

Module 2

Being a Nationalistic Learner



Overview

What is nationalism? Is it loving and being proud of one's country and her ideals, of her people and her dreams and aspirations, and of all that she stands for? Yes, it is and something more.

Nationalism has many faces. You see it in the patience and fortitude of farmers and fishermen as they go to their fields or put out to sea before sunrise to feed a nation. You hear it in the determined voices of teachers in the classrooms as they fashion the minds of the youth and in the encouraging voices of doctors and nurses in clinics and hospitals as they attend to the sick and the dying. You feel it in the atmosphere of factories and piers as workers sweat it out to turn the wheels of industry. You hear it in the tramping feet of soldiers as they advance to protect the rights and lives of civilians. Finally you see and feel it in the earnest and ceaseless efforts of volunteer workers as they courageously and willingly risk their lives to save the victims of calamities.

This module focuses on helping you develop the value of true nationalism. After going through this module, you will hopefully be able to determine for yourself which of the many faces presented is the true face of nationalism.

Objectives

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

1. arrive at the meaning of unfamiliar words through context clues
2. pick out the clues in the sentence that help point to the meaning of a word
3. note details and make inferences
4. get the main idea and the theme of a selection
5. identify referents and sensory images
6. distinguish literal language from figurative language
7. identify and interpret figurative language
8. make inquiries
9. respond clearly to questions
10. write a personal reflection on a given topic

Instructions

1. Do not write anything on this module as several students will be using it. Do all your work in your notebook. **Be sure to label your work by the module number and title.** Keep a separate notebook for your Reflective Journal.
2. Read each section carefully. If you have not read the first two sections, go over them first.
3. Each module begins with an **Overview** or brief introduction followed by a list of **Objectives** that you are expected to learn.
4. Before working on the activities answer the **Pretest** first. Find out how well you did by checking 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 activities, take the **Posttest**.



I. Vocabulary: Using Context Clues

Write the letter of the answer that is closest in meaning to the italicized word.

1. He is an *agile* basketball player. He moves easily and quickly on the hard court.
a. strong b. fast c. experienced d. powerful
2. I had made this request before but I should like to *reiterate* it now.
a. explain b. ask c. prove d. repeat
3. The *meticulous* student reviewed his test paper so carefully that there was not a single error to be found.
a. intelligent b. punctual c. careful d. observant
4. Government is trying hard to *ameliorate* the housing condition of the urban poor by building low cost houses.
a. improve b. lessen c. end d. raise
5. The firemen heard the occupants of the burning building shouting and coughing. The smoke was *suffocating* them.
a. choking b. helping c. burning d. heating

II. Identifying Referents

Write the word to which the underlined pronoun refers.

1. It was perhaps the education which I received from my tenderest infancy which has molded my habits.
2. The sky would seem to look clear and blue when we heard mother's voice although it was not always bright.
3. Molecules of a substance in liquid form are closer together and move more slowly than those in a gaseous state.
4. One of the most famous stories in the world is that of the wooden horse.
5. Because the moon has no atmosphere, scientists are looking forward to setting up an observatory there.

III. Identifying Sensory Images

Write the letter of the dominant sensory image suggested by the following lines. Choose from the box below.

a. touch	c. sight	e. smell
b. motion	d. sound	f. taste

1. Pebbles cold and sharp under my feet
2. Green mangoes with bagoong
3. Perfume, roses and baking bread
4. Continuous as the stars that shine
5. The grating of cartwheels on the pebbles

IV. Making Inferences

Read the passages carefully then write the letter of the best answer to each question that follows.

1. The battle continued furiously. It was like a hurricane. I could not see what was going on because it was so fast and feathers were flying and rising all around like smoke. What is described?
 - a. a badminton match
 - b. a whirlwind
 - c. a cockfight
 - d. wild duck hunting
2. The night had come quickly and stars were twinkling overhead. We could hear the mighty throb of the engine far below down the deck. Where were the people?
 - a. on a train
 - b. in a trailer
 - c. on a plane
 - d. on a ship
3. "We can only set out nets a few times a day. Setting the nets and hauling them in takes a lot of time and work." Who is the speaker?
 - a. a stevedore
 - b. a fisherman
 - c. an acrobat
 - d. a hunter
4. Tense, silent moments of pain followed when the old body was shaken with the agony of knife meeting flesh. And calm, sure hands ripped open the boil on the quivering lid; knife cut a nerve, nerve trembled with infinite pain. What is going on?
 - a. a surgical operation
 - b. a vehicular accident
 - c. a stabbing affray
 - d. slaughter
5. "I circle several times while I lose altitude trying to penetrate the darkness from different vantage point, getting the lay of the land as well as I can in the darkness. Who is the speaker?
 - a. a skydiver
 - b. a pilot
 - c. a cameraman
 - d. a photographer

V. Understanding Figurative Language

Each number consists of an initial statement that uses a figure of speech and three interpretations. In your notebook write the letter of the figure of speech used on the first number and the letter of the interpretation that best expresses the meaning of the statement on the second number. Choose the figure of speech from the box below.

a. simile	d. hyperbole
b. metaphor	e. apostrophe
c. personification	

1-2. The stalks were taking on gold in the late afternoon sun.

- a. The palay were turning to gold.
- b. The palay were ripening.
- c. The palay were drying up.

3-4. From the cradle to the grave is but a day.

- a. The baby died one day after it was born.
- b. The cradle is a day's walk to the grave.
- c. Life is short.

5-6. My uncle is as talkative as a parrot.

- a. My uncle talks a lot.
- b. My uncle is a politician.
- c. My uncle doesn't talk much.

7-8. Freedom: Let your bells ring.

- a. The speaker longs for freedom.
- b. The speaker wants to hear the bells.
- c. The speaker rings the bells of freedom.

9-10. The man is a diamond in the rough.

- a. He is wealthy.
- b. He wears precious stones
- c. He is good despite his appearance.

F. Using Information Questions

Complete the dialogs with the correct question words as suggested by the responses.

1. Q: _____ were you absent last Friday?
A: Because I had a sore throat.
2. Q: _____ is that aromatic odor coming from?
A: The kitchen, I suppose.
3. Q: _____ is that boy approaching us?
A: Paolo.
4. Q: _____ birthday are we celebrating on December 25?
A: Jesus Christ's.
5. Q: _____ will you bring with you tomorrow?
A: Some sandwiches, juices and fun snacks.

Self-check



I. Vocabulary. Using Context Clues

1. b 2. d 3. c 4. a 5. a

II. Identifying Referents

1. education 3. molecules 5. moon
2. sky 4. stories

III. Identifying Sensory Images

1. a 2. f 3. e 4. c 5. d

IV. Making Inferences

1. c 2. d 3. b 4. a 5. b

V. Understanding Figurative Language

1. b 3. d 5. a 7. e 9. b
2. b 4. c 6. a 8. a 10. c

VI. Using Information Questions

1. Why 2. Where 3. Who 4. Whose 5. What



Perfect? Hats off to you! You're great!

Is your score between 30-39? Very good! Keep up the good work.

If your score is between 20-29 you did fine. This module can help you do better.

But if you got 19 or lower you really should study this module very closely.

Good luck!

Words Unlocked

Quite often when you come across an unfamiliar word in a text, there are words in the sentence that give you an idea of its meaning. These are **context clues**. These clues may be found before or after the unfamiliar word. They will not give you the full meaning of the word but enough of it so you can make sense of the word and understand the sentence where it is found.

The italicized words below are used in the selection you are going to read. See if you can guess its meaning through the context clues provided.

Pick out the clue/s to the meaning of each italicized word in the sentence then choose the correct meaning from the options given.

1. Patricia Ann was enjoying the sight of her image on the clear surface of the pond when a breeze blew and her image became a blur on the *rippled* surface. A rippled surface has
 - a. little wavelets
 - b. dark spots
 - c. small plants
2. The ship is like a plough *furrowing* the sea.
 - a. wrinkling
 - b. planting
 - c. plowing
3. A few decades ago, our mountains were covered with trees and other vegetation making them *verdant*. Something verdant is
 - a. abundant
 - b. green
 - c. fruit-laden
4. The *vanquished* rebels laid down their arms to prevent more bloodshed.
 - a. surrounded
 - b. victorious
 - c. defeated
5. The wrestlers *grapple* with each other in the arena.
 - a. seize and hold firmly
 - b. catch and tie loosely
 - c. box and kick viciously

6. The *sprawling* vines covered most of the porch. Something sprawling is
 a. well arranged b. similarly grouped c. spread irregularly
7. Our love for freedom is a *heritage* from our ancestors.
 a. inheritance b. commitment c. privilege
8. We must protect our freedom from *tyranny*.
 a. absolute power by a groups of men
 b. oppressive power exerted by a single ruler
 c. democratic power exercised by government

Self-check 

1. image become blur; a
2. plough; c
3. covered with trees and other vegetation; b
4. laid down their arms; c
5. wrestlers; a
6. covered most of the porch; c
7. from our ancestors; a
8. protect our freedom; b

Perfect? You're terrific! Congratulations!

If you scored 10 or higher very good! Keep it up.

However, if you scored 9 or lower please do better in the succeeding activities.

Reading Adventure

Pre-reading 

The Filipino has a rich heritage and the Philippines is endowed with great resources – human and natural. Our ancestors came to this islands in search of freedom for themselves and their children. Though our country had been colonized again and again by foreign powers our forefathers had steadfastly kept the fire of freedom burning in their hearts and had passed on that torch making us proud of our race, our country and our people.

Are you proud of being a Filipino? What things make you proud of being one? List them down in your notebook.

Look at the title. What do you think are the author's reasons for saying so?

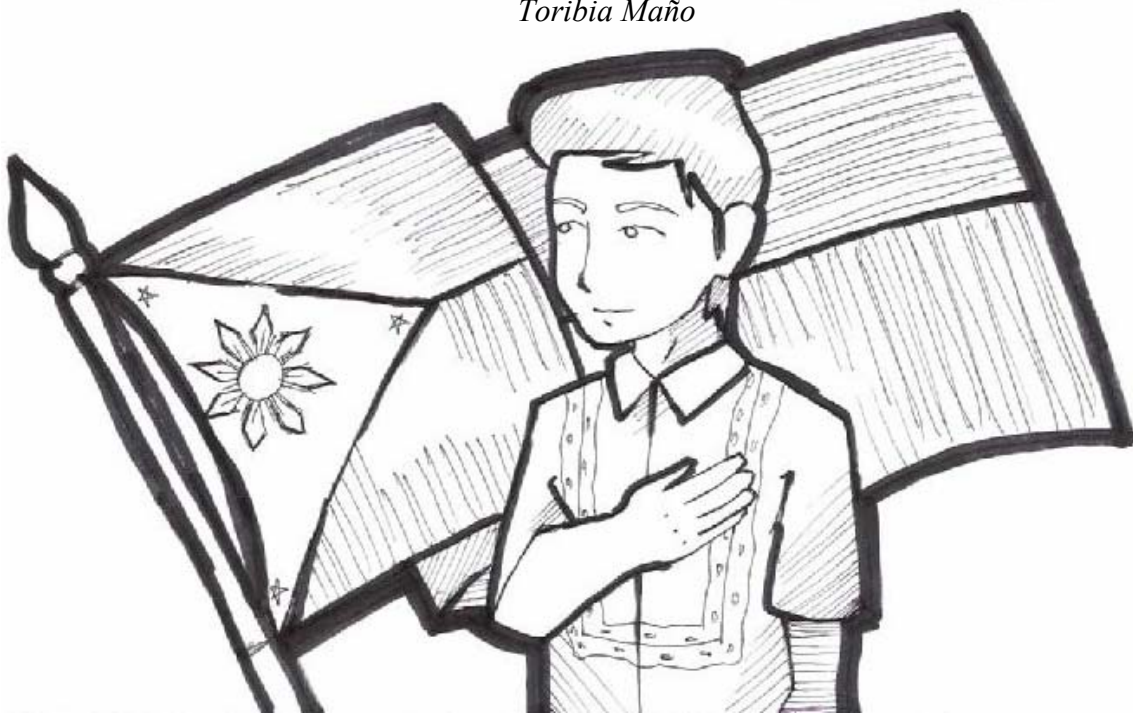
While Reading



While reading the poem, compare the list you made with the author's. Are you both proud for the same reasons? Find out.

I Am Proud To Be A Filipino

Toribia Maño



I am a Filipino. I came from islands rippled with sun
Where days are green fires and nights are warm
With moon and stars. Girdling my loins is blood rich as milk
For I was born of sultans, rajahs, kings,
Soldiers, heroes who fought to sing
The poetry of freedom. My house is my land
Virgin, brown, wombed out of loam, volcanic rock and shells,
Carpeted with rice, corn, coconut, cane, trees
That rise as temples to grapple winds

Rains, mighty rivers furrowing the earth.
Where I walk, my shadow is a marriage of flags
Malay, Chinese, Spanish, American, Japanese
While in my bones sleep quietly as a bride
Vanquished desires of conquerors who dreamt of empires,
Gold, trade and spice. Though a pale breed
I stand with the ancients for my love and loyalty
Are as fish to the sea. I am proud of my brownness,
My duty and destiny are thirty-million brown men
Planting rice, husking coconut, throwing nets far into the Pacific
Hacking mountains of iron, coal, chrome, manganese and timber
To live. We are one and the same. A moving, restless caravan
Of dark brown skins building a holy heritage of democracy
Piece by piece with our dreams, sweat and death
As a bird builds patiently twig by twig
The warm, brown circle of its nest.
I am a Filipino. I believe in the goodness and the bounty of God,
I believe in the grandeur of charity and peace as a cure for the ills of man
For I am a Christian who looks upon all men
As brothers whose task it is to love.
I believe in my country and in the deathlessness of my flag
For its every color is a history of courage, sacrifice, death
Against injustice, tyranny, oppression and hate.
I believe in my people as noble keepers of the faith:
That all men are equal; that all men are free.
I believe with verdant and sprawling mountains, hills, valleys, plains,
Lakes, waterfalls, rivers, sunsets, beaches
And a generous sea. Alive, sovereign, wondrously happy in work and abundant with
hope for my people.
I am proud to be a Filipino.

Post Reading



Understanding the Poem

Let's see how well you understood the poem. Do the following activities.

A. Choose the letter of the phrase that completes the sentence.

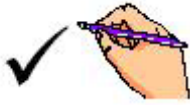
1. The poem is mainly about
 - a. pride in being a Filipino.
 - b. equality of all Filipinos.
 - c. characteristics of a Filipino.
2. The writer says that the Filipino is
 - a. a victim of injustice.
 - b. of noble origin.
 - c. basically generous.
3. The Filipino is by nature
 - a. poor but brave and religious.
 - b. peace-loving but proud and ambitious.
 - c. charitable, hardworking and freedom-loving.
4. The value the poem aims to develop in the reader is
 - a. industry
 - b. obedience
 - c. nationalism

B. Write **T** if the statement is true and **F** if it is false.

1. We should be proud of being Filipinos because of our ancestral beginnings.
2. The Philippines is rich in natural and human resources.
3. Today, our goal as a people is to achieve democracy.
4. As a people, we have a rich national and cultural heritage.
5. There were thirty-million Filipinos during the Spanish times.
6. The Philippines had been under colonial rule for centuries; thus, the Filipino is submissive.

7. As a people we believe in God though we know and call Him by different names.
8. The Filipino is a lover of peace and of his fellowmen.

Self-check



Understanding the Poem

- | | | | | |
|----|------|------|------|------|
| A. | 1. a | 3. c | | |
| | 2. b | 4. c | | |
| B. | 1. T | 3. F | 5. F | 7. T |
| | 2. T | 4. T | 6. T | 8. T |

C. Identifying Referents of Words

Read each passage carefully. Then identify the word to which the underlined word refers. Number 1 is done for you.

1. “As a bird builds patiently twig by twig
The warm, brown circle of its nest.”

Answer: *its* refers to *bird*

2. “I believe in my country and in the deathlessness of my flag
For its color is a history of courage, sacrifice and death.”
3. “I came from islands rippled with sun
Where days are green fires....”
4. “..... A moving, restless caravan
Of dark brown skins building a holy heritage of democracy
Piece by piece with our dreams, sweat and death.”

Self-check



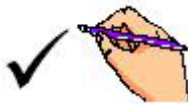
1. bird
2. flag
3. islands
4. caravan of dark brown skins

Here's another exercise on identifying the referents of words.

D. Match the underlined word in A with its referent in B

- | A | B |
|---|---------------------------|
| 1. <u>men</u> planting rice | a. miners |
| 2. the <u>ancients</u> | b. laborers |
| 3. <u>men</u> husking coconuts | c. our Spanish colonizers |
| 4. <u>men</u> throwing nets into the Pacific | d. our forefathers |
| 5. <u>men</u> hacking timber | e. farmers |
| 6. <u>conquerors</u> who dreamt of empires, gold, trade and spice | f. the Filipinos |
| 7. a moving restless <u>caravan of dark brown skins</u> | g. lumberjacks |
| 8. <u>men</u> hacking mountains of iron, coal and chrome | h. fishermen |

Self-check



- D. 1. e 3. b 5. g 7. f
 2. d 4. h 6. c 8. a

E. Identifying Sensory Images

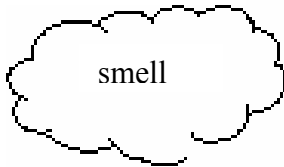
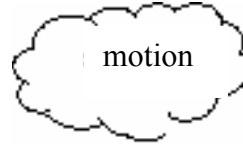
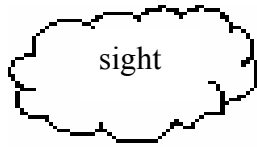
Words are not just letters printed on paper. They tell of things that you see, hear, smell, taste and feel.

There are six sensory images in literature namely: 1.) **sight**, which appeals to the sense of seeing; 2) **sound**, which appeals to the sense of hearing; 3) **touch**, which appeals to the sense of feeling; 4) **taste**, which appeals to the sense of taste; 5) **smell**, which appeals to the sense of smelling; 6) **motion**, which appeals to the sense of seeing with another dimension, that is, movement.

Let's practice what you have learned. Do these activities.

Activity 1

Write the sensory image found in each of the following passages. Choose from the bubbles below.



1. “the hurrying ebb tide”
2. “a bang of drums and a shrill of piper”
3. “putrid like old cheese”
4. “glistened like beaten cotton”
5. “thick pink imperial slices
melting frigidly on sun-parched tongue”
6. “a grain of sand in the eye”
7. “wet grass between my toes”
8. “broiled chicken, roasts a roasting”
9. “little rills purred underneath greening fern”
10. “scampered and scurried to and fro”

Here’s another exercise on identifying sensory images.

Activity 2

Write the letter of the phrase that does NOT appeal to the same sense as that of the phrase in bold print.

1. **the grating of cartwheels on the pebbles**
 - a. the murmuring haunt of flies
 - b. the crackling of the fire
 - c. vast ridges of forest

2. **gentle swaying of the reeds**
 - a. the eternal note of sadness
 - b. tiny human figures laboring in the distant fields
 - c. curls of smoke rising lazily from farm house chimney

3. **wet grass between my toes**
 - a. dressed in crude and gaudy attire
 - b. completely wet and icy cold
 - c. a grain of sand in the eye

4. **chocolate, ice cream and apple pie**
 - a. tang of salt spray
 - b. many sweet thoughts
 - c. ice cold mango juice

5. **scent of cologne, jasmine and body spray**
 - a. pungent like old wine
 - b. acrid fumes of burning wax
 - c. guttural twang of the bull frog

Self-check



Now, check your answers against the key below.

Activity1

- | | | |
|-----------|----------|------------|
| 1. motion | 5. taste | 9. sight |
| 2. sound | 6. touch | 10. motion |
| 3. smell | 7. touch | |
| 4. sight | 8. smell | |

Activity 2

1. c 3. a 5. c
2. a 4. b

Read the following.

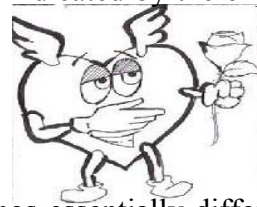
Understanding Figurative Language

Writers use words in many different ways. Sometimes they tell what happened very simply. Sometimes to make their meaning clearer, they compare one thing to something else. When they do this, they are using figurative language. Figurative language gives clearness, force, beauty and memorableness to ideas and adds effectiveness to one's speech and writing. Figurative language uses figures of speech. A *figure of speech* is any use of words in a sense different from their literal definition for clearness, force, beauty and memorableness of expression.

The most common figures of speech are:

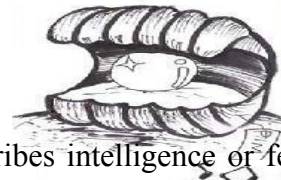
1. **Simile.** It is a comparison between unlike things that have one quality in common on which the comparison is based. The comparison is indicated by the expression *like* or *as*.

*The ship is like a plough plowing the sea.
My love is as red as a red, red rose.*



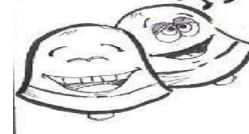
2. **Metaphor.** It is an implied comparison between things essentially different but having one quality in common on which the comparison is built. It is an indirect comparison hence the words *like* and *as* are NOT used.

Contentment is a pearl of great price.



3. **Personification.** It is a figure of speech that ascribes intelligence or feeling to abstract ideas or inanimate objects.

Did you hear the bells laugh and sing?



4. **Apostrophe.** It is a figure of speech in which an absent or dead person is addressed as if he/she were present or alive, or an inanimate object or abstract idea as if it had life.

Oh Liberty! How many crimes are committed in thy name.



5. **Hyperbole.** It is an exaggeration made to achieve an effect

Rhoda is a mountain of flesh.



Activity 1. Recognizing Figurative Language

Read each of the five sets of sentences that follow. For each sentence in the set write **O** if the sentence uses ordinary language and **F** if it uses figurative language.

- A. 1. The wind howled like a wounded animal.
2. The wind blew hard and made noises.
3. The wind was a wounded animal, howling in the night.
- B. 1. When night ends and daylight begins, people become active again.
2. The dawn of day is like the beginning of a play;
3. The curtain of night lifted and we, the actors come on stage once more.
- C. 1. The grass formed a velvet cushion for her head.
2. The grass felt like velvet when she put her head down.
3. She put her head on the grass.
- D. 1. He seeks money like a squirrel seeks nuts.
2. He is selfish and greedy.
3. He is a hungry squirrel storing loot for the future.
- E. 1. When I held the ice, I felt shivers down my spine.
2. The ice cube froze my spine.
3. Holding the ice cube was like lying on a frozen pond.

Self-check



Check your answers against the key that follows.

- | | | | | |
|---------|---------|---------|---------|---------|
| A. 1. F | B. 1. O | C. 1. F | D. 1. F | E. 1. O |
| 2. O | 2. F | 2. F | 2. O | 2. F |
| 3. F | 3. F | 3. O | 3. F | 3. F |

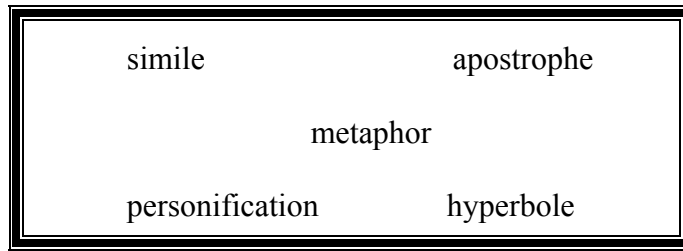
Perfect? Congratulations!

If you got 10 or higher very good! Keep up the good work.

But if your score is 9 or lower please try your best to do better in the exercises to follow.

Activity 2

See if you can identify the figure of speech used in each of the following lines. Choose your answers from the box.



1. "Rise up from your grave, Rizal!"
2. "The days are green fires..."
3. "Girdling my loins is blood rich as milk..."
4. "The trees rise to grapple winds"
5. "I'm so hungry I could eat a horse."

Are you ready for a more challenging activity? Try this.

Write the letters of the figure of speech used and the correct interpretation of each passage.

1. "Though a paly breed
I stand with the ancients for my love and loyalty are as fish to the sea."
a. simile b. metaphor c. hyperbole

The passage means

- a. I am as loyal and loving as other people.
- b. I am as loving and loyal to my ancestors as a fish is to the sea.
- c. The fish is as loyal to the sea as I am to my friends.

2. "Where I walk, my shadow is a marriage of flags."

The figure of speech used is

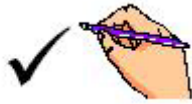
- a. simile b. apostrophe c. metaphor

The passage means

- a. My shadow is covered with flags.
- b. The path I walk is covered with flags.
- c. I am a product of different cultures.

Self-check

Activity 2



1. apostrophe
2. metaphor
3. simile
4. personification
5. hyperbole

Activity 3

1. a; c
2. b; c

Did you get a perfect score? Kudos to you! You did great!
If you got 5 or lower, please try your best to improve in the succeeding activities.

Try your hand at writing this time.

Write Thing



In your reflective journal write a personal reflection on the topic:

What Being a Filipino Means to Me

In the next part of this module, you will learn how to form good questions.

Language Focus



Read the following passage.

I am a Filipino-inheritor of a glorious past, hostage to the uncertain future.... I must prove equal to a twofold task – the task of meeting my responsibility to the past and the task of performing my obligations to the future.

I am sprung from a hardy race – child of many generations removed of ancient Malayan pioneers of brown skinned men putting out to sea in ships that were as frail as their hearts were stout.... Over the sea I see them come borne upon the billowing waves and the whistling wind, carried upon the mighty swell of hope – hope in the free abundance of the new land that was to be their home and their children’s forever.

- excerpt from **I Am a Filipino**
Carlos P. Romulo

Now study and answer the following questions.

1. *Who* is the speaker?
2. *What* is his twofold task?
3. *Where* did his ancestors come from?
4. *How* did they come here?
5. *Why* did they come here?

The foregoing italicized words are *question words* and the five sentences are *information questions*.

Questions asked to secure information are called *information questions*. They may begin with question words such as *who, what, whose, when, which, where, why* and *how* or with question phrases such as *which one, how many, how often* or *what kind*.

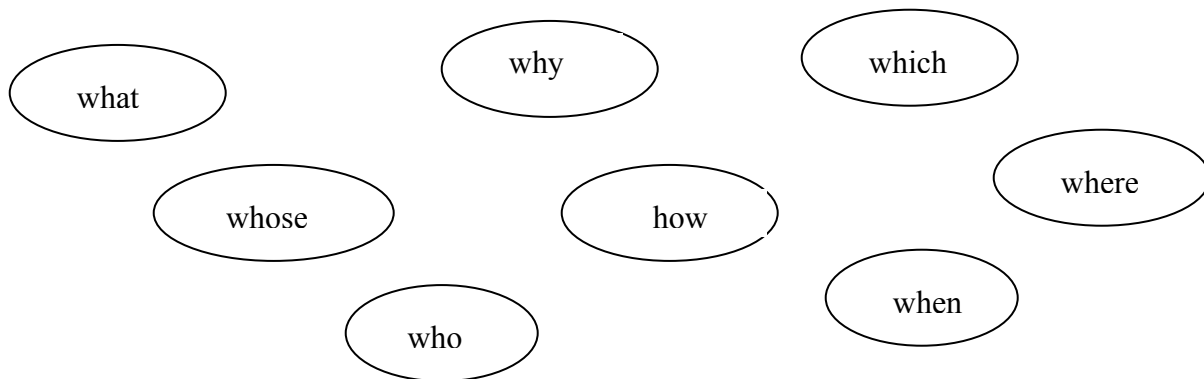
Because they are asked to get information care should be taken to answer exactly the question asked. Questions introduced by *who, whom* or *whose* are usually answered by the name of persons or by other words referring to persons. Questions introduced by *which* or *what* are usually answered by the names of objects; the question *where*, by the name of a place; the question *when*, by words indicating time; the question *why*, by words stating reason; and the question *how*, by words showing manner.

Study the word order in the following examples. Notice that the question word is substituted for the word about which the question is asked.

Statement	Question
I am a Filipino .	Who are you?
My ancestors came from across the sea.	Where did your ancestors come from?
They came here in frail ships.	How did they come here?
I have inherited a glorious past.	What have you inherited?

Activity 1. Using Question Words

Fill in the blank with the correct question word chosen from the bubbles below. You may use a question word more than once.



- _____ did the early Filipinos call their god?
- _____ did they worship?
- _____ did our ancestors come from?
- _____ did the bodies of their anitos look?
- _____ did they recite incantations?
- _____ did the Muslims believe in?
- _____ did the Spaniards come to the Philippines?
- _____ do you prefer, singing or dancing?
- _____ ancestors were the Malays who came in 1300 A.D.?
- _____ did the ancestors of the Muslims come?

Self-check



Now, let's find out how you fared. Check your answers against the key below.

- | | |
|----------------|----------|
| 1. How or what | 6. Who |
| 2. What | 7. When |
| 3. Where | 8. Which |
| 4. How | 9. Whose |
| 5. Why | 10. When |

Perfect score! Hats off to you!

If you got 7 or higher, very good. Keep up the good work!

But if you got 6 or lower please try your best to do better in the next activity.

Activity 2. Forming Wh-questions

Change the following statements to information questions. Number 1 is done for you.

Early Filipinos

1. The first inhabitants of the Philippines were the Aetas?
Who were the first inhabitants of the Philippines?
2. They were supposed to come from Central Asia.
Where _____
3. This happened about 25,000 years ago.
When _____
4. At that time land bridges existed between the Philippines and Asia.
What _____
5. The Aetas lived in dense forests.
Where _____
6. The next people to come to the Philippines were the Indonesians.
Who _____
7. About 2,000 years ago, the second group of Indonesians came.
When _____

8. They had dark complexion, thick lips, wide nose and bulky physique.
How _____
9. These Indonesians were the ancestors of the Ifugaos.
Whose _____
10. Three waves of Malay migration took place.
How many _____

Self-check



Now check your answers against those below.

2. Where were they supposed to come from?
3. When did this happen?
4. What existed between the Philippines and Asia then?
5. Where did the Aetas live?
6. Who were the next people to come to the Philippines?
7. When did the second group of Indonesians come?
8. How did these people look?
9. Whose ancestors were they?
10. How many waves of Malay migration took place?

Everyday Expressions

Following are idiomatic expressions with *keep*. Literally, *Keep* means to retain possession of however, it takes on several meanings when used as an idiom. Study this list.

keep at - to continue or persist
keep away from - to not go near or avoid
keep back - to restrain/conceal
keep down - to remain at a low level
keep from - to prevent or stop
keep in mind - remember

keep off/out - avoid
keep on - to continue doing
keep up - continue without stopping

Substitute an idiomatic expression for the underlined word or group of words.

1. Paolo's mother reminded him to avoid trouble.
2. You did well; continue the good work.
3. Try to control your anger. It was nobody's fault.

4. She persisted doing the work until it was finished.
5. Times are difficult, so please see to it that you keep your expenses low.
6. Please don't stand on the grass, it is newly planted.
7. Hearing of the funny incident, mother could hardly restrain her laughter.

Self-check



Would you like to find out how you fared? Check your answer against those below.

1. *keep out of*
2. *keep up*
3. *keep back*
4. *kept on*
5. *keep down*
6. *keep off*
7. *keep back*

Perfect? Congratulations!

If you got a score of 5 or higher keep up the good work!

But if you got 4 or lower please try harder in the next exercises.

Exercise. Can you now use the idioms with *Keep* in sentences? I'm sure you can. So, write your own sentences in your notebook.

Now, you are almost done with this module. To determine how much you have learned from it, take the posttest.

Posttest



I. Vocabulary: Using Context Clues

Write the letter of the answer that is closest in meaning to the italicized word.

1. Our house is *cramped*. At night, there is not enough room for all of us to stretch out.
 - a. warm
 - b. poor
 - c. cold
 - d. crowded
2. The stone wall was like a snake which *writhed* across the entire land.
 - a. twisted
 - b. crawled
 - c. continued
 - d. flowed
3. His footfalls echoed through the *corridor* or passage way.
 - a. room
 - b. hallway
 - c. wall
 - d. stair

4. Raffy is a *gregarious* character, always reaching out to others and enjoying their company.
 - a. nature
 - b. ignorant
 - c. sociable
 - d. happy
5. The patient *succumbed* after putting up a heroic, week-long battle against Death.
 - a. fainted
 - b. slept
 - c. cried
 - d. died

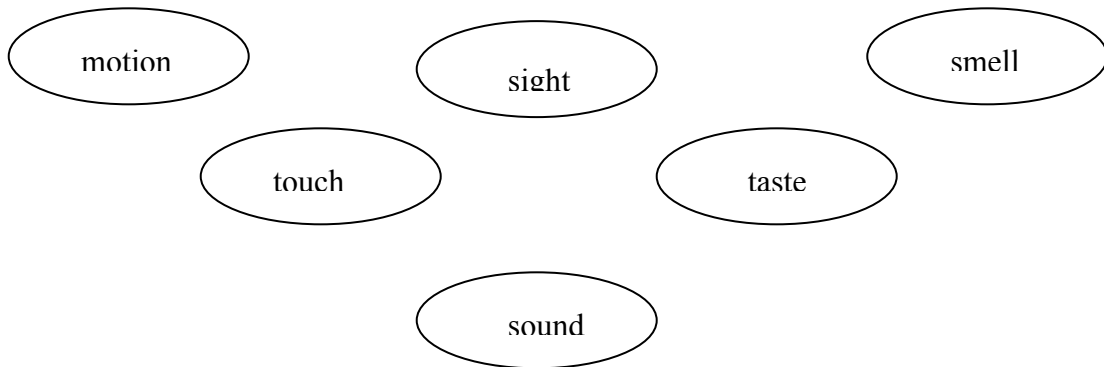
II. Identifying Referents

Write the word to which the underlined pronoun refers.

1. They walked for several minutes along the edge of a deep ravine until they came upon a trail that led down to its bottom.
2. The old woman looked at the girl in her muddy dress then turned her heels and went up the path.
3. The search for oil is an exciting adventure. It is a gamble to the many man who risk their lives and fortunes in the hunt for “black gold.”
- 4-5. To some people, trees are a source of livelihood, to others, they are a source of inspiration.

III. Identifying Sensory Images

Write the dominant sensory image suggested by each of the following lines. Choose from the bubbles below.



1. sparkling icicles and flaming torches of leaves.
2. silky and velvety as a baby’s skin
3. the flight of the bumble bee
4. that boisterous laughter
5. the tang of salt spray from the sea

IV. Making Inferences

Read the passages carefully then write the letter of the best answer to each question that follows.

1. Some are shaped like dragons, some like birds or butterflies or fish or even animals. They have pitched battles in the sky, and the fun consists in making them fight, entangling them and cutting one another's strings by sudden jerks. What objects are described?

- a. lanterns b. masks c. gliders d. kites

2. And sits all day plugging out and sticking plugs in, flashes and flashes voices and voices calling for ears to pour words in. Who is referred to?

- a. an airline pilot c. a radio operator
b. a telephone operator d. a telegraph operator

3. "Thy lips breathe the scent of milk." Who is spoken to?

- a. a lady b. a mother c. a baby d. a teenager

4. In the path of onrushing military and rebel troops, the remote barangay trembled. What did the remote barangay suffer?

- a. fear b. hunger c. cold d. shock

5. As we rounded the curve, I could see the full moon burning the steel rails into silver ribbons. Where is the speaker?

- a. on a ship b. on a train c. in a fire truck d. in a wagon

IV. Understanding Figurative Language

Each number consists of an initial statement that uses a figure of speech and three interpretations. On your answer sheet, write the letter of the figure of speech used on the first number and the letter of the best interpretation on the second number. Choose the figure of speech from the box below.

a. simile	d. hyperbole
b. metaphor	e. apostrophe
c. personification	

1-2. The silence is deafening.

- a. Silence can cause deafness.
- b. The silence is so deep that nothing can be heard.
- c. The deaf can't hear anything.

3-4. My love is as deep as the ocean.

- a. My love is forever.
- b. My love is true.
- c. My love is sweet.

5-6. "O Wind, if Winter comes, can Spring be far behind?"

- a. The wind brings winter and spring soon after.
- b. There is no doubt that spring will come at the end of winter.
- c. The wind signals the coming of winter.

7-8. "The inside world of an Oriental is a deep well, dark and mysterious. In its depths one can find priceless gems or poisonous snakes."

- a. An Oriental's world has many dark and deep wells with worthless stones and harmful reptiles.
- b. An Oriental's mind is like a dark and mysterious well, and one cannot tell whether his thoughts are good or evil.
- c. The Oriental's world is like a deep, dark well that contains precious stones and deadly cobras.

9-10. "Love's not Time's fool."

- a. The passage of time does not make love sweeter.
- b. The passage of time does not make love seem foolish.
- c. The passage of time does not make love fade.

IV. Using Information Questions

Complete the dialog with a correct question word as suggested by the response.

1. Q: _____ were the rice terraces built?

A: Two thousand years ago.

2. Q: _____ kinds of musical instruments do our ancestors have?

A: Two.

3. Q: _____ do you like, the kudyapi or the kulintang?

A: The kudyapi.

4. Q: _____ was our ancestors good of?
A: Music.
5. Q: _____ decided the important affairs of the barangay?
A: The datu or rajah.
6. Q: _____ did the early Filipinos express their feelings?
A: Through songs.
7. Q: _____ did the Borneans settle?
A: Along the shore.
8. Q: _____ did the Bornean datus leave Borneo?
A: They were in search of a new land.
9. Q: _____ wife received the pearl necklace?
A: Marikudo's.
10. Q: _____ were the early Filipinos good at?
A: Tatooning and carving.

Self-check



Now let's find out how you fared. Check your answers with those below. It is expected, of course, that you'll score higher here than you did in your pretest.

I. Vocabulary. Using Context Clues

1. d
2. a
3. b
4. c
5. d

II. Identifying Referents

1. ravine
2. woman
3. search for oil
4. people
5. trees

III. Identifying Sensory Images

6. sight
7. touch
8. motion
9. sound
10. taste

IV. Making Inferences

1. d
2. b

3. c
4. a

5. b

V. Understanding Figurative Language

1. d
2. b
3. a
4. a

5. e
6. b
7. b
8. b

9. c
10. c

VI. Using Information Questions

1. When
2. How many
3. Which
4. What

5. Who
6. How
7. Where
8. Why

9. Whose
10. What



Perfect? That's really great! Congratulations, it's a pleasure working with you.

Did you score between 30-39? Very good! Keep up the good work. You have truly used this module to the optimum.

Did you score between 20-29? Well, you did fine, although you could have done better. Try harder in the succeeding modules.

Did you score 19 or lower? Well, it's not a lost cause really, but you should have made full use of this module. It would be to your advantage if you study this module again and get maximum benefit from it. Try again, would you, please?

You have just finished your first module for the second quarter. It is hoped that it has helped you become a nationalistic 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.





Reflective Journal


A large illustration of a spiral-bound notebook. The notebook has a green cover and white pages. The spiral binding is on the left side. The notebook is open, showing several pages. The top page is the one with the reflective journal questions.


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?