

UNIT I

Module 1

Wisdom

(A Wealth of Knowledge)

Overview

Knowledge is wealth. Knowledge is power. But what exactly do we mean by these? The first statement means that people who are well-informed possess a wealth of knowledge which they can use in their daily interaction with other people, in problem solving and in decision making. On the other hand, people who know a lot become powerful because they are more confident of themselves and in what they can do.

However, knowledge should lead to wisdom. You might ask if there is a difference between the two. Knowledge is information gained by study or experience. A person who knows is aware of or familiar with something. On the other hand, Wisdom is the quality or state of being wise. A person who is wise shows good judgment.

This module will help you find knowledge yourself and acquire wisdom in the process.



Objectives

It's a great way to think that after studying and working on all activities in this module, you will be able to:

- note details
- scan for specific information
- distinguish fact from fiction, opinion, and propaganda
- give the synonyms of words
- use expressions that signal opinion
- use S-LV-C and S-TV-DO patterns of sentences
- state facts and opinions
- use two-word verbs with “*put*”
- write a reflective journal based on learning experiences

Instructions

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



I. Reading and Vocabulary

Here is an excerpt from an inspirational speech delivered by a successful person to students on the topic “Knowledge Is Wisdom and Wisdom Is Wealth.”

Read the excerpt below. Choose the letter of the correct answer to each question.

1) I think that you probably never met a know-it-all who really knows it all. 2) One person can't know or notice everything. 3) Sometimes, it takes another person to help you improve your knowledge of yourself and the world. 4) Equally, you also put your best foot forward for others to attain knowledge. 5) I believe that the most important thing is sharing ideas with others--as enriched knowledge. 6) Remember to keep an open mind in the process. 7) Think about what others know and say before you help by putting across what you know. 8) This shows that their knowledge is as important to you as your own. 9) This is, exactly, shared wisdom. 10) Eventually, it grows, develops and bears fruits like that of a tree. 11) Hence, knowledge gives wealth.

1. Which sentence best expresses the main point of the speaker?
a. 3 b. 5 c. 9 d. 11
2. Which sentence best supports the main point?
a. 5 b. 8 c. 9 d. 10
3. What is the most important thing according to the speaker?
a. Improving your knowledge of yourself c. Sharing ideas with others
b. Knowing everything d. Sharing wealth
4. What does the speaker suggest before you share what you know?
a. Think about what others know c. Think about yourself
b. Think about what others say d. Both a and b
5. To what does the word *it* in Sentence 10 refer ?
a. Mind b. Process c. Tree d. Wisdom
6. Which sentence is more of a statement of fact rather than an opinion?
a. 2 b. 4 c. 5 d. 7
7. What expression signals opinion ?
a. Equally b. Eventually c. I believe d. The fact that
8. As used in Sentence 5, what does the word "*enriched*" mean?
a. Acquired b. Controlled c. Developed d. Hidden
9. Which expression means to understand, accept and share knowledge willingly?
a. Keep an open mind c. Put across what you know
b. Know-it-all d. Put your best foot forward
10. What does the idiomatic expression "put your best foot forward" mean?
a. Move your right foot forward
b. Give your best in everything you do
c. Use the best foot powder
d. Wear the best pair of shoes

II. Critical Thinking

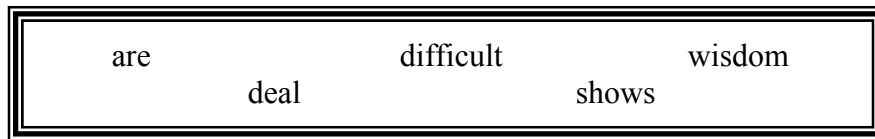
Read each sentence carefully. Determine if the statement is based on **Fact**, **Fiction**, **Propaganda** or **Opinion**. Write the complete word or label.

1. I believe that knowledge is the key to success.
2. The newspaper gives up-to-date news here and abroad.
3. Join our company and be a millionaire in a few months.
4. Standing right before him was a huge bird with colorful feathers. It lowered its body and told him to mount.

III. Grammar

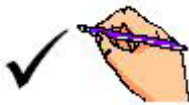
Choose the word that best completes each statement to complete the paragraph. Use the word pool below.

It is (1) to separate wisdom, common sense and sound judgment. In many respects we (2) with the same concept. They (3) evidences that show where a person puts his knowledge. Any situation requires (4) and judgment. Most likely a wise person stands out because he (5) sound judgment.



Check your answers using the key to correction below.

Self-check



I. Reading and Vocabulary

1. d (Sentence 11 clearly expresses the main point of the speaker.)
2. d (Sentence 10 best supports the main idea.)
3. c (Sharing ideas with others is the most important thing.)
4. d (Thinking about what others know and say is what the speaker suggested.)
5. d (wisdom.)
6. a Sentence 2 states a fact.(Sentence 4, 5 and 7 express opinion.)
7. c (*I believe* signals an opinion.)
8. c (developed).
9. a (To keep an open mind means to understand and accept other's ideas.)
10. b (The expression means giving your best in whatever you do.)

Self-check



II. Critical Thinking

1. Opinion
2. Fact
3. Propaganda
4. Fiction

III. Grammar

Check your answers against these:

1. difficult → an adjective that completes the meaning of the verb “is.”
2. deal → a transitive verb that suggests the action of the subject “we.”
3. are → a verb that links the subject “they” to the rest of the words in the predicate.
4. wisdom → a noun that completes the meaning of the verb “requires.”
5. shows → a transitive verb that indicates action performed by the doer “he.”

Let’s say you were successful in giving the right answers to the pretest and you want to remember them. You may go back and read them over a few times. Now, you are ready to try some activities to make this module work well for you.

Reading Adventure

Pre-reading



Are you familiar with King Solomon from the Old Testament of the Bible? What is he known for?

If you answered “Wisdom”, you’re right. Solomon was a king of Israel who ruled his kingdom wisely. You may want to refer to the Bible to read his story.

While Reading



While you read, find out how the king in the story is similar to King Solomon.

Allah's Hand

The Padishah, a powerful sultan of Persia, was terribly sick and not one of his court physicians could tell what was ailing him. Orders were sent throughout the sultanate offering a prize to whoever would be able to discover his ailment and cure it. Finally the news reached a wandering Greek wizard, who made his way to the palace. After a thorough examination he declared that the Sultan was indeed a very sick man. What he needed was the blood of a brave and intelligent boy in his early teens. This boy must be an only child of parents who were in their sixties.

Since this medicine called for the sacrifice of such a young boy, the Padishah ordered his judge, the Qadi to issue an order to allow such killing to take place. The order was given and the great sword of the palace executioner was sharpened for the event.

On the day of the execution, the young boy was brought to the market square. A big crowd gathered in the public place. Some wept with pity for such a brave and intelligent boy about to lose his life. A few were envious for the riches that the boy's parents stood to gain at his death.

The ruler was brought out on a jeweled couch. He was surrounded by his doctors. Back of the royal group came the parents whose faces were covered as if in shame.

As the boy knelt and put his head on the block, the Sultan saw him raise his eyes

heavenwards and smiled. The ruler stopped the executioner whose sword was already in midair.

“Why did you look up and smile, Boy?” the Sultan asked in wonder.

The boy answered, “At this moment, only Allah, the Most High, can save me from death. You, oh Padishah, believe that I am the only cure to your illness. How can I cry to you to save me? The Qadi is supposed to be the symbol of justice but he issued a decree for my execution. The very parents in whom I entrusted my safety have willingly exchanged my life for the trash of this world. Now, do you wonder why I looked up and smiled? Isn't Allah, the Most High, the only refuge for me at this moment?”

Upon hearing these brave words the Sultan felt ashamed of himself and, with tears in his eyes, he stood up to the surprise of his doctors and went to the boy. He kissed the boy's head and eyes and said, “Go, brave youth, I give you your life. It is better for me to die than to shed the blood of such a courageous and bright boy like you.”

The parents flung themselves on their son and begged for forgiveness. That day there was rejoicing in the whole sultanate. The young boy and his parents were invited to live in the palace. It was also said that the Padishah also recovered from the terrible disease after several days.

- Adapted from *Gulistan* of Sadi

Post Reading

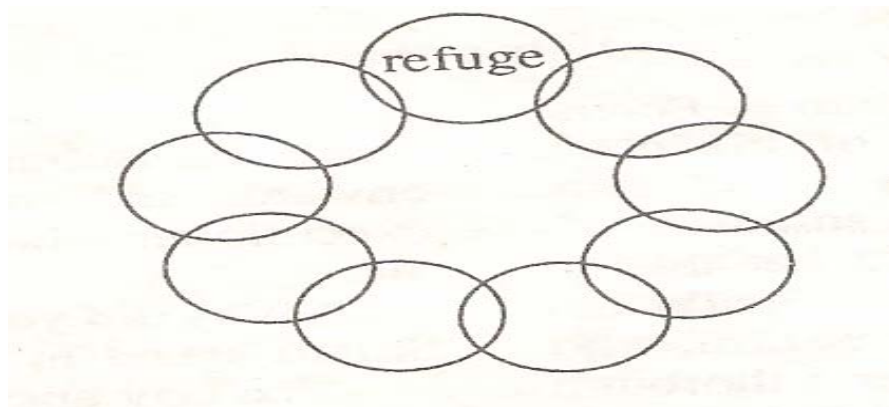


Synonyms are words with same meaning. Here is an activity to widen your vocabulary by identifying words with almost the same meaning.

Activity 1

A. Copy the circles below the box in your notebook. Write the 8 synonyms of *refuge* found in the box that follows.

hazard	protection
asylum	harbor
haven	shelter
sanctuary	danger
hideaway	retreat



Activity 2

B. Encircle the five synonyms of *ailment* in the puzzle below.

H	E	A	L	N	R	C	R	I
A	D	I	S	E	A	S	E	L
L	B	L	T	S	F	I	N	L
M	A	L	A	D	Y	C	S	H
A	R	N	H	I	E	K	T	E
R	U	E	Y	E	S	N	E	A
K	C	S	M	H	N	E	J	L
T	V	S	M	R	G	S	O	T
D	A	R	E	V	T	S	F	H

Activity 3

Comprehension Check

Answer the following questions in your notebook.

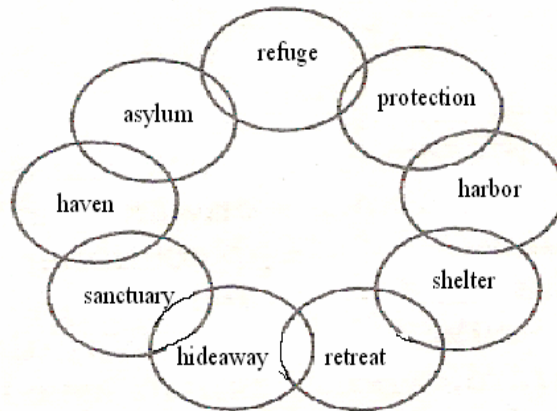
1. When and where did the story happen?
2. Who were the characters?
3. What problem faced the Padishah?
4. What was the only solution? Was it justifiable? Why or why not?
5. What steps were taken to help the Sultan get his cure? If you were the Qadi would you have done what he did? Why or why not?
6. How was the boy able to save himself? What character traits did he show?
7. What do you think of the boy's parents? Do you think there are parents like them in real life? Explain your answer. What would you do if you had such parents?
8. How did the boy describe the wealth that his parents received? Do you agree with him? Why or why not?
9. Did the boy in the story know his own worth? How would you have felt if you were in his place?
10. Do you agree with the ending of the story? Explain your answer.

Now see how similar your answers are to the key to correction that follows.

Self-check



Activity 1



Activity 2

H	E	A	L	N	R	C	R	I
A	D	I	S	E	A	S	E	L
L	B	L	T	S	F	I	N	L
M	A	L	A	D	Y	C	S	H
A	R	N	H	I	E	K	T	E
R	U	E	Y	E	S	N	E	A
K	C	S	M	H	N	E	J	L
T	V	S	M	R	G	S	O	T
D	A	R	E	V	T	S	F	H

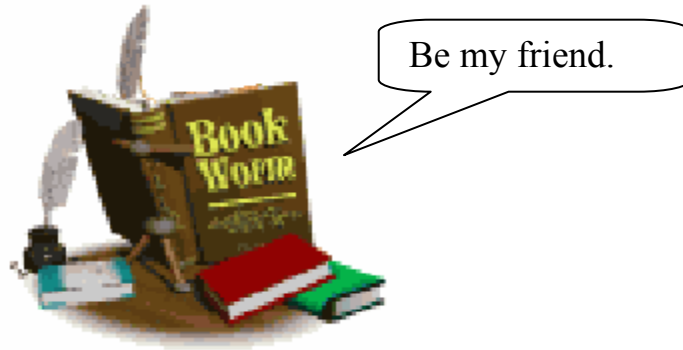
Activity 3

1. The story happened in Persia during the reign of the Padishah.
2. The characters were the boy, the Sultan and the boy's parents.
3. He was terribly sick and his doctor could not tell what was ailing him.
4. The only remedy to the Sultan's sickness was the blood of a brave and intelligent boy in his teens who was an only child of parents who were in their sixties. It was not justifiable because curing the Padishah would mean killing an innocent boy.
5. The Padishah ordered his judge, the Qadi, to issue an order to allow the killing of the boy who would be sacrificed. If I were the Qadi, I would use my influence to make the Sultan think twice because his order was inhuman and unfair. (You're free to give other reasons.)
6. The boy was able to save himself by invoking the name of Allah, the most High, whom he believed would be the only one who could save him from death. The boy showed courage and wisdom.
7. The boy's parents were greedy and obsessed with material wealth. They would rather have riches than a living son. Maybe there are parents like them in real life. If I had such parents, I would make them realize their wickedness. (You are free to give your own answer).
8. He called the wealth his parents would receive as the trash or garbage of the world. (You are free to give your comment.)
9. Yes, the boy knew his own worth. (You may answer the second question the way you want.)
10. (Whatever answer you have to the question is accepted.)

Quite a long comprehension check, isn't it? But you were able to answer the questions, weren't you? Did you notice that some of the questions needed answers that are not found in the story? Such questions are intended to make you an analytical reader.

Let's move on...

Knowledge from Books



Books are your best friend. They are a great source of knowledge. You can turn to them for information, entertainment and inspiration.

For quick information, you can read reference books. They contain brief but useful information about various subjects.

Reference books are not hard to find if you only try. They are available in most school, town and even barangay libraries. The main types of reference books are:

Dictionary. It gives the meaning, pronunciation, spelling, part of speech and other information about a word.

Encyclopedia. It covers a wide range of topics and gives important information on them.

Atlas. It is a book of maps. It contains facts about population, industries, natural wonders, climates and a brief history of countries.

Almanac. It is full of information on current events. It also contains social, political and commercial statistics, sports records, recent laws and other recent facts.

Thesaurus. It is book of synonyms and antonyms.

Now that you know the different reference books, do the following activities.

Activity 1

Write the reference book in which you will find the answer to each of the following questions.

1. What is the name of the first spaceship that landed on the moon?
2. Where is Kuala Lumpur located? What is its population?
3. What other words can I use instead of *beautiful*?
4. Where was the latest Olympics held?
5. What is the correct pronunciation of *committee*?
6. What countries border Iraq?

7. What was the intensity of the earthquake that struck Kobe, Japan in 1995?
8. How does a communication satellite operate?
9. How do I syllabicate *semester*?
10. Who is Mahatma Gandhi?

Activity 2

Write the reference book in which the following entries can be found.

1. THAILAND
MONARCHY

Area : 513,115 sq. km.
Population: 60,300,000
Capital : Bangkok
Language : Thai, Lao
Religion : Buddhist
Currency : Baht

3. **reap** (*rep*), v.t. 1. to cut (wheat, rye, etc.) with a sickle. 2. to gather or take (a crop, harvest, etc.). 3. to get as a return or result.

2. **BILL OF RIGHTS** is a document that describes the fundamental liberties of the people. Most bills of rights guarantee to everyone the freedoms of speech, of religion, and of the press, and the right of assembly. They protect a person's right to "life, liberty and the pursuit of happiness."

4. **SPORTS**

June, 2004 Martina Navratilova, 47, became the oldest woman to win a singles match in tennis at Wimbledon in 82 years.

Fact-finding



After learning one method of acquiring factual knowledge, you will practice making sound judgments by distinguishing between fact and fiction, fact and propaganda, and fact and opinion.

Activity 1 Fact or Fiction?

Write **Fact** if the statement is based on truth or reality, **Fiction** if it is based on imagination. Write the answers in your notebook.

_____ 1. Six billion people already live on our planet according to the latest survey.

- _____ 2. The Milky Way almost certainly has millions of planets.
- _____ 3. Martial, the Martian, is a robot that can walk, talk, think, and play basketball.
- _____ 4. In October, 2004, the world's first privately developed spacecraft sent civilian astronauts into space, clinching the \$ 10 million prize given by Anzart X Prize.
- _____ 5. A sea creature with a human head and fish-like fins and scales popped out from the deep water and made its way to the sinking ship.

Actity 2 Fact or Propaganda?

Write **Fact** if the statement is based on truth or reality, and **Propaganda** if it refers to information or ideas that are spread for the purpose of promoting or injuring a cause, nation, product, etc.

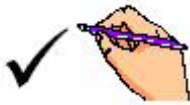
- _____ 1. **Swash** soap is endorsed by leading dermatologists in the United States.
- _____ 2. Babies and mothers prefer **Comfy** diapers.
- _____ 3. Basketball is one of the most widely played and watched sports in the world.
- _____ 4. Extra strength **Benday** temporarily relieves pain associated with insect bites and minor skin irritations.
- _____ 5. Be a superstar! Join the Star Quest!

Activity 3 Fact vs. Opinion

Write **Fact** if the statement is based on truth or reality, and **Opinion** if it based on personal belief, understanding, thought or feeling.

- _____ 1. The announcer believes that knowledge is the beginning of wisdom.
- _____ 2. Knowledge can come from different sources.
- _____ 3. The tree of life grows and bears fruits of wisdom.
- _____ 4. As far as I'm concerned, knowledge is power.
- _____ 5. What I'd like to say is that knowledge is our wealth.

Self-check



Activity 1 Fact or Fiction?

1. This is a **Fact** supported by the latest World Atlas and news articles on population.
2. The statement is based on **Fact**. The expression “almost certainly” makes it more realistic.
3. This is still a figment of the imagination. It’s **Fiction**.
4. It’s a news story complete with date and figures. It’s a **Fact**.
5. This is obviously **Fiction**.

Activity 2 Fact or Propaganda?

1. **Propaganda**. The claim is not supported by a survey of a prestigious group.
2. **Propaganda**. There is no survey that proves it.
3. **Fact**.
4. It can be safely called **Fact** because of the phrase “temporarily relieves.” It does not misguide the reader.
5. **Propaganda**. There is no guarantee that you will become a superstar if you join the contest.

Activity 3 Fact or Opinion?

1. Opinion → The word *believes* signals that the next part of the sentence is an opinion.
2. Fact → The sentence is based on fact.
3. Fact → The sentence is based on fact.
4. Opinion → *As far as I’m concerned* signals an opinion.
5. Opinion → *What I’d like to say* is an expression used when giving an opinion.

Here’s a more challenging exercise that will help you become an independent and intelligent reader.

Activity 4 Carbon Copy

Read the following article carefully.

Cloning

Cloning is the process that involves destroying the nucleus of an egg cell of the species to be cloned. The nucleus is then removed from a body cell of an animal of the same species. This donor nucleus is injected into the egg cell. The egg, with its new nucleus, develops into an animal that has the same genetic make-up as the donor. If a number of eggs receive transplants from the same donor, the resulting offspring form a clone.

In the 1950's, scientists were able to clone amphibians such as frogs and salamanders. The use of the same procedure on mammals proved difficult in the beginning because of the tiny size of mammal eggs. Later, scientists were able to produce rabbit embryos through cloning. The first successful cloning of a mammal was reported in 1981. This feat was achieved when the nuclei of mouse embryo cells were transferred into fertilized mouse eggs whose own nuclei were then removed. The eggs developed into mice that were genetically identical to the donor embryo. But what became the toast of the scientific world was Dolly, the cloned sheep, a feat attributed to Scottish scientists less than a decade ago.

-Adapted

Now read this second article on cloning.

The Cloning Question

The cloning of animals is a scientific wonder. People around the world hail it as one of the most significant human accomplishments in this century. Some scientists are saying that they are now ready to start cloning human beings. Recent magazine articles report that scientists in South Korea have already created a cloned human embryo, although they destroyed it. A religious group, the Raelians, say that they intend to clone the cell of a dead ten-month-old boy whose parents hope to bring him back to life.

Stories of human cloning were met with varied reactions. Those who favor it say that they see nothing wrong with developing identical humans. They say:

“Cloning is a gift of life.”

“I think technology should help people have a child.”

“A clone would be a perfect child to have.”

“Cloning is not a moral issue; it's a medical issue.”

On the other hand, those who are vehemently against it say that it is immoral and should not be pursued. Some of the strong objections are:

“The soul is created at the moment of conception and so the embryo is worthy of protection.”

“Destroying embryos to be able to clone a human is mass murder.”

“Killing fetuses and embryos is a crime.”

“It's against God's laws to kill to be able to give life to another.”

Now that you know the two sides of the issue at hand, answer this question truthfully.

Which side are you in the cloning question?

- **Josefina P. Gabriel**

Activity 5

Find eight words associated with cloning in the word maze. Write the words in your notebook or you may copy the word maze and circle the words if you please.

N	U	C	L	E	U	S
A	G	D	D	K	B	P
X	D	O	L	L	Y	E
G	E	N	E	T	I	C
C	L	O	N	E	F	I
E	Q	R	V	G	M	E
C	E	L	L	G	C	S

Self-check



If you circled *nucleus*, *Dolly*, *genetic*, *clone*, *cell*, *donor*, *egg* and *species*, you got all the correct answers.

Activity 6

Compare the two articles. What pieces of information do you get from the first article? From the second? You will notice that the first article “Cloning” deals with the process and the history of cloning. On the other hand, the second article “The Cloning Question” focuses on people’s attitude towards the cloning of human embryos. Write your answers in your notebooks.

Here is another activity to hone your skill in distinguishing between fact and opinion .

Activity 7 Supporting Evidence

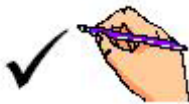
Read the following statements drawn from the articles. Determine which statements are based on fact and which are based on opinion, and write them in the proper column in the table below. Write the words in the article that support or serve as evidences opposite the statements.

1. I insist that cloning is a barbaric experimentation.
2. Scientist cloned amphibians in the 1950’s.
3. Dolly, the sheep, was cloned less than a decade ago.
4. I think technology should help people have a perfect child.
5. The first successful cloning of mammals was reported in 1981.
6. Some people believe that cloning is not a moral issue but a medical issue.

In your notebook, make a table similar to the one shown below. Be sure to cover the table under Self-check before you plot your answers. Number 1 is done for you.

Sentence No.	Fact	Evidence	Sentence No.	Opinion	Evidence
			1	Cloning is a barbaric experimentation.	I insist.....

Self-check



Are your answers similar to this?

Sentence No.	Fact	Evidence	Sentence No.	Opinion	Evidence
2	Scientists cloned amphibians	in the 1950's	1	Cloning is a barbaric experimentation	I insist...
3	Dolly, the sheep, was cloned	less than a decade ago	4	Technology should help people have a perfect child	I think...
5	The first successful cloning of mammal was reported	in 1981	6	Cloning is not a moral issue but it's a medical issue.	Some people believe...

If you were able to plot your answers like the one shown in the second table, Congratulations to you!!

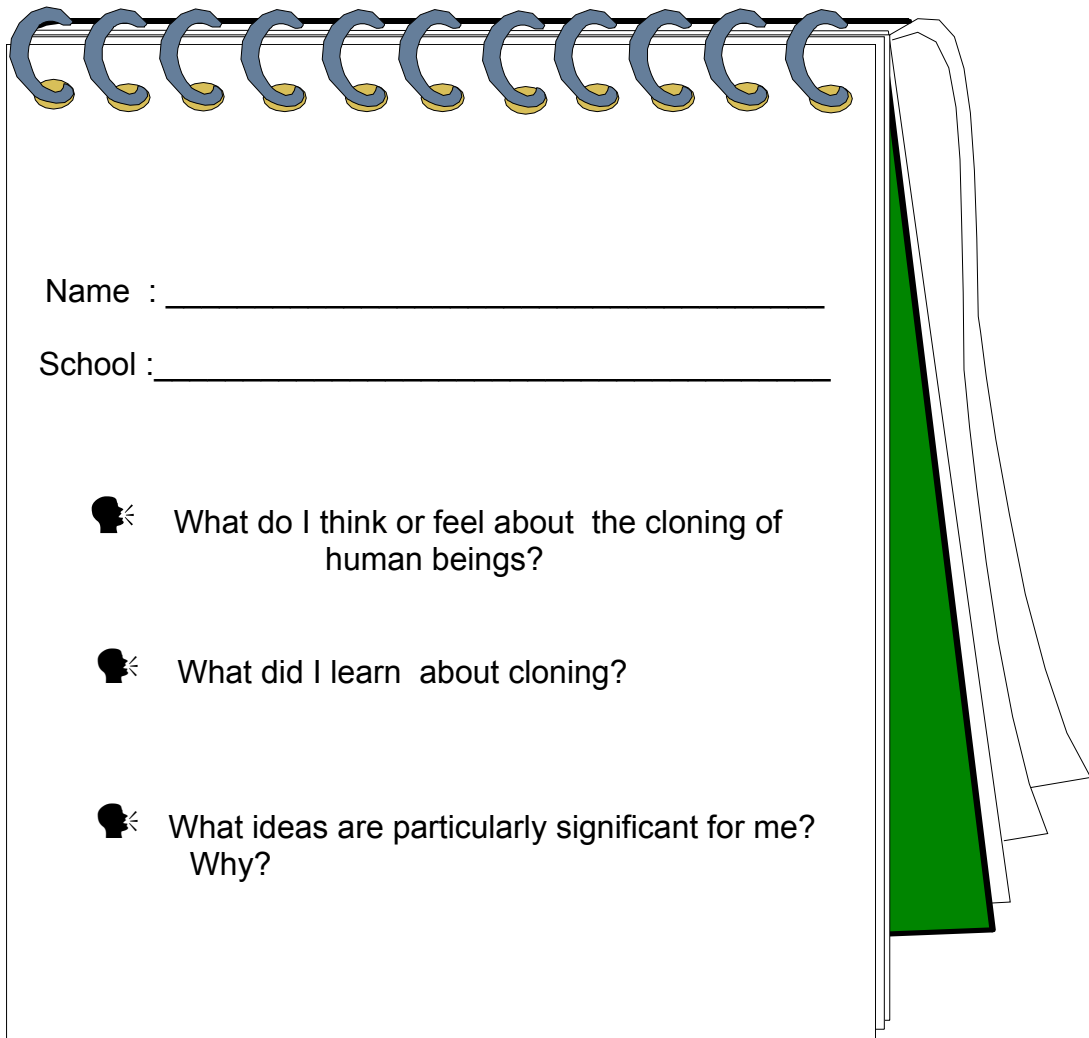
Surely, you are ready for the next activity.

Write Thing

In what way can you freely express your thoughts, feelings and observations? Why, by writing a reflective journal, of course. Make a copy of this reflective journal in your notebook. Then answer the questions honestly.





Reflective Journal




Name : _____

School : _____

 What do I think or feel about the cloning of human beings?

 What did I learn about cloning?

 What ideas are particularly significant for me? Why?

Skills Enhancer



Read the following lines from an anonymously written poem entitled “Little by Little”. Then answer the questions that follow.

“Little by little,” said a thoughtful boy
“Each precious moment I will employ
And always this role in my mind shall dwell,
Whatever I do, I’ll do it well.”

“Little by little, I’ll learn to know,
The treasured wisdom of long ago,
And sometimes perhaps, the world will be
Happier and better because of me.”

From: Communication Skills I by: J. Gabriel &
E. Martires, p. 104

Comprehension Check

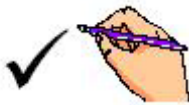
1. What does the boy resolve to do?
2. What does he hope to accomplish?
3. What is meant by “the treasured wisdom of long ago”?
4. How does he intend to learn the treasured wisdom of long ago?

Think about this.

With your wealth of knowledge, how can you make this world happier and better? Think well before you answer. Be very specific. Don’t forget to write all your answers in your notebook.

Now check your answers.

Self-check



1. To perform his role in life well.
2. To contribute to a happier and better world.
3. It means the lessons learned by people throughout history which they passed on to us.
4. Slowly but thoughtfully.

Speaking Practice



When you give your opinion, you surely share your personal beliefs, understanding, feeling, thoughts and views about a certain idea or issue. There are appropriate expressions that signal opinion. Read the following dialog and pick out expressions used when giving an opinion.

Activity 1

Cita : What do you find interesting?

Elmo: I like to say I'm in an unending search for greater knowledge of this universe, and for wisdom to apply that knowledge well.

Cita : That sounds serious. What exactly do you mean by that?

Elmo: What I mean is that knowledge becomes useful only if you apply it according to the will of God.

Cita : I suppose you also mean that we have to use our talents to become what we want to be, and to bring others to God.

Elmo: Exactly! I also believe that true knowledge or wisdom is not only brain-based but it is also heart-based.

Cita : Wow! You're becoming more philosophical . That reminds me of “ what the mind can't see, the heart can understand.”

Elmo: Right! To my mind, it is important to use both mind and heart in everything we do.

Cita: I agree with you wholeheartedly.

Self-check

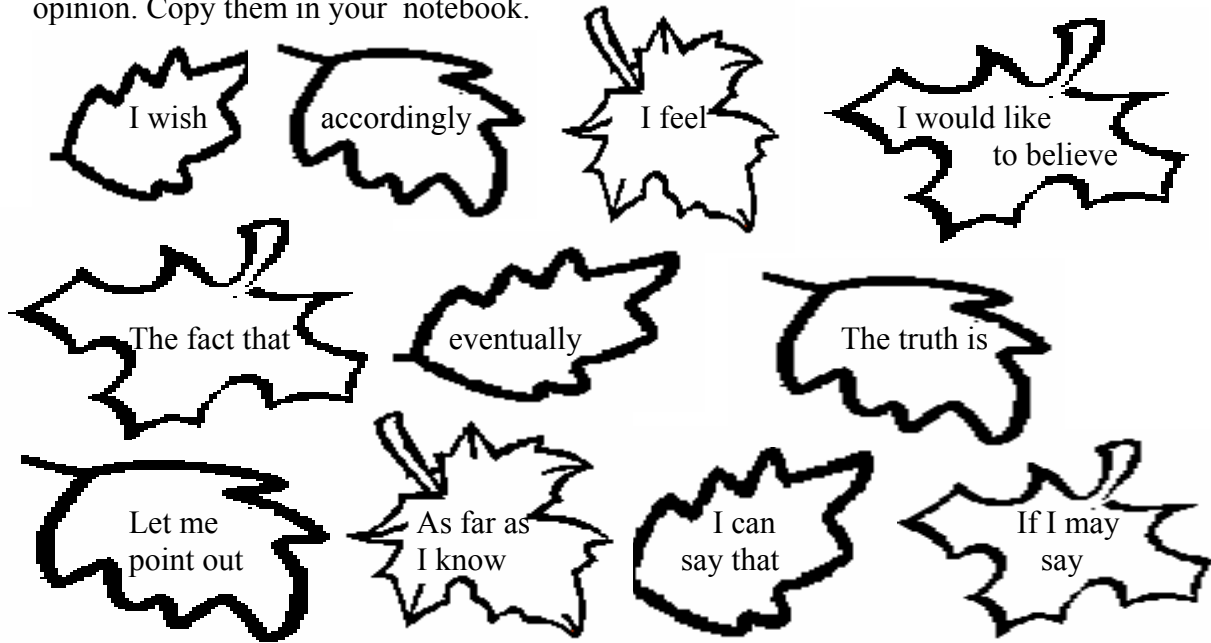


Did you pick out these expressions? They all signal opinion.

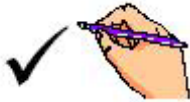
1. I like to say
2. What I mean....
3. I also believe....
4. I suppose.....
5. To my mind....

Activity 2

Look closely at the expressions written on the leaves. Consider which are useful in giving opinion. Copy them in your notebook.



Self-check



See if you wrote these expressions which are used when giving an opinion.

1. I feel....
2. I can say that...
3. If I may say....
4. As far as I know....
5. Let me point out....
6. I would like to believe....

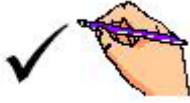
Here's another exercise.

Activity 3

Add details to complete each expression.

1. As I see it, knowledge is _____.
2. I believe that each person _____.
3. We can feel that wealth _____.
4. People think life _____.
5. I can say that wisdom _____.

Self-check



Here are possible answers. However, answers may vary.

1. As I see it, knowledge is important.
2. I believe that each person possesses knowledge.
3. We can feel that wealth gives joy.
4. People think life can be exciting.
5. I can say that wisdom is a key to a better life.

Keep in Mind

Here are additional expressions that signal opinion:

- In my opinion...
- If you ask me...
- I'd like to say this...
- Speaking for myself...
- From my experience...
- As far as I'm concerned...

This part aims to enrich your vocabulary. Take a close look at two-word verbs with *put*.

Everyday Expressions

This part aims to enrich your vocabulary. Take a closer look at how the meaning of familiar words change when they are put together.

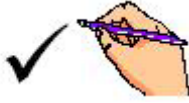
Take the verb *put*. It means to place or cause to be in a certain place, or condition. But its meaning changes when prepositions are added to it. *To put down* can mean *to write* as in *Put down your suggestion in writing*.

Activity 1

Study these sentences. Give the meaning of each italicized two-word verb. Use the back-to-front formation of letters as clues.

1. A wise man doesn't *put on* a mask. (RAEW)
2. He *puts across* the spiritual value of knowledge. (SEZISAHPME)
3. They will *put up* a foundation to help the poor. (DLIUB)
4. I can't imagine how I can *put you through* all these difficulties in life. (EVLOVNI)
5. Let's *put off* our trip. (LECNAC / OTNPESPO)
6. You need to *put out* your talents. (WOHS)
7. We should never *put down* anyone even if he or she lacks knowledge. (TUNLIS)

Self-check



Were you able to solve the letter puzzle? Check your answers.

1. wear
2. emphasizes
3. build
4. involve
5. cancel/postpone
6. show
7. insult

Activity 2

Here's another practice on the two-word verbs you've learned.

Answer the following questions by using the boxed two-word verbs. Express your answers in complete sentences.

1. What do you do when you can't **put out** your real feelings to others?
2. Why can't you **put off** your date with your friend?
3. What do you **put on** when you want to hide your feelings?
4. When do you wish to **put** others **through** trials?
5. How can one **put up** a small business?

Self-check



Your answers may begin like this

1. When I can't *put out* my real feelings, I write them in my journal.
2. I can't *put off* my date with my friend because _____.
3. I *put on* _____ when I want to hide my feelings.
4. I wish to *put* others *through* trials when they _____.
5. One can *put up* a small business by _____.

Now that you're done with the reading and vocabulary portion of this module, you can now proceed to the next part of this module, which is Grammar.

GRAMMAR

By this time, you already know that one way to learn a language is to see how the words are grouped together in a sentence, and what specific functions they have in the sentence. Do these activities.

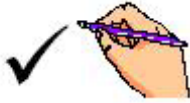
Activity 1

Read the following passage and answer the questions that follow in complete sentences.

There is life we gain from **w**isdom
There is wisdom we gain from know**l**edge
There is knowledge we get from info**m**ation
There are lots of information we get from other peop**l**e.
There are blessings of God for us to appreciate**d**.
All these for our breath**e**!

1. What important word is formed by putting together all the boxed letters in the passage?
2. What do we gain from knowledge?
3. Why do we appreciate these blessings?
4. What do we gain from wisdom?

Self-check



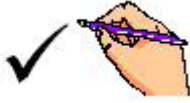
1. The word is *wealth*.
2. We gain wisdom from knowledge.
3. They are important in our life.
4. We gain life from wisdom.

Activity 2

Now, it's time to take a closer look at Sentences 1, 2, 3, and 4. Then, answer the following questions.

1. Compare the entries in Sentences 1 and 3 to Sentences 2 and 4. Which pair of sentences follow these patterns:
 - a. Subject – Linking verb – Complement (S-LV-C)
 - b. Subject – Transitive verb – Direct object (S-TV-DO)
2. What is a linking verb?
3. What words follow and complete the meaning of a linking verb? How do we call them?
4. When do we say a verb is transitive?
5. What do we call a noun or pronoun that follows a transitive verb?

Self-check



1. a. Sentences 1 and 3 follow the S-LV-C pattern.
b. Sentences 2 and 4 follow the S-TV-DO pattern.
2. A linking verb links the subject to the rest of the words in the predicate.
3. Noun, pronoun and adjective. They are called complements
4. A verb is transitive if it transfers / transmits the action from the doer (subject) to the receiver (direct object)
5. A noun or a pronoun that follows a transitive verb is called a direct object.

Keep In Mind!



- Two of the common basic sentence patterns are
 1. S-LV-C pattern
 2. S-TV-DO pattern
- Linking verbs like is, are, was, were, am, etc. join a subject to a noun, pronoun or adjective used as complements.
- Complement is a noun, pronoun or adjective that completes the meaning of a linking verb.
- Transitive verb is a verb that needs a direct object.
- Direct object is a noun or pronoun that directly receives the action of a transitive verb. It answers the question “What?” or “Who?”

Try these exercises to see how well you understood the sentence patterns.

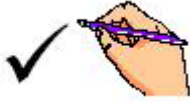
Activity 3

Respond to the first sentence like the example given.

She works in a factory.
So, she's a factory worker.

1. He directs a T.V. show.
So, he's a _____.
2. Ampy manufactures garments.
So _____.
3. Jun repairs watches.
_____.
4. She designs dresses.
_____.
5. Barbara Cartland wrote novels.
_____.

Self-check



1. So, he's a TV director.
2. So, she's a garment manufacturer.
3. So, he's a watch repairman.
4. So, she's a fashion designer.
5. So, she's a novelist

Activity 4

This time, try this! Respond to the questions like the examples given.

A: The human body is two-thirds water. Is this true?

B: Yes, it is a fact.

X: Movies are the most popular entertainment. Is this true?

Y: It is only an opinion.

1. Smoking is dangerous to health. Is this true?
2. High school is more enjoyable than elementary school. Do you believe this?
3. Beauty is in the eyes of the beholder. Do you believe this?
4. Whoever invented the computer is a genius. What do you think?
5. Coconut is the tree of life. Is this true?

Self-check



1. It is true
2. I believe that....
3. To my mind....
4. I think it is true. To my mind,....
5. It is truly.....

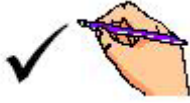
Here's a matching exercise for you to do now.

Activity 5

Match the two columns to form sentences

- | A | B |
|------------------------|----------------------|
| 1. She ate | a. sign language |
| 2. The police arrested | b. their actions |
| 3. We saw | c. a whole pizza |
| 4. They regretted | d. the movie twice |
| 5. He interprets | e. the troublemakers |

Self-check



1. She ate a whole pizza pie.
2. The police arrested the troublemakers.
3. We saw the movie twice.
4. They regretted their actions.
5. He interprets sign language.

For your last exercise in grammar, do this.

Activity 6

Complete the entries of the following mini-dialogs.

1. A. Does Butch know you?
B. Yes, he knows me.
2. A. Do you consider your teachers strict?
B. Yes, I consider _____.
3. A. Does Miss San Luis give high grades?
B. No, Miss San Luis_____.
4. A. Did the chairman appoint a secretary?
B. No, _____.
5. A. Do you share your knowledge?
B. Sure, I...

Self-check



Here are possible answers to Activity 6. However you may have other answers similar to these.

2. B. Yes, I consider them strict but reasonable.
3. B. No, Miss San Luis is not generous with her grades.
4. B. No, the Chairman didn't appoint a secretary. The group chose the club's secretary.
5. B. Sure. I always share my knowledge.

Now, get your reflective journal and practice writing again.

Let's say that you are having a casual talk with your best friend about the wealth of knowledge that you have gained in and out of school. What will you tell your friend?

Write what you'll say to your best friend. Use the questions below as guide.

Guide Questions:

1. Can you say that you have acquired a wealth of knowledge at this point in your life? Why do you say so?
2. What does your wealth of knowledge consist of?
3. What else do you want to add to your wealth of knowledge?
4. How can it help you succeed in life?
5. How can your wealth of knowledge help build a better world?

Wow! You're done with the exercises in this module. Congratulations for trying your best. Now do the Posttest to see how well you understood the lessons.



I. Reading and Vocabulary

Read the following portion of an interview made by a radio announcer to a very proud mother. Find out why she is so proud of her son. Then write the letter of the word/phrase that best fits each incomplete sentence.

- Announcer: Welcome, Mrs. Dina Alejo. We're happy you were able to make it here.
Mrs. Calma: The pleasure is mine.
Announcer: You look like a very proud mother of a boy genius, Paolo Alejo.
First of all, Happy Mother's Day!
Mrs. Calma: Thank you!
Announcer: Say, you've done a good job bringing up such a creative and super smart kid.
What do you love most about Paolo?
Mrs. Alejo: The way he puts across his ideas. He does not only tell you his ideas but also why he thinks that way. He can be talkative you know. At ten he can talk about a lot of topics at length.
Announcer: I can't wait to have him in this program. When he was younger, what signs did he show that he's very intelligent?
Mrs. Alejo: When he was five, we took him to the hospital because of his cough. He told us that someday, no children will go to the hospital anymore because he would invent a kind of medicine that would keep them healthy all the time.
Announcer: I think that's remarkable. He's really way ahead of his time. He has a clear vision of his future.
Mrs. Alejo: He feels he is responsible for other people, as well.
Announcer: Wow! That's wisdom beyond his years. What does he want to be?
Mrs. Alejo: He wants to be a doctor and scientist.

Announcer: Did he say why?
 Mrs. Alejo: He says he wants to discover a drug that will cure cancer?
 Announcer: Wow! I do hope I live long to see that day.
 Mrs. Alejo: It's not his intelligence that makes him special. He's only ten years old but he understands that his gift is from God, and therefore, he has to use it for the good of others.

1. The announcer invited Mrs. Alejo to his _____.
 - a. house
 - b. office
 - c. program
 - d. meeting
2. The conversation was about _____.
 - a. Paolo
 - b. Mother's Day
 - c. wisdom
 - d. Mrs. Alejo
3. It can be concluded that the mother's statements were based on _____.
 - a. opinion
 - b. propaganda
 - c. facts
 - d. hearsay
4. The word *that* in "I think that's remarkable" refers to
 - a. what the boy said.
 - b. what the mother thought of his son.
 - c. what the announcer said.
 - d. what the boy had achieved.
5. The announcer shows a/an _____ attitude towards Mrs. Alejo.
 - a. appreciative
 - b. grateful
 - c. supportive
 - d. understanding
6. Mrs. Alejo believes her son Paolo is special because of his _____.
 - a. age.
 - b. wisdom.
 - c. looks.
 - d. creativity.
7. One expression that clearly signals opinion is _____.
 - a. say
 - b. I can't wait
 - c. Wow!
 - d. I think
8. The expression that means "to cause to be understood" is
 - a. bring up
 - b. help out
 - c. way ahead
 - d. put across
9. The word *remarkable* means the same as _____.
 - a. creative
 - b. different
 - c. extraordinary
 - d. special

10. The statement, “ Say, you’ve done a good job bringing up such a creative and super smart kid ” is a/an _____.
- a. fact
b. fiction
c. opinion
d. propaganda

II. Critical Thinking

Read each sentence carefully. Determine if the statement is based on FACT, FICTION, PROPAGANDA or OPINION. Write the complete words or labels.

1. The first man and woman sprang out of the bamboos.
2. Legends are stories of long ago.
3. I believe that human cloning will do more harm than good.
4. Your baby deserves the best and the best is **Proped**.

III. Grammar

Choose the word or group of words that completes each statement from the word pool below.

A critical thinker ___(1)___ to see the difference between fact and opinion. He maintains an ___(2)___ about people and issues. He ___(3)___ analytical, too. He ___(4)___ meaningful relationships applies his knowledge to situations in life. His knowledge is ___(5)___.

his wealth	is	discovers	attempts	open mind
------------	----	-----------	----------	-----------



I. Reading

- | | |
|------|-------|
| 1. c | 6. b |
| 2. a | 7. d |
| 3. c | 8. d |
| 4. a | 9. c |
| 5. a | 10. c |

II. Critical Thinking

1. Fiction
2. Fact
3. Opinion
4. Propaganda

III. Grammar

Check your answers against these:

1. attempts (a transitive verb that indicates the action performed by the doer “*critical thinker*”.)
2. open mind (direct object of the transitive verb *maintains*.)
3. is (linking verb that joins the subject “*He*” to the rest of the words in the predicate.)
4. discovers
5. his wealth (completes the meaning of the linking verb “*is*” and tells something about the subject “*his knowledge*”.)


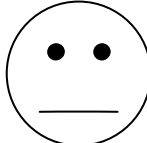

Hats off to you for finishing this module. So, how did you fare in the Posttest. The ideal, of course, is a perfect score, but if you got a much higher score than the Pretest, that’s great.

Now, you’re ready for the next module.

You have just finished your first module for Unit I. It is hoped that it has helped you become an enlightened and resourceful learner. The next module will help you learn how to learn more from different sources.

Before you put aside this module, spend some time reflecting on what you have learned from it. Use this format in your reflective journal. Check the column that best describes your feeling about the activities you did. For the last column, give your reason.

What I think of the activities in this module

<i>Things I Did</i>	<i>How I liked them</i>		
	 <i>(Very much)</i>	 <i>(Just fine)</i>	 <i>(Not so much because)</i>
<i>What I liked best</i>			

