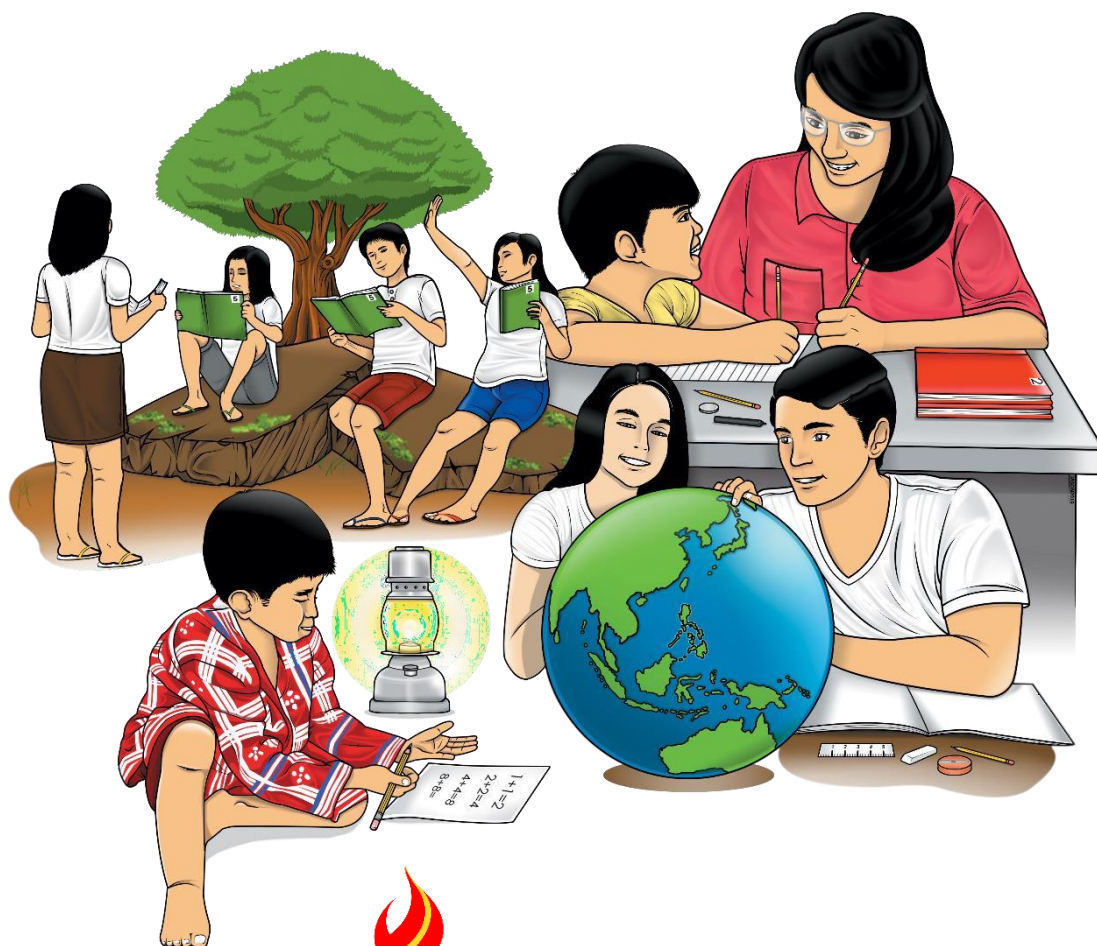


English

Quarter 3 – Module 7: Asking Wh-Questions



English – Grade 7
Alternative Delivery Mode (ADM)
Quarter 3 – Module 7: Asking Wh- Questions
First Edition, 2020

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English

Quarter 3 – Module 7: Asking Wh-Questions

Introductory Message

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

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

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this 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 are provided 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 Teacher are also provided to our facilitators 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 this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

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

Thank you.



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the “hows” of asking questions. The scope of this module permits the skill in asking questions to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The arrangement of the lessons follows the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

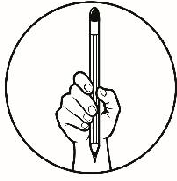
Most Essential Learning Competency

Raise sensible, challenging, and thought-provoking questions in public forums/panel discussions, etc.

Learning Objectives

After going through this module, you are expected to:

1. construct wh-questions correctly;
2. formulate content questions based on the ideas expressed;
3. ask precise and appropriate questions on an issue; and
4. raise sensible, challenging, and thought-provoking questions in public forums/panel discussions, etc.



What I Know

Activity 1: Pretest. True or False

Directions: On your answer sheet, write **T** if the statement is true; **F** if it is false.

- _____ 1. Note-taking is a strategy one can use to increase comprehension of the text/ideas listened to.
- _____ 2. Asking questions requires clarity.
- _____ 3. A panel discussion involves a single speaker only.
- _____ 4. Sensible questions are questions which are comprehensible and insightful about the topic discussed.
- _____ 5. When asking a question, precision is not important.
- _____ 6. Thought-provoking questions are questions asked to invoke laughter.
- _____ 7. Correct grammar is important in asking questions.
- _____ 8. Questions asked should be relevant to the topic being discussed.
- _____ 9. Asking intelligent questions is for intelligent people only.
- _____ 10. A question is considered thought-provoking if it ignites deep thinking about a subject.

Lesson

1

Asking Wh- Questions

There are many ways by which learners can show their understanding of the text listened to. One can make a summary, or comment, express agreement or disagreement, or raise thought-provoking questions.

Asking questions is an art. The quality of the answers depends largely on the quality of the questions asked. When you do not get the answer you wanted, you should always ask yourself: "Did I ask the right question?"

Good questions can spark an interesting discussion that will leave the audience informed and entertained.



What's In

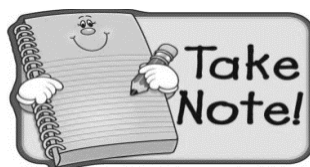
You have learned from your previous module about facts and opinions. Let's see how well you can recall your previous lesson by answering the activity below.

Your knowledge of fact and opinion can actually help you in formulating sensible and thought-provoking questions as you would know what to focus on in asking questions— knowing about facts or knowing one's opinion on any matter.

Activity 2: Can You Still Recall?

Directions: Identify each statement as *fact* or *opinion*. On your answer sheet, write **FACT** if the statement expresses a fact; **OPINION** if it expresses an opinion.

- _____ 1. The COVID-19 pandemic has changed people's daily lives.
- _____ 2. I have a feeling that 2021 will be a better year for me.
- _____ 3. It seems that people are more worried about having no social life than getting infected with COVID-19.
- _____ 4. According to experts, older people are more at risk of coronavirus.
- _____ 5. The year 2020 is still a great year despite the pandemic and all other calamities and disasters that happened.



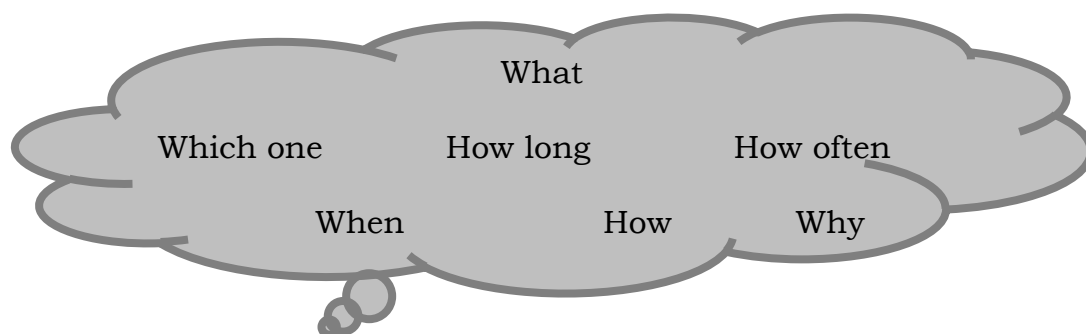
Understanding fact and opinion helps you formulate the right questions and also enables you to know what answers to expect based on your questions. You might be given answers which are based on facts or ones which are based on one's opinion. Also, in order for a question to be answered correctly, the question must be structured correctly. The quality of the answer is determined in part by the quality of the question.



What's New

Activity 3. Complete Me!

Directions: Complete each question below by writing the appropriate word. Choose your answer from the list of words in the word cloud. Write your answers on your answer sheet.



1. _____ does it take for COVID-19 symptoms to appear?
2. _____ is it necessary to wear a face mask especially when you go out of your home?
3. If you were to choose between staying home bored, but not exposed to the virus and going out delighted, but exposed to the virus, _____ would you choose?
4. _____ can you avoid getting infected with the COVID-19?
5. _____ are the simple precautions one should take to stay safe during the pandemic?



What is It

Let us understand the different rules in formulating an information question or the *wh*-question.

Wh-Questions

Wh-questions begin with *what*, *when*, *where*, *who*, *whom*, *which*, *whose*, *why*, and *how*. We use them to ask for information. The answer cannot be *yes* or *no*.

A: *When* do you finish high school?

B: Next year.

A: *Who* is your favorite actor?

B: Lee Min Ho for sure!

Forming Wh-Questions

With an auxiliary verb

We usually form *wh*-questions with *wh*- + an auxiliary verb (*be*, *do* or *have*) + subject + main verb or with *wh*- + a modal verb + subject + main verb:

<i>Be:</i> When are you leaving?	<i>Who's been</i> paying the bills?
<i>Do:</i> Where do they live?	<i>Why didn't</i> you call me?
<i>Have:</i> What has she done now?	<i>What have</i> they decided?
<i>Modal:</i> Who would she stay with?	<i>Where should</i> I park?

Without an auxiliary verb

Note:

When *what*, *who*, *which*, or *whose* is the subject or part of the subject, we do not use the auxiliary. We use the word order subject + verb:

What fell off the wall?

Which horse won?

Who bought this?

Whose phone rang?

Compare

<i>Who owns this bag?</i>	<i>Who</i> is the subject of the sentence and <i>this bag</i> is the object. We use no auxiliary verb.
<i>Who do you love most?</i>	<i>Who</i> is the object of the sentence and <i>you</i> is the subject. We use the auxiliary verb <i>do</i> .

Negative *Wh*-Questions

When we ask negative *wh*-questions, we use the auxiliary verb *do* when there is no other auxiliary or modal verb, even when the *wh*-word is the subject of the clause:

Affirmative with no auxiliary	Negative with auxiliary <i>do</i>
<i>Who</i> <i>wants an ice cream?</i>	<i>Who doesn't</i> <i>want an ice cream?</i>
<i>Which</i> <i>door opened?</i>	<i>Which door didn't</i> <i>open?</i>

Source: <https://dictionary.cambridge.org/us/grammar/british-grammar/questions-wh-questions>

Simple vs. Thought-Provoking Questions

Simple questions

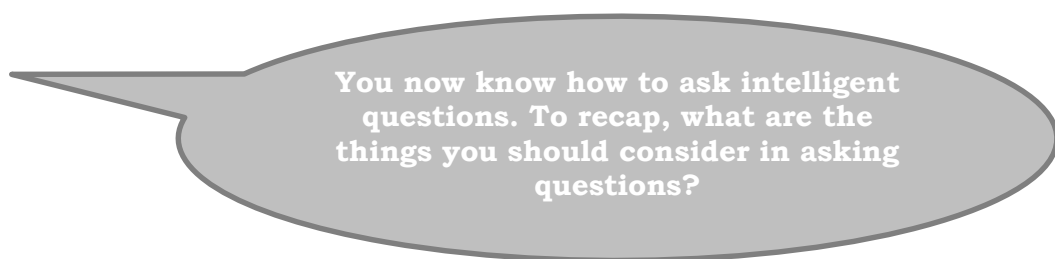
- are questions which are plainly stated and does not require active participation. They are also easily understand and not complicated or complex.

Thought-provoking questions

- are questions that stir or cause a person to think introspectively about matters, topics or subjects which were not previously pondered about.
- questions asked when you want to spark a fascinating discussion about heavy topics.

For better understanding, here are some examples of simple and thought-provoking questions. Study the examples carefully and see how they differ from each other.

Simple Question	Thought-Provoking Question
1. Why is COVID-19 a pandemic?	1. How does the pandemic impact the global economy?
2. What are ways to prevent COVID-19?	2. What are some ways by which people from your community can make a difference during the pandemic?
3. How should you wash your hands?	3. How can we combat people's misconceptions about COVID-19?



Yes, **raising sensible, challenging thought-provoking questions** can stimulate, draw out, and guide a discussion.

We don't always hear everything we want to hear in the exact order, depth, and detail; thus, it is important to know how to formulate and raise questions that are sensible, challenging, and thought-provoking.

Here are tips on how to perfect your questions:

- **Research first.**
If you still have questions and the opportunity is available, you should do your own research before asking the question. Knowing as much as you can about the subject before asking the question is the most important part about asking a question intelligently. That you are acquainted with the subject will show when you talk about it.
- **Compare what you know and what you don't.**
Before you ask, think about what you do know about the topic and what you don't know. Do you have a lot of information and only need small details? Do you know almost nothing? The more information you know about a topic, the more intelligent your questions can be.
- **Consider your goal.**
You need to decide what the intended goal of your question is. What will the answer help you accomplish, really? This will be helpful in deciding what information you require from the person you're asking. The more specifics you know about what you need, the more intelligent your questions will be and the smarter you will appear.

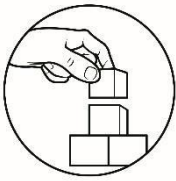
➤ **Look for points of misunderstanding.**

Examine what you know about the topic and what you're confused about. Are you sure about the things that you do know? Oftentimes what we think we know creates questions that don't really have answers because our initial information was wrong. It may be a good idea to do some basic fact checking, if you can.

➤ **Try looking at the issue from all sides.**

It may be possible to answer your own questions, by looking at the problem from all sides. A new approach may help you see something you couldn't see before, resolving any problems you had on the issue.

<https://www.wikihow.com/Ask-a-Question-Intelligently>



What's More

Activity 4. True or False

Directions: Identify each statement below as *true* or *false*. On your answer sheet, write **T** if the statement is true; **F** if it is false. Be guided by the tips on formulating sensible and thought-provoking questions.

- ___ 1. When you raise a sensible and thought-provoking question, you are enabling the discussion to be more in-depth and comprehensible.
- ___ 2. Asking a question not related to the topic being discussed is acceptable as long as the question is thought-provoking.
- ___ 3. Beating around the bush would make you look smart and can make your question thought-provoking.
- ___ 4. Looking for points of misunderstanding is one way of constructing a thought-provoking question.
- ___ 5. Asking an intelligent question makes a person look smart and intimidating.
- ___ 6. Conducting a research is helpful in raising a sensible and thought-provoking questions.
- ___ 7. One should be direct and concise in making a smart and thought-provoking question.
- ___ 8. Examining a topic from different perspectives allows you to see areas that need further clarification and discussion; thus, it enables you to come up with a question that may stir an interesting and relevant discussion.
- ___ 9. Asking a question you already know the answer to is considered a smart move.
- ___ 10. Any question is considered sensible and thought-provoking.

Activity 5. Ask It Out!

Directions: On each of the given issues/topics, formulate two thought-provoking questions. Be guided by the rubric below.

Cyberbullying

- _____
- _____

War on Drugs

- _____
- _____

Fake News on Social Media

- _____
- _____

Child Abuse

- _____
- _____

Body Shaming

- _____
- _____

Rubric for Scoring

Criteria	(Excellent) 5	(Good) 3	(Poor) 1
Relevance to the Topic	The question is relevant to the topic and is essential to further understand the topic.	The question is somehow relevant to the topic and is somehow essential to further understand the topic.	The question is not relevant to the topic and therefore not essential to further understand the topic.
Clarity and Grammar	The question is clear and free from grammatical errors.	The question is clear but with minor grammatical errors.	The question is unclear or confusing due to grammatical errors.
Difficulty	The question evokes deep and serious understanding of the topic.	The question evokes understanding of the topic.	The question evokes simple and obvious answers.

Activity 6. Think It Through

Directions: Read the article and formulate five thought-provoking questions based on the topic. Write your answers on your answer sheet.

Moons

Earth is the only planet that has a single moon. Our Moon is the brightest and most familiar object in the night sky. In many ways, the Moon is responsible for making Earth such a great home. It stabilizes our planet's wobble, which has made the climate less variable over thousands of years.

Earth sometimes temporarily hosts orbiting asteroids or large rocks. They are typically trapped by Earth's gravity for a few months or years before returning to an orbit around the Sun. Some asteroids will be in a long “dance” with Earth as both orbit the Sun.

Some moons are bits of rock that were captured by a planet's gravity, but our Moon is likely the result of a collision billions of years ago. When Earth was a young planet, a large chunk of rock smashed into it, displacing a portion of Earth's interior. The resulting chunks clumped together and formed our Moon. With a radius of 1,080 miles (1,738 kilometers), the Moon is the fifth largest moon in our solar system (after Ganymede, Titan, Callisto and Io).

The Moon is farther away from Earth than most people realize. The Moon is an average of 238,855 miles (384,400 kilometers) away. That means 30 Earth-sized planets could fit in between Earth and the Moon.

https://solarsystem.nasa.gov/planets/earth/in-depth/#size_and_distance otp

Questions:

1. _____
2. _____
3. _____
4. _____
5. _____

Rubric for Scoring

Criteria	(Excellent) 5	(Good) 3	(Poor) 1
Relevance to the Topic	The question is relevant to the topic and is essential to further understand the topic.	The question is somehow relevant to the topic and is somehow essential to further understand the topic.	The question is not relevant to the topic and therefore not essential to further understand the topic.
Clarity and Grammar	The question is clear and free from grammatical errors.	The question is clear but with minor grammatical errors.	The question is unclear or confusing due to grammatical errors.
Difficulty	The question evokes deep and serious understanding of the topic.	The question evokes understanding of the topic.	The question evokes simple and obvious answers.



What I Have Learned

Activity 7. Classify Me!

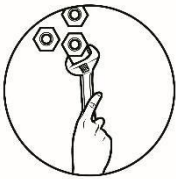
Directions: Identify each question as *simple* or *thought-provoking*. On your answer sheet, write **S** if the question is simple; **TP** if it is thought-provoking.

- _____ 1. What life lessons has COVID-19 pandemic taught you?
- _____ 2. Aside from personal happiness, what other reasons should one have to get on with life?
- _____ 3. Where would you like to have a vacation this yearend?
- _____ 4. When can we say that we have done enough?
- _____ 5. Who is your favorite Marvel hero?
- _____ 6. Why do you need to stay at home?
- _____ 7. How would you spend your Christmas vacation this year meaningfully?
- _____ 8. What are your favorite food?
- _____ 9. When was the last time you went to the beach?
- _____ 10. How are humans really better than animals if humans are the reason why some animals go extinct?

Activity 8. Compare and Contrast

Directions: In your own words, using the T-chart below, give three characteristics of a simple question and a thought-provoking question. Write your answers on your answer sheet.

T-Chart	
Simple Questions	Thought-Provoking Questions



What I Can Do

In the previous quarter's lesson, you were taught how to find information online. For this activity, you will need your web searching skill to look for specific information online.

Directions: Look for a video of forum on YouTube or any video sharing website. Take down the questions asked during the discussion or exchange of ideas. From the questions that you have taken down, choose at least five you find most interesting and classify them as *simple* or *thought-provoking*. Use the table below to organize and present your answers.

Title of the Forum: _____

Questions Asked in the Forum	Classification (Simple or Thought-Provoking)



Assessment

You have been taught how to formulate thought-provoking questions correctly. For this activity, you are going to read an article and then identify whether or not the questions asked are thought-provoking.

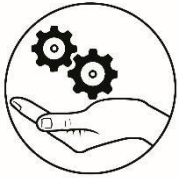
Directions: Read the article then identify whether the questions below are thought-provoking. Before each question, put a check (✓) if the question is thought-provoking; **X** if it is not. Write your answers on your answer sheet.

Mobile Game Addiction, Cyberbullying, and Their Effects on Academic Performance

Mobile gaming addiction is a growing concern that increases the user's risk for physical and psychological health problems. Video game addiction is part of the so-called Internet Gaming Disorder (IGD) and is often associated with Gambling Addiction. In general, IGD has been linked to a poorer academic performance of students in educational institutions. However, a study conducted by Samaha and Hawi (2016) revealed that there is no relationship between smartphone addiction risk and academic performance. This denotes a disparity on the result of academic performance between IGD and mobile phone addiction. Cyberbullying, on the other hand, is also an ethical concern that has affected several adolescents and adults. Previous studies on traditional bullying and cyberbullying revealed that both can greatly impact school performance of students among others. As far as the present study is concerned, no studies have been conducted which determines whether mobile game addiction and cyberbullying are causal factors for the academic performance of students. Both cyberbullying and mobile game addiction (constructs) were neglected as causal factors for the students' academic performance.

(Favito, B. et al., 2018)

- _____ 1. In what way can mobile game addiction affect one's physical and psychological health?
- _____ 2. How many mobile games are being played around the world?
- _____ 3. What would you advice other students to avoid online gaming addiction?
- _____ 4. What are the indications that a person is a mobile game addict?
- _____ 5. Why is it that smartphone addiction does not affect a student's academic performance while mobile gaming addiction does?
- _____ 6. How does mobile game addiction affect a student's academic performance?
- _____ 7. Who are the developers of the top five most popular mobile games?
- _____ 8. Which between cyberbullying and mobile game addiction causes more damage to a student's academic performance?
- _____ 9. When was the first mobile game developed?
- _____ 10. What are mobile games?



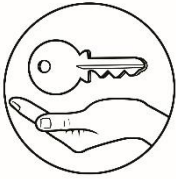
Additional Activities

Directions: Watch the video titled *COVID-19: Johns Hopkins University Experts* Discuss *Novel Coronavirus* and formulate five wh-questions to further deepen your understanding and broaden your knowledge of the topic being discussed.

Here's the link to the video:

https://www.youtube.com/watch?v=YyxZ_aaMqA8+and+formulate+five+wh-questions+that+would+further+deepen+your+understanding+of+the+matter+when+answered.

1. _____
2. _____
3. _____
4. _____
5. _____



Answer Key

What's In 1. Fact 2. Opinion 3. Opinion 4. Fact 5. Opinion	What I Know 1. T 2. T 3. F 4. T 5. F 6. F 7. T 8. T 9. F 10. T
--	---

What's New 1. How long 2. Why 3. Which one 4. How 5. What	What's More Activity 4 1. T 2. F 3. F 4. T 5. F 6. T 7. T 8. T 9. F 10. F Activity 5 Answers may vary. Activity 6 Answers may vary.	What I Have Learned 1. TP 2. TP 3. S 4. TP 5. S 6. S 7. TP 8. S 9. S 10. TP
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- Author, Jasper | About the, Jasper, About The Author Jasper is our expert conversationalist and wordsmith. He loves coming up with questions, About The Author, and Jasper Jasper is our expert conversationalist and wordsmith. He loves coming up with questions. "60 Thought Provoking Questions – Spark Deep Conversations." Mantelligence, January 3, 2021. <https://www.mantelligence.com/thought-provoking-questions/>.
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