English
Quarter 2 – Module 2-Lesson 1
Literature in VUCA
(Volatile, Uncertain, Complex and Ambiguous)
Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.
**Introductory Message**

This Self-Learning Module (SML) is prepared so that, our dear learners, can continue your studies and learning while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each question.

Each SML is composed of different parts. Each part shall guide you step by step as you discover and understand the lesson prepared for you.

Pre-test are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing the module, or if you need to ask your facilitator or your teacher’s assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the teachers are also provided to the facilitator and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of the SLM. Use separate sheet of paper in answering the exercise and tests. Read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the task in this module, do not hesitate to consult your teacher or facilitator.

Thank you.
What I Need to Know

Introduction

As we grow older, the world becomes tougher. It is a reality that everyone should embrace as humans. There is a call for us to be open to change and to discover our strength when dealing with difficult tasks. It requires us to deal with uncertainties. These uncertainties may sometimes bring us to a more complex part of our lives. It may likewise hinder us to see your future clearly.

If interpreted properly, literature can give us answers to our questions. In order to learn the in-depth meaning of these different forms of writings we need to be knowledgeable in understanding the emotions behind and beyond the lines.

In this module, we will dig deep in knowing the hidden feelings in a line or a selection through mood, tone and the purpose of the author.

May the knowledge you will gain from this module help you interpret literary pieces as mirror of life.

Most Essential Learning Competency:

Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world.

Objectives:

At the end of the module, you should be able to:

1. define tone, mood and purpose;
2. determine tone, mood and purpose of the line or selection; and 3. express the tone and mood of the selection through a sketch.
What I Know

Directions: Read and answer the following questions. Write the letter of the correct answer on a separate sheet.

Test A: **Identify author's attitude in the following lines. Use the underlined word/s as your guide.**

1. “You are a liar! Your betrayal will never be forgiven by my *furious heart*.”
   A. angry  
   B. cautious  
   C. cheerful  
   D. romantic

2. “In this world filled with ambiguity, you are the sunshine that enlightens my path. I *really do love you!*”
   A. humorous  
   B. ironic  
   C. romantic  
   D. satirical

3. “I have *doubts* about her sincerity. I once caught her calling a man.”
   A. gloomy  
   B. ironic  
   C. sad  
   D. suspicious

4. “Your death killed my dreams. I lost my hope! *I am grieving!*”
   A. cheerful  
   B. delightful  
   C. gloomy  
   D. violent

5. “*I am sorry.* My intention is not to hurt anyone but I failed in my plans.”
   A. conciliatory  
   B. exciting  
   C. happy  
   D. silly

Identify reader’s feeling in the following lines.
6. “The calmness of the breeze, the sweetness of the wind and the soft whisper of the birds made me feel home.” What feeling does the line bring to the readers?
   A. annoyed
   B. excited
   C. relaxed
   D. sad

7. Father: “We are going to the cinema. We will watch a wonderful movie”
   Son: “Yehey! My favourite movie sequel is now on showing.”
   A. annoyed
   B. excited
   C. irritated
   D. lonely

8. “Have mercy on them. They are victims, they are not terrorists.”
   A. angry
   B. cheerful
   C. suspenseful
   D. sympathetic

9. “I saw him! He’s holding a knife. He is trying to kill me!”
   A. frightened
   B. sentimental
   C. sorrowful
   D. sympathetic

Test B: **Analyze the purpose of the following lines.**

10. “You should follow the choice of the majority. Buy this product now and be on trend.”
    A. to argue
    B. to inform
    C. to express
    D. to persuade

11. “When I was young, I used to be impulsive. But now, I think first before acting.”
    A. to argue
    B. to inform
    C. to express
    D. to persuade

12. “You are wrong! Life is not a bed of roses! We should understand its complexities and uncertainties.”
    A. to argue
    B. to inform
    C. to express
13. “Disneyland is a wonderful place not only for kids but for all ages. It is a place where everyone can enjoy and celebrate.”

A. to amuse  
B. to inform  
C. to analyze  
D. to frighten

---

14. What is the mood of the poem?

A. expectant  
B. mournful  
C. nostalgic  
D. peaceful

---

15. What emotion does the author want the reader to feel in the lines “The foolish fears of what might happen, I cast them all away”?

A. angry  
B. hopeful  
C. serene  
D. suspicious
What’s In
Activity: What’s in me!
In your previous lesson, you learned about common social problems present in given texts.

Directions: Match the social problems on the left with their corresponding causes on the right. Write the letter of the correct answer on a separate sheet.

Social Problems

1. squatters/informal settlers
2. overpopulation
3. pre-marital sex
4. war
5. pornographic addiction

Causes

A. This is due to lack of appropriate family planning among couples.
B. This occurs when people flock to cities to find “better opportunities” but end up in a miserable failure.
C. This is due to differences in beliefs or thinking of people.
D. This is due to the youth’s overexposure to the deluge of obscene materials in the internet.
E. This happens when two persons of the opposite sex become so close and could not resist their impulsive tendencies.

What’s New

Activity 1: Feel it!
Directions: Write (+) next to the words that express positive feelings; write (-) next to the words that express negative feelings; and write (=) to the words that are neutral. Write your answer on a separate sheet of paper.

1. disappointed 
2. mournful 
3. bored 
4. relaxed 
5. heartbroken 
6. irritated 
7. optimistic 
8. uncertain 
9. skeptical 
10. passionate 

Activity 2: News in action!

Directions: React on the given news bit. Focus on the emotion it conveys to an ordinary Filipino. Write your answer on a separate sheet of paper.

Rice Tarrification Law has adversely affected 40% of Mlang National High School students. They are children of palay farmers whose sole source of income is farming.

According to a survey, most of these students are complaining about the reduction in their daily allowances due to the decrease in the earnings of their parents. Last year, the price of palay during harvest season was Php 20 per kilo but today, it only costs Php 12 per kilo.

“Our income this year could not pay for our expenses from the land preparation to the maintenance of the crop. We end up unable to pay all our debts from our agricultural products suppliers.” Elmer Pacolor, a farmer said in an interview. “How can we now provide the needs of our children?” he asked.

“I was not able to attend my class regularly because I don’t have money for my transportation.” Rica Arzaga, Grade 10- Hertz said.

Due to this, the drop-out rate of the school is at stake.

1. What does reader feel about the news?
   a. The reader will be amused.
   b. The reader will be angry to the farmers.
   c. The reader will be sympathetic to the farmers.
   d. The reader will be delighted with farmers’ situation.

2. What do you think is the author’s purpose in writing this news?
   a. to inform
   b. to persuade farmers
   c. to express an emotion of dismay
   d. to argue with the government officials
What is It

Identifying the tone or mood provides an important clue that helps the reader discover literary themes. Similarly considering how a writer creates a certain tone or mood helps the reader appreciate the author’s style.

Tone, Mood and Purpose

Tone tells us how the author thinks about his or her subject. It is the author’s attitude toward the story and the reader. The tone influences the story’s mood/atmosphere.

Tone is not stated directly. You must read between the lines to see what the author’s attitude is on the subject.

Tone can be revealed through:

• dialogue between characters
• descriptions
• author’s diction (word choice)
• the themes that emerge

Tone can be:

• positive □ negative
• neutral

Hint: When trying to find the tone of a passage, read the passage and decide if it is being told in a positive, negative, or neutral way first, then look at your answer choices and decide.

Ask these questions: Is the author happy? Is the author angry? Ask for authors” feeling and explain why you think so using context clues in the statements.

Some adjectives to describe tone: formal, informal, serious, humorous, amused, angry, playful, neutral, satirical, gloomy, conciliatory, sad, resigned, cheerful, ironic, clear, detailed, imploring, suspicious and witty.

Mood is how the writer’s words make us feel. It usually is associated with the setting.

Mood is the emotions that you (the reader) feel, so to find mood, you need to look at what emotions you are going through as you read the text.

Ask this: How does the story make me feel?

Some adjectives to describe mood: fictional, imaginary, fanciful, idealistic, romantic, realistic, optimistic, pessimistic, gloomy, mournful, sorrowful.

Beware: Tone and mood can very easily be confused.

Purpose is the author’s reason in writing the text.
An author writes to share a main idea about a topic. An author’s main idea is directly related to the author’s purpose.

One of the three following purposes will drive a main idea: to inform, to entertain, and to persuade.

To inform is to give information about a subject. Authors with this purpose wish to provide facts that will explain or teach something to readers.

Example: Pain is a normal part of a physical process that lets us know something is wrong.

To entertain is to amuse and delight; to appeal to the reader’s senses and imagination. Authors with this purpose set out to captivate or interest the audience.

Example: “Yes, I have gained weight. I weighed only 8 pounds when I was born.”

To persuade is to convince the reader to agree with the author’s point of view on a subject. Authors with this purpose may give facts, but their main goal is to argue or prove a point to readers.

Example: The death penalty is deeply flawed and should be abolished.

Note: An author may have a more specific purpose in mind other than to inform, entertain, or persuade.

The chart shows examples of specific purposes.

<table>
<thead>
<tr>
<th>General and Specific Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inform</td>
</tr>
<tr>
<td>To analyze</td>
</tr>
<tr>
<td>To clarify</td>
</tr>
<tr>
<td>To discuss</td>
</tr>
<tr>
<td>To establish</td>
</tr>
<tr>
<td>To explain</td>
</tr>
</tbody>
</table>

What’s More

Activity: Lines with Emotion!

Directions: Identify what emotion is implied by each line. Select your answer from the box and write the letter of the correct answer on separate sheet of paper.

a. sentimental  c. angry  e. irritated
b. straightforward  d. sympathetic  f. sad

1. “I want to put the law in my hands! I want to kill her.”
2. This place may be shabby, but since both of my children were born while we live here, it has a special place in my heart.
3. I pitied her hardworking employees being treated as automatic machines.
4. “When are you going to leave this room? I am very annoyed of your presence.”
5. “She promised to be at my side forever but she left me with a broken heart.”

What I Have Learned

Activity: Define Me!
Directions: Using the diagram below, express how you understand the following. Write your answers on a separate sheet of paper.

- Tone
- Mood
- Purpose

Your grade will be based on this rubric.

<table>
<thead>
<tr>
<th>Areas of Assessment</th>
<th>Excellent (5)</th>
<th>Very Satisfactory (4)</th>
<th>Good (3)</th>
<th>Needs Improvement (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>The writer shows strong understanding of the subject matter.</td>
<td>The writer shows a clear understanding of the subject matter.</td>
<td>The writer shows adequate understanding of the subject matter.</td>
<td>The writer shows little understanding of the subject matter.</td>
</tr>
</tbody>
</table>

What I Can Do

Activity: Seek the meaning!
Directions: Read the following poems and answer the questions that follow in each poem. Write the letter of the correct answer on a separate sheet of paper.

Undying Love
Nixson B. Varona

I know I am always not enough,
for you are looking for a perfect match.
My eyes are wide open
and I know it is not me whom you are lookin”
This made my heart so broken.

Letting you go will make me free
To this I am aware for I can see.
How can freedom make me happy,
if leaving you makes my world empty?

1. What is the tone of the poem?
   A. serious
   B. B. humorous
   C. plain and factual
   D. critical, or finds fault

2. What is the mood of the poem?
   A. sarcastic
   B. distressed
   C. threatening
   D. very serious

3. What is the writer’s main purpose in the poem?
   A. flatter the reader
   B. express disgust or disbelief
   C. entertain a group of people
   D. convey an intense feeling of loneliness

A Delightful Love
Nixson B. Varona

Look and see the beauty
of such love which all of us are worthy.
It gives joy to a man so lonely
and brings happiness to a heart so empty.

I can fly too high for you are mine.
If I am with you, I am always fine.
This love I feel deep inside will never die
For I know forever is always on our side.
4. What does the author think about love?
   A. gloomy
   B. optimistic
   C. satirical
   D. suspicious

5. What feeling does the author want to influence the reader?
   A. cheerful
   B. mournful
   C. romantic
   D. sorrowful

6. What is the writer’s main purpose in the poem?
   A. to impress the reader
   B. to express an emotion
   C. to argue with the reader
   D. to establish good relationship with the reader

Assessment

Directions: Read and answer the following questions. Write the letter of the correct answer on a separate sheet.

Test A: Identify author’s attitude or feelings in the following lines.

1. “Today is your birthday so let us be happy and celebrate!”
   A. angry
   B. cautious
   C. cheerful
   D. romantic

2. “Thank you for that great humiliation!”
   A. humorous
   B. ironic
   C. romantic
   D. sarcastic

3. Father: “When are you going to introduce me to your boyfriend?”
   Daughter: “Dad, how many times do I have to tell you? I don’t have a boyfriend. Enough of tease, please!”
   A. cheerful
   B. excited
   C. irritated
   D. lonely

4. “Get out! Your face is pissing me off!”
A. annoyed  
B. excited  
C. relaxed  
D. sad

5. “With just a boom, thousands of lives had ended!”

A. cheerful  
B. delightful  
C. gloomy  
D. serene

5. “Today is the day! Today, I am officially Mrs. Reyes!”

A. conciliatory  
B. excited  
C. satirical  
D. silly

Identify the reader’s feeling while reading the following lines.

6. “Sorrow has filled my heart. My lamenting soul is in misery.”

A. gloomy  
B. grieving  
C. ironic  
D. Sympathetic

7. “I believe they will have a happy-ever-after.”

A. cheerful  
B. fearful  
C. lonely  
D. mellow

8. “...and the handsome prince died in the hands of the monster.”

A. cheerful  
B. fearful  
C. refreshed  
D. relieved

9. “In a cold and noiseless place, I take my rest.”

A. cheerful  
B. embarrassed  
C. peaceful  
D. playful

Test B: Analyze the purpose of the following lines.

10. “I believe you have the power to be a steward of change. Your influence can make our world better.”

A. to argue
B. to inform  
C. to explain  
D. to persuade

11. “I don’t believe in you! You said that we only live once? No, we live everyday and only die once.”
A. to argue  
B. to amuse  
C. to express  
D. to persuade

12. “This pandemic has brought changes in our lives. The minimum health standard has become part of our routine.”
A. to argue  
B. to inform  
C. to express  
D. to persuade

13. “I can be everybody’s friend. You can trust me always!”
A. to amuse  
B. to inform  
C. to persuade  
D. to argue against

When I Was One —and Twenty  
A.E Housman

When I was one- One and-twenty
I heard a wise man say,  
"Give me crowns and pound and Guineas  
but not your heart away;  
Give me pearls away and rubies  
but keep your fancy free."

But I was one -and twenty  
No use to talk to me.  
When I was one -and twenty,  
I heard him say again,  
"The heart out of the bosom  
Was never given in vain;  
"Tis paid sighs aplenty  
And sold for endless rue."  
And I am two-and twenty, and oh, „tis true, „tis true!

14. What is the mood of the poem?
a. enthusiastic  
b. nostalgic  
c. peaceful  
d. sympathetic

15. What is the attitude of the author in the line “But I was one-and twenty No use to talk to me.”

a. bitter  
b. conceited  
c. greedy  
d. uncertain

**Additional Activities**

**Activity: Creative Interpretation!**

**Directions:** Interpret the poem through a drawinsg. Do it in a short bond paper.

```
In my dark abode, I am in solitude.  
I can feel the virtual care  
but no one comes near  
Here I am alone,  
fighting with this illness so strong.  
I am asymptomatic, yet so pathetic.  
Yes, I am a victim of this pandemic.
```

You will be graded based on this rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (4)</th>
<th>Very Satisfactory (3)</th>
<th>Satisfactory (2)</th>
<th>Fair (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>The output is exceptionally neat and creative.</td>
<td>The output is creative.</td>
<td>The output is fairly creative.</td>
<td>The output lacks creativity.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>The message of the poem is clearly conveyed in the output.</td>
<td>Most symbols used are relevant to the message of the poem.</td>
<td>Some symbols used are not relevant to the message of the poem.</td>
<td>The message is unclear and irrelevant.</td>
</tr>
</tbody>
</table>
**Answer Key**

**References**

**Book**


**Websites**


“Teaching Tone and Mood” http://www1.lpssonline.com/uploads/3gTeachingToneandMood.pdf
EDITOR’S NOTE

This Self-learning Module (SLM) was developed by DepEd SOCCSKSARGEN with the primary objective of preparing for and addressing the new normal. Contents of this module were based on DepEd’s Most Essential Learning Competencies (MELC). This is a supplementary material to be used by all learners of Region XII in all public schools beginning SY 2020-2021. The process of LR development was observed in the production of this module. This is version 1.0. We highly encourage feedback, comments, and recommendations.

For inquiries or feedback, please write or call:
Department of Education – SOCCSKSARGEN
Learning Resource Management System (LRMS)
Regional Center, Brgy. Carpenter Hill, City of Koronadal
Telefax No.: (083) 2288825/ (083) 2281893
Email Address: region12@deped.gov.ph