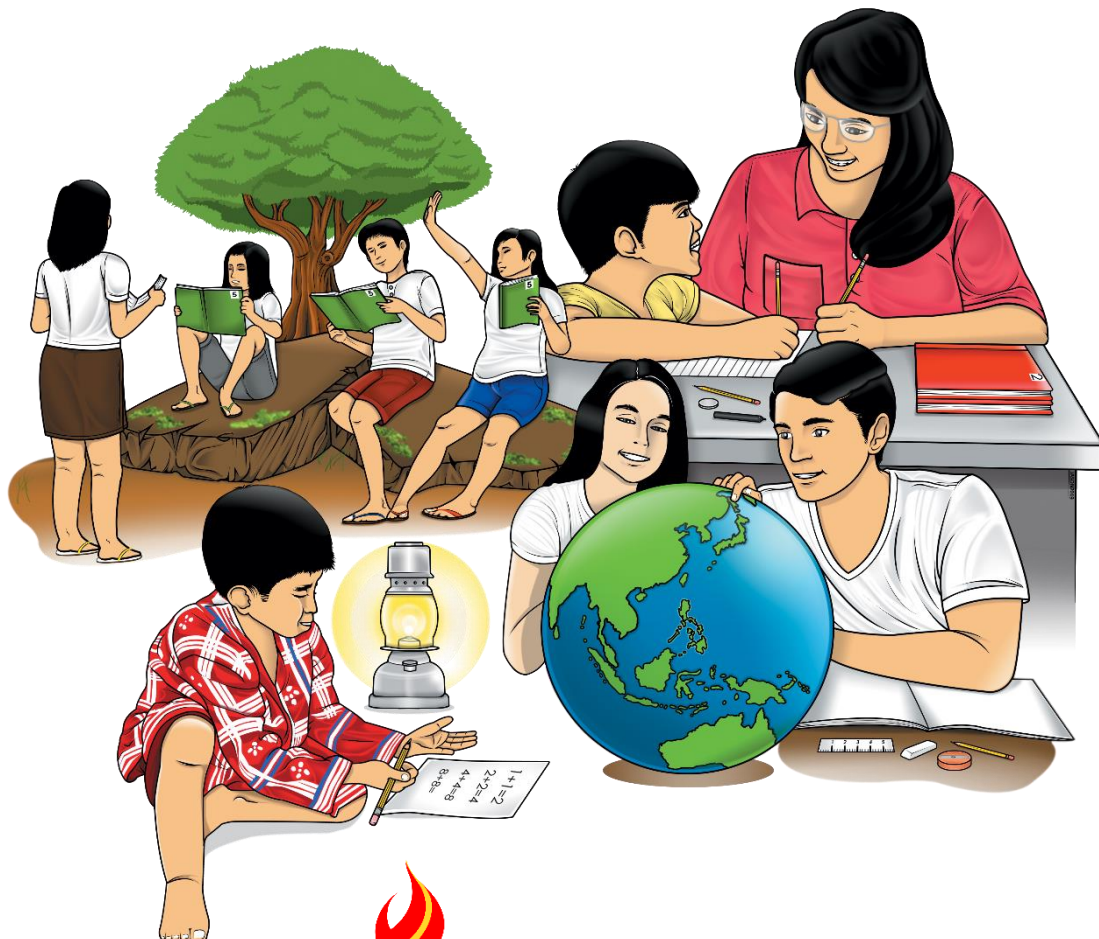


6

English

Quarter 1 – Module 1:

World of Reality and Fantasy



English – Grade 6
Alternative Delivery Mode
Quarter 1 – Module 1: World of Reality and Fantasy
First Edition, 2020

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Published by the Department of Education
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Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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English
Quarter 1 – Module 1:
World of Reality
and Fantasy

Introductory Message

For the facilitator:

Welcome to the **English 6** Alternative Delivery Mode (ADM) Module on **World of Reality and Fantasy!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the **English 6** Alternative Delivery Mode (ADM) Module on **World of Reality and Fantasy!**

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module is designed and written in consideration of you, learners, and your level of knowledge as well as your capacity to learn and apply the skills in English. It is made to train your mind on appreciating visual images based on real-life situations and to gain knowledge on understanding figurative languages when used in context.

To further your ideas and imagination in relation to the topic, this module offers various activities that are contextualized and simplified to meet up your level of language and reading skills.

There are three lessons covered by the module.

- Lesson 1 – Analyzing Figures of Speech (Hyperbole and Irony)
- Lesson 2 – Inferring Meaning of Idiomatic Expressions
- Lesson 3 – Identifying Real or Make-Believe Images

Each definitely leads to the mastery of one lesson and the other by interrelated discussions and activities. Generally, these aim in discovering reality and fantasy in the visual, virtual, and material world.

After going through this module, you are expected to develop the Most Essential Learning Competency (MELC) which is to:

1. identify real or make-believe, fact or non-fact images;

likewise, the following sub and support learning competencies:

- analyze figures of speech (hyperbole, irony); and
- infer meaning of idiomatic expressions using context clues.



What I Know

Time to check the knowledge you have as we start to embark on our journey to the **World of Reality and Fantasy**.

Read and understand the statements very well. Answer what is asked by choosing your best response.

1. Which of the following shows a real scenario inside a classroom?
 - A. books and erasers flying around
 - B. teacher talking in front of class
 - C. chairs and tables laughing around

2. My aunt lived in an ice castle in Baguio. This statement is _____.
 - A. real
 - B. make- believe
 - C. either real or make- believe

3. Our teacher has an undying love for dancing since she was small. From this statement, one can say that _____.
 - A. the teacher died because of dancing
 - B. the teacher loved to dance
 - C. the teacher never stopped dancing

4. Which statement expresses exaggeration?
 - A. a woman driving at a speed of 300 km/hour
 - B. a baby walking at 12 months
 - C. an old man slowly crossing the street

5. I always have butterflies in my stomach whenever I perform on stage. The statement tells us that the person talking _____.
 - A. has fear of performing on stage
 - B. has butterflies inside the stomach
 - C. has experienced a stomachache

Lesson

1

Analyzing Figures of Speech (Hyperbole and Irony)



What's In

Yes or No.

There are lots of things that we are capable of doing. In the next activity, answer the questions honestly. Can you do the following?

1. Climb a mango tree
2. Carry a pail of water
3. Eat a whole cow
4. Kiss a snake
5. Ride a bike



Note to the Teacher

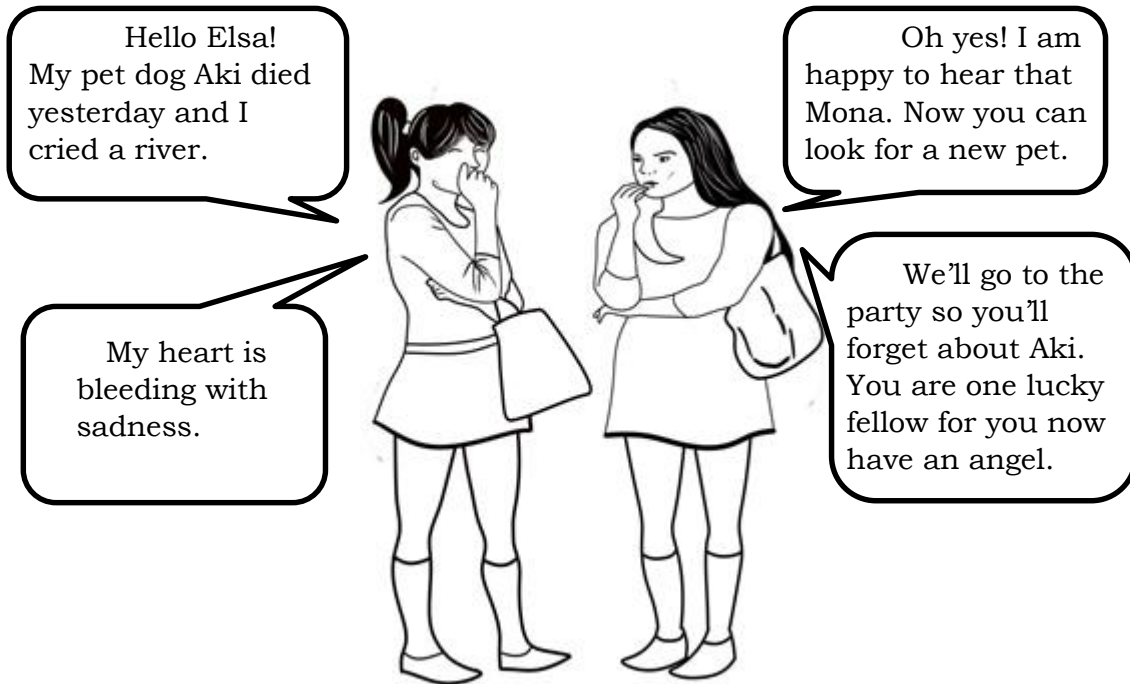
The song "Ironic" by Alanis Morissette may be used to enrich learner's knowledge about irony.

Poem creation using hyperbole and irony may also be done as additional activity.



What's New

Read the Comic Strips about Mona and Elsa



Can Mona cry a river? Is it okay for Elsa to be happy when Mona's pet dog died? Does a heart bleed because of sadness?



What is It

Figurative language or figures of speech are ways of expressing ideas by using symbols, figures, or likenesses. It is the opposite of literal language because it does not tell directly what a person has in mind. To name some examples are simile (a comparison of two unlike objects using like or as), metaphor (a direct comparison of two unlike object without using like or as), and personification (a figure of speech that gives human qualities to places, objects, animals, or ideas).

In addition to the given examples of figurative language that we use, we also have **hyperbole** and **irony**.

Hyperbole is a figure speech that expresses overstatement and exaggeration of a particular condition. Statements expressing hyperbole are also called **hyperbolic statements**. In the conversation on page 4, Mona's statements "I cried a river and my heart is bleeding with sadness" are examples of hyperbole.

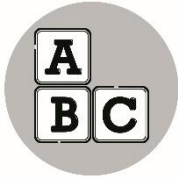
Examples of hyperbole:

1. My world turned upside down.
2. Your voice is deafening.
3. The heat of my body can produce fire.

Irony, on the other hand, is a figure of speech that expresses the contrary or opposite of what should one really think especially in order to be funny. It is also called an **ironic statement**. The words used in ironic statements express praise or approval, however, the real purpose is to criticize, mock, or ridicule. Notice in the conversation on page 4 that Mona was happy for discovering the death of Elsa's pet dog rather than being sad for her.

Examples of irony:

1. The teacher fails the test.
2. The shoemaker's children have no shoes.
3. The doctor died of pneumonia.



What's More

Analyze the following statements. Write **A** if it is a hyperbole which expresses exaggeration; something that is unbelievable to happen. Write **B** if it is an irony which expresses the contrary or opposite of what is said.

- _____ 1. The police station gets robbed by the policemen on duty.
- _____ 2. My dad will kill me when he comes home and sees the house in chaos.
- _____ 3. I turned the house upside down before finding my new shoes.
- _____ 4. A newly- hired pilot was afraid of heights.
- _____ 5. He runs faster than the wind.



What I Have Learned

Figurative language is a way of speaking or writing in which the speaker or writer describes things in a new or different way. It is also called **figures of speech**. Some examples introduced earlier are simile, metaphor, and personification.

Hyperbole or hyperbolic statements are exaggerated statements that are almost impossible to believe since they may never happen or exist. **Irony or ironic statements**, on the other hand, express ideas or situations that are opposite or in contrast of what is expected to happen or what is said in mind.

Analyzing figures of speech requires understanding of their meaning and use in sentences. Each figure of speech has its distinct and unique characteristic. Clue words found in sentences usually give a clear picture or idea on what figure of speech was used.

Unconsciously, we also use figures of speech in expressing our everyday ideas, may it be written or expressed orally.



What I Can Do

Read and analyze if the statements express exaggeration or ironic ideas. Write the sentences in the correct column of the table provided.

Note: *Clue words were underlined to help you.*

1. I can see the germs with my naked eyes.
2. My dad has iron hands that could lift a ten-storey building.
3. Our teacher gave Elna a 100% grade for failing the test.
4. I have read the book a hundred times.
5. The dentist suffers a disturbing toothache.
6. Old folks attended the baby party.
7. The man did not sleep for one year while waiting for his wife to come home.
8. We counted a million times before he blew his candles.
9. Liza's wedding day was showered with a heavy rain.
10. The chicken ate a whole cow.

Hyperbole	Irony



Assessment

Mastering the Skills.

Analyze if the statement is hyperbole or irony. The underlined words will help you decide on your correct answer. Draw a circle if you think it is a hyperbole and a box if it is an irony.

1. An engineer can build a mansion for one day.
2. Babies can run at 6 months.
3. The fire station got burned down.
4. The children clapped their hands to the late teacher.
5. The sun greeted the whole city with a big smile.



Additional Activities

Read and understand the short selection. Look and underline the hyperbolic sentences and circle the ironic sentences.

Tina broke her heart when she received the sad news late in the evening. Her grandmother passed away. “How come she died so soon when she is still 95 years old,” she wondered. Tina was crying a river. If only she could keep her pain and sadness inside a jar and let it sink underwater. Life is really fair for taking her beloved grandmother away. How she wished her grandma was given a thousand years to live.

Lesson

2

**Inferring Meaning of
Idiomatic Expressions**

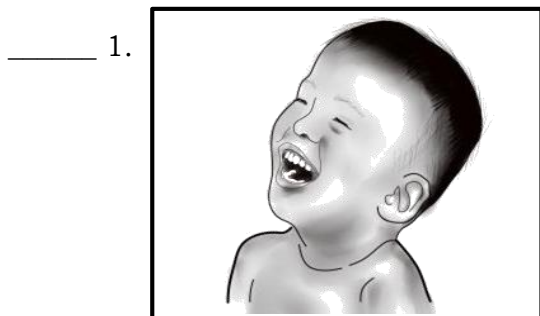


What's In

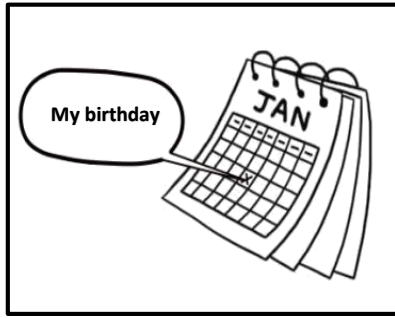
Try and Guess.

Look at the given pictures below. Choose the correct idiomatic expression that best describes the picture. Write the letter of your answer before the number.

- A. a red letter day B. eavesdropping C. tied the knot
D. under the weather E. in stitches



_____ 3.



_____ 4.



_____ 5.

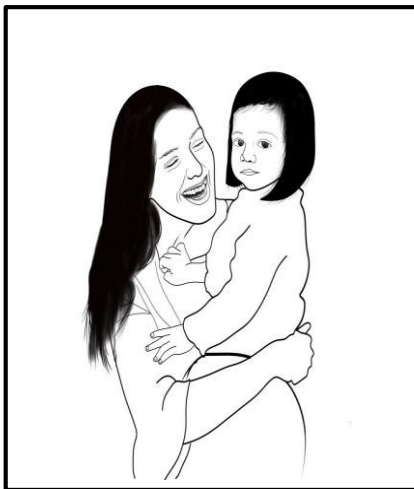


Notes to the Teacher

Aside from the given examples of idioms, the teacher may provide additional examples for enrichment.



What's New



A Mother's Love

My coming into this world is **a feather in one's cap**

It was not **a piece of cake** to raise a child like me

My mom was **one of a kind**, exceptional

Her love for me was **to die for**

She **called the tune** of resigning from work just to take care of me

I always knew I am the **apple of her eyes**



What is It

Read again the poem above and notice the following phrases.

- a feather in one's cap
- piece of cake
- to die for
- called the tune
- apple of her eyes

These phrases used above are idiomatic expressions that mean the following:

- an achievement
- easy to do
- extremely desirable
- make a decision
- favorite

If we are to know the essence of the poem as expressed by the meaning of the phrases used, it goes this way.



A Mother's Love

My coming into this world is an **achievement**

It was not **easy** to raise a child like me

My mom was **exceptional**

Her love for me was **extremely amazing**

She **made a decision** of resigning from work
just to take care of me

I always knew I am **her all- time favorite**

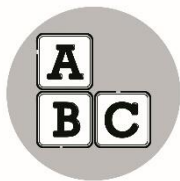
What are idiomatic expressions?

Idiomatic expressions or idioms are phrases which mean something different from the meanings expressed of the words that are part of it. Its meaning will only be understood when taken as a whole or when used in context. We cannot understand the meaning of the expression by the literal interpretation of its words. Like when you use the idiom '**play by ear**', it does not mean that you will play using your ear, instead, it actually means '**to play music without looking at the notes**'.

The following are commonly used idioms and their meanings.

- **pass away** means **to die**
- **break off** means **to put an end**
- **cut down** means **diminish in amount**
- **stand out** means **to be distinguished**
- **hand out** means **to distribute**
- **break in** means **to train, tame, discipline**
- **put down** means **to record**
- **lay up** means **to save**
- **hand over** means **to give up the possession of anything**
- **fall out** means **to quarrel**
- **soared like an eagle** means **glided along high in the air**
- **raining cats and dog** means **raining very hard**
- **lost her cool** means **got angry**
- **tied the knot** means **got married**
- **foot the bill** means **pay for**
- **highly spirited** means **energetic and enthusiastic**
- **no good** means **of no use**
- **took place** means **exchanged places**
- **get on in life** means **continue working**
- **look after** means **to take care**
- **under the weather** means **ill**
- **wear thin** means **becomes dull**
- **burns up** means **makes us angry**
- **tripped up** means **made a mistake**
- **in stitches** means **laughing hard**
- **out of the blue** means **unexpectedly**
- **make waves** means **cause trouble**
- **down in the dumps** means **depressed**
- **turned down** means **refused, denied**
- **keep an eye** means **watch carefully**
- **turn up** means **appear, arrive**

- **get along** means **live harmoniously together**
- **face the facts** means **accept reality**
- **come down to earth** means **be practical; realistic**
- **take it or leave it** means **accept it or not**
- **see the world** means **see life**
- **serve one right** means **deal with one as he deserves**
- **sound a person out** means **find out his intention**
- **commit to memory** means **learn by heart**
- **bury the hatchet** means **forgive and forget**
- **cry over spilled milk** means **useless regrets**
- **follow the crowd** means **believe as most people do**
- **kills two birds with one stone** means **accomplishes two things at a time**



What's More

Practice First.

Try to find the meaning of the idioms by inferring on how they are used in context.

- _____ 1. The class **went on bananas** when their teacher gave a series of quizzes without discussion.

A. climbed the bananas	B. became angry, disappointed
------------------------	-------------------------------

- _____ 2. Her place is neat and clean, everything is in **apple-pie order**.

A. organized; in good order	B. apples are arranged in order
-----------------------------	---------------------------------

- _____ 3. Many pupils **turned down** the invitation for Milo Fun Run.

A. refused; denied	B. went down
--------------------	--------------

- _____ 4. Joshua's dance moves **stand out** among the other contestants.

A. stand and go out	B. to be distinguished; be different
---------------------	--------------------------------------

- _____ 5. The couple **broke off** after experiencing a serious problem in their relationship.

A. separated	B. sat down and took a break
--------------	------------------------------



What I Have Learned

Figurative language includes idioms or idiomatic expressions. They go beyond what word actually means.

Idioms or idiomatic expressions are phrases which mean something different from the meanings expressed of the words that are part of it. They are symbolic and creative expression of ideas. They give force, color and vividness to our language. We use them to make our speech and writing more interesting. Often, we can infer the meaning of an idiomatic expression from context.

Inferring is a skill of forming conclusions or opinions based on evidence or proof.

When inferring meaning of idiomatic expressions, it is important to analyze and understand how idioms are used in context. Looking for clue words surrounding the idiomatic expression helps in forming a conclusion about its right meaning.



What I Can Do

Strengthening the Skill

Read with understanding and infer the meaning of the idioms based on how they are used in the following sentences. Choose your answer from the phrases inside the box.

A. penniless	D. honest
B. unexpectedly	E. enthusiastic person
C. revealed a secret	

___ 1. The teacher gave the pupils a **fair and square** rating for their not-so-good performance.

___ 2. I got mad with my best friend when she **spilled the beans** about the guy I admired.

___ 3. Hundreds of visitors arrived **out of the blue** during the fiesta.

___ 4. Our family **went broke** after our food business was closed.

___ 5. Miko got the **Eager Beaver** Award in class because of his active leadership among his classmates.



Assessment

Mastering the Skill through Matching Type

Examine how the following idioms in column A are used in context. Infer its meaning by understanding the whole sentence. Choose your answer from the choices in column B. Write the complete meaning.

A	B
1. The teacher <u>handed out</u> English books to her class. 2. You did not pass the test because you did not study, <u>take this truth or not</u> . 3. Many old people <u>passed away</u> because of the deadly virus. 4. <u>Face the fact</u> that you hold a big responsibility being the eldest in the family. 5. The new pupil <u>gets along</u> well with his classmates.	A. take it or leave it B. accept reality C. distributed D. died E. lives; works harmoniously



Additional Activities

Read and Apply

The following selection uses idiomatic expressions. Infer the meaning of idioms based on how they are used in context. Match your answer with correct letter.

Naisha and Yuri

Naisha and Yuri are siblings. Most of the time they don't (1) **get along well** because of their age gap. Naisha is ten years old while Yuri is one year old.

When their mom is busy (2) **killing two birds with one stone** to earn a living, Naisha (3) **looks after** her baby brother.

(4) **Keeping an eye** at her brother is not a (5) **piece of cake** to do. She has to deal with her brother's tantrums and hyperactivity.

But despite the difficulty, she still manages to do her role with (6) **flying colors** as an older sister to Yuri. She remains (7) **highly-spirited** while dealing with Yuri for she loves him that much.

Naisha's mother is so happy every time she (8) **turns up** at home and sees the siblings getting along very well. As a mother of two, she will never (9) **take place** with other women, because more than anything else, she had always dreamed of (10) **seeing the world** with her two children.

- A. live harmoniously together
- B. see life
- C. appear; arrive
- D. energetic; enthusiastic
- E. exchange place
- F. accomplishes two things at a time
- G. successfully
- H. easy to do
- I. to take care of
- J. watch carefully

Lesson**3****Identifying Real or Make-Believe Images*****What's In***

Let us test your reasoning ability. Fill in the blanks with your most reasonable answer that will complete the sentence. Choices are given after.

1. I believe that talking to plants makes them grow fast because _____.
 - A. plants listen very well with their ears
 - B. plants, like humans can feel the love and care given to them
2. I find it impossible to breathe underwater because _____.
 - A. I don't have gills
 - B. I don't have tentacles
3. I know that green mangoes are sour because _____.
 - A. I always eat them
 - B. their color is green
4. I think my best friend always tells the truth because _____.
 - A. she talks a lot
 - B. she values our friendship
5. I am amazed by the sun's heat because _____.
 - A. it gives light
 - B. it can dry wet clothes



Notes to the Teacher

Filipino fantasy movies and teleseryes may be viewed by the learners to expose them in the world of reality and fantasy.



What's New

Bea lives in the small barangay of Sta. Rita in the town of Oton. Everyday, she wakes up early to go to the farm and feed their family's carabao.

That day, after her morning routine, she decided to drop by her favorite spot by the pond. She sat down for a couple of minutes and talked to her reflection in the water. Her nanay had once told about the diwata appearing in the water of the pond. Anybody who talks to her reflection by the water will see the diwata and can make a wish. So, Bea tried her luck.

When Bea was about to open her mouth, a beautiful face appeared, surely not her own reflection. Because she wanted to prove that it was real, she rubbed her eyes again and again. To her dismay, when she looked at the water, the face suddenly disappeared.

Bea was disappointed for missing her chance to talk to the diwata. She went home as fast as she could and told her nanay about what happened.

Refer to the underlined scenarios in the story.

The following underlined phrases like she wakes up early to go to the farm and feed their family's carabao, the pond, talked to her reflection in the water, and she rubbed her eyes again and again are scenarios that exist in real life.

People wake up early, those living at the farm usually feed their animals like carabao, we can see ponds anywhere, we can also talk to our reflection in the water, and lastly, we can rub our eyes again and again.

These happenings can be witnessed by our eyes.

However, the following underlined phrases like diwata appearing in the water of the pond, see the diwata and can make a wish, and the face suddenly disappeared are events that can never happen in real life.

Have you ever seen a diwata? How do you think she looks like? Can a face just suddenly disappear?

Answering these questions is difficult because the existence of a diwata and her granting people's wish will never be real or true. It is a fantasy, a make-believe and a non-fact happening in our real world.



What is It

Reading books, listening to stories and watching movies can bring us to a world of reality and fantasy. We encounter characters and events that may be true or just a make-believe.

Real images are true; they are facts that can be proven. They can be experienced or witnessed by a person.

When identifying statements that express reality, one should look into things, ideas, and events based on real-life experience using the five senses (seeing, smelling, tasting, hearing, and feeling).

Examples:

Babies cry when they are hungry.

There are seven days in a week.

My grandmother is still alive at the age of 93.

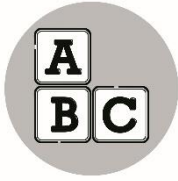
Make-believe images have no existence; they are not true; they are in our imagination; they are non-fact and difficult to be proven. Make-believe images are created in our minds. They are exaggerated most of the time that is why they are unbelievable to happen.

Examples:

The tree talked to the boy.

The fisherman caught a mountain of fish last night but still was penniless.

It was raining cats and dogs, the water flooded the city and it almost reached the clouds.

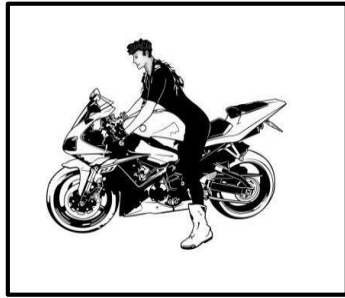


What's More

Try this one!

Using your knowledge and experience, identify the following images if they are real or make-believe. Provide your answer by putting a ✓ mark for real and an ✕ mark for make-believe.

_____ 1.



_____ 2.



_____ 3.



_____ 4.



_____ 5.





What I Have Learned

Recall ideas you have learned and answer the cloze test to come-up with the correct meaning of reality and fantasy.

What does reality and fantasy mean? How can we identify statements expressing reality or fantasy?

Reality is something that is R_____, T_____, of E_____, and it is a F_____ that can be proven.

Fantasy, on the other hand, is M_____-B_____, not R_____, not T_____.

of no E_____, and is a N_____-F_____ which impossible to be proven.

Real images are those that exist or present in the real world and not just merely products of imagination.

Make-believe images are created by the mind and which do not exist in reality. They are developed to entertain people's eyes and mind.

Identifying real images suggests that there are basis of its existence, they are seen, felt, smelled, heard and even tasted.

Identifying make-believe objects or fantasy means believing or knowing that these images are not real and not true because they are not seen, felt, smelled, heard nor tasted.



What I Can Do

Now, you are ready to apply what you have learned about Reality and Fantasy. Do this fun activity. Think wisely, use your experience/knowledge and do critical thinking to correctly choose the group of words (as suggested by the instruction) that will complete the following sentences.

1. To make my bones strong, _____ (*Reality*).
 - A. I will drink milk once a year
 - B. I will drink milk everyday
 - C. I will drink milk every minute, every day

2. To get a perfect score in the test, _____(*Fantasy*).
- A. I will use my super powers to read my teacher's mind
 - B. I will study overnight
 - C. I will sleep early
3. To buy my dream bicycle, _____(*Fantasy*).
- A. I will save money in my piggy bank
 - B. I will ask Santa Claus to give it as a Christmas present
 - C. I will get along with my mom and dad
4. To go to Hongkong Disneyland, _____(*Reality*).
- A. I will ride in an airplane
 - B. I will ride on a magic carpet
 - C. I will soar like an eagle on air
5. In order to grow more plants in my garden, _____(*Reality*).
- A. I will talk, kiss and hug them everyday
 - B. I will look after and water them everyday
 - C. I will let the animals play in the garden

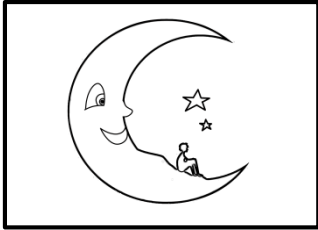


Assessment

Let us test your knowledge.

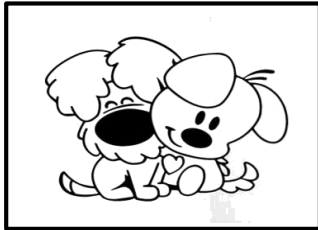
The following images are named. Identify whether they are **real** or **make-believe**. Write your answer on the space provided.

1.



man sitting on the moon

2.



dogs hugging each other

3.



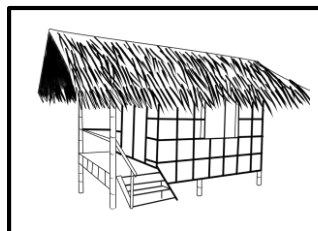
woman with lots of money

4.



tree talking to a girl

5.



nipa hut



Additional Activities

Strengthening your knowledge and skills.

Read the sentences. Do you think they can happen or exist in real life? Write the word **real** if they can and **make-believe** if they cannot.

1. The Carreon family lived in a remote sitio in the town of Igaras.
2. Kapres lived in the mountains of Igaras.
3. The kapres appeared at night to frighten the village people.
4. The fathers in the built houses were made of nipa hut.
5. Many villagers were eaten by the kapre.
6. Nel and Cel were classmates since preschool.
7. Cel's mom is a well-known self-proclaimed witch in their place.
8. Nel and Cel loved to play at Cel's house every afternoon.
9. Cel's mom heals sick people with her magic potion.
10. She can turn herself to a bird at night and visit one house to the other.



Answer Key: Lesson 1

Additional Activities

- Hyperbole
- Tina broke her heart when she received the sad news late in the evening.
- Tina was crying a river.
- If only she could keep her pain and sadness inside a jar and let it sink underwater.
- How she wished her grandma was given a thousand years to live.
- Irony
- How come she died so soon when she is still 95 years old
- Life is really fair for taking her beloved grandmother away.

Assessment

1.

2.

3.

4.

5.

What I Can Do

1. hyperbole

2. hyperbole

3. irony

4. hyperbole

5. irony

6. irony

7. hyperbole

8. hyperbole

9. irony

10. hyperbole

What's More

1. B

2. A

3. A

4. B

5. A

What I Know

1. B

2. B

3. B

4. A

5. A



Answer Key: Lesson 2

Additional Activities

1. A	5. H
2. F	4. J
3. I	9. E
6. G	8. C
7. D	10. B

Assessment

1. distributed
2. take it or leave it
3. died
4. accept reality
5. lives; works harmoniously

What I Can Do

1. D
2. C
3. B
4. A
5. E

What's More

1. B
2. A
3. A
4. B
5. A



Answer Key: Lesson 3

Additional Activities

1. real	2. make- believe
3. make- believe	4. real
5. make- believe	6. real
7. make-believe	8. real
9. make-believe	10. make-believe

Assessment

1. make- believe
2. real
3. real
4. make- believe
5. real

What I Have Learned

Reality is something that is REAL, TRUE, of EXISTENCE, and it is a FACT that can be proven.

Fantasy, on the other hand, is MAKE- BELIEVE, not REAL, not TRUE, of no EXISTENCE, and is a NON- FACT which impossible to be proven.

What I Can Do

1. B
2. A
3. B
4. A
5. B

What's More

1. /
2. X
3. X
4. /
5. X

What's In

1. B
2. A
3. A
4. B
5. B

References

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