over the page, looking for the information you need.

Now, scan the selection for answers to the following questions.

1. What is the setting of the story? How do you know?
2. What was the young man's only possession? How did he come to have it?
3. What was the economic status of the young man?
4. Who wanted to buy the property? Was the young man willing to sell?
5. What means did the rich man attempt to use to get the property? Did he succeed? Give proofs.
6. Who helped the young man with his problem? How?

Understanding the Story

Write the letter of the best answer for each question.

1. The young man did not want to sell his house because he
 - a. didn't like his rich neighbor.
 - b. wanted to rent it instead.
 - c. had nothing else in the world.
 - d. didn't want to move from the city.

2. The rich neighbor wanted the youth's house because
 - a. he wanted to enlarge his own.
 - b. the house was very valuable.
 - c. he needed more room to store oil.
 - d. he thought he had a right to it.
3. Mr. Aid-for-the-Needy helped the young man because he
 - a. felt sorry for the youth.
 - b. believed the youth was telling the truth.
 - c. wanted to get the youth's house himself.
 - d. Both a and b.
4. The rich man tried to involve the young man in a crime because he
 - a. wanted revenge for something the youth had done.
 - b. could think of no other way to get the young man's house.
 - c. thought he could get the court to return the stolen oil.
 - d. wanted the youth to go to jail.
5. The young man agreed to store the oil probably because he
 - a. needed the rent money.
 - b. planned to steal the oil.
 - c. really liked his neighbor.
 - d. was afraid of his neighbor.
6. The neighbor's plan to have the youth brought to trial was made
 - a. before he buried the ten barrels of oil.
 - b. when he discovered that his oil had been stolen.
 - c. after he saw the youth would not sell the house.
 - d. Both a and c.
7. If the youth had stolen the oil it would have been easy to tell, because
 - a. his oily fingerprints would have been found on the casks.
 - b. the tops of the casks would have been loose or broken.
 - c. there would have been the same amount of sediment in all the casks.
 - d. oil would have been spilled on the ground around the casks.
8. After the trial, the young man probably
 - a. sold his house to another buyer.
 - b. filed countercharges against his rich neighbor.
 - c. gave his house to Mr. Aid-for-the Needy.
 - d. lived peacefully and contentedly in his house.
9. The young man is to be admired because he is
 - a. determined and resourceful.
 - b. principled and truthful.
 - c. sentimental but reliable.
 - d. poor but honest.

Self-check



Do you want to know how you fared? Check your answers against those below.

Scanning for Details

1. The story took place in the Middle East during the twelfth century.
The introductory paragraph gives the setting.
2. A house. His father gave it to him.
3. The young man lived in poverty and he often went hungry.
4. His rich neighbor. No, the young man would not sell the house.
5. The rich man tried to involve the young man in a crime. No, he did not succeed.
6. The young man was helped by Mr. Aid-for-the-Needy, a very intelligent and beneficent old man.

Understanding the Story

1. c. The house was his only possession; besides it was a gift from his dead father.
2. a. Perhaps, the rich man wanted more space.
3. d. He saw through the young man and knew he was telling the truth.
4. b.
5. a. He is poor, so he could use the rent money.
6. d. He had to devise a plan to get the house because he wanted it badly.
7. c.
8. d.
9. b.

Perfect score is 15. Did you get it? Wow! Congratulations! You must have enjoyed reading it.

If you scored between 11 and 14, you're doing just fine! Keep up the good work.

If you scored between 8 and 10, not bad! Just read some more.

If you scored 7 or lower, better luck next time. Please study harder. Continue reading until you become a good reader.

Write Thing



Suppose you were falsely accused as the young man was. What would you do? How would you feel? Who would you turn to for help? Write your reflections on this issue in your notebook.

Skills Enhancer

Two reading skills you have to master to become an effective reader are *understanding synonyms* and *making inferences*. The former is a vocabulary skill, the latter is a comprehension skill.

Synonyms One More Time

Here are additional exercises on synonyms to help you develop a wider vocabulary.

Exercise 1. A Matching Game

Look at the words in column A. For each word, look in column B and find the word that means the same and write its letter in your notebook. Number 1 is answered for you.

| Column A | Column B |
|--------------|---------------|
| 1. calm | a. silent |
| 2. fatal | b. man |
| 3. absence | c. late |
| 4. voiceless | d. deadly |
| 5. certain | e. quiet |
| 6. tardy | f. close |
| 7. grief | g. being away |
| 8. male | h. firm |
| 9. near | i. shy |
| 10. bashful | j. sure |
| 11. hard | k. sorrow |

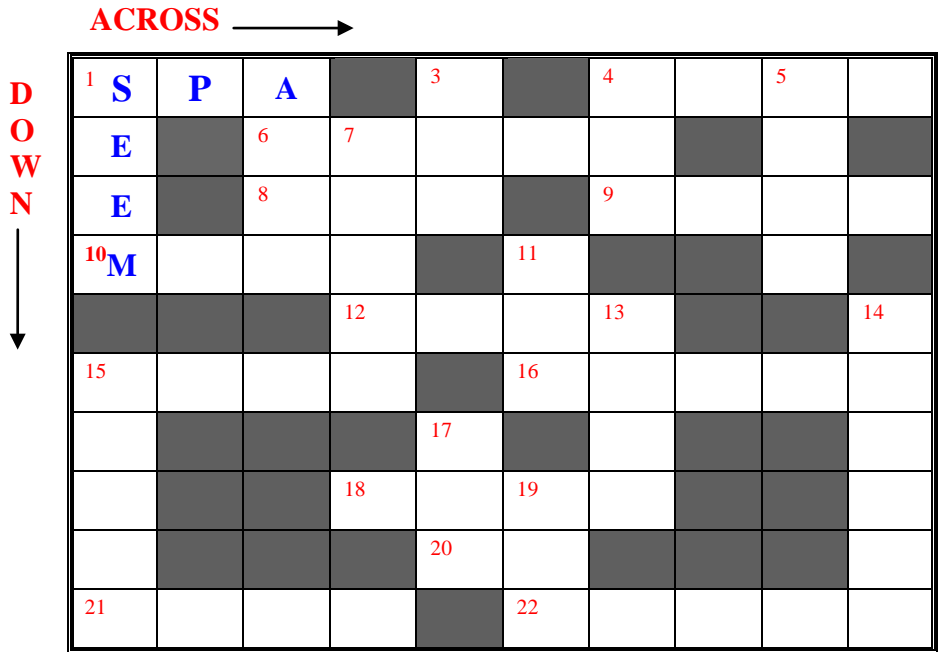
Answer: 1. e

Exercise 2. Solving a Crossword Puzzle

Have you ever tried doing a crossword puzzle? It's both fun and worthwhile. Try the following word puzzle.

But first, copy the puzzle in your notebook. When you're ready, follow the following instructions.

Look at the Across Column below. In the Synonym Column next to it, find the synonym for each numbered word and write it in the corresponding boxes. Do the same for the Down Column. The number before the word tells you in which box to begin.



Across Column

Synonym Column

Down Column

Synonym Column

- 1. resort
- 4. parched
- 6. inexpensive
- 8. tariff
- 9. level
- 10. jumble
- 12. hurry
- 15. obligation
- 16. seashore
- 18. mist
- 20. toward
- 21. unbiased
- 22. melts

- cheap
- fair
- mess
- beach
- thaws
- film
- spa
- to
- duty
- even
- tax
- trot
- arid

- 1. appear
- 2. deeds
- 3. jinx
- 4. imitate
- 5. thought
- 7. hurried
- 11. task
- 13. abound
- 14. beats
- 15. midget
- 17. morsel
- 19. quantity

- bit
- acts
- throbs
- job
- hasty
- ape
- lot
- dwarf
- teem
- idea
- hex
- seem

Self-check



Are you eager to find out how you performed? Okay, Check your answer against the answers below.

Exercise 1. A Matching Game

- | | | |
|------|------|-------|
| 1. e | 5. j | 9. f |
| 2. d | 6. c | 10. i |
| 3. g | 7. k | 11. h |
| 4. a | 8. b | |

Exercise 2. Crossword Puzzle

Across

1. spa
4. arid
6. cheap
8. tax
9. even
10. mess
12. trot
15. duty
16. beach

18. film
21. fair
22. thaws

Down

1. seem
2. acts
3. hex
4. ape
5. Idea
7. hasty
11. job
13. teem
14. throbs

15. dwarf
17. bit
19. lot

Perfect score is 52. Did you get that score? Fantastic! Congratulations!



Did you get 42-51? Wonderful job! Keep it up.

Did you get 32-41? Fine, but there is still so much room for improvement. Continue reading.

Did you score 31 or lower? Keep on trying, it's not yet late. Read and read some more so you can improve your vocabulary. Good luck!

Making Inferences

Inferring is reading between the lines or finding the hidden meaning. Literary writers make their readers do this to make reading more exciting and pleasurable. To help the reader they provide all kinds of clues to enable the reader's mind to see thoughts suggested by what the words say and read more than what their eyes see. One kind of making inferences is inferring character traits, feelings and motives by what a person says or does.

Read the following sentence and see how much you can tell about the character of the woman and even about her appearance, although the writer does not mention either.

At the very sight of her, the children would instantly stop their merry chatter and freeze into silence until she was out of sight again.

Answer the following questions.

What was there about her that made the children stop their happy conversation? What did they see in her face? Was she smiling or was her lips drawn into a tight line? Did they like her or fear her? Why? What clues suggested your answers?

Were you surprised at the number of inferences you were able to make about the woman? This kind of reading will stir your imagination and make the character come alive to you. Now do the next exercises.

Exercise 2. Inferring character traits, feelings and motives.

Write the letter that best completes the sentence.

1. Molly threw her coat over a chair, flew past her surprised parents to her room, slammed the door and flung herself face down on the bed. Molly feels
 - a. tired
 - b. disappointed
 - c. frightened
 - d. worried
2. She spoke as if her tongue had been dipped in acid. She spoke
 - a. cheerfully
 - b. calmly
 - c. angrily
 - d. carefully
3. I heard mother sigh, "I hope your father is safe on his way home tonight." She felt silent after that. The mother feels
 - a. anxious
 - b. confident
 - c. bad
 - d. proud
4. I think Ana is guilty of telling lies about her family. When I visited their home, I learned that her parents are dead. An old aunt had been taking care of her since childhood. This aunt earns her living by selling comics and magazines in front of her house. Ana lied about her family because
 - a. she was afraid to be alone.
 - b. she was ordered by her aunt.
 - c. she was ashamed of her family.
 - d. she was popular in school.
5. "They are all dead. The evil spirits that live in the mountains became angry. They pushed down the mountainside and Tolya, Bantay and Bongsod were buried underneath." The speaker is
 - a. fanatical
 - b. superstitious
 - c. prophetic
 - d. religious

The next part of the module is about constructing questions which can be answered by either *yes* or *no*. Stay tuned.

Language Focus



This portion starts with a short narrative. Read the story and answer the questions following it.

Be Yourself

A group of animals started a school. Each was going to study something he knew nothing about.

So the duck, an excellent swimmer, took up running. Well, try as it might, it remained a poor runner.... And in the meantime became second-class in swimming too.

The dog was a good runner, but it broke its leg trying to fly.

The cockatoo was a natural at flying, but almost drowned trying to swim.

At the end of all these special courses, none of the animals was very good at anything.

The moral of the story is: Be what you are. Don't try being what you are not; for if you aren't what you are, what are you?

- Quote

It is a simple story but the message is profound, don't you think so?

Now answer the following questions.

1. Who are the characters in the narrative?
2. How do they behave?
3. What is the lesson taught by the narrative?
4. What literary type is the selection? Why?

Let's check your answers. If you answered *duck*, *dog*, and *cockatoo* in number 1, you're right. For number 2, the answer is : *The duck studied running; the dog, flying; and the cockatoo, swimming*. The story teaches us not to try being what we are not. The selection is, of course, a fable, a story about animals that teaches a moral lesson.

Questions to elicit structure

Read each question orally. Use the rising intonation.

1. Is the duck a good runner?
2. Can the dog fly?
3. Has the cockatoo learned to swim?
4. Did the animals become good at anything?
5. We shouldn't be what we are not, should we?

Here are some generalizations we can draw from the question and answer exercise.

Some questions can be answered by **yes** or **no**. They are called **yes/no questions**. In sentences using the verb **be** we form questions by reversing the position of the subject and the verb. Look at the examples below.

| Statement | Question | Response |
|-----------------------------------|-----------------------------------|---------------|
| The duck is an excellent swimmer. | Is the duck an excellent swimmer? | Yes, it is. |
| The duck is not a good runner. | Is the duck a good runner? | No, it isn't. |

If the verb is not a form of **be** but has a helping verb, we start the simple question with the helping verb. The following are examples of this.

| Statement | Question | Response |
|---------------------|-------------------|----------------------------------|
| The dog cannot fly. | Can the dog fly? | No, it can't. |
| Missey will come. | Will Missey come? | Yes, she will. No, she won't. |

If the verb is not the form of **be** and if it has no helping verb, we supply a form of **do** (**do**, **does**, **did**) and change the main verb to simple or base form.

| Statement | Question | Response |
|------------------------------|--------------------------------|--------------------------------|
| The story teaches a lesson. | Does the story teach a lesson? | Yes, it does./No, it doesn't. |
| They listen well. | Do they listen well? | Yes, they do./No, they don't. |
| The cockatoo almost drowned. | Did the cockatoo almost drown? | Yes, it did. No, it didn't. |

Practice asking yes-no questions by doing the following activities.

Activity 1. Yes/No Question with Verbs **to be**

The following statements center on the topic *light*

Change each statement to a yes/no question. Number 1 is done for you.

Light

1. Light is a form of energy.
Is light a form of energy?
2. It is closely related to heat and nuclear energy.

3. Wherever there is light, there is usually heat.

4. We are dependent on light for the plants we grow and the food we eat.

5. The sun is our chief source of light.

6. It is a luminous body.

7. Fire, too is a luminous body.

8. A bonfire and a candle flame are luminous objects.

9. Luminous bodies are objects shining by its own light.

10. Light is a part of the electromagnetic spectrum.

11. Radio waves, x-rays and gamma rays are also part of this spectrum.

Self-check



Now, compare your answers with those that follow.

2. Is it closely related to heat and nuclear energy?
3. Is there usually heat wherever there is light?
4. Are we dependent on light for the plants we grow and the food we eat?
5. Is the sun our chief source of light?
6. Is it a luminous body?
7. Is fire a luminous body too?
8. Are a bonfire and a candle flame luminous objects?
9. Are luminous bodies objects shining by its own light?
10. Is light a part of the electromagnetic spectrum?
11. Are radio waves, x-rays and gamma rays also part of this spectrum?



Score each item 2 points. Perfect score is 20.

Perfect! Terrific! You're a fast learner. Hats off to you!

If you scored between 16 and 18 you did fine. Keep it up.

If you scored between 12 and 14 that's okay, but study harder, please.

If you scored 10 or lower you really should devote more time in studying.

Try the next exercise.

Activity 2. Yes/no Questions with **Has / Have**

Complete each sentence with *has* or *have*.

1. _____ you conducted an investigatory project?
2. _____ the class been given an assignment on one?
3. _____ the boys set up the apparatuses?

4. _____ Nina copied the procedure from the teacher's manual?
5. _____ the teacher assigned the group leaders?
6. _____ anyone ever experienced doing an investigatory project before?
7. _____ Liza and Meg agreed on who is going to write the report?
8. _____ the class fully discussed the procedure?
9. _____ the group members jotted down the important data?
10. _____ we agreed on the date of submission?

Self-check



Do you want to find out how you performed? Check your answers against those below.

- | | | | |
|---------|--------|---------|----------|
| 1. Have | 4. Has | 7. Have | 10. Have |
| 2. Has | 5. Has | 8. Have | |
| 3. Have | 6. Has | 9. Have | |



Perfect score is 10. Did you score 10? Wow, you're terrific!
 If you scored between 7 and 9 you did well, but you can do better.
 If you scored 6 or lower concentrate on your studies. You can do better than your present score. Good luck!

Activity 3. Yes/No Questions with **do, does or did**

The topic of this grammar exercise is the Theory of Evolution.
 Change each statement to a yes/no question. Decide whether to use **do, does or did**.
 Number 1 is done for you.

The Theory of Evolution

1. Charles Darwin developed the theory of evolution.
Did Charles Darwin develop the theory of evolution?
2. The theory of evolution introduced the idea that species change over a long period of time.

3. This theory explains extinct forms, or fossils as ancestors of present day organisms.

4. Fossils give evidence for evolution.

5. Fossils preserved in successive vertical layers indicate the sequence in which plants and animals evolved.

6. The theory of evolution helps to explain the variety of life.

7. It also gives biologists a more logical way of classifying organisms.

8. The theory raises questions as to the manner and means of its occurrence.

9. The theory operates in natural selection.

10. The theory of evolution occupies a unique place in biology.

11. It formed a part of the foundations of biology.

Self-check



Compare your answers with those below to know how well you fared.

2. Did the theory of evolution introduce the idea that species change over a long period of time?
3. Does this theory explain extinct forms, or fossils as ancestors of present day organisms?
4. Do fossils give evidence for evolution?
5. Do fossils preserved in successive vertical layers indicate the sequence in which plants and animals evolved?
6. Does the theory of evolution help to explain the variety of life?
7. Does it also give biologists a more logical way of classifying organisms?
8. Does the theory raise questions as to the manner and means of its occurrence?
9. Does the theory operate in natural selection?
10. Does the theory of evolution occupy a unique place in biology?
11. Did it form a part of the foundation of biology?



Score every correct answer as 2. Perfect score is 20.

Did you get 20? Wonderful! Congratulations! You mastered your yes/no questions.

Did you score 16 or 18? Good work. Keep it up!

Did you score 12 or 14? You're okay but please study harder.

Did you score 10 or lower? Please spend more time in your studies and do better next time.

The next exercise will give you practice in making tag questions, or short yes-no questions added to statements to seek confirmation.

Activity 4. Using Tag Questions

Add a tag question to each statement then give a short affirmative or negative response. The first one is done for you.

Solar Energy

1. The sun gives off solar energy, doesn't it? Yes, it does.
2. Solar energy can be in the form of heat or light, _____? _____.
3. The earth is always receiving solar energy, _____? _____.
4. Solar energy is partly absorbed and partly reflected, _____? _____.
5. Light-colored objects cannot absorb solar energy well, _____? _____.
6. The earth has a blanket of air around it, _____? _____.
7. The atmosphere keeps the earth's surface from getting much hotter or much colder, _____? _____.
8. Without the atmosphere, the plants and animals that live on earth could not exist, _____? _____.
9. The angle of sunlight affects the temperature of a sunlit surface, _____? _____.
10. Some parts of the earth are not as warm as others at the same time of the year, _____? _____.
11. Some parts of the earth have the same temperature year round, _____? _____.

Self- check



Let's find out how you performed. Check your answers against those below. Score 1 pt. for the tag question and another point for the response.

- | | |
|------------------------------|--------------------------------|
| 2. can't it? Yes, it can. | 7. doesn't it? Yes, it does. |
| 3. isn't it? Yes it is. | 8. could it? No, it couldn't. |
| 4. isn't it? Yes, it is. | 9. doesn't it? Yes it does. |
| 5. can it? No, it can't. | 10. are they? No, they aren't. |
| 6. doesn't it? Yes, it does. | 11. don't they? Yes, they do. |



Perfect score is 20. Perfect? Superb!

If your score is between 16-19, you're doing a good job! Keep it up.

If your score is between 12-15, you're doing just fine but you can still do better. Study harder.

If your score is 11 or below please spend more time for your studies. Good luck!

Write Thing



Read the story below and form five simple or yes/no questions and five tag questions based on it.

Be What You Are

A.R. Walls

Once there was a snake who was not happy because he seemed to upset everyone. He never did anything wrong, and yet, everybody ran away from him, or else they threw sticks and stones at him. He figured out that it must be because of his personal appearance and so he made up his mind to change that. He placed his tail in his mouth and formed himself into a perfect circle. He then stiffened himself and seemed perfectly wooden.

Soon some children found him, pounced on him eagerly and screamed, "Oh, what a pretty green hoop."

And taking a stick, they began to roll it along the ground, every now and then giving it a smart smack to keep it rolling along.

The poor snake stood the punishment as long as he could. At the first opportunity, he rolled off into the bushes and slipped back into his former shape and slithered away safely.

"I have learned my lesson," he said to himself, "that no matter how unfortunate my lot, I don't gain anything by pretending to be someone else."

Everyday Expressions

You may not be aware but you use idioms in conversation and in writing. Because idioms are usually short but forceful, writers frequently use them.

An *idiom* is an expression that has developed naturally in a language. An idiomatic expression, generally, cannot be changed nor can the arrangement of the words be altered. Therefore, you must carefully note the exact words that make up the expression and remember the exact arrangement of words. Remember that fluency in English include a mastery of its idioms.

I. Study the following two-word verbs or idioms.

fall back on – go back to for help

fall behind – lag behind

fall for – have a crush on; be attracted to

fall in – take one's proper place in line; collapse.

fall off – decrease

fall out – happen; withdraw

fall through – fail

II. Fill in the blanks with the correct form of the idiomatic expression chosen from the list.

1. Imee _____ tall, fair and good-looking guys.
2. Lucy is highly dependable; we can always _____ her if anything goes wrong.
3. The students _____ line and trooped to their classroom quietly after they were reprimanded by the teachers.
4. Canteen sales tend to _____ from August to October.
5. Addicted to computer games, Roberto _____ his studies.
6. Mayet had to _____ of the skills competition because of illness.
7. The PTA is having a raffle on Saturday afternoon unless it _____ because of bad weather.
8. Vic and Boyet always _____ a pretty face.
9. Class attendance is _____ thus the teacher decided to do home visitation.
10. The old building _____ during the earthquake.

Self-check



Want to know how you fared? Check your answers against those below.

- | | |
|-----------------|------------------|
| 1. falls for | 6. fall out |
| 2. fall back on | 7. falls through |
| 3. fell in | 8. fall for |
| 4. fall off | 9. falling off |
| 5. fell behind | 10. fell in |

Now try to use the two-word verbs in your own sentences. Write them in your notebook. Give yourself a pat on the shoulder because you have finished the module. Do you want to assess how much you have learned from it? If so, take the posttest.

Posttest



A. Recognizing Synonyms

Look at the rows of words below. In each row there are two words with similar meanings.

Write the letters of those two words on your answer sheet.

- | | | | |
|--------------|-------------|-------------|-------------|
| 1. a. fire | b. employ | c. upper | d. hire |
| 2. a. needed | b. pleasing | c. proud | d. required |
| 3. a. loyal | b. light | c. faithful | d. high |
| 4. a. strive | b. bloom | c. flower | d. thrive |
| 5. a. last | b. final | c. first | d. moment |

B. Inferring Character Traits, Feelings and Motives.

Write the letter of the answer to the question after the passage.

6. "You old leech, you've killed others this way, but you'll see. You'll see, you thieving woman." The feeling expressed is
- | | |
|-------------------|-------------------|
| a. jealousy | c. disappointment |
| b. vindictiveness | d. defiance |
7. For yesterday is but a dream
And tomorrow is only a vision
But today, well-lived makes
 every yesterday a
 dream of happiness
And every tomorrow a vision of hope
The speaker is a/an

- a. dreamer
b. optimist
- c. realist
d. idealist
8. "I had a dream and I went to Madam Auring to ask her what it could possibly mean." The speaker is
- a. romantic
b. inquisitive
- c. prophetic
d. superstitious
9. Laugh and be merry, remember, better the world with a song. The speaker is
- a. carefree
b. cheerful
- c. wise
d. foolish
10. Patricia Ann paused breathlessly in the doorway to the living room and her heart failed her. It was a dark den. Patricia Ann feels
- a. contempt
b. joy
- c. fear
d. sorrow

C. Forming Yes / No Question

Choose the letter of the correct yes/no question equivalent of the following statements.

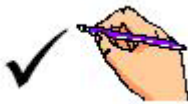
11. Matter is the substance of the physical world.
- a. Is the substance of matter the physical world?
b. Is matter the substance of the physical world?
c. Can matter be the substance of the physical world?
12. Atoms are the basic components of matter.
- a. Do atoms compose matter?
b. Are the basic components of matter atoms?
c. Are atoms the basic components of matter?
13. Low temperature can change liquid matter to solid.
- a. Can low temperature change liquid matter to solid?
b. Does low temperature change liquid matter to solid?
c. Is liquid matter changed to solid by low temperature?
14. Water expands when it is frozen.
- a. When frozen, does water expand?
b. Does water expand when it is frozen?
c. Did water expand when frozen?
15. Physics deals with the study of the three states of matter.
- a. Does physics deal with the study of the three states of matter?
b. Do physics deal with the study of the three states of matter?
c. Is physics deal with the study of the three states of matter?

D. Using Tag Questions

Choose the letter of the correct tag question to complete each statement.

16. Plastics and synthetic fibers are not natural fibers, _____?
a. are they b. aren't they c. is it d. isn't it
17. Today, we must conserve fuel and energy, _____?
a. don't we b. aren't we c. mustn't we d. shouldn't we
18. The book describes Philippine Architecture, _____?
a. is it b. don't it c. does it d. doesn't it
19. The merry makers celebrated noisily, _____?
a. did they b. didn't they c. don't they d. do they
20. The atom was thought to be the smallest particle of matter, _____?
a. was it b. isn't it c. is it d. wasn't it

Self-check



Now check your answers against the key that follows.

A. Recognizing Synonyms

- | | |
|------------|------------|
| 1. b and d | 4. b and c |
| 2. a and d | 5. a and b |
| 3. a and c | |

B. Identifying character traits, feelings and motives

- | | | |
|------|------|-------|
| 6. b | 8. d | 10. c |
| 7. c | 9. a | |

C. Forming yes/no question

- | | | |
|-------|-------|-------|
| 11. b | 13. a | 15. a |
| 12. c | 14. b | |

D. Using tag questions

- | | | |
|-------|-------|-------|
| 16. a | 18. d | 20. d |
| 17. c | 19. b | |



Got a perfect score? Fantastic! You've really made good use of the module.

Congratulations! You deserve a trophy.

Did you score between 17 and 19? Very good! Keep up the good work.

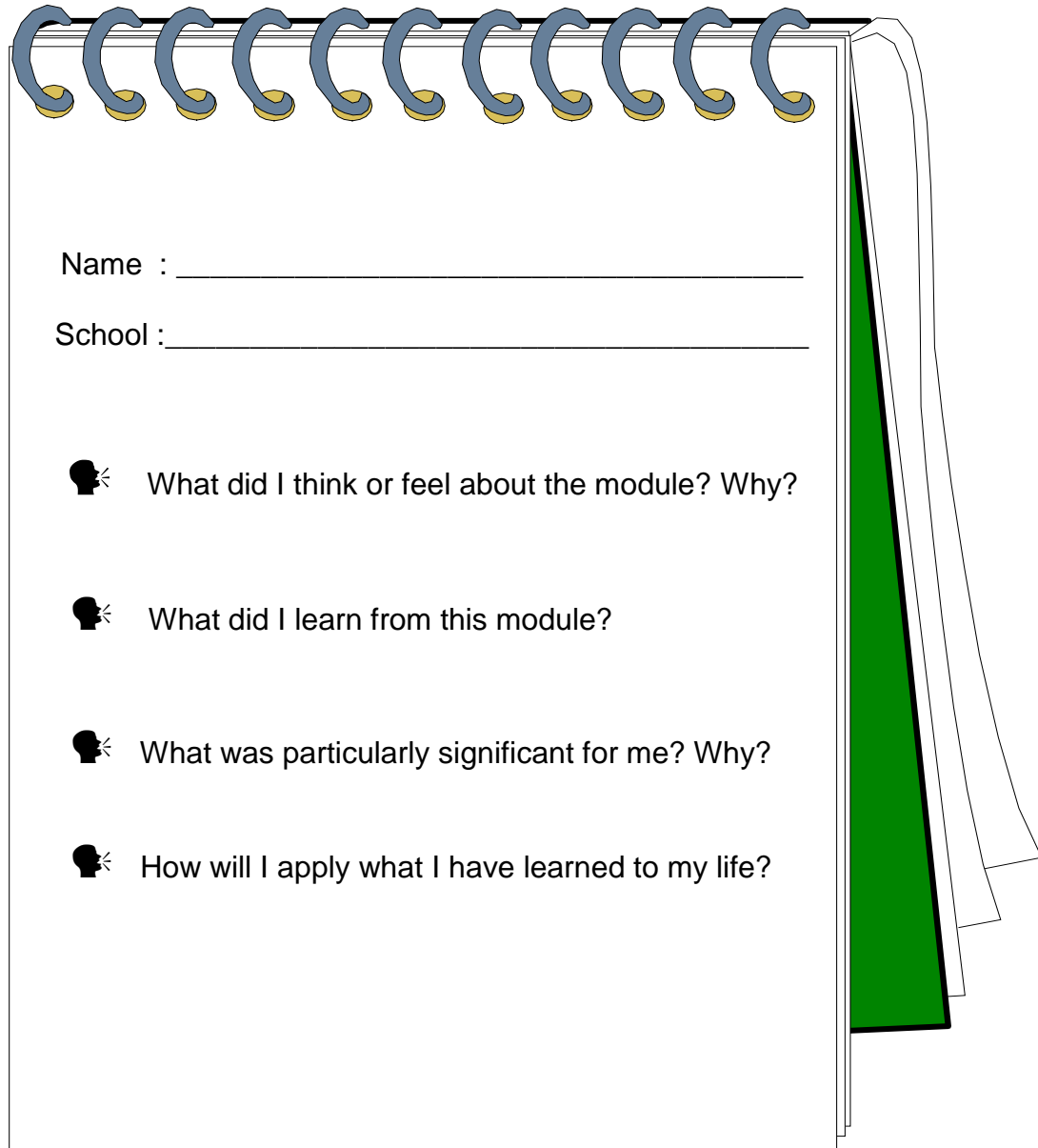
Did you score between 14 and 16? Good, but you could have done better.

Did you score 13 or lower? Perhaps it is best that you study this module again specially where you are weakest. Good luck.

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







Reflective Journal

A graphic of a spiral-bound notebook with blue rings at the top. The notebook is open, showing a white page with a green cover visible on the right side. The page contains a form for a reflective journal.

Name : _____

School : _____

-  What did I think or feel about the module? Why?
-  What did I learn from this module?
-  What was particularly significant for me? Why?
-  How will I apply what I have learned to my life?