

Quarter One: Getting in Touch with Self and Others

MODULE 1

HOW DO I SEE MYSELF?

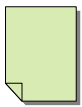


TO THE STUDENT OF THIS MODULE

How to Learn from this Module

Welcome to this module! You must be very eager to start with the learning activities prepared specifically for you. After all, the activities in the module have been designed to provide you with rich and stimulating learning experience in the English language arts program that will help you communicate better and more effectively in English! You will do so in a little while, but before you do, try to familiarize yourself with the different sections of this module. It is important that you what each part covers so that you can achieve the learning objectives for each section.

The different sections of the module are presented to the following headings and icons. Familiarize yourself with this headings and icons so you would know what to do in each section.



MODULE NUMBER AND TITLE appears on the first page of the module and is represented by the icon on the left. The module number and the title are followed by a picture or illustration and some brief introductory paragraphs which tell you what the module covers. You should read the module carefully the module title and the introduction so that you will have an idea of the exciting things in store for you in the module. Have you read the introduction to this module? Do you know what's in store for you in this module?



WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE alerts you to the objectives of the module and represented by the icon on the left. This section consists of the list of what you should be able to do after going through the activities in the module. You can use this list to check your own learning.



PRE-TEST diagnoses what you know about the module content and skills before you go through the activities in the module. It is represented by the icon on the left. Do not worry of you are not able to answer all the questions in the pre-test. After working on the various module activities, you will take similar test. Hopefully, you will have learned all the items covered in the pre-test so that score will improve in the end.



ACTIVITIES consist of variety of learning experiences and exercises designed to help you develop your skills and competencies covered in this module. The icon on the left introduces this section. The specific activities are also introduced by specific icons, are numbered, and have different titles. The icons and the titles serve you as your guide on the language activities you are to focus on: listening, speaking, vocabulary reading, grammar, and writing or composition. You should not skip any of the activities. That they have sequenced to help you achieve what you are expected to learn from this module. After each exercise, you invited to check your answer against the Self-Check section to see if you understood the concepts correctly.

Following are the specific icons for the specific activities discussed above:



A thinking activity is introduced by is icon.



A listening activity is introduced by is icon.



A speaking activity is introduced by is icon.



A vocabulary activity is introduced by is icon.



A reading activity is introduced by is icon.



This icon introduces an activity that will develop your grammar skills for the module.



This icon is used to introduce a writing activity.



POST-TEST is done after you have work on all the activities in the module. It is a check on how you achieve the module objectives. It has the same icon as the pre-test. You are tested on similar item as the pre-test so that you can asses of you learned a lot from this module.



SELF-CHECK consist of key answer to the exercise as well as the answer to the pre-test and post test. The purpose of the Self-Check is to help you determine if your responses are correct, and to provide you with feedback. If you are able to answer correctly all the items in the exercise, you may proceed immediately to the next learning activities. If you are unable to answer most of the items, you may need to go back and review the lessons which you have not understood well.

Now that you know the different parts of this module, you are well on your way toward benefiting from it! Good luck as you begin this module.

How Do You Work on this Module?

Now that you know the different parts of this module, you will benefit from it if you follow these steps.

1. Read the module title and the module introduction to get an idea of what the module covers.
2. Read the section “What You Are Expected to Learn from this Module” to have an idea of the skills you are to develop in this module.
3. Take the pre-test. Check your answers against the Key to Corrections on the Self-Check section at the back of the module. Keep a record of your score.
4. Do the activities. For the exercises, you are to check your answers against the Self-Check section.
5. Take the post-test after you are done with all the activities in the module. Remember to check your answers against the key to correction on the Self-Check section.

You are to write all your answers to the module tests and exercises on a separate notebook. For this purpose, you should have an English notebook or journal. Please do not write on the module itself. Your notebook will be an important record of your accomplishments for English.

Good luck as you begin this module!

Quarter One: Getting in Touch with Self and Others

MODULE 1 HOW DO I SEE MYSELF?



When friends tease you, how do you usually react? Do you stamp your foot in anger? Do you break into tears? Do you clench your fists? Or do you just laugh it off and not mind them?

Your reactions say a lot about you. They can reveal the kind of person you really are. Your actions can also affect the way people look at you. Some may like you. Some may dislike you.

This module invites you to look inside yourself and reflect on your own thoughts. As you do your reflection, you will become more aware of yourself, and more understanding of other people. You will begin to ask questions such as: “How do I see myself? How do other people see me? What aspects of myself am I capable of sharing with others?”

As you go through the lessons of the module, you will encounter some young people of your age with traits and abilities that may be similar with or different from your own. Together, they will teach you about the importance of getting in touch with yourself and with others around you!

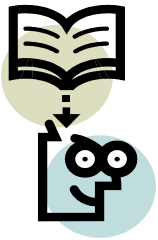
As you learn more about yourself in the module, you will also learn to use the language skills necessary to enhance your reflection process and your presentation of yourself to others. Are you ready to get started?



WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE

After going through this module, you should be able to:

- Note significant details in a story listened to or read and complete a story map;
- Note synonyms and antonyms of words in a story listened to or read and use them in assessing oneself;
- Use word association to group words with similar meanings and use them in sentences;
- Use the rising, the falling, and a combination of rising-falling intonation patterns when speaking about oneself;
- Form adjectives from noun forms and use them in sentences to talk about oneself;
- Use S-LV-SC (Subject-Linking Verb-Subject Complement) patterns to give appraisal of oneself; and
- Describe oneself to others reflecting one's feelings and interests orally and in writing.



PRE-TEST

Now that you know what you are expected to learn from this Module, let's find out first how much you know about them. Follow the directions for each set of questions.

A. Directions: Group together the words that are usually associated or connected with the word on the left. Choose from the words inside the box.

Examples: tall, _____, _____, _____
stout, _____, _____, _____

Answers: tall, short, high, low
stout, fat, slim, thin

tall	stout
slim	high
thin	short
fat	low

1. sad, _____, _____, _____
2. serious, _____, _____, _____
3. lazy, _____, _____, _____
4. critical, _____, _____, _____
5. boastful, _____, _____, _____

curious	happy	analytical
sensitive	rude	funny
idle	slow	tardy
moody	proud	inquisitive
arrogant	glad	angry

B. Directions: Underline the letter of the word that corresponds to the antonym of the word on the left.

Example: jolly A. happy B. glad C. cheerful D. gloomy

6. wise A. smart B. dull C. intelligent D. bright
7. energetic A. lively B. lazy C. active D. dynamic
8. honest A. frank B. truthful C. insincere D. genuine
9. brave A. cowardly B. valiant C. fearless D. daring
10. fair A. just B. impartial C. reasonable D. biased

C. Directions: Underline the word (adjective or noun) that best completes the sentence.

Anton van Leeuwenhoek was an unlikely 11 _____ (science, scientist). A tradesman of Delft, Holland, he came from a family of tradesmen, had no fortune, received no higher education or university degrees, and knew no languages other than his native Dutch. This would have been enough to exclude him completely from the scientific community of his time. Yet, with skill, 12 _____ (diligent, diligence), an endless 13 _____ (curious, curiosity), and an open mind free of the scientific vices of his day, Leeuwenhoek succeeded in making some of the most 14 _____ (important, importance) discoveries in the history of biology. It was he who discovered bacteria, 15 _____ (parasitic, parasites), sperm cells, blood cells, microscopic nematodes and rotifers, and much more.

D. Directions: Read the sentences silently or aloud with the correct intonation. On the blank before each number, write **R** if the question uses a **rising** intonation pattern, **F** if it has a **falling** intonation pattern, and **RF** if it has a **rising and falling intonation** pattern.

- _____ 16. Do you like to become, a doctor or a lawyer?
_____ 17. Is she taking up occupational therapy?
_____ 18. Why do Mario and Mona want to become teachers?
_____ 19. Does Mira prefer soft music or rock metal?
_____ 20. Isn't she talking about becoming a police officer?

E. Directions: Identify the function of the underlined word in the sentence. On the blank before each number, write **S** for Subject; **LV** for Linking Verb; and **SC** for Subject Complement (Noun or Adjective).

- _____ 21. Jay appears interested in the position.
_____ 22. His attitude during the meeting was very admirable.
_____ 23. May seems tactless when she criticized the treasurer angrily.
_____ 24. She said, "I am the person to be consulted!"
_____ 25. The class was very disappointed.

F. Directions: Complete the following statements about yourself using the correct patterns (S-LV-Adj or S-LV-N). Choose from the phrases enumerated below:

a mind of my own
an outgoing individual
a shy person

independent-minded
fun-loving person

26. As far as I am concerned, I am _____.
27. As I see it, I am _____.
28. In my opinion, I have _____.
29. I think I am also a _____.
30. My parents believe that I am an _____.



ACTIVITIES

Now that you have an idea of what this module covers, are you eager to get started? As you do the following activities, pay attention to the skills that can help you study and learn more about yourself. Good luck as you begin!



Activity 1: Reflecting and Using Words to Describe Yourself

Getting to know yourself starts with reflection. Reflection is the process by which you look inside yourself – that is, you really look deep inside yourself and think about your life as a teenager. You think about your likes and dislikes, your plans and your dreams. Study the picture below and as you read the questions listed, add questions of your own.

What kind of son am I?

How do I describe my likes and dislikes?

What kind of a friend am I?

What kind of professional do I want to become in the future?



Antonyms

Did you notice that as you reflected, you started to describe yourself using adjectives? Some adjectives are **antonyms**. The following exercises will help you learn to use antonyms to reflect what you think of yourself as a person.

An **antonym** is a word that shows the opposite meaning of another word. For example, the word young is the opposite of the word old. Therefore young and old are antonyms.

Identify other antonyms. Copy the exercise and draw a line to match the words in Column A with their antonyms in Column B.

Column A	Column B
1. shy	A. have a mind of one's own
2. gentle	B. inconsiderate
3. lively	C. serious
4. quiet	D. can take criticisms
5. easily swayed	E. rough
6. patient	F. submissive
7. sensitive	G. impatient
8. aggressive	H. outgoing
9. daring	I. noisy
10. considerate	J. cowardly
	K. vocal

To find out if your responses are correct, turn to the Self-Check section.

Did you notice that antonyms can help you determine what traits you possess and what you do not? Sometimes, our traits can be looked at in the form of a scale. Some of our characteristics can be found on the left of the scale and others can be found on the right.

	← SCALE →					
Shy						Outgoing
Serious						Lively
Quiet						Vocal
Patient						Impatient
Aggressive						Submissive
Daring						Cowardly
Sensitive						Can take criticism
Considerate						Inconsiderate
Easily swayed						Independent minded

Would you like to check what kind of a person are you? Copy and use the rating scale above. Put a check mark (✓) on the column closest to the trait you feel you already possess.

You will notice that it is not that easy to rate yourself. Among the items on the scale, what were particularly hard to rate? What were the easy ones? Do you feel you know yourself a little better now? Let's continue doing some more reflections about ourselves in the next activities.



Activity 2: Forming Opinions and Giving Statements about Yourself

Sentence Patterns S- LV- N and S- LV- Adj

What do you think about yourself now? After using some antonyms to help you know yourself, this time, you will study how to put your thoughts together using sentence patterns that will enable you to present who you really are to others and to the whole world!

Below are some unfinished sentences. Try to finish them by reflecting on what you like about yourself and what you think of yourself.

- I think* I am a _____ (type of person).
- I believe* the most important thing in life is _____.
- I feel* that I am _____.
- I go* with friends who are _____.
- I often* _____ on weekends and during my free periods.
- My hobbies include _____.
- I enjoy* _____ kind of music.
- I prefer* wearing _____.
- I like* to eat _____ (food).
- For me*, teenage life is _____.
- I love* to _____ (type of activity).
- I want* to be _____ someday.
- I do not like* _____.
- I totally hate* _____.

What have you realized? It was not so easy to complete those statements, was it? Did you also notice that as you reflected, you made use of different expressions? What were the expressions that you used?

Go back to the above exercise. Group the expressions into two: (1) *presenting a personal opinion* and (2) *stating preferences* by writing them on the appropriate columns in the table that follows. Then check your answers against the Self-Check section.

Personal Opinions	Preferences
<i>Example:</i> I think I am a caring person.	<i>Example:</i> I like people who are honest.

Did you list correctly the expressions for presenting personal opinions and preferences? After consulting the Self-Check section, add the missing expressions to complete your list.

Let's study the diagrams for stating personal opinions. This time, concentrate on the word order in the sentences. These are the different ways by which you can present your opinions about yourself.

Pattern A

Expression that signals opinion	+ Subject (S)	+ Linking Verb (LV)	+ Adjective (Adj)
As I see it,	I	am	shy.
In my opinion,	I	am	serious.
As far as I am concerned,	I	am	gentle.
I feel	I	am	quiet.
I believe	I	am	honest.
I think	I	am	impatient.

Pattern B

Expression that signals opinion	+ Subject (S)	+ Linking Verb (LV)	+ Noun (N)
I believe	I	am	an adventurer.
As far as I am concerned,	I	am	no risk taker.

Pattern C

Expression that signals opinion	+ Subject (S)	+ (Modal)	+ Main Verb	+ Noun
I believe	I	can	take	criticisms.
As far as I am concerned,	I		have	a mind of my own.

Now, practice expressing personal opinions by writing sentences following patterns A, B, and C which you learned above. Write your answers on the spaces below using the sentence patterns indicated. You may follow the examples, but try to use the different expressions you have just learned.

Pattern A: Expression + S + LV + Adjective
Example: I believe I am generous.

1. _____
2. _____
3. _____

Pattern B: Expression + S + LV + N
Example: I think I am an artist.

1. _____
2. _____
3. _____

Pattern C: Expression + S + (Modal) + Verb + N
Example: I feel I have an inquisitive mind.

1. _____
2. _____
3. _____



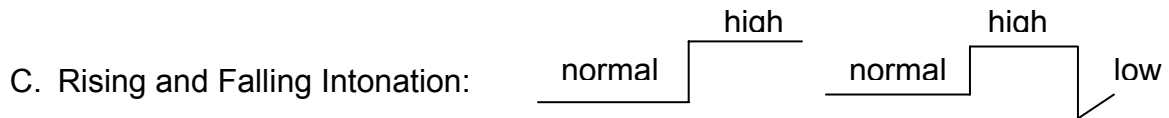
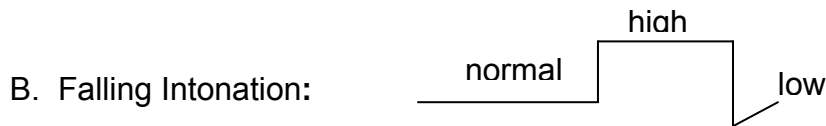
Activity 3: Expressing Yourself Orally

- Intonation Patterns for Different Types of Questions

Sometimes, one way of reflecting is by asking questions about ourselves. Sometimes, too, we ask others about what they think we are in order to confirm the beliefs we have about ourselves.

In asking questions in English, there are generally three types of intonation patterns. The rise and fall of one's voice is shown in the diagrams below:

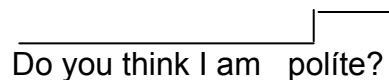




English is spoken in basically three levels of pitch patterns: high, normal and low. Your normal or natural pitch is the level from which you make departures. You either go upward or downward. The combination of those pitch levels and the final or end pause results in the rise and fall of the voice which is called **intonation**. The mastery of the proper intonation pattern is important because you make yourself understood only when you speak in the intonation generally accepted by the native speakers of the English language.

You use the **rising intonation** pattern when asking yes-no questions. Your voice begins with a normal pitch then rises in the strongly stressed syllable of the sentence and stays high until the end.

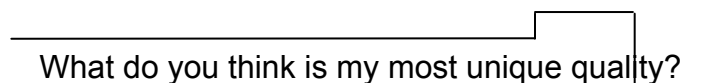
The rising intonation pattern is shown in the diagram below:



Practice saying these sentences by following the rising intonation pattern diagrammed above:

1. Do you think I am a good friend?
2. Do you feel I am dependable?
3. Do you believe I can sing?
4. Would you say I can dance well?

On the other hand, you use the **falling intonation** when asking wh-questions. *Wh*-questions are information questions which begin with what, who, when, where, why and how. Your voice begins with a normal pitch then rises in the strongly stressed syllable of the sentence and falls to a low pitch toward the end of the sentence. The intonation pattern for *wh*-questions is diagrammed below:

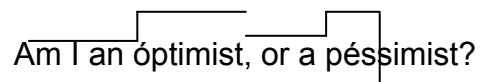


Practice saying these sentences following the diagram above:

1. Which do you think is my most dominant personality trait?
2. Which do you think is my most dominant character trait?
3. Which do you think is my most dominant physical trait?
3. Which trait should I work on?

The third pattern is a combination of the **rising and falling intonation**. This is used when asking alternative questions or questions asking for options. The rising intonation is used on the first option while the falling intonation is used for the second option. The intonation pattern for alternative questions is diagrammed below. Practice saying it.

Am I an optimist, or a pessimist?



Practice saying the following sentences using the rising and falling Intonation:

1. Am I bashful or outspoken?
2. Am passive or outgoing?
3. Am I patient or impatient?
4. Am I good as a dancer or a singer?

Now that you can distinguish among the three intonation patterns, use them in asking other people about yourself and others you know. Practice saying these questions aloud. Then consult the Self-Check section and see if you followed the correct intonation pattern for each of the sentences. Correct yourself for the items you missed. Then practice saying the sentences aloud to a friend or a family member so you can further strengthen your oral language skills.

1. Which aspect of my personality should I change?
2. Am I an enthusiastic person?
3. Do you think I am quite pessimistic?
4. Is Rene considerate or unfeeling?
5. Would you say I am overly frank?
6. Which do you like the most of the many positive traits I have?
7. What do you think should I do to enhance my self-confidence?
8. Am I being positive or negative?
9. When does a person become perceptive?
10. Am I being proud or humble?



Activity 4: Listening to Details about How Adolescents Like You Change



Word Analysis: Using Adjectives and Noun Forms

Imagine yourself listening to a psychologist talk about growing up and getting caught in those “in-between years.” What make up those in-between years? Are you beginning to experience the changes that are mentioned in the listening selection? Ask one of your older brothers or sisters or someone you can rely on to read the selection for you. Then do the activities that follow.

Those In-Between Years

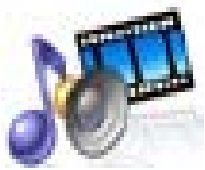
There are several stages in a person’s life: childhood, adolescence, and adulthood. The first of these is a period when we are helpless and dependent on others. Infancy, as well as early and late childhood, is a part of this stage which ends when one turns thirteen.

The next stage is a transition period between dependency and self-reliance, between childishness and maturity. During this in-between period, one becomes too big to act like a child but not old enough to be considered an adult. And so at this stage, children are confused, for if they are no longer children but not yet adults, what are they and how should they act?

Confusion and uncertainty can be a part of the in-between years. And because adolescents are uncertain about themselves, a good number of them become shy and self-conscious. They are concerned about belonging to a group and they go all out to be accepted by the teenage crowd. This is why some of them become show-offs in their desire to attract attention. For them, being accepted for what they are is very important, and so they turn rebels against adults who treat them like oversized children. Early and late teens are age groups during this period.

But all the confusion, uncertainty and angry mixed-up feelings of adolescents are no longer so evident when they turn into young adults of twenty. The young adults in their twenties are more or less certain of themselves and their self-knowledge increases with the passage of time.

- Adapted from: Communication in Meaningful Encounters.
Santos, et.al.



How Well Did You Listen to Details?

1. What stages in a person's life is referred to by the following phrases in the listening selection?
 - a. the first of these
 - b. in-between period
2. Who is referred to in the phrase a good number in the third paragraph?
3. Adolescence covers the ages _____ to _____.
4. The period of adolescence comes between _____ and _____.
5. What makes young adults different from young teens?



Arriving at Word Meaning through Word Analysis:

From the selection, did you notice some word combinations which give you a clue to their meaning?

Example : *Helpless* comes from the word *help* and the affix **-less**.
Helpless people are those who cannot help themselves.

Analyze the meanings of the following words. Write the words that make them up and give the meaning of the expressions formed by completing the sentences that follow them.

- 1.. self-reliance - _____
A person who has self-reliance is one who _____.
2. show-off – _____
A show-off is a person who _____.
3. self-conscious - _____
A person is said to be self-conscious when _____.
4. teenage - _____
A teenage crowd is a group of persons who are _____.
5. in-between - _____
An in-between period is one that is _____.



Forming Adjectives from Nouns

Some word combinations are noun forms which can be transformed into adjectives. From the listening selection, an example used is the word *self-reliance*. Its adjective form is *self-reliant*.

Can you give the adjective forms of the following nouns?

- | | | |
|-----------------------|---|-------|
| 1. helplessness | - | _____ |
| 2. childishness | - | _____ |
| 3. shyness | - | _____ |
| 4. self-consciousness | - | _____ |
| 5. uncertainty | - | _____ |
| 6. maturity | - | _____ |
| 7. dependency | - | _____ |
| 8. importance | - | _____ |
| 9. self-reliance | - | _____ |
| 10. confusion | - | _____ |
| 11. optimism | - | _____ |
| 12. pessimism | - | _____ |

Find out if your answers are the same as those in the answer key on the Self-Check section. Then reflect on how nouns can be changed into adjectives by answering these questions below:

1. What are the common endings of the first four nouns? What did you do with the common endings to get the adjective forms of those nouns?

Remember: The ending *-ness* is called a noun-forming affix. Some nouns ending in *-ness* can be changed into adjectives by dropping those endings.

Example: childishness - childish
self-consciousness - self-conscious

2. What noun-forming affix was used in numbers 5-7? How were they changed?

Remember: Some nouns ending in *-ty* or *-y* can be changed into adjectives by dropping the affix *-ty* or *-y*. Some words, however, change their spelling slightly.

Examples: uncertainty - uncertain
dependency - dependent
maturity - mature

3. What noun-forming affix was used in numbers 8 to 9? How were they changed?

Remember: Some nouns ending in *-ance* form their adjectives by changing *-ance* to *ant*.

Examples: importance - important
self-reliance - self-reliant
vigilance - vigilant

4. In number 10, how was the noun ending *-sion* changed in its adjective form?
Remember: Some nouns ending in *-ion* can be changed into adjectives by changing the suffix to *-ed*.

Examples: confusion - confused
relaxation - relaxed

5. In numbers 11-12, what noun-forming affix was used? How was the noun form changed into adjective form?

Remember: Some nouns ending in *-ism* can be changed into adjective by replacing the affix *-ism* to *-ist*.

Examples: optimism - optimist
pessimism - pessimist



Using Adjectives and Noun Forms

By this time, you are ready to use adjectives and noun forms to describe yourself. In the matrix that follows, fill in the sentences with the noun or adjective form of the words in parentheses that come before each set of sentences. Then rate yourself on the personality scale by putting a check (✓) in the column applicable to you.

How Well Do I Know Myself?

	Very much	To some extent	Not at all
<p>(<i>importance, important</i>)</p> <p>1. Is the opinion of the opposite sex of _____ to me?</p> <p>2. Is it very _____ to me that I create a good impression on my elders?</p>			
<p>(<i>self-consciousness, self-conscious</i>)</p> <p>3. Am I exhibiting _____ in a crowd of strangers?</p> <p>4. Are my actions unnatural when I am _____?</p>			
<p>(<i>shyness, shy</i>)</p> <p>5. Am I the _____ type?</p> <p>6. Is my circle of friends small because of my _____?</p>			

<p>(<i>childishness, childish</i>) 7. Am I _____ at times? 8. Are my parents pleased with my _____?</p>			
<p>(<i>sensitiveness, sensitive</i>) 9. Am I _____ to criticisms? 10. Is my _____ a sign of immaturity?</p>			



Activity 5: Reading About and Reacting to People Like Yourself

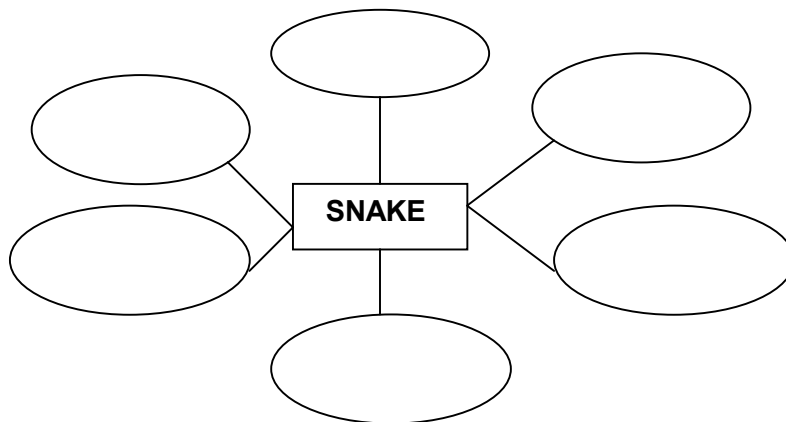
Expanding One’s Vocabulary and Noting Details in a Story Read

You will read about a person with an extraordinary quality that came up in an unexpected event. What does the story say about judging people? What does it tell you about knowing oneself? But first, do the following activities.



Expanding Your Vocabulary

1. What do you know about snakes? List all the words that come to mind. Add as many circles in the web as necessary.



2. Pair off the following words and state why they go together:

desperation, dexterity, hopelessness, hilarious, prowess, ludicrous

3. Group together in a cluster the words that are related in meaning:

admiration, glowing, slender, applause, luminous, approval, mocking, slight, figure, bantering, puny, sneering, blazing, searing

4. Determine the words that make up these compounds and use them in sentences to illustrate the meaning of each term:

hairpin

horseshoe

merrymakers

whetstone

shamefaced

spindle-shanks



Now read the story that follows and answer the questions following it.

Dahong Palay

By Arturo B. Rotor

The big ax swang its way through the large arc and then came down on the block of wood with a mighty crash. It neatly cleaved into two formidable mass, the pieces flying for a long distance in opposite directions. Surveying his feat with glowing pride, Sebio felt a ripple run down the muscles of his arms, forearms, and shoulders. He dropped the heavy ax and wiped the perspiration from his brows, from his bare brown arms, letting his fingers rest caressingly on each muscle. Small were his muscles and flat and flabby when relaxed. But how hard and powerful they became when he tensed them! As hard as seasoned, knotted *yantok*. Triumphant, he raised his arms above his head, and facing the afternoon sun, he thrust out his chest and made every muscle of his body tense. He was quite tall, above the height of the ordinary native, but he had paid for his increased height in diminished breadth. His chest was flat, his neck long, and his legs thin. He was one of the boys who, the village people said “grew too fast.”

“He will become bigger and stouter when he reaches his twenty-fifth year,” his mother had always told solicitous friends and relatives.

How deceptive his figure was, Sebio thought! No wonder those who knew him called him *Sebiong Pasmado* (Sebio the weakling) because of his slight figure, his spindle-shanks, his timidity. None of them would believe that he could lift two Socony cans full of water with either hand and raise them shoulder-high, or that he could carry three sacks of rice on those narrow shoulders. As he thought of them he snorted scornfully. The snake is the most slender, the most timid creature of the field, and yet people are afraid of it.

“Sebio, what are you staring at? A querulous voice came from the nipa hut.

“Nothing, *Nanay*. I was just stretching my cramped arms,” came the sheepish answer.

“Yes, yes, *Nanay*.”

With renewed vigor, he seized the ax and hewed away. The thick blade fairly sang as it swung back and forth over his shoulder. He paused and, for a while, was lost in thought. If he could only summon such strength in those foolish games of strength and skill. He had always failed there, miserably. Somehow, his courage always ran out before a noisy, bantering crowd.

“What strength can there be in those puny arms, in that flat chest?” He would hear people say around him.

And, most unbearable of all, his friends pitied him. The men said, “You have no strength.” The women, “You have no fighting heart.”

“Thunder and lightning Name of Satan...!” he muttered. Those memories angered him.

Once more he savagely attacked the wood before him. Perspiration blinded his eyes; his unruly hair got into them every time he bent down; but he minded not. In a last tremendous swing he put every ounce of energy in his arms and brought down the ax. The eager blade passed through the entire thickness of the block, through the stone prop, and sank into the soft earth beneath. For a moment he regarded the result with a feeling of satisfaction; then gathering together the chips, he went into the house,

That evening, as his mother sat in front of him at their humble table, he was strangely silent.

“Are you thinking of going to *Tia Binay*’s tonight?” she asked.

“Yes, *Nanay*.” He didn’t add that he had been thinking of almost nothing else all day.

“When you go, take with you our whetstone. One of her workers came over and told me she wanted to borrow it. Tell her also that the herbs she used for her uncle’s rheumatism did me good too, and thank her for me, Sebio.”

The way to *Tia Binay's* led through recently harvested rice fields. A few weeks before, the grain had lain mellow and golden in the all-enveloping light of the full moon. Now, only short, thick stubble wisps of straw and traces of the delicate, elusive fragrance of the ripe palay remains to remind one of the hectares of slender, heavy laden stalks of grain that had once rippled in graceful undulation with each breath of the harvest wind. There was scarcely any beaten path across these fields; but with hardly a glance about him, Sebio made his way through them, avoiding each stalk of sharp stubble or the holes where the carabao's feet had sunk heavily during the rainy season and which had caked since then in the hot sun. The lovely night was full of sounds and odors of life. The slender, swaying bamboos whispered to each other eternal secrets of the night, and from the distance came the dying croak of a frog caught in the jaws of a snake.

When he reached *Tia Binay's* place, he saw that the evening's work had already begun. All about the moonlit clearing that stood at a distance from the house were grouped young men and women whose gay laughter and voices carried far into the distance. In the center was a square of concrete where the golden grains of palay had been laid to dry. On one side were five wooden mortars, around each of which three persons, two men and a girl, stood pounding grain. Each individual brought down his pestle in definite rhythm and succession. One first and then, just as he has lifted his pestle, the next would bring his down, and so on. Every now and then the gifted voice of someone in the group would break into song, and the notes of a haunting *kundiman* would be wafted into the breeze to add sweetness to the silence of the countryside. At intervals, however, a sleepy cock perched aloft in a tree nearby would let out an obstreperous crow as if he disapproved of so much gaiety and lightness of the spirit.

Sometimes, to vary the monotony, the men pounding palay would show off tricks with the pestle. One of a group would make the heavy tool stand on the tip of the little finger or on the nose, toss it in the air, whisk it between the fingers of one hand, and bring it down on the palay without upsetting the regular rhythm of his companions' pounding. Such demonstration of approval from the onlookers, and repeated applause would encourage more difficult stunts. Around the enclosure was a sort of bench built by tying together several strips of bamboo. Here many sat and, while waiting their turn at the mortar and pestle, laughed and joked and ate unsparingly of the suman and bibingka of *Tia Binay*.

"Ho, there, Sebio!"

"Good evening to all of you. Good evening, *Tia Binay!*"

Tia Binay peered at him. She was getting old and with her failing eyes unable to see well even in the daytime, was finding it difficult to recognize her guest at once.

“Who is this?” she asked kindly.

“It’s *Sebio*, *Tia Binay*.”

“*Sebio*?” she could not place the name.

“*Sebiong Pasmado!*” roared someone from a group close to him.

“Ah – yes, now I know.”

There was a hilarious outburst from the group and, with blazing eyes; *Sebio* turned to the cruel joker. But he saw only what seemed to him a surging sea of sneering faces. His face smarted as if from a slap. He turned again to *Tia Binay*.

“*Nanay* told me to give this to you and to thank you for those herbs.”

The old woman gave a grunt of satisfaction. “Of course they would do her good. Why, my grandmother used them before I did, and so did her great-grand uncle before her.”

He found a seat in the farthest and darkest corner.

After a while, so lost was he in his thoughts that he did not see a package done up in banana leaf which a small white hand held out to him – not until a voice spoke:

“Here, *Sebio*, never mind those people. They are idlers. Try this *suman*. I made it myself.”

Not until she spoke did he recognize *Merci*. Dumbly he took the package, tore open the wrapper, and tasted the contents. Slowly he became his old self again.

“*Merci*, you must have flavored this with your kisses,” he boldly ventured.

The gratified girl blushed to the roots of her hair. “Give me back that *suman*, “ she demanded.

Sebio laughed. He was again his likeable self. He tried to catch the outstretched hand, but like lightning it was withdrawn, and when he stood

up the girl was gone. He sat down again. Oh, for a throne and a crown and a universe to lay at the foot of Merci!

He became aware that the workers were being changed. The second shift was ready. He got up.

“Here, Milio, you and Kiko work here. Anita, go to that mortar with Tonio. You, Sebio, come here – and you too, Pacio.” Tia Binay was assigning each to his place. Sebio found himself with Pacio and – wonder of wonders – Merci was with them to complete the group of three. For a moment he could hardly contain his joy, and then he remembered that he was also with Pacio, the bully, the braggart.

Bog-bog-bog! Every pestle fell with a dull thud each time. First he, then Merci, then Pacio, in strict rhythm. Pacio, as sure as death, would soon show off his prowess before the world, before Merci. Sebio would have to compete with him, which he knew would be another trial before a mocking, unsympathetic crowd – another effort doomed to failure.

Merci, conscious of the strain under which Sebio had begun to labor, endeavored to relieve it. “This morning we chased a big snake across the yard, but it escaped.”

“They say that nothing can prevent death from the bite of some snakes.”

“If you are bitten on the arm, you may have to cut it off.”

“Or burn it,” volunteered Pacio sneeringly.

“Here, Sebio,” suddenly said Pacio in a tone that carried to everybody. “Try this one.”

He tossed up the heavy pestle, causing it to describe the figure “8” in mid-air, caught it and brought it down just as Merci had lifted hers up. It was well timed.

“Wonderful,” everyone said.

Sebio felt himself growing hot all over. Pacio had challenged him; everybody had heard the challenge. Although his eyes were intent on his work he could feel everybody looking at him.

“See how industriously Sebio works. He does not even see us. *Tia Binay*, you really ought to consider him for a son-in-law.” The taunt was flung by a heartless rival.

What a noise they made! He dared not raise his eyes lest they see the light in them or he sees Merci's own.

"Nanay does not need any son-in-law. I am still strong enough to do work at home," came the surprising retort from Merci.

"*Tia Binay*," Pacio asked with a confident smile, "what must your son-in-law be like?"

But Tia Binay refrained from answering after a long look at her daughter, so somebody answered for her:

"He must have rice fields!"

"No, first of all, he must be industrious," another put in.

"Above all, he must be handsome."

"You are all wrong," cried the exasperated Merci. "My mother's son-in-law must first be my husband."

That seemed to silence them – for a while.

"Well, well – your husband then – he must be kind and obedient and loving, eh?"

"And fleet of foot and strong of arm?"

"Here then, you beautiful men, can anybody do this?"

It was Milio, the village clown. He seemed to be holding a short rod that looked like iron. He was trying to bend it and, in his apparent efforts to do so, his whole body was contorted in the most ludicrous way. Suddenly it cracked into splinters and by the sound they knew that it was only a cleverly painted piece of bamboo.

While they were still holding their sides and slapping their thighs, Pacio stood up. He stepped up to one of the mortars and took from it a horseshoe that was nailed there for good luck.

"Here, Milio, is an imitation of your feat," he said, attempting to inject a modest note in his tone.

He seized each end and gripped hard. In that light no one could see Pacio very well, and they felt rather than saw the bulging lines of his

muscles as he strained them convulsively. What they actually saw was the curved piece of iron being slowly straightened out by Pacio's hands.

A murmur of admiration rose from the crowd.

"Bravo!"

"Unheard of!"

"Incomparable!"

"Try that, Milio. But don't crack it!" and Pacio laughingly tossed the piece of iron to him.

"No, thanks. Suppose I vomit blood!" And Milio tossed it to Sebio.

For a moment the young man did not know what to do. Somehow he felt that this was his chance, that he could bend back that thing into the likeness of a horseshoe, easily. Suddenly he got up with a bound and seized it. Shouts of derision immediately followed. Even those few who wished him well stared at him with doubt on their faces.

"*Aba't*, what is he going to do?"

"Hey, Sebio, drop that! That's iron – not bamboo!"

He could feel the heat mounting to his cheeks as he gripped the two ends and strained. His lips clamped together, his face went pale, his eyes bulged. He held his breath during the effort. An eternity – it seemed – passed. He thought he felt the iron give way, and he opened his eyes. He saw that it had bent only a little.

"Ho, my strong man, what now?"

"I told you it was not a bamboo!"

"Sebio would be a strong man and do mighty deeds if only he would eat more."

And yet Sebio knew for a certainty that he could have done it. He cursed himself as, like a whipped dog, he sought for a place to hide the horseshoe.

"No strength," said the men.

"No fighting heart," whispered the women.

Shamefaced, Sebio retired to a corner. He wanted to leave, to be alone with an ax and some logs on which he could give vent to all the bitterness that was in him. But to leave now, he realized, would be an admission of his desperation, his hopelessness.

“Sebio,” whispered Merci, who, unnoticed, had approached him when his tormentors had left him alone, “I want to make a fire so we can roast some corn. Will you help me get some hay?”

Like a drowning man who suddenly found a floating object to cling to, he eagerly followed Merci to the hay pile. Here was someone who understood him.

“How could I do anything with that crowd?” he murmured a little apologetically. Then his disgust at himself rising, he kicked the pile of hay. This eased his feelings somewhat.

“Yes, I know,” she sympathized, as she pulled out an armful.

“Just let me try again!” And again he struck savagely at the hay pile. They dropped their burden at the center of the clearing. And then as he turned away a blood-curdling scream from Merci pierced the noise being made by the merry-makers. He turned around to see what had frightened the girl. From the bundle that Merci dropped, had emerged, rearing its head like some fantastic toy, its slender, green body poised to strike, - a snake! And Merci stood and stared like one hypnotized! Sebio knew that it would strike, strike before his next breath. There was no time to plan what to do, to will what part of the body to move. Instinctively, however, he made a move to place himself between the girl and the danger. As he did this he struck at the bundle of hay on which the snake lay poised to strike. The effort was so ill executed, however, that he missed it entirely. He fell on his face and before he could recover the serpent had bitten him on the calf of the leg, and then was gone.

Sebio staggered up and looked at his leg. From twin spots on the skin, blood was beginning to ooze. A momentary sense of faintness came over him and he closed his eyes. Already he seemed to feel the searing course of the deadly poison to his thigh, to his heart. He felt an impulse to run, to dance about, to do anything. The faces around him were becoming hazy. Only the excited voices of those crowding around him prevented his mind from becoming completely numbed.

“The deadly *dahong palay!*”

“Get some vinegar!”

“Sebio is dying!” wailed someone.

His thoughts whirled crazily, his breath became convulsive. Over and over he rolled in the dust, clutching widely at the air, at the earth around him as if he sought for something solid, some divine support that would bolster up his nerve. He came up violently against one of the mortars, and something heavy fell in the dust almost on his face. He seized it. It was a horseshoe. It was as if out of a dark hole a stalwart hand had lifted him, so clear and so sharply did he see light. He waved the babbling group away.

“A fire here, quickly!” he muttered in an agonizing voice.

It was Merci, obeying uncomprehendingly, who scooped a handful of hay and husk, and in no time at all had a blazing fire. It was she who tore a piece of her skirt and bound up his leg tightly above the wound. It was her delicate hands now suddenly grown powerful that had tightened the ligature above the wound on the leg of the dying man. The others were paralyzed to inaction.

“A knife, for the love of Christ!” Sebio again muttered convulsively.

Several sped to get a knife and several moments – eternities – passed. He could feel his foot becoming cramped and cold. Then a large knife was handed to him.

And now the crowd witnessed the act that they were to relate to their children in after-years. With a low cry Sebio seized the horseshoe and, before the same faces that had frequently taunted him, he straightened it as if it were a slender hairpin. Then he wrapped a piece of cloth around one end and thrust the other end into the fire. There was no applause from the onlookers, just heavy labored breathing. They could only stare and stare, now at the colorless face of Sebio, grim and twisted as if by some terrible resolution, now at the piece of iron turning an angry, luminous red.

“What is he going to do?”

“Merciful God!”

For Sebio had taken the sharp knife and had slashed across the two pin pricks. Dark blood oozed out slowly. Then he grasped the red-hot iron and before their horrified gaze plunged it into the wound. The glowing point sizzled drawing the blood out of the wound. The smell of burning flesh filled the air. The women shrieked. Several of them who could no longer stand the sight fainted.

Then, calmly, Sebio laid aside the iron, and his frothy lips relaxed into the semblance of a smile. Slowly his eyes closed. Somebody held him up. But before unconsciousness came he had seen their eyes. And they told him that never again would he be called "*Sebiong Pasmado*."

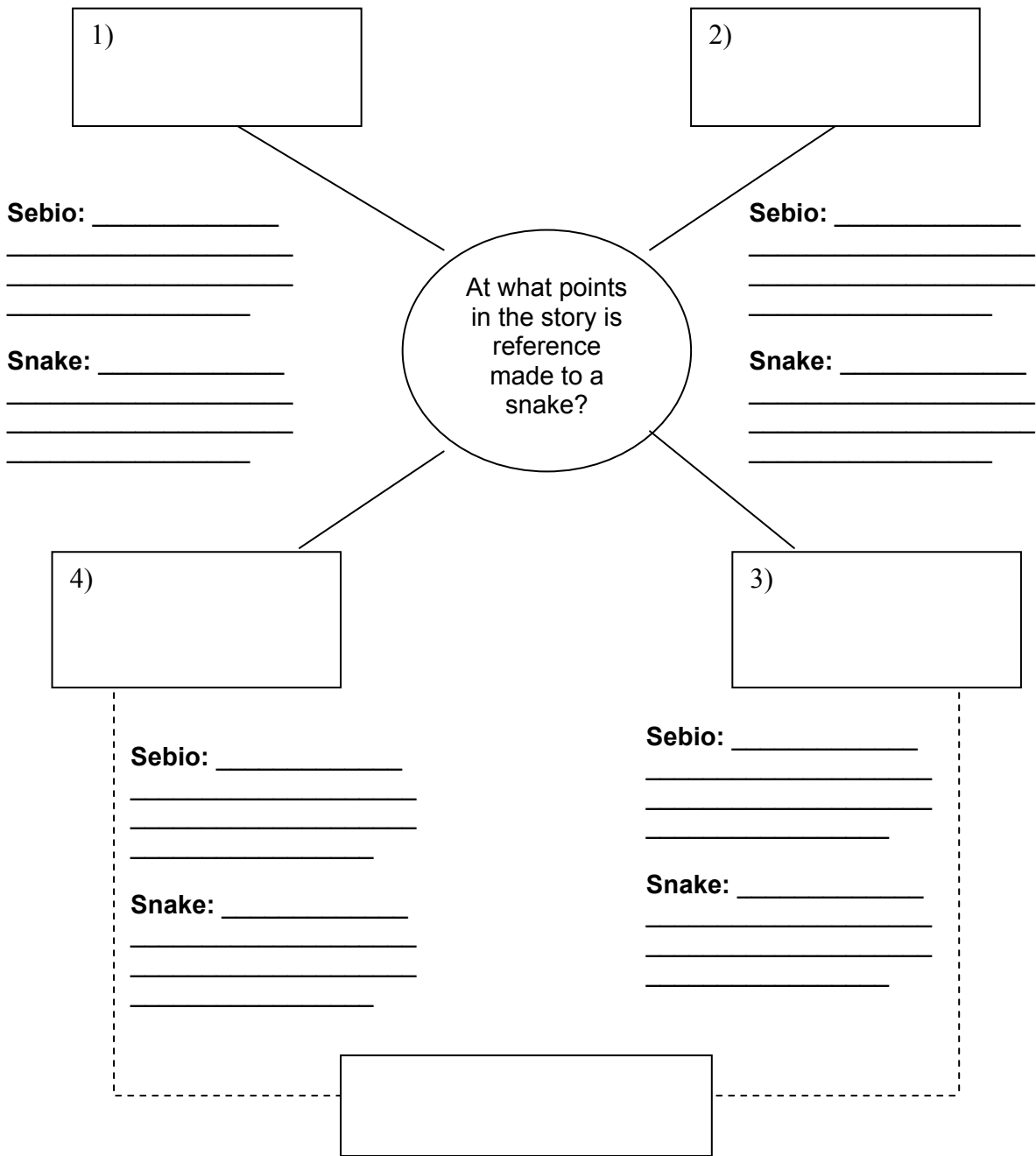
Did you enjoy reading the story about Sebio? What similarities between you and Sebio can you give? Do the following exercises to check your understanding of the story.



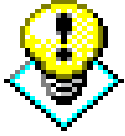
Noting the Details of the Story

Let us check if you remember the details in the story you have just read.

1. Try to complete the story map below by answering the following questions:
 - a. At what points in the story is reference made to a snake? Write the points in boxes 1 to 4?
 - b. What is said about Sebio and the snake in each of the points in the story? Write your notes in the blanks before each box.
 - c. What are the conflicting factors in the story? What is the main conflict all about? How is it resolved?
 - d. What line tells you that the conflict has been resolved? Write the answer in the box connecting the web strands.



2. How did people view Sebio after the *dahong palay* incident?
3. Why was it possible that Sebio, who could not bend a horseshoe before, could bend it after the snake bit him? If the incident happened to you, would you have done the same?
4. What insights about bravery did you get from the story?
5. Do you think Sebio knew himself very well? Was he ashamed or proud of himself in the first part of the story? After saving Merci, was he prouder of himself than he was before?



Reacting to Sebío's Character and Discovering Your Own

Complete the statements below to express what you learned from the story about Sebío. Do you have a similar experience? What characteristics do you think you possess that set you apart from other boys or girls of your age? Write your reflections in your journal. You can begin your statements with these sentences:

After reading the story of Sebío, I realized that _____.
It is important that we know ourselves because _____..
It is also important that we believe in ourselves so that _____.



Activity 6: Describing What You Really Are to Others

- **Writing and Sharing Views about Oneself**

You have come to an important part of this module. After trying to know who you really are, and with the help of the various language exercises prepared for you, you must now be confident to tell others how you feel about yourself! This is certainly the first step toward reaching out and communicating to others, isn't it? What would you like others to know about you?

Following the examples of characters like Sebío and other friends or family members whom you identify with, you will now write down your assessment of yourself. Are you shy or outgoing? Are you moody or funny? How would you really characterize yourself? Only you will really know!

You may want to review your answers to the exercises in Activities 1, 2, 3, 4 and 5. All the language skills you learned from these exercises will help you write a good description of yourself. The words and expressions which you learned in this module will help you write a one-paragraph composition about yourself. You are to use expressions signaling opinions and sentence patterns S-LV-SC (Subject–Linking Verb–Subject Complement).

To help you in this final activity, let's study the example that follows.

What Am I Really Like?

As I see it, I am really an outgoing person. I easily make friends and I have many of them. People say I am lively because I love cracking jokes and making people laugh

Notice that the paragraph begins with an introductory statement using an expression signaling an opinion about oneself. This is the main trait which you feel you want others to know about you. The paragraph proceeds by giving additional details to explain the main trait being described in the first sentence. Notice that the second and the third sentences provide elaborations or explanations to the trait outgoing type. Other details can be given to support the first three sentences.

Are you ready to make your traits known to others? Pretend that you will submit your work to the pen friends' section of your high school newsletter. Write a six sentence paragraph with the title below. Use the suggested format as your guide.

What Am I Really Like?



POST-TEST

Congratulations for finishing all the activities in this module! You are a good learner. Now, would you care to find out how much you have gained since you took the pre-test? After answering the post-test, don't forget to check your work against the Self-Check section at the end of the module. If you are able to get a good score, then you may proceed with Module 2. If some items are not clear to you, spend some time to review the activities until you master the exercises. Good luck!

A. Directions: Group together the words that are associated with the word on the left. Choose from the words inside the box.

dependable	questioning	honest
genial	hospitable	inquisitive
hardworking	amiable	industrious
organized	reliable	friendly
probing	compliant	trustworthy
respectful	dutiful	diligent

1. curious, _____, _____, _____
2. persevering, _____, _____, _____
3. obedient, _____, _____, _____
4. responsible, _____, _____, _____
5. kind, _____, _____, _____

B. Directions: Underline the letter of the word that corresponds to the antonym of the word on the left.

6. valiant A. brave B. cowardly C. courageous D. daring
7. hate A. admire B. respect C. appreciate D. like
8. confident A. doubtful B. secure C. certain D. sure
9. feeble A. frail B. shabby C. strong D. puny
10. miserable A. unhappy B. blissful C. despondent D. down

C. Directions: Underline the word that best completes the sentence. (Adjective, Noun)

The life and works of Leonardo da Vinci, the 11 _____ (great, greatest, greatness) Italian Renaissance 12 _____ (art, artist, artistry) and 13 _____ (science, scientist), have proved very fascinating for the 14 _____ (youth, young) generation. What most impresses people today, is the 15 _____ (immense, immensity) of his 16 _____ (successful, success). In the past, however, he earned the 17 _____ (admirable, admire), admiration) of people chiefly for his art and art theory.

Leonardo also had an equally 18 _____ (impressed, impressive, impression) contribution to science. It is a 19 _____ (modern, modernism, modernist) rediscovery, having been preserved in a 20 _____ (vastness, vast) quantity of notes that became widely known in the 20th century.

D. Directions: Write **R** if the question uses a rising intonation pattern, **F** if it has a falling intonation pattern, and **RF** if it has a rising and falling intonation pattern.

- _____ 21. Would you rather own a motorcycle or a car?
- _____ 22. Are you contented with what you have now?
- _____ 23. What seems to be your greatest fear?
- _____ 24. Would you choose to live in the city or in the province?
- _____ 25. Do you know your outstanding quality?

E. Directions: Identify the function of the underlined word in the sentence. Write **S** for Subject; **LV** for Linking Verb; and **SC** for Subjective Complement, on the blank before each number.

- _____ 26. Sebio looked tired but he still tried to finish his job.
- _____ 27. The people looked stunned when he showed his strength.
- _____ 28. Merci appeared impressed but she did not show it.
- _____ 29. She turned pale when she saw the snake.
- _____ 30. For Merci, Sebio is the real hero.

F. Directions: Complete the following sentences by choosing the correct patterns (**S-LV-N** or **S-LV-Adj**) for the missing expressions on the blanks. Choose from the phrases below:

optimist an adventurous spirit
leader a loving person
easily pleased

- 31. As far as I am concerned, I am _____.
- 32. As I see it, I am _____.
- 33. In my opinion, I have _____.
- 34. I think I am also a _____.
- 35. My parents believe that I am an _____.



SELF-CHECK

This section helps you check the correctness of your responses to the various activities and exercises in this module. Make sure you review your responses and correct yourself.

PRE-TEST

1. angry, happy, glad
All words are associated with one another because they show emotions
2. moody, sensitive, funny
These words focus on types of people.
3. slow, tardy, idle
All are related to the idea of slowness.
4. curious, analytical, inquisitive
All words pertain to the ability to ask questions.
5. proud, arrogant, rude
These words all relate to the idea of being proud or boastful.

Activity 1: Reflecting and Using Words to Describe Yourself

Sample answers:

- What really inspires me?
- What are some of my strengths?
- What are some of my weaknesses

Antonyms

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

Activity 2: Forming Opinions and Giving Statements about Yourself

Sample answers:

- I think I am a serious type of person.
- I believe that the most important thing in life is the family.
- I feel that I am still childish in many ways.
- I go with friends who are loyal and trustworthy.

Personal Opinions and Preferences

Sample answers:

Personal Opinions	Preferences
<ul style="list-style-type: none">• I think I am a caring person.• I am a friendly person.• As I see it, I am very meticulous over details	<ul style="list-style-type: none">• I like people who are honest.• I go for people who are adventurous.• I prefer people who are responsible in their studies.

Sentence Patterns

Sample answers:

- I think I am a risk-taker.
- I believe I am loyal and sincere.
- As I see it, I am a timid type.

Activity 3: Expressing Yourself Orally

Intonation Patterns

Did you observe correctly the following patterns: **F** = falling intonation; **R** = rising intonation; and **R-F** = rising and falling intonation?

- F** 1. Which aspect of my personality should I change?
- R** 2. Am I an enthusiastic person?
- R** 3. Do you think I am quite pessimistic?
- R-F** 4. Is Rene considerate or unfeeling?
- R** 5. Would you say I am overly frank?
- F** 6. Which do you like the most of the many positive traits I have?
- F** 7. What do you think should I do to enhance my self-confidence?
- R-F** 8. Am I being positive or negative?
- F** 9. When does a person become perceptive?
- R-F** 10. Am I being proud or humble?

Activity 4: Listening to Details about How Adolescents like You Change

How Well Did you Listen?

1. childhood
2. adolescence
3. adolescents
4. Adolescence covers the ages 13 to 20.
5. The period of adolescence comes between childhood and adulthood.

6. They are more certain about themselves and their self-knowledge increases over time.

Arriving at Word Meaning through Word Analysis

1. self reliance
relies on oneself/ does not rely on others
2. show off
shows off unnecessarily/ boasts about himself or herself
3. self conscious
he/she worries about how others see him/her
4. teen age
between 13 to 19 years old
5. in between
situated in the middle of two periods

Forming Adjectives from Nouns

1. helpless
2. childish
3. shy
4. self-conscious
5. uncertain
6. mature
7. dependent
8. important
9. self-reliant
10. confused
11. optimistic
12. pessimistic

Using Adjectives and Noun Forms

1. importance
2. important
3. self-consciousness
4. self-conscious
5. shy
6. shyness
7. childish
8. childishness
9. sensitive
10. sensitiveness

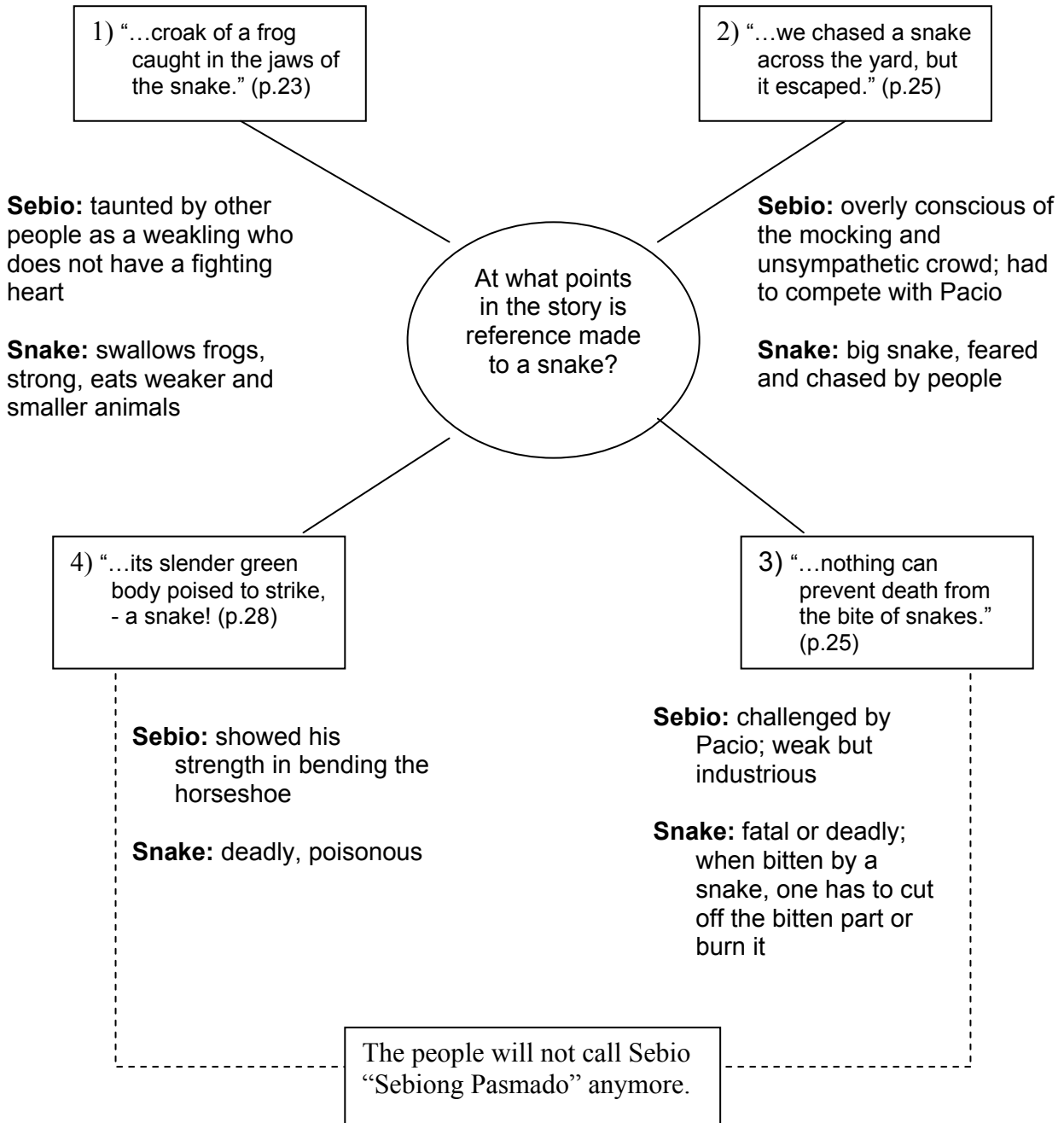
Activity 5: Reading about and Reacting to People Like Yourself

Expanding Your Vocabulary

1. snake: poisonous, deadly, poor eyesight, changes skin, reptile
2. desperation-hopelessness/ dexterity-prowess/ hilarious-ludicrous
The pairs of words are synonyms or they have similar meanings.
3. slight figure, slender, puny
glowing, luminous, blazing, searing
admiration, approval, applause
mocking, bantering, sneering,
4. hairpin = hair+pin
whetstone = whet+stone
horseshoe = horse+shoe
shamefaced = shame+faced
merrymakers = merry+makers
spindle-shanks = spindle+shanks
Show your work to your teacher. She will help you determine if you have used each word correctly in a sentence.

Noting the Details of the Story

1. Try to complete the story map below by answering the following questions:
 - a. At what points in the story is reference made to a snake? Write the points in boxes 1 to 4?
 - b. What is said about Sebio and the snake in each of the points in the story? Write your notes in the blanks before each box.
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 - d. What line tells you that the conflict has been resolved? Write the answer in the box connecting the web strands.



2. How did people view Sebio after the *dahong palay* incident?

Answer: After the *dahong palay* incident, people began to admire Sebio. They now consider him brave and strong.

3. Why was it possible that Sebio, who could not bend a horseshoe before, could bend it after the snake bit him?

Answer: Sebio could bend the horseshoe after the snake bit him because the situation called for his bravery. Aside from that, the adrenaline rush made him perform that seemingly impossible task. Adrenaline rush explains why people are able to carry a huge and heavy refrigerator in the face of fire.

4. If the incident happened to you, would you have done the same? (Answers will vary. Show what you have written to your teacher.)
5. What insights about bravery did you get from the story?
Answer: One does not need to boast of his or her strength and courage. There are situations where bravery matters. True bravery is knowing when, where and how to show one's strength.
6. Do you think Sebio knew himself very well? Was he ashamed or proud of himself in the first part of the story? After saving Merci, was he prouder of himself than he was before?
Answer: In the first part of the story, Sebio was not very confident of himself. He did not believe in his own strength. After saving Merci, he became prouder of himself because he was able to save Merci and he was able to show his strength and bravery.

Activity 6: Describing What You Really Are to Others

Writing and Sharing Views about Yourself

Your teacher will help you go over your written work.

POST-TEST

A.

1. questioning, inquisitive, probing
2. hardworking, industrious, diligent
3. dutiful, compliant, respectful
4. dependable, reliable, trustworthy
5. genial, friendly, amiable

B.

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

C.

11. great
12. artist
13. scientist
14. young
15. immensity
16. success
17. admiration
18. impressive
19. modern
20. vast

D.

21. RF
22. R
23. F
24. RF
25. R

E.

26. LV
27. SC – predicate adjective
28. S
29. SC – predicate adjective
30. SC – predicate noun

F.

31. a loving person
32. easily pleased
33. an adventurous spirit
34. a leader
35. optimist