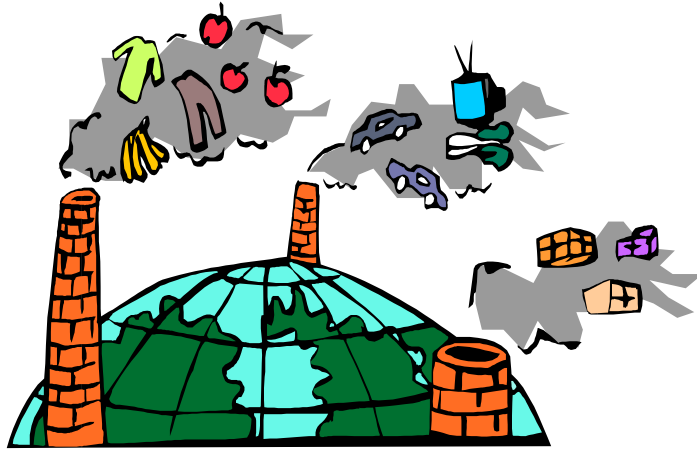


# Module 6

## Being Concerned About Nature



### Overview

The air, land, forest, water, wildlife and mineral resources are functioning parts of complex and delicate natural systems that support life. They are the sources of food, clothing, shelter, water, medicine and livelihood among other things. They also serve as the bases of production and determine the condition that largely affect the economic situation and the general welfare of the population.

The many elements of the environment are inextricably linked in what can be described as the “web of life.” Problems in one area affect the conditions in other areas. This is known as interrelationship – and this interrelationship knows no boundary. Problems of environment in one country affect the people in other countries and vice versa. How does this happen? This module will provide more information about nature and environment.

### Objectives

This module is prepared to help you:

1. decode meaning of unfamiliar words through context clues
2. identify significant details by plotting a story
3. sequence events through mapping
4. draw conclusions
5. show cause-effect relationship in a story read
6. value life as a God-given gift to everyone
7. use adverbs as modifiers of verbs, adjectives or other adverbs
8. differentiate the kinds of adverbs – place, manner, frequency and time
9. position adverbs when used in a series
10. compare using adverbs correctly
11. use idiomatic expressions with *draw* in sentences.

# Instructions

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



## I. Vocabulary

Complete each animal's thoughts by writing environment words to replace the numbers. Use the clues in the sentences below each item for help.

Environment Words			
coexisting	habitat	natural resources	surroundings



This \_\_\_\_ (1) \_\_\_\_ is the most peaceful and beautiful one I've ever been in.  
(Some habits are hard to break!)



I'm glad to be \_\_\_\_ (2) \_\_\_\_ peacefully here.  
(The prefix in this word means *together*.)



They can barely see me. I blend so well with these \_\_\_\_ (3) \_\_\_\_.  
(These are all around you.)



If people take care of the world's \_\_\_\_ (4) \_\_\_\_, our home may stay this nice forever. (Check your sources!)

## II. Identifying Significant Details/ Sequencing/ Drawing Conclusions

The paragraph below tells how forests serve many purposes. Read carefully, then answer the questions that follow.

Forests serve multiple purposes: as home for plants and animals or habitat for biodiversity; as watershed or source of water since trees hold considerable amount of water, as carbon sink that cleans the air we breathe since trees absorb the harmful carbon dioxide and replace this with oxygen, as vegetative cover that maintain our fertile topsoil since the roots of trees hold the water that will otherwise wash out the topsoil and cause flooding and disaster in the lowlands, as windbreaker that dissipates strong winds especially during typhoons, and as source of livelihood for our people and raw materials for our industries.

- 5-9. The paragraph mentions seven uses of forests. Write five of them in proper sequence.
10. What can you conclude about forests?

## III. Cause-Effect Relationship

Read the continuation of the paragraph about forests. You have to answer what and why questions after reading the paragraph.

Denudation of our forests therefore will result to water shortages, more polluted air, loss of our valuable plants and animals, loss of income and livelihood for our people, lack of raw materials for our industries, reduced ability of our farm lands to produce, flooding and destruction of properties.

11. What will happen if trees were cut down and there are no more watershed?
12. What will happen if trees that absorb the harmful carbon dioxide will be lost?
13. What will happen if the topsoil will be washed away because there are not enough trees?
14. Why will we lose plants and animals if forests are denuded?
15. Why will loss of income and livelihood for our people take place when there is no forest?

#### IV. Grammar

Identify the adverb that describes each underlined word or group of words. Then tell whether the adverb tells how, when, where or how often.

16. The air in Metro Manila is polluted by vehicular emissions.
17. The air in Congressional Avenue and EDSA occasionally showed unhealthy levels.
18. Metro Manila generates 6,000 tons of garbage daily.
19. Only 69% of these garbage is collected and dumped in unhealthy and hazardous open dumpsites.
20. The balance of 1,860 tons of garbage is often dumped anywhere.

#### Self-check



We will see how you did in the pretest. Check your answers against the following:

##### I. Vocabulary

1. habitat
2. coexisting
3. surroundings
4. natural resources

##### II. Identifying Significant Details/ Sequencing

5. home for plants and animals or habitat for biodiversity
6. watershed or source of water
7. carbon sink
8. vegetative cover
9. windbreaker
10. Forests serve multiple purposes, thus, they are very important.

##### III. Cause-Effect Relationship

11. There will be water shortages.
12. There will be more polluted air.
13. There will be flooding in the lowlands.
14. Because plants and animals will have no habitat.
15. Because plants and animals give food and income to our people, and trees are sources of raw materials for our industries.

#### IV. Grammar

16. by vehicular emissions –how
17. occasionally – how often
18. daily – when
19. in unhealthy and hazardous open dumpsites – where
20. often – how often; anywhere – where

#### Your Score:



18 - 20	Excellent
11 - 17	Very Good
6 - 10	Good
0 - 5	Fair

### *Words Unlocked*

When you read, you sometimes come to a word you do not know. When this happens, you can often use the words around the word you do not know to find its meaning. This is called its *context*. Sometimes but not always, the author will help you by giving you clues using signal words such as that is, which is, in other words or means. Other times, an author might use an example to explain the meaning of a new word.

#### Activity 1

Read the following paragraph. Using the clues or signal words, identify the meaning of each underlined word as found in context.

Nina Cruz is afraid. She is afraid of what people are doing to the environment, or the world around them. People use poisons to get rid of certain kinds of insects. These very small animals with many legs can destroy crops and do great damage by transmitting, or passing on, sickness to people and other animals. People know that they have to kill these insects. But what the people don't know is that the insecticides, or poisons used to kill the insects, are also killing other animals and even people. Nina Cruz knows all these, and that's why she is afraid.

Did you find the signal words and get the same meaning for each of the underlined words? Try completing the table below. The first number is done for you.

Word	Signal Word	Meaning
1. environment	_____	the world around us
2. insects	_____	_____
3. transmitting	_____	_____
4. insecticides	_____	_____

### Activity 2

And here's more. Read the announcement below carefully. Use the words in the box to complete the sentences.

eruption	pumice
smothered	spewing

What we thought was a mountain looks more like a volcano now! Have you noticed how it's been \_\_\_\_ (1) \_\_\_\_\_ or throwing steam and molten rock? After everything cools, we'll pick out the smaller stones of \_\_\_\_ (2) \_\_\_\_\_, that is volcanic rock, to use in our baths! For now, we'd better run away! We could all be suffocated or \_\_\_\_ (3) \_\_\_\_\_ by the ash. Scientists tell us that a big \_\_\_\_ (4) \_\_\_\_\_, which throws forth lava, will take place within the week. This is a warning!

### Activity 3

Using the announcement in Activity 2, complete the table below.

Word	Signal Word	Meaning
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

## Self-check



See how you fared!

### Activity 1

Word	Signal Word	Meaning
1. environment	or	the world around us
2. insects	none	very small animals with many legs
3. transmitting	or	passing on
4. insecticides	or	poisons used to kill the insects

### Activity 2

1. spewing
2. pumice
3. smothered
4. eruption

### Activity 3

Word	Signal Word	Meaning
1. spewing	or	throwing steam and molten rock
2. pumice	that is	volcanic rock
3. smothered	or	suffocated
4. eruption	which is	throwing forth lava

## Your Score



- |         |   |                      |
|---------|---|----------------------|
| 15 - 16 | - | <b>Superb!</b>       |
| 9 - 14  | - | <b>Very Good!</b>    |
| 5 - 8   | - | <b>Satisfactory!</b> |
| 0 - 4   | - | <b>Study harder!</b> |

# Reading Adventure

Are you an active reader? If you are one, you are an involved reader. You handle reading a selection or story quite well. As such, reading becomes fun and enjoyable. You will learn strategies that will help you become an active reader.



## A. Pre-reading

Preview the selection by reading the title and looking at some of the illustrations for the story. Think ahead. What do the title and the illustrations suggest? What do you think will the selection be about? Explore ideas or experiences you have had related to the selection you will read. It will also help if you preview the vocabulary. If you cannot get the meaning of difficult words through context, use a dictionary. The following words and their meanings may help you understand better the story you are about to read.

<b>marsh</b>	-	<i>a tract of low, wet soft land; swamp</i>
<b>trot</b>	-	<i>to go; ride; to hurry; to run</i>
<b>conflagration</b>	-	<i>big, destructive fire</i>
<b>falsestto</b>	-	<i>higher-pitched voice than normal</i>
<b>bellow</b>	-	<i>to roar with a reverberating sound as a bull; loud powerful sound</i>
<b>mired</b>	-	<i>to sink in the mud</i>
<b>plover</b>	-	<i>shore bird of North America</i>
<b>curlew</b>	-	<i>a large, brownish, wading bird with long legs and curved bills.</i>
<b>bittern</b>	-	<i>hornlike bird with a booming cry</i>
<b>hollow</b>	-	<i>not solid; concave</i>
<b>gait</b>	-	<i>various foot movement of a horse</i>
<b>feeble</b>	-	<i>weak</i>
<b>leeward</b>	-	<i>away from the wind</i>
<b>firebreaks</b>	-	<i>strips of cleared land to stop fires from spreading</i>



## B. While Reading

Think while reading. What is it that you want to find out in the story? Predict what will happen next. This way, reading becomes more exciting!

Here is a story for you to read. This happened in Monterey County in 1859 - quite a long, long time ago, but, you won't feel it's an old story. The story is about a fire in the prairie / prār'i/. A prairie is a large area of level or rolling land with few trees. You can now imagine the setting of the story.



This story shows that human life is important, and there are forces in nature which are difficult to explain.

Use the strategies suggested in Pre-reading to understand the selection.

## **The Prairie Fire**

by Herbert Quick

There was a stiff, dry, west wind blowing, and a blue haze in the air. As the afternoon advanced, the sun grew red like a great coal of fire or a broad disk of red-hot iron.

A scent of burning grass filled the air when I found my herd over on Section Eight. The cattle were uneasy, and when I started them toward home, they walked fast, sniffing the air and giving once in a while an anxious falsetto bellow. Now and then they would

break into a trot as they drew nearer home.

The smell of smoke grew stronger, and I knew there was a prairie fire burning to the westward. The sun was a deeper red now, and once in a while almost disappeared in clouds of smoke which rolled higher and higher into the sky. Prairie chickens, plover and curlew, with once in a while a bittern, went hurriedly eastward, and several wolves crossed our path, trotting along and paying no attention to me or the cows, but stopping from time to time and looking back as if pursued from the west.

### **Stop for a while and answer these questions.**

What were the indications that there was a fire nearby?  
Why, do you think, did the wolves not attack the cattle?  
Were they pursued by the fire? Find out.

They were pursued. They were fleeing from the great prairie fire of 1859, which swept Monterey County from side to side and never stopped until it struck the river. I felt a little uneasy as I drove my cattle down into the marsh on my own land, and saw them picking their way across it toward my grove, which showed proudly a mile away across the flat. I

had plowed firebreaks about my buildings and stacks, and burned the grass off between the strips of plowing, but I felt that I ought to be at home. So I rode on at a good trot to make my circuit of the marsh to the west. The cattle could get through, but a horse with a man on his back might easily get mired, and my motto was, "The more hurry, the less speed."

As I topped the hill to get back to the high ground, I saw great clouds of smoke pouring into the valley at the west passage of the big flat, and the country to the south was hidden by the smoke, except where, away off in the southeast in the changing of the wind. I could see the line of fire as it came over the high ground west of the old Trickey farm. It was a broad belt of red flames, from which

there crept along the ground a great snake of smoke, black at first and then turning to blue as it rose and thinned. I began making haste; for it now looked as if the fire might reach the head of the slew before I could, and thus cut me off. I felt in my pocket for matches; for in case of need, the only way to fight fire is with fire.

**Pause for a while and answer these questions:**

What three colors did the author see as he looked from the hilltop toward the advancing fire?

What caused those colors?

Where did the speaker fear he might get cut off?

At this point, do you think the speaker will be safe or is there danger waiting for him? Go on reading.

I was not frightened, for I knew what to do; but not a mile from where I saw the fire on the hilltop, a family of Indiana movers were at that moment smothering and burning to death in the storm of flames – six people, old and young, of the score or more lost in that fire.

And within five minutes, as I looked off to the northwest, I saw a woman walking calmly toward the marsh. She was a long way off, and much nearer the fire than I was. I looked for the wagon to which she might belong, but saw none, and it took only one more glance at her to show me that she was in mortal danger. For she was walking slowly and laboriously along like a person carrying a heavy burden. The smoke was getting so thick

that it hid her from time to time, and I felt, even at my distance from the fire, an occasional hot blast on my cheek – a startling proof of the rapid march of the great oncoming army of flames.

I kicked my heels into the horse's flanks and pushed him to a gallop. I must reach her soon, or she would be lost, for it was plain that she was paying no attention to her danger. I went down into a hollow, pounded up the opposite hill, and over on the next rise of ground, I saw her. She was standing still now, with her face turned to the fire; then she walked deliberately toward it. I urged my horse to a faster gait, swung my hat, and yelled at her, but she seemed not to hear.

**Please pause again and ponder on these questions:**

What, do you think, was the woman doing in the prairie?  
As the speaker got close to the woman, what did he feel on his cheeks?  
What does that show?  
Was Jake able to save the woman and himself? Read on.

The smoke swept down upon her, and when I next could see, she was stooped with her shawl drawn around her head; or was she on her knees? Then she rose, and turning from the fire, ran as fast as she could, until I wheeled my horse across her path, jumped to the ground and stopped her with my arm about her waist. I looked at her. It was Rowena Fewkes.

“Rowena,” I shouted, “ what are you doing here? Don’t you know you’ll get burnt up?”

“I couldn’t go any close,” she said, as if excusing herself. “Would it hurt much? I got scared, Jake. Oh, don’t let me burn!”

There was no chance to go around the swamp now, even if I had not been hampered with her. I told her to do as she was told and not bother me. Then I gave her the horse to hold and sternly ordered her not to let loose of him no matter what he did.

I gathered a little armful of dry grass and lighted it with a match to the leeward of us. It spread fast, though I lighted it where the grass was thin so as to avoid a hot fire; but on

the side toward the wind, where the blaze was feeble, I carefully whipped it out with my slouch hat. In a minute or so, I had a line two or three rods along, of little blazes, each a circle of fire burning more and more fiercely on the leeward side, and more feebly on the side where the blaze was fanned away from its fuel. The side of each circle nearest me I whipped out with my hat, some with difficulty. Soon, we had a fierce fire raging, leaving in front of us a growing area of black ashes.

We were now between two fires; the great conflagration from which we were trying to protect ourselves came on from the west like a roaring tornado its ashes falling all about us, its hot breath beginning to scorch us, its snapping and crackling now reaching the ear along with its roar; while on the east was the fire of my own kindling, growing in speed, racing off away from us, leaving behind it our haven of refuge, a tract swept clean of food for the flames, but hot and smoking, and as yet all too small to be safe, for the heat and smoke might kill where the flames could not reach. Between the two fires was the fast narrowing strip of dry grass from which we must soon move. Our safety lay in the following of one fire to escape the other.

**Pause a while and answer these questions to understand the story better.**

Why did the speaker light his fire to the leeward?

What made the fire he started race away from them while the greater fire raced toward them?

Where would the two go when they had to move from the strip of grass?

Predict if the two of them would be saved.

Find out as you go to the breath-taking ending of the story.

The main army of the flames coming from the west, with its power of suction, fanned itself to a faster pace than our new line could attain, and the heat increased, both from the racing crimson line to the west, and the slower-moving backfire on the other side. We sweltered and almost suffocated. Rowena buried her face in her shawl and swayed as if falling. I took her by the arm, and leading the excited horse, we moved over into our zone of safety. She was trembling like a leaf.

I was a little anxious for a few minutes for fear I had not started my back-fire soon enough; but the fear soon passed. The fire

came on with a swelling roar. We followed our backfire so close as to be almost blistered by it, coughing, gasping, covering our mouths and nostrils in such a heat and smother that I could scarcely support Rowena and keep my own footing. Suddenly the heat and smoke grew less; I looked around, and saw that the fire had reached our burnt area, and the line was cut for lack of fuel. It divided as a wave, and went in two great moving spouting fountains of red down the line of our backfire, and swept on, leaving us scorched, blackened, bloodshot of eye and sore of lips, but safe. We turned, with great relief to me at least, and made for the open country behind the lines.

**Post Reading**



How well did you read the story? Were your predictions close to the actual outcome? There are several activities lined-up for you to help you get more from what you read. They are: noting significant details by plotting the story, sequencing events through mapping, showing cause-effect relationships, and drawing conclusions. When you have learned these skills, you can use them in all the reading that you do and discover that success in reading is within your grasp.

# Comprehension Check

## A. Think Back (Recall)

### 1. Plotting the Story

To figure out the plot, ask : What is the problem in the story?  
What events lead to its solution? What is the solution?

Write a plot summary for the story by filling out the chart below. Remember that each event in a plot is important.

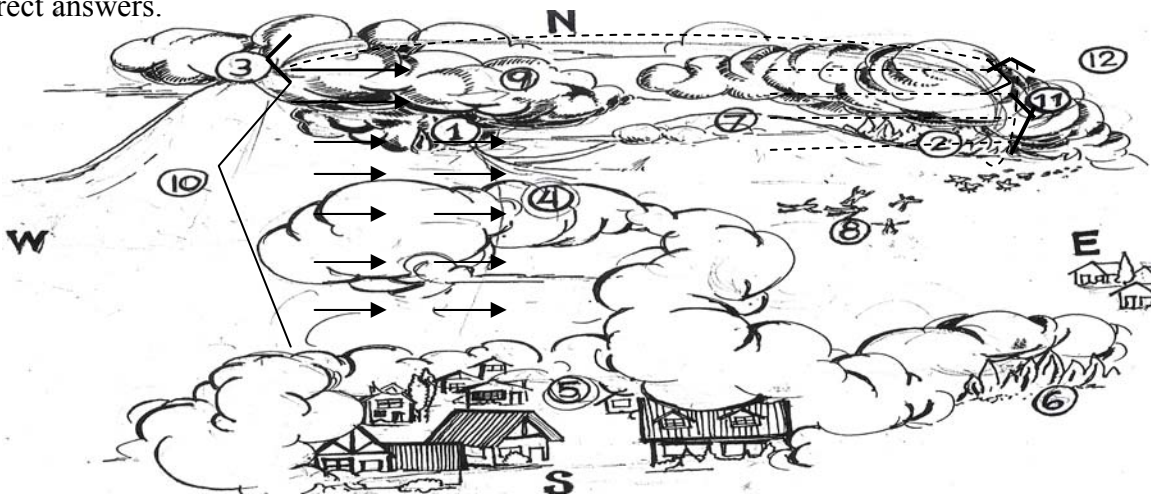
Title of the Story:  
Who the characters are:  
Where the story takes place:  
What happens:

Event that presents a problem: (What was the problem?)

How the problem is solved: (How did the characters try to solve the problem?)

## B. Mapping / Sequencing

Study carefully the sketch of the prairie below showing the directions-north, south, east and west. The number represents the sequence of events as detailed in the story. Match the number with the correct letter that describes each event. You may go back to the story to be sure you'll get the correct answers.



**No. Letter**

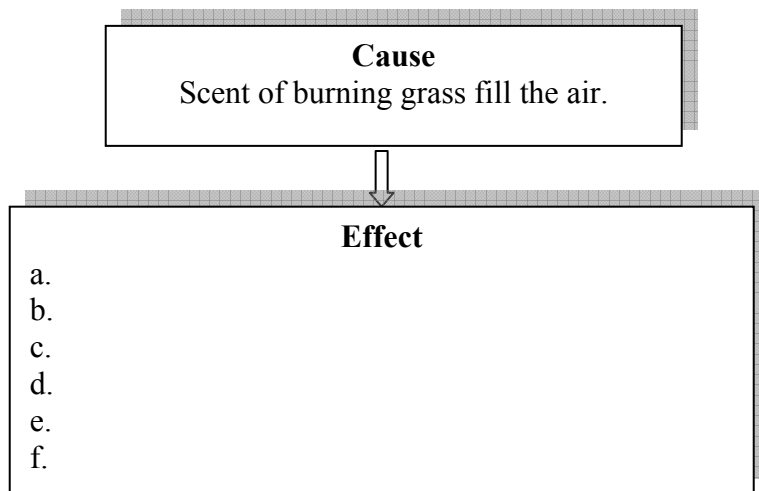
- \_\_\_\_\_ (1) \_\_\_\_\_
- \_\_\_\_\_ A. There was a prairie fire burning to the westward.
- \_\_\_\_\_ B. Fire came over the high ground west of the old Trickey Farm.
- \_\_\_\_\_ C. Prairie chickens, plover and curlew with once in a while a bittern went hurriedly to the eastward.
- \_\_\_\_\_ D. A mile from where I saw the fire on the hilltop, a family of Indiana movers were burning to death.
- \_\_\_\_\_ E. I rode on at a good trot to make my circuit of the marsh to the west.
- \_\_\_\_\_ F. As I looked off to the northwest, I saw a woman walking calmly toward the marsh.
- \_\_\_\_\_ G. I saw great clouds of smoke pouring into the valley at west passage of the big flat.
- \_\_\_\_\_ H. The great conflagration came on from the west like a raging tornado.
- \_\_\_\_\_ I. The country to the south was hidden by smoke.
- \_\_\_\_\_ J. On the east was the fire of my own kindling.
- \_\_\_\_\_ K. Away off in the southeast is the changing of the wind, I could see a line of fire.
- \_\_\_\_\_ L. Zone of safety.

**Cause / Effect Relationship**

A cause is something that makes something else happen. An effect is what happens as a result. Sometimes an effect may have more than one cause and vice versa. Read each cause in the box and below it, write the effect. Choose your answers from the given choices below.

- the fire stopped
- cattle were uneasy
- sun disappeared in the clouds
- gave falsetto bellow
- break into a trot
- blaze grew feeble
- reached the woman soon
- walked fast
- prairie chickens, plover and curlew went hurriedly eastward
- wolves trotted along to the east

1.



2.

**Cause**  
Clouds of smoke rolled higher and higher  
into the sky.



**Effect**

3.

**Cause**  
I pushed my horse to a gallop



**Effect**

4.

**Cause**  
The blaze was fanned away.



**Effect**

5.

**Cause**  
The fire struck the river.



**Effect**

## Drawing Conclusions

Writers don't always tell you everything. Good readers use their own knowledge and information in a story to draw conclusions about story characters and events.

What conclusions did you draw about -

- A. why the animals reacted the way they did at the beginning of the story?
- B. fires on the prairie?
- C. why the author risked his life to save Rowena?

Write your answers in the space provided. Give evidence from the story and from your own experience to support your conclusion.

Conclusions I Drew:

- A.
- B.
- C.

Evidence from the Story:

- A.
- B.
- C.

Evidence from My Own Experience:

- A.
- B.
- C.



**E. Think it over (Interpret)**

1. Who did the author lead to safety?
2. How important is one's life? Explain.

**Self-check**



Now check your answers to see how you fared in the activities.

**A. Think Back (Recall)**

**Plotting the Story**

- |                                   |   |   |
|-----------------------------------|---|---|
| 1. Title of the Story             | : | The Prairie Fire  |
| 2. Who the characters are         | : | Jake and Rowena Fewkes  |
| 3. Where the story takes place    | : | In a prairie in Monterey County   |
| 4. What happens                   | : | A fire swept Monterey County from side to side and never stopped until it struck the river. |
| 5. Event that presents a problem: | : | Rowena Fewkes was trapped in the fire.  |
| 6. How the problem is solved      | : | Jake did his best to save Rowena's life.  |

- |    |   |   |   |    |   |   |
|----|---|---|---|----|---|---|
| B. | 1 | - | A | 7  | - | B |
|    | 2 | - | C | 8  | - | D |
|    | 3 | - | E | 9  | - | F |
|    | 4 | - | G | 10 | - | H |
|    | 5 | - | I | 11 | - | J |
|    | 6 | - | K | 12 | - | L |

**C. Cause / Effect**

1.
  - a.) cattle were uneasy
  - b.) gave falsetto bellow
  - c.) break into a trot
  - d.) walked fast
  - e.) prairie chickens, plover and curlew....
  - f.) wolves trotted along to the east
2. sun disappeared in the clouds.
3. reached the woman soon
4. blaze grew feeble
5. the fire stopped

#### D. Drawing Conclusions

Possible Answers:

Conclusion I Drew:

- A. Animals can detect impending danger caused by nature.
- B. There are frequent fires in the prairies.
- C. Anybody's life is very important because it's a gift from God.

#### Evidence from the Story

- A. The cattle were uneasy, they walked fast sniffing the air and giving once in a while an anxious falsetto bellow. Now and then, they would break into a trot. Prairie chickens, plover and curlew went hurriedly eastward, wolves trot along paying no attention to the cattle.
- B. Jake had plowed firebreaks about his buildings and stacks, and burned the grass off between the strips of plowing.
- C. Jake felt the urge to save the woman even if at first he didn't know who the woman was. He got scorched, blackened, bloodshot of eyes and sore of lips but happy for he was able to save a life – Rowena's life.

#### Evidence from My Own Experience

- A. } varied answers
- B. }
- C. }

#### E. 1. Rowena Fewkes

- 2. Life is very important. It is given to us by God. Because it is a gift from God, we should value it. To value life means to take good care of ourselves and to do worthwhile deeds.

## Write Thing



Accidents do happen when we least expect. Most often, victims of accidents are those who easily panic and get rattled. Let us always remember that when we are caught in the midst of such situation, we should stay calm, cool and composed and most important of all, always have presence of mind.

This time, explain step by step how you would protect yourself if you were caught in a forest fire. Write this in your notebook. Start this way.

<i>If I were caught in a forest fire, I would.....</i>

**Your Score:**






35	-	44	-	<b>Perfect!</b>
26	-	34	-	<b>Proficient!</b>
10	-	25	-	<b>Persevering!</b>
0	-	9	-	<b>Push harder!</b>

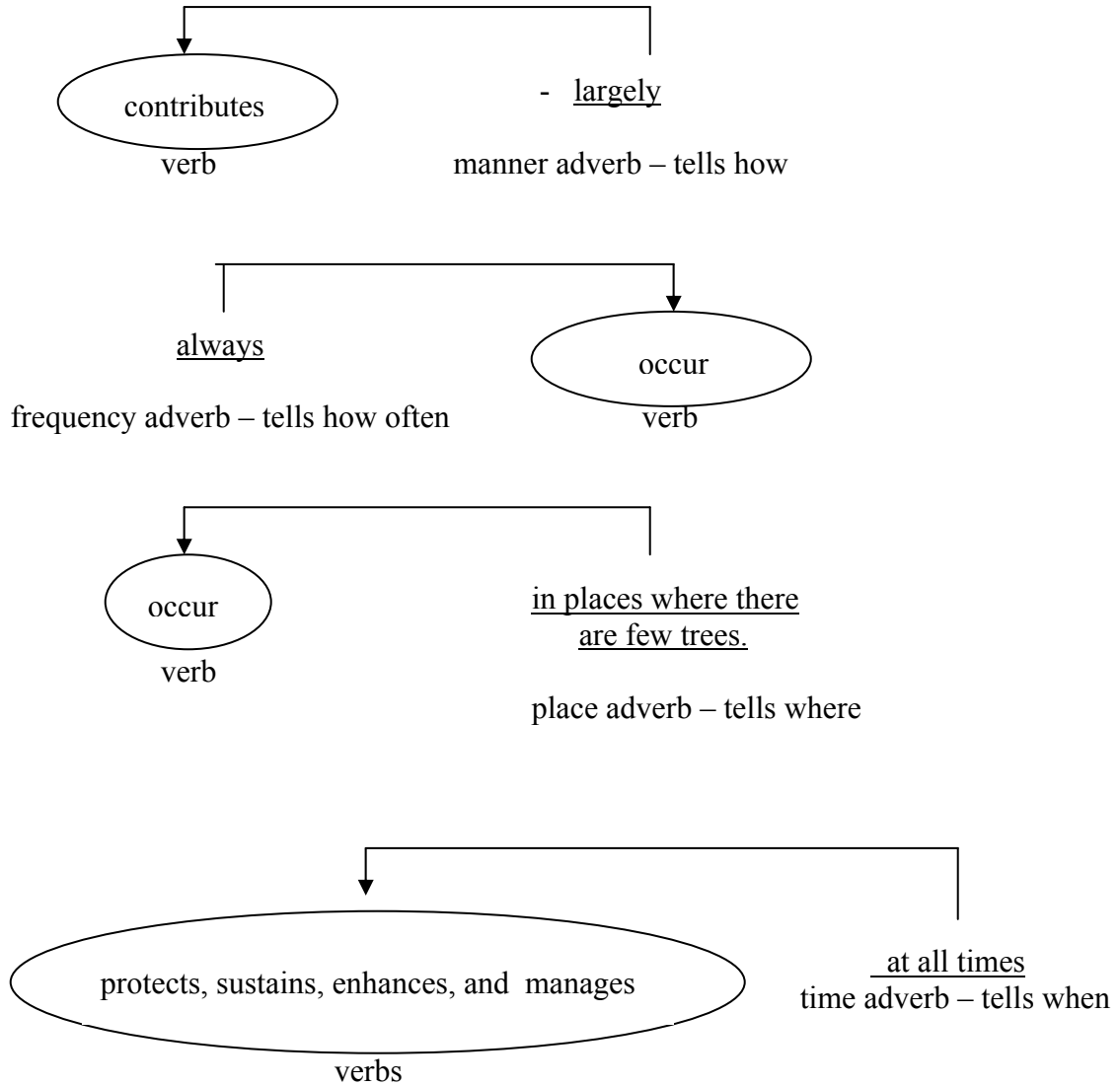
You are halfway in this module. Hats off to you! Keep on! In the next portion you will study the uses of adverbs or words that describe verbs, adjectives and other adverbs.

## Language Focus

Read the following sentences. Take note of the encircled and underlined words.

-  Destruction of forests contributes largely to global warming or higher atmospheric pressure.
-  Floodings always occur in places where there are few trees.
-  DENR protects, sustains, and enhances the environment, and manages the wise use of our natural resources at all times.

Study the encircled and the underlined words from the report.



Remember:

An adverb is a word that modifies a verb, an adjective or another adverb.

Let's have a refresher on the use of adverbs.

## Rules on the Use of Adverbs

1. Modifiers indicating place or position are regularly placed after the verb and after the object, if any.

*Josie plays under the tree.*  
*He picked some flowers in the garden.*  
*We walk to the park.*

2. Modifiers indicating manner are regularly placed after the verb and after the object, if any. Some adverbs ending in -ly may also be placed before the verb particularly when there are other verb modifiers in the sentence.

*The water murmurs softly as it flows.*  
*The water softly murmurs as it flows.*

3. Modifiers indicating frequency are regularly placed either after the verb and after the object, if any, or before the verb.

*The street sweeper talks to the garbage collector often.*  
*The street sweeper often talks to the garbage collector.*

*It rained continually.*  
*It continually rained.*

- a.) The following adverbs are regularly placed before the principal verb: always, usually, seldom, never.

*He always plants vegetables.*  
*He seldom buys vegetables from vendors.*

- b.) The adverb ever is used only in negative statements, but is used in both affirmative and negative questions.

*He doesn't ever use dynamite in fishing.*  
*Doesn't he ever use dynamite in fishing?*

- c.) Frequency adverbs are regularly placed after the verb be.

*The farmer is often busy.*  
*We are never enemies of the environment.*

4. Modifiers indicating time are regularly placed after the verb and after the object, if any.

*The agriculturists arrived yesterday.*

*They came a week ago.*

*We saw him last night.*

5. Some modifiers may be placed before or after the principal verb. Examples are *yet, already, soon, recently, lately, immediately, finally*.

*He will soon come.*

*He will come soon.*

*I haven't seen a farm yet.*

*I haven't yet seen a farm.*

*They reported immediately for work.*

*They immediately reported for work.*

6. When more than one modifier indicating place, manner, frequency or time occurs in a sentence, the regular order after the verb and after the object, if any, is : place + manner + frequency + time.

	Place	Manner	Frequency	Time
The children will go	to the province	by bus		on Sunday.
We saw them	here	unexpectedly		last week.
Sony mails a letter	to Cebu		once a month.	
Rey goes	to the beach	by car	usually	every summer.

However, the position of adverbs may be changed depending upon the point of emphasis.

Example: Once a month, Sony mails a letter to Cebu.

Last week, we saw them here unexpectedly.

We unexpectedly saw them here last week.

Now that you know the rules on using adverbs, do the following activities.

### Activity 1

Rewrite the following sentences placing in regular positions the modifiers in parentheses. Number 1 is done for you.

1. We should throw our garbage. (everyday, regularly )  
We should throw our garbage regularly everyday.
2. Garbage collectors are on time. (never)
3. Mrs. Siva doesn't buy canned goods. (ever, by boxes)
4. We promote recycling programs to the community. (in the evening, often)
5. He takes time to know about recyclables. (through reading)

6. The young man buys junk goods. (round the subdivision, every afternoon)
7. The Health Brigade greeted us. (with a smile, at the gate of the house)
8. Cecille sorts out garbage. (at home, every day, all alone by herself)
9. Join the Clean-up Drive. (tomorrow, promptly, at seven o'clock)
10. We waited for the volunteers. (for about ten minutes, at the corner lot)

### Activity 2. Using Adverbs

Form sentences from the words in the paper bags.

He came	on time	here	during practice
The boy spoke	on stage	this morning	loud and clear
The family lived	several years ago	contentedly	on the farm
The meeting starts	in the library	at 8 a.m.	promptly
Pete makes compost	at the back of the house	regularly	every year

1. He came here during the practice on time.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

### Activity 3. Placing Adverbs Correctly

Rewrite each sentence three times by placing the adverb in front, mid and end – positions in the sentence.

Example: They had a meeting. (recently)

- A. Recently, they had a meeting.
- B. They recently had a meeting.
- C. They had a meeting recently.

1. Each barangay sorted waste materials. (once)
  - A.
  - B.
  - C.
2. Hazardous wastes are sent to disposal centers. (now)
3. We'll know the best waste disposal method. (soon)

4. Recycling cuts volume of wastes. (finally)
5. DENR assessed the waste generated in a community. (recently)
6. We convert biodegradable waste into compost. (occasionally)
7. I sell bottles and tin cans to junk dealers. (sometimes)
8. A lot of people learned how to segregate. (slowly)
9. Eliminate use of toxic waste. (quickly)
10. Everyone reduced the volume of waste. (patiently)

#### **Activity 4. Comparing with Adverbs**

Adverbs can be used to compare two or more actions.

The positive form of an adverb is used when no comparison is being made.

*The sun will set early.*  
*Dust gathered quickly on the windshield.*

The comparative form is used to compare two actions. Form the comparative of most short adverbs by adding *-er* to the positive form.

Sunset comes earlier in January than in summer.

With other adverbs, use *more* or *less*.

*Weather changes more quickly in February than in summer.*

The superlative form is used to compare three or more actions. Form the superlative of most short adverbs by adding *-est* to the positive form.

*Sunset comes earliest in December.*

With other adverbs, use *most* or *least*.

Weather changes most quickly with a west wind.

Well and badly have special forms for comparison.



**Positive****Comparative****Superlative**

well  
badly

better  
worse

best  
worst

Try this:

Name the form of the adverb in parentheses that correctly completes each sentence. Opposite your answer, write the correct form of the adverb.

1. Dust gathers (fast) on sunny days than on cloudy ones.
2. Rain comes (frequently) in July.
3. Rain comes (often) in October.

Now try to answer the following exercises.

**Activity 5:**

Use the correct form of the adverb in parentheses.

1. Don arrived at the park \_\_\_\_\_ than we did. (soon)
2. We waited \_\_\_\_\_ than he did for the concert to begin. (patiently)
3. In our group, Frank sat \_\_\_\_\_ to the bandstand. (near)
4. He watched the musicians \_\_\_\_\_ than we did. (closely)
5. We clapped \_\_\_\_\_ of all for Martin Nievera's number. (hard)
6. Martin's songs were played \_\_\_\_\_ of all the songs. (loudly)
7. We cheered \_\_\_\_\_ of all for "Be My Lady." (eagerly)
8. Will the band play \_\_\_\_\_ at the next concert than it did today? (long)
9. Young and old alike cleaned their place \_\_\_\_\_ (well).
10. But the old folks left their place the \_\_\_\_\_ of all. (well)

And here's more.

**Activity 6**

Write the form of the adverb in parentheses that correctly completes the sentence.

Example: Rain falls (heavily) in some regions than in other places.

Answer: more heavily

1. In tropical climates, rainstorms occur (frequently) than in temperate zones.
2. Clouds fill with moisture (readily) over water than over land.
3. You can actually see the rain (easily) of all in places like Batanes.
4. The wind directions shifts (noticeably) in January than in December.
5. In all its travels, the air soaks up moisture (rapidly) when it passes over the oceans.

## Activity 7

### NEGATIVES

Negatives are words that mean “no.” The words no, not, never, nowhere, nothing, nobody, no one, neither, scarcely and barely are common negatives. Use only one negative in a sentence.

Incorrect: No one should never drive on a slippery road.

Correct : No one should ever drive on a slippery road.

Choose the word in parentheses that correctly completes the sentence. Avoid double negatives.

Example : Don't (ever, never) cook rotten fish.

Answer : ever

1. Haven't you (never, ever) eaten fish?
2. There isn't (no, any) tastier food I think.
3. You won't (never, ever) find shellfish along the surface of the sea.
4. There is (no, any) way they can move there.
5. Shellfish haven't (any, no) means of movement except along the sea bottom.
6. Some people won't (ever, never) eat crab meat.
7. Marvin says that he had (ever, never) eaten salmon before.
8. He says nothing (ever, never) tasted so good.
9. When you live near the sea, buying fresh fish is (no, any) problem at all.
10. There isn't (anywhere, nowhere) better for someone who likes fish.

### Self-check



### Activity 1

1. .... throw our garbage regularly everyday.
2. .... collectors are never on time.
3. .... doesn't ever buy canned good by boxes.
4. We often promote recycling program to the community in the evening.
5. .... about recyclables through reading.
6. .... junk goods round the subdivision, every afternoon.
7. .... greeted us with a smile at the gate of the house.
8. .... sorts out garbage at home, all alone by herself, everyday.
9. .... Clean-up Drive promptly, tomorrow at seven o'clock.
10. ... volunteers at the corner lot for about ten minutes.

## Activity 2

1. He came here during the practice on time.
2. The boy spoke on stage, loud and clear this morning.
3. The family lived on the farm contentedly several years ago.
4. The meeting starts in the library promptly at 8 a.m.
5. Pete makes compost at the back of the house regularly every year.

## Activity 3

1. A. Once each barangay sorted waste materials.  
B. Each barangay once sorted waste materials.  
C. Each barangay sorted waste materials once.
2. A. Now, hazardous wastes are sent to disposal centers.  
B. Hazardous materials are now sent to disposal centers.  
C. Hazardous materials are sent to disposal centers now.
3. A. Soon, we'll know the best waste disposal method.  
B. We'll soon know the best waste disposal method .  
C. We'll know the best waste disposal method soon.
4. A. Finally, recycling cuts volume of wastes.  
B. Recycling finally cuts volume of wastes.  
C. Recycling cuts volume of wastes, finally.
5. A. Recently, DENR assessed the waste generated in a community.  
B. DENR recently assessed the waste generated in a community.  
C. DENR assessed the waste generated in a community recently.
6. A. Occasionally, we convert biodegradable waste into compost.  
B. We occasionally convert biodegradable waste into compost.  
C. We convert biodegradable waste into compost occasionally.
7. A. Sometimes, I sell bottles and tin cans to junk dealers.  
B. I sometimes sell bottles and tin cans to junk dealers.  
C. I sell bottles and tin cans to junk dealers occasionally.
8. A. Slowly, a lot of people learned how to segregate.  
B. A lot of people slowly learned how to segregate.  
C. A lot of people learned how to segregate slowly.
9. A. Quickly eliminate use of toxic wastes.  
B. Eliminate quickly use of toxic wastes.  
C. Eliminate use of toxic wastes quickly.

10. A. Patiently, everyone reduced the volume of wastes.
- B. Everyone patiently reduced the volume of wastes.
- C. Everyone reduced the volume of wastes patiently.

#### Activity 4

1. comparative - faster
2. superlative - the most frequently
3. positive - often

#### Activity 5

- |                   |                 |
|-------------------|-----------------|
| 1. sooner         | 6. most loudly  |
| 2. more patiently | 7. most eagerly |
| 3. nearest        | 8. longer       |
| 4. more closely   | 9. well         |
| 5. hardest        | 10. best        |

#### Activity 6

1. more frequently
2. more readily
3. most easily
4. more noticeably
5. most rapidly

#### Activity 7

- |         |              |
|---------|--------------|
| 1. ever | 6. ever      |
| 2. any  | 7. never     |
| 3. ever | 8. ever      |
| 4. no   | 9. no        |
| 5. any  | 10. anywhere |

### Your Score



- |            |   |                    |
|------------|---|--------------------|
| 60 - Above | - | Excellent!         |
| 40 - 59    | - | Good!              |
| 20 - 39    | - | Fair!              |
| 0 - 19     | - | Needs Improvement! |

## Everyday Expressions

Do you still find two-word verbs difficult to understand? These words are also called phrasal verbs and are frequently used in our everyday English.

In this module, we will focus on idioms with the word *draw*.

Study the following idioms and their meanings:

*draw back* – to withdraw or recoil

*draw on* – to use; attract or approach

*draw out* – to encourage somebody to talk; to make longer than usual

*draw up* – to draft or formulate

*draw a blank* - to get no result or response

*draw the line* - to refuse to do or tolerate something

*draw attention to* - to point something out

*draw upon* - to recall and use ; to remember

### Activity 1

Substitute an appropriate form of the idiomatic expression to replace the italicized word or groups of words.

1. The officers of the club *formulated* a set of by-laws for their organization.
2. The police investigators were disappointed because they *got no result* from their investigation.
3. At the university I *recall and use* my knowledge of Greek mythology.
4. Elisa decided *to withdraw* from the competition.
5. Government should *not tolerate* illegal logging in any part of the country.
6. My parents had no money so I *used* my savings to buy the materials for my project.
7. He always *makes* his reports *longer than usual* until we are bored stiff.
8. Our science teacher *pointed out* the difference between the two species.
9. Summer is *approaching*.
10. Marie is very shy; you have to *encourage her to talk* about herself.

### Self-check



Now let's check your answers.

- |                 |                      |
|-----------------|----------------------|
| 1. drew up      | 6. drew on           |
| 2. draw a blank | 7. draws... out      |
| 3. draw upon    | 8. drew attention to |
| 4. draw back    | 9. drawing on        |
| 5. draw a line  | 10. draw out         |

## Your Score



10	-	Superb!
7 - 9	-	VS
4 - 6	-	Satisfactory
0 - 3	-	Study Harder

## Activity 2

Do you think you can now use the idioms with Draw in your own sentences? I bet you can. Go ahead then, write them in your notebook.

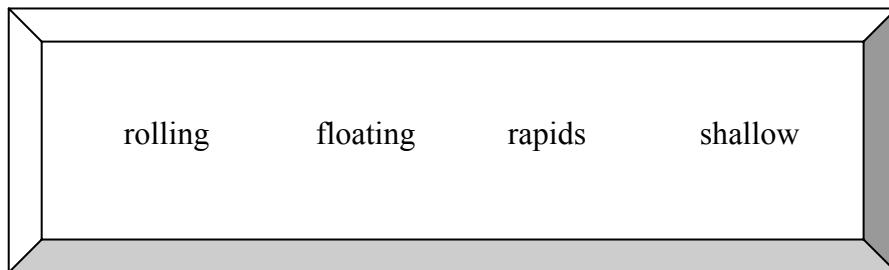
Wow! You're done with the activities in this module. You're ready to take the Posttest.

## Posttest



### I. Vocabulary

Complete each sentence using the words in the box.



1. I really enjoy \_\_\_\_\_ along in a bamboo raft.
2. I wonder if I have better chances to catch fish in a \_\_\_\_\_ river.
3. How can I avoid those \_\_\_\_\_, which flow very fast and are up ahead?
4. I survived that waterfall, so I'm sure I'll be able to get out of this \_\_\_\_\_ or stirring water!

## II. Identifying Significant Details

Read the paragraph below, then, answer the questions that follow:

DENR has reforested 45,567 hectares of open and denuded areas including watersheds, with 113.9 million trees. This will eventually bring many benefits to our people assuming that the average survival rate for trees planted is 80%.

A single mature tree holds 80 to 100 gallons of water. The area reforested therefore will eventually yield a supply amounting to 7.3 to 9.1 billion gallons of water. This is equivalent to 172 million drums, critical for our irrigation, power and potable water needs.

The reforested area will also be capable of absorbing 4,553,600 tons of carbon. This will lead to a cleaner and healthier air quality and help prevent global warming.

The reforested area will allow for the return of many forest-dwelling wildlife species enhancing biodiversity, lessening the threat of soil erosion, flooding and siltation.

5. What is the average survival rate for trees planted through reforestation?  
A. 60%            B. 70%            C. 75%            D. 80%
6. How do reforested areas yield billions of gallons of water?  
A. Reforested areas absorb carbon and water.  
B. Reforested areas allow for the return of wildlife species.  
C. A single mature tree holds 80 to 100 gallons of water.  
D. A single mature tree lessens soil erosion and save water.
7. Why does reforestation make the air clean and prevent global warming?  
A. Tons of carbon dioxide that clean the air are absorbed by the reforested areas.  
B. The 9.1 billion-gallons of water will clean the air.  
C. Wildlife species will enhance cleaner air.  
D. Irrigation power and potable water will be available.
8. What two things will improve through reforestation?  
A. Oxygen and carbon dioxide  
B. Soil erosion and siltation  
C. Flooding and biodiversity  
D. Irrigation and potable water
9. What does *survival rate* for trees mean?  
A. Number of trees that will grow full blown.  
B. Number of trees that will die.  
C. Number of trees that will be made into logs.  
D. Number of trees that will grow and die.

10. Why is reforestation very important?
- A. Biodiversity is enhanced.
  - B. New trees will replace old trees.
  - C. Wild-life species will come back.
  - D. There will be no water shortage.

### III. Show Cause-Effect Relationship / Draw Conclusions

Read the paragraph, then, write the letters of the correct answers to the questions that follow.

Manila Bay is a good harbor because it is large enough to allow ships to enter through the opening and to turn around. It is also so deep that the bottoms of ships do not touch the seabed. The anchors grip well because the seabed is not too rocky, sandy or muddy, thus it provides secure anchorage. Manila harbor is lined with piers and docks. A pier is a platform that extends out into the water so that large ships may rest alongside it. A dock, which is the space between piers, allows a ship to be loaded and unloaded easily.

11. Why is Manila Bay a good harbor?
- A. It has beautiful sunsets.
  - B. The bay is large and deep.
  - C. The water is not polluted.
12. What happens when the seabed is not too rocky, sandy or muddy?
- A. Ships do not need any anchors.
  - B. The sea does not become shallow.
  - C. Ship anchors can hold on to the sea bottom.
13. Why must a harbor be large?
- A. Ships are best protected from typhoons in a large harbor.
  - B. Big ships must be able to turn around in the harbor.
  - C. A large harbor is less expensive than a small one.
14. What is the effect when a harbor is deep?
- A. The ship bottom does not touch the seabed.
  - B. The ship is in danger of sinking during a typhoon.
  - C. Only large ships are allowed to enter the harbor.
15. Why are piers built in good harbors?
- A. Piers provide secure anchorage for sailboats.
  - B. More ships can load and unload at the same time.
  - C. Piers prevent ships from hitting the shore during typhoons.



#### IV. Grammar

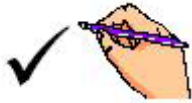
A. Rearrange the adverbs in proper order to make the sentence correct.

16. The class \_\_\_\_\_ takes a trip \_\_\_\_\_  
(by bus, early in July, always, to the zoo)
17. The students \_\_\_\_\_ visited the bee farm \_\_\_\_\_.  
(eagerly, last Saturday, in Laguna)
18. The other students \_\_\_\_\_ join outdoor camping \_\_\_\_\_.  
(often, excitedly, on weekends)

B. Write the correct form of the adverb in parentheses.

19. The second year students join clean-up drives (patiently) than the third year students.
20. The fourth year students sort out garbage the (anxiously) of all the year levels.

#### Self-check



I. Vocabulary

1. floating      2. shallow      3. rapids      4. roiling

II. Reading Comprehension

5. D      6. C      7. A      8. D  
9. A      10. B

III. Show cause-effect relationship

11. B      14. A  
12. C      15. B  
13. B

#### IV. Grammar




16. The class always takes a trip to the zoo by bus early in July.
17. The students eagerly visited a bee farm in Laguna last Saturday.
18. The other students often join outdoor camping excitedly on weekends.
19. more patiently
20. most anxiously

What was your score in the pretest? What is your score now? Did you do better? Great job! You're now ready for the next module.

You're done with the last module for Unit II. It is hoped that it has helped you become aware of your role in conserving the environment.

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>			