

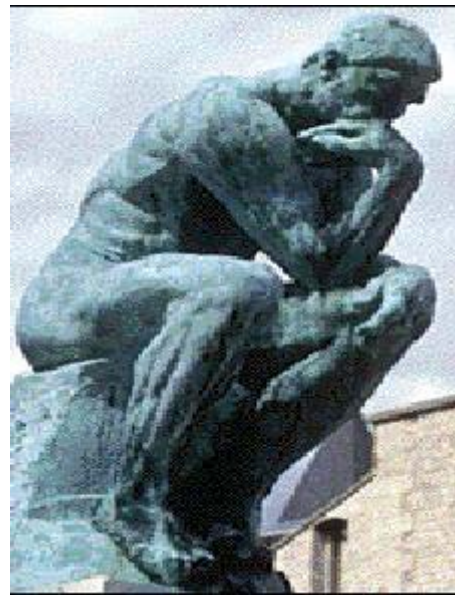
Module 5

Reflecting on What I've Learned

Overview

To reflect means to think about the meaning, importance or effect of what you've learned. Reflection trains you to think for yourself rather than accept without thinking what another has said or thought. To reflect on what you've learned, begin with a fact or idea and ask yourself these questions

- Why is this information important?
- How can I use this information?
- How does the information relate to what I already know?
- What can I learn from this information?
- Reflecting on what you've learned helps you apply your knowledge in practical ways.
- You'll find it helpful to keep a reflective journal.



The Thinker,
Francois Auguste Rene Rodin

Objectives

After working on the activities in this module, you will be able to:

1. get the meaning of unfamiliar words through comparison and contrast.
2. draw conclusions
3. compare and contrast
4. infer author's point of view
5. single out human values in the selection
6. use the simple past tense
7. compare and contrast

Art Note

In the 19th century the emphasis in Baroque art on human drama and conflict was taken to a new level, as artists sought to express not only the drama of the visible world, but also the drama and conflicts of inner, unseen human emotions. This focus marked a shift away from an emphasis on human reason, and toward a glorification of imagination and feeling. In the late 19th century, French sculptor Auguste Rodin became famous for his interpretive, expressionistic sculptures. Wanting "to render inner feelings through muscular movement" he frequently distorted forms, left his tool marks on the work, and left the statue attached to the original stone.

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 answer 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**.

Pretest



I. Vocabulary

Go over the following sentences and answer the questions that follow.

- a. Although the teacher asked for a serious poem, the student wrote a limerick.
 - b. Dyslexia like other problems with reading seems easier to identify.
 - c. The following words contain the same root word.
senseless sensitive
nonsensical extrasensory
1. Which of these sentences helps you to arrive at the meaning of the underlined word by using comparison?
 2. Which sentence helps you to arrive at the meaning of words by using contrast?
 3. What is the root word of the words in sentence c?

II. Making inferences/Drawing conclusions

Read the following account carefully. The details in the passage can help you answer only some of the following questions.

Which questions can you – can't you answer? When you can answer the question, state your answers on the space provided for. Write "can't tell" after any question for which there are not enough clues in the paragraph.

Her lips were trembling so much that she was unable to speak. Mr. Santos advanced toward her again, shouting, his face red, and his mouth contorted. Then as if she had finally been backed against a wall and could retreat no further, she stopped her backward movement and raised her tear filled eyes and stared directly at him. In a calm soft voice she said, "No, Mr. Santos, you're mistaken. I didn't take your cell phone. I think you owe me an apology."

- _____ 4. What is the relationship between the two?
- _____ 5. What has Mr. Santos just said to the woman?
- _____ 6. What kind of company does the woman work for?
- _____ 7. What mood is Mr. Santos in?
- _____ 8. Who took the cell phone?

III. Inferring Point of View

Read the inscriptions on Tim's yearbook. Identify the point of view from which each message was written.

Tomas,
If you decide to continue those biology experiments, do them in someone else's laboratory. When you channel your efforts towards constructive goals instead of wasting your talents on foolish schemes that could endanger the lives of others, you will be a fine student and I wish you much success.
Gertrudes Ramos

Tommy,
We finally made it. And the school ground is still safe to walk on (even after your terrific plan to use the biology lab for extracting venom from sea snakes). We really had some good times during the past 4 years. Sorry we won't be going to the same university. You probably will still be completing test tube experiments at Gertie's lab.
Lina

9. Who is Gertrudes Ramos?

10. What is her attitude toward Tomas' experiments?

11. What is Lina's relationship to Tommy?

12. What is Lina's attitude toward Tommy's experiments?

IV. Grammar

Choose the correct verb form

The first leg of our trip to Boracay Island started at the Aklan Airport where we 13 (A. take B. took C. are taking D. will take) a bus to Katiklan. Then we got on a pump boat to Boracay .14.We (A. go B. went C. gone D. will go) swimming at the beach in the afternoon . The next day we went island hopping and 15. (A. ate B. eat C. will eat D. have eaten) in a nearby island.

Self-check



Let's see how well you did in the pretest.

I. Vocabulary

1. Sentence b.
2. Sentence a.
3. All the words contain the root word **sense**.

II. Making inferences/ drawing conclusions

4. Mr. Santos is the woman's boss.
5. That she stole his cell phone
6. Can't tell
7. Very angry
8. Can't tell

III. Inferring point of view

9. Biology teacher
10. annoyed
11. classmate, friend
12. amused

IV. Grammar

13. B. took, 14. B. went, 15. ate

Your Score



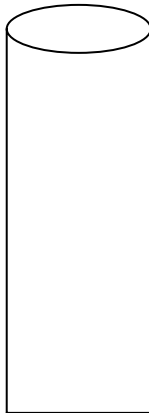
- 12 - 15 Excellent
8 - 11 Very Good
7 - 4 Good
3 - 0 Fair

Words Unlocked

Have you experienced running into unfamiliar words when you read? What do you do? You might say, “I consult a dictionary.” Or perhaps a word’s structure resembles words you are already familiar with and may carry a similar meaning. But do you know that often the quickest approach is to look at the context of a new word. Context means the parts just before and after a word or passage that determines its meaning. Look for hints and related information in surrounding words, sentences or paragraphs and illustrations shown to get clues to the meaning of the word.

Activity 1

How good are you at guessing? Try this.
What is this?



Here are some answers given by a group of high school students to the same question. “I’m not sure. What do you think is it? Following are answers made by students

who tried to figure out the drawing. Some words are missing in their answers. Try to figure it out along with them by writing in each blank the word or words you think are missing from the statement.

1. "I think I know what it is. It looks like something made of some kind of post."
2. "It's something man-made because of the definite _____. It's been smoothed down for some special purpose..."
3. "Maybe it was the _____ of a _____ table."
4. "But it's too _____. Why would anyone use it to support a table?"
5. The people who used this must be ranchers. They must have ____ their horses to it. If we only knew where it was found.

These students were able to tell a great deal about the thing simply by examining it carefully and thinking about it. One of them was also convinced that if they had only seen the place where it was found, they'd be able to tell even more.

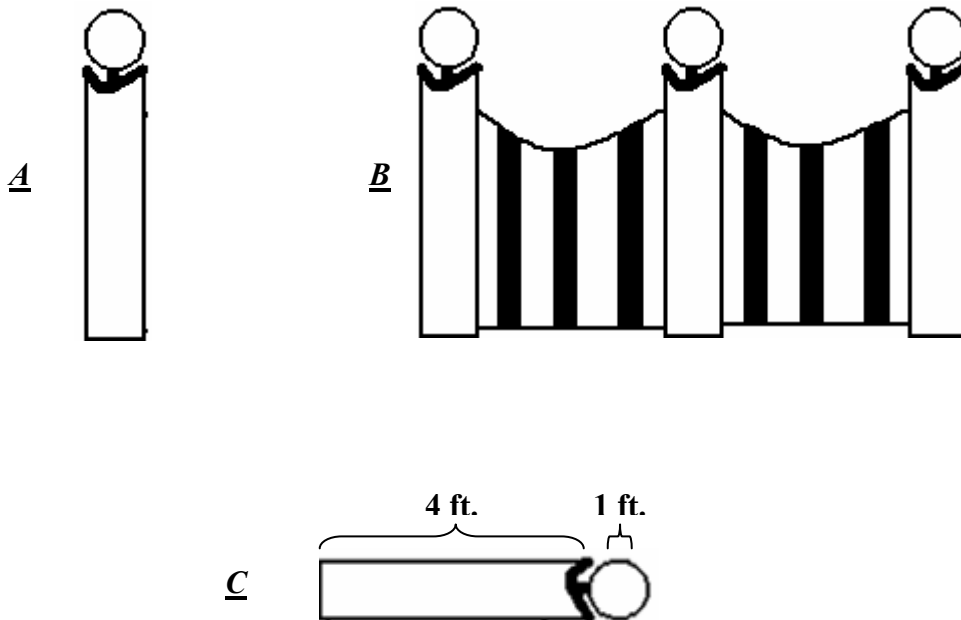
6. How would the surroundings where this post was found help show its use?

Very often in your reading, you may come across words which seem unfamiliar or which you have never seen before. At first glance, they may appear as strange as this piece of log, don't you think so? Yet, often, there are things you do about unfamiliar words.

Examine the word itself, to see how it is made or if there is any word or part that you do recognize. Then, look at the sentence where it appears and at the other words, which surround it. Now, tell something about what the word means and how it functions in the sentence. Why don't you try it?

Activity 2

Using context and context clues.



1. Which picture gives you the best understanding of what this post actually is? Check one statement.

_____ Picture A because it shows that you can lean on it.

_____ Picture B because it shows its surroundings.

_____ Picture C because it gives the exact measurement of the post.

Have you noticed that the way an unfamiliar thing is pictured in its surroundings can give you clues to what that thing is and how it is used? Similarly, clues to the meaning of an unfamiliar word may come from the words or sentences surrounding it. Study the following examples.

- A. The alternating heavy posts and smaller slots create a sense of rhythm.
 - B. A rhythm is set by the dipping curves of the top edge.
 - C. Variety, which is vital to visual rhythm, is created by changing sizes, colors, shapes, positions, values and/or direction of the repeated items or the intervals between them.
2. Which of the 3 sentences above indirectly tells you the meaning of rhythm by using contrast?
 3. Which sentence gives you clues to the meaning of rhythm by giving examples?

Activity 3

The ability to use context clues to figure out a word's meaning is a valuable reading skill. In this section, you will learn and practice how to get the meaning of unfamiliar words by using contrast clues. A contrast is a word or idea that is the opposite of the unfamiliar word.

Read the sentences below. What does the word linger as used in the sentence mean?

You should not linger in the movie house but should leave immediately when the movie is over.

You can conclude from the sentence that “linger” means the opposite of the phrase “leave immediately.” Therefore, “linger” must mean, be slow to leave.

Activity 4

Try to figure out the meaning of each underlined word by studying the contrast given in each sentence. Match the sentence in Column A with the meaning of the underlined word in Column B

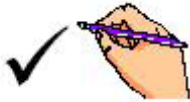
A

1. Many people save empty cans for recycling rather than discard them with the garbage.
2. Sails on boats are made of canvas because it is a durable material.
3. Everyone seemed to agree with the manager because I didn't hear anyone contradict his statement.
4. Each person is unique since no two persons are alike.
5. A typical Filipino teenager watches several hours of TV, but there are few families that don't watch TV at all.

B

- a. disagree
- b. average, usual
- c. strong, long lasting
- d. get rid, throw away
- e. one of a kind, unusual

Self-check



Activity 1

1. wood
2. shape
3. leg
4. tall/big
5. tied
6. the surroundings would suggest/give hints as to its use

Activity 2

1. picture B
2. A
3. C

Activity 4

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

Your score



- 14 **Perfect**
- 10 – 13 **Fantastic!**
- 8 – 12 **Good job!**
- 3 – 7 **Try harder!**

Reading Adventure

What do you understand by an active reader? Are you one of them? How can you get more from what you read? The answer to these questions is to be an active reader, an involved reader. As an active reader, you are in charge of the reading situation. The following strategies will help you become an active reader.



Pre-reading

Preview the selection by looking at the title and reading the first paragraph. What do the title and first paragraph suggest? What message or theme will the selection communicate?



While Reading

Predict what will happen next while you are reading. This will make reading more exciting, don't you think so?

Now use these two strategies in the selection



Only on Saturday

By Teresa Pederton

Liz Fong sat perched on a high stool in Mr. Dun's grocery store waiting while Mrs. Wen decided whether or not to buy the water cress.

"It's getting to be very high," she murmured. "I remember when you could buy twice as much at that price!"

"Yes Mrs. Wen, prices are going up all the time. I am unable to charge the same prices I did," Mr. Dun replied patiently, for he had heard the same comment often.

"Well I'll take it. Mr. Wen is very fond of it."

"How is Mr. Wen?" Mr. Dun inquired politely.

"Not much better. I have to spend all my time with him now, and heaven knows, it is not easy. At least we still get the unemployment pension."

As Mr. Dun gave his customer her change, he said, Goodbye Mrs. Wen and thank you."

Liz had been watching the two from afar. She was not interested in Mr. Wen's health, having heard it too often. Now she slid off the stool handing Mr. Dun a jar.

Pause and answer these questions

Why do you think does Liz hand him a jar? What is she doing in Mr. Dun's grocery?

"I brought you some candied watermelon rind. Mama made quite a lot, and I knew you would like some."

"That is very thoughtful of you Elizabeth.. Thank you and tell your mother thank you for me. How is your new job?"

"I don't like it at all," she replied dolefully. "By the time I finish cleaning Mr. Chew's house; the twins have already gone and messed it up again. Yesterday they got into a pillow fight and one of the pillows broke. The feathers were still there when I came today," she finished..

Mr. Dun smiled gently. "You are too impatient, Elizabeth"

Liz had always been quiet and respectful, and always thoughtful of Mr. Dun in his loneliness. Perhaps it was because the old man and the young girl were so alike that they have formed such a firm and lasting friendship. Ever since she had been a grave, pigtailed seven-year-old, she had been in and out of his strange little grocery on China Town's Mason Street

Liz had always been in awe of Mr. Dun. He was highly educated and a Confucianist. She could never understand his behavior __ to his customers he was aloof and gravely polite, although Liz through long acquaintance could tell he felt superior to them.

But he was lonely, and he had always favored Liz. For many years, Liz had visited Mr. Dun on Saturday afternoons, talking and questioning, helping whenever she could and sampling his stock of Chinese candies and fruits.

Today she talked at length of her new job. The work was hard, the pay was low, and the twins _ wildcats!

Finally she glanced at her watch. Five twenty-five. Her mother would be wondering where she was.

"I'll have to go now, Mr. Dun. Mama will be expecting me." She felt a rush of sympathy for Mr. Dun, standing so erect and proud and yet so pitifully lonely. She paused at the door. I'll come and read to you tonight if you like" Mr. Dun smiled and waved a farewell.

Please pause again to answer these questions

Why do you think does Liz spend so much time with Mr. Dun?

Find out as you continue to read.

Liz walked out into the late afternoon sunshine, which flooded the street corner. It made the brick streets and the yellowish plaster facades glow. The sunshine combined with the brisk salty air, felt good on her face. She began running down the narrow, hilly slope. She drew aside, panting to allow a small boy on a wheeled cart to whiz past her down the hill. She resumed her flight down the street. As she approached the apartment house where her family lived she extended her arm to grab the gatepost. She stopped breathless and faced the two flights of stairs to the apartment. Seating herself on the bottom step and still breathing heavily, she surveyed the other side of Mason Street. She had always disliked the antique look

of the neighborhood . The houses were all the same, a dull beige or gray, and invariably adorned with curving stairways and elaborately carved gateposts from an earlier San Francisco period..

As soon as she had stopped panting she climbed the two flights of stairs to the apartment. As always the peculiar musty smell emanated from the heavily carpeted front room. The wine colored drapes were pulled shut to exclude the bright August sunshine. As Liz eyes became accustomed to the dark, she noticed that the room was unexpectedly neat. She sank down in a plush armchair and listened for the sounds of her family, but the apartment was silent.

“Mama I’m home,“ she called

Stop and answer this question.

What do you predict Mama will say at this point? _____

Read to find out.

From the kitchen, she heard her mother answer. "Where have you been all this time, Elizabeth?"

Liz came into the kitchen to find her mother bent over the ironing board. "Mama I told you I would be a little bit late."

"Oh, dear. I forgot. Listen will you put that ... see that bowl of rice and vegetables? Put it in the frying pan. That's right. Mr. Tan is coming over tonight. He wants to talk to Papa about business."

Liz began to set the table. I told Mr. Dun that I would come over tonight and read to him."

"Oh Elizabeth! You spend so much time with him. Too much. You are there on Saturday afternoon and everyday after work. And sometimes in the evening."

"Mama, he is very lonely."

"I think he invites it. He is too good for everybody."

"I enjoy reading to him, and besides his eyes are getting worse."

The kitchen door opened, and Mr. Fong entered the kitchen. "Hello Papa," Liz said brightly.

"Mr. Tan will be here in half an hour, Papa, so you had better change your clothes," Mrs. Fong said.

"Yes, dear. Did you iron my white shirt?"

"Yes. Now go change. I have enough to do without you getting in the way.

.....

"Mr. Tan, won't you have some more dessert?" offered Mrs. Fong.

"No thank you. It's very good though," replied the Fongs' jovial guest. "I think Mr. Fong and I had better get down to business."

Liz and Mrs. Fong rose to clear the table.

"Elizabeth will you do the dishes tonight? I have a terrible headache," Mrs. Fong said.

"Mama, I have to leave now," Liz said evenly, her face set in a determined expression. "I'm going over to Mr. Dun's house tonight."

"Why, Elizabeth! Do you think that's fair? You have no right to forget your family duties."

"Mama, I promised him! I can't go back on my word. I'll do the dishes when I get home."

"If you promised, you must go, of course. But this sort of thing happens entirely too often, Elizabeth"

Liz fled her mother's reproachful eyes upon her.

The next morning at breakfast Mrs. Fong faced Liz angrily. "Elizabeth, you promised to do the dishes last night"

"Mama, I came in at ten o'clock and I was awfully tired. But I did the dishes this morning"

"That's not the point. You have no right to forget your work here just to spend time with that old man. From now on I insist you go straight home from work.

Liz sighed. "All right, I'll come home every night after worked.



“By five. I want you to clean your room. It is a terrible mess.”

“Okay, Mama.”

“And don’t say okay. It sounds so sloppy.”

“Yes, Mama,” Liz said patiently. “Oh, dear it’s already time to go to work. Bye.” She hurried from the kitchen.

It was 4:45 when Liz arrived at Mr. Dun’s store that afternoon.

Liz came after work as she had promised and her mother was pleased. On Saturday she announced, “Don’t expect me home until later this afternoon. I’m going to see Mr. Dun after work.”

Mrs. Fong set her coffee cup decisively, “Be home by five o’clock.”

“Oh, Mama, I haven’t seen him for a week. There must be lots of things I could do for him.”

Please pause again and answer the following.

What do you predict will happen next?

Why do you think so?

Finish the story to find out.

“Hello, Mr. Dun,” she said brightly. How do you do?”

He turned from the shelf where he was stacking cans of goods.

“ I have not seen you for a while Elizabeth.”

“ No. I _ I had a lot of work to do at home this week. Is there something I can do to help you?”

“No ...no.” His voice trailed. He turned back to his work again, and Liz watched him in puzzled silence. He seemed so cool and uninterested.

“How is business?”

“It is fine.”

“Oh.”

Liz was bewildered and dismayed. What should she do now?”

“Mr. Dun – please! What is the matter?” She burst unhappily.

“You have forgotten your old friend. You could not find time to visit me for a week.” Mr. Dun spoke with carefully controlled anger.

“Mr. Dun, I’m terribly sorry about this. I want you to know it was not entirely my fault.”

“I suppose not Elizabeth. But I would like to have you come as much as possible. There is usually a great deal you could do to help me.”

Liz now visited Mr. Dun only on Saturdays. She had become uncertain and uneasy about his attitude toward her, and it had become a visit she dreaded.

. One afternoon as she approached the shop, Mr. Dun was outside tying up some white squid for display.

“Hello Mr. Dun.”

“Hello, Elizabeth. Will you take those buckets inside?”

The buckets were filled with writhing snails. Liz sighed and picked up the buckets. Inwardly, she was relieved that Mr. Dun was not angry today.

The old man and the girl talked as they had done before. But Liz was anxious to leave for she found the atmosphere of the shop oppressive.

“I must leave now,” she interrupted gently. Mom will be worrying.”

“Oh, yes I suppose she will.”

Mr. Dun’s face changed instantly from an expression of goodwill and interest to an impenetrable mask.

Now I’ve really done it. She thought impatiently. Why do I dislike him now? He is such a pitiable man – If I don’t befriend him, who will?

Nothing is the same as it was before. I don’t understand it. And Liz savagely kicked a stone and stood watching as it rolled down Mason Street.



Post Reading



How well did you answer the questions? Did your predictions come true? If yes, that's great! If no, that was a good try. The next set of activities will help you get more out of what you read. Here's your chance to practice the skills that will bring you reading success. Some of the strategies you'll learn include noting significant details, recognizing a sequence of events and responding to literature. Once you've learned those skills you can use them in all the reading that you do and get more out of your reading.

Comprehension Check

A. Look back (Recall)

1. List four specific details about Mr. Dun. Write them in the circles below.

Four empty ovals arranged horizontally, intended for the student to write four specific details about Mr. Dun.

2. Number these statements from 1-6 to show the order in which the events happened in the story.

Elizabeth got a babysitting job for twins.

No. _____

Liz savagely kicked a stone down Mason Street.

No. _____

Elizabeth first began to go to Mr. Dun's shop.

No. _____

Mr. Dun said Liz had forgotten him.

No. _____

Liz found the shop oppressive and wanted to leave.

No. _____

Liz didn't go to the shop for a week.

No. _____

D. Develop your Reading / Literary Skills

When authors write short stories, they make us look at events in the story through someone's eyes. The eyes or perspective from which a story is told is called point of view or narrative viewpoint.

The following are examples of different points of view:

In many traditional novels and short stories, the narrator tells us everything that goes on. When the narrator is all knowing or omniscient, we are told not only what is happening but also what the characters feel and think. This is known as **the omniscient point of view**.

Many modern writers felt that a limited point of view would make fiction more realistic or lifelike. In real life, we don't know what is going on in either people's mind or what is happening in places where we are not present. Some writers tell us only what a person who is present might have seen or heard. They use an objective, third person narrator. This is known as the **third person objective point of view**.

Sometimes we see the story through the eyes of a first person observer, a character who plays a minor role in the action or events of the story. This person shares with the readers whatever scenes or events an eyewitness to the story would be able to see. That is why it is called the **first person limited point of view**.

When the narrator or person telling the story is the central character or one of the main characters in the story, It is called **the first person, participant point of view**.

From whose point of view is Teresa Penderton's story "Only on Saturday" told?



A. Look back(Recall)

1. aloof, gravely polite, snobbish, proud, lonely
2. 2-6-1-4-5-3

B. Think it over

3. Liz mom dislikes Mr Dun because he thinks he's superior to the other members of the Chinese community. Liz spends too much time with him, she neglects her family chores.
4. Liz pities Mr. Dun. She cannot visit him everyday. Her mom forbids her to visit him on weekdays. She gets to see Mr. Dun only on Saturdays. Mr. Dun has changed. He has become aloof and indifferent to her.

C. Go beyond (Apply)

Mr. Dun should not insist Liz visit him every afternoon. He should try to be more friendly. Liz should learn to budget her time. She should try to help her mom at home.

D. Develop your Reading/ Literary Skills

The story is told from the omniscient point of view. The narrator is all knowing or omniscient, we are told not only what is happening but also what the characters feel and think.

Language Focus



Read the following words:

went kept thought rode saw made

What do they have in common? If you said they are all verbs in the past tense. You're absolutely right. The following section will help you use the past tense in meaningful situations.

Now read this dialog. Then answer the questions that follow.

Liza : Did you have a good weekend?
Vicky : Yes, I did.
Liza : What did you do?
Vicky : I fixed my room. How about you?
Liza : I went to the mall.

Activity 1 Comprehension Check

1. What did Vicky do last weekend?
2. What did Liza do?
3. When did Vicky fixed her room?

Do you remember the rules on the use of the simple past? Here's a refresher.

The simple past is used to talk about activities or situations that began and ended in the past.



sent



ran



threw



hit

The past tense can be formed in several ways

We form the simple past of regular verbs by adding -ed Here are specific rules for forming the past tense of regular verbs

RULES FOR FORMING THE PAST TENSE OF REGULAR VERBS	
Most verbs: Add -ed	pray – prayed preached - preached
Most verbs ending with e: Drop the e and add-ed	believe –believed hope - hoped
Verbs ending with a consonant and -y: Change -y to -I and add -ed	study - studied marry -married
Verbs ending with a single vowel and consonant : Double the final consonant and add -ed	stop – stopped plan – planned drop – dropped hop - hopped

Activity 2.

Practice using the past tense. Write affirmative past tense statements with the cue words below .

Example: Mrs. Dela Cruz/ walked / bank
Mrs. Dela Cruz walked into the bank.

1. She / open / checking account
2. teller/ count/ money
3. he/ offer/ Mrs. Dela Cruz gift
4. she/ want/ a radio
5. she/ turn on radio / bank

Activity 3

Answer each of the questions affirmatively. Write complete sentences

Examples: Did you plant the seeds or pull the weeds?
I pulled the weeds.

1. Did you deposit your check or cash it?
2. Did Mr. Santos open a checking account or close one?
3. Did you and your brother like the concert or dislike it?
4. Did you arrive at nine o'clock or half past ten?
5. Did Mr. Cruz apply for a loan or receive one?

Some verbs have irregular past forms. Study the spelling changes of irregular verbs in the past tense.

SPELLING IRREGULAR PAST TENSE VERBS		
1. Vowel change to a: begin - began drink - drank sink - sank	2. Vowel change to e go - went leave - left lead - led	
3. Vowel change to o drive - drove ride - rode steal - stole win - won write - wrote	4. Vowel change to au or ou bring - brought catch - caught teach - taught find - found think - thought	
6. Vowel change to a With another vowel or y come - came give - gave lie - lay pay - paid	7. Vowel change to ew blow - blew fly - flew know - knew throw - threw grow - grew	
8. Vowel change to oo: stand - stood take - took understand - understood	9. No spelling change beat - beat cost - cost put - put	hit - hit cut - cut spread - spread
10. Other changes do - did hang - hung	lose - lost mean - meant	lend - lent send - sent

Activity 4

Using the Irregular Past Tense

Complete the sentences by using the simple past of the irregular verbs in the box. Use each verb only once. Number 1 is done for you.

cut	go	meet
drink	hold	read
eat	keep	speak
find	lose	spend

1. Susan drank a glass of milk before going to school.
2. We _____ dinner at a Chinese restaurant last Sunday.
3. Joe hurt his finger while preparing dinner last night, He accidentally _____ it with a sharp knife.
4. I don't have any money in my pocket. I _____ all my money yesterday. I'm flat broke.
5. Mary Anne didn't throw all her old clothes away. She _____ them.
6. I _____ an interesting article yesterday.
- 7 – 9. Jack _____ his ring in the softball field yesterday. This morning, he _____ to the field to look for it. Finally, he _____ it in the grass.
10. Marie was nervous when she _____ her baby in her arms for the first time.
11. Yesterday, I called Nena on the phone. She wasn't there, so I _____ to her sister.
12. We _____ to the mall yesterday.

Activity 5

What's the response?

Choose the correct response to each statement or question. The first one is done for you.

1. Did you send her a gift?
A. No, I did.
B. No, I didn't.



2. I wrote letters to my friends.
A. What are you writing about?
B. What did you write about?



3. Did you have a good weekend?
A. Yes, I did. I played tennis.
B. No, I do. I play basketball .



4. What did you bring?
A. I bring spaghetti.
B. I brought spaghetti.



5. I read two pocketbooks last week.
A. What books did you read?
B. What books do you read ?



6. Did you go jogging?
A. No, I don't.
B. No, I didn't.



7. What did you do last weekend?
A. I go to the mall every weekend.
B. I went to the mall.



Activity 6

What's the sequence?

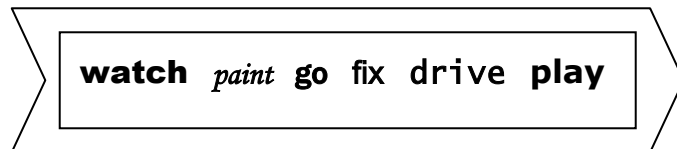
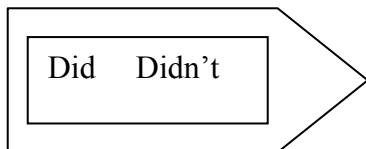
The following are jumbled sentences in a dialog. Put the lines in the correct order by writing 1, 2,3, and 4.

- _____ Yes, I have.
_____ What did you order?
_____ Have you given your order to the waiter?
_____ I ordered spaghetti and iced tea.

Activity 7

Did or Didn't

Complete the conversations by choosing *did* or *didn't* for the short answer. Then use one of the verbs in the box to complete the follow-up sentence. The first one is done for you.



1. Ana: Did Joe fix his bicycle last week?
Joy: No, he didn't. He fixed his car.
2. Lanie: Did you watch *Mulawin* last night?
Joey: No, we _____. We _____ another tele drama.
3. Al: Did Mario play the piano for his guest?
Joy: No, he _____. He _____ the violin.
4. Pete: Did your sisters go to the concert last night?
Joey: Yes, they _____.
5. Linda: Did your friends paint their homeroom last week?
Joy: No, they _____.
6. Gary : Did Joe drive to the beach today?
Vic: No, he _____. He _____ to the shopping mall.

Self-check



Activity 1

1. Vicky fixed her room.
2. Liza went to the mall.
3. She fixed her room last weekend.

Activity 2

1. She opened a checking account.
2. The teller counted the money.
3. He offered Mrs. Dela Cruz a gift.
4. She wanted a radio.
5. She turned on the radio in the bank.

Activity 3.

Possible answers

1. I deposited it. / I encashed it.
2. He opened one. / He closed one.
3. We liked it. / We disliked it.
4. We / I arrived at nine o'clock.
We / I arrived at half past ten.
5. Mr. Cruz applied for one.
Mr. Cruz received one.

Activity 4

- | | | | | | |
|----------|---------|----------|----------|-----------|----------|
| 1. drank | 2. ate | 3. cut | 4. spent | 5. kept | 6. read |
| 7. lost | 8. went | 9. found | 10. held | 11. spoke | 12. went |

Activity 5

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. b | 2. b | 3. a | 4. b | 5. a | 6. b | 7. b |
|------|------|------|------|------|------|------|

Activity 6

2, 3, 1, 4

Activity 7

- | | |
|-------------------|--------------------|
| 1. didn't, fixed | 2. didn't, watched |
| 3. didn't, played | 4. did |
| 5. didn't | 6. didn't, went. |

Enriching your Vocabulary



Are you frustrated because you find many two-word verbs too difficult? Well, don't panic. Help is at hand. Two-word verbs or phrasal verbs are used all the time in everyday English. You need to know them in order to understand and speak natural English. Let's start learning some phrasal verbs. A phrasal verb is a verb plus a preposition with a meaning different from the original verb. Here are few tips to understand phrasal verbs.

Try to:

- Understand the logic of the preposition.
- Learn a couple of good examples.
- Remember a few words that go with the phrasal verbs.

All these will help you learn phrasal verbs in a logical way and in context.

Study the following example.

I ran into an old friend at the movies last night.

The idiom ran into doesn't mean that you physically ran into your old friend. What you mean is that you met him unexpectedly.

Activity 1

Match the phrasal verb with its meaning.

- | | |
|---|---|
| 1. If you <u>bear down</u> a little,
you will graduate this year. | A. <u>exert pressure on</u> |
| 2. Whenever we got in trouble, my brother
had to <u>bear the brunt</u> of the blame. | B. try harder |
| 3. The government will <u>bear down</u>
<u>on</u> drug traffickers. | C. be patient |
| 4. This information <u>has no bearing</u> on the case. | D. endure |
| 5. I didn't think he would <u>bear up</u>
so well in that situation. | E. accept the most blame or
responsibility |
| 6. Please <u>bear with</u> me while I finish
my homework. | F. have to do with |

Activity 2

Fill in the blank with the correct preposition chosen from the list.

up on down with down on

1. The motorists had to bear _____ the inconvenience.
2. Study this closely. It might have a bearing _____ your research.
3. Give it a try. If you bear _____ a little, you will make it.
4. Liza had to bear _____ my grandma's ire for our mischief.
5. The government had to bear _____ manufacturers of pirated CD's and DVD's

Activity 3

Fun with words

Want to have some fun with words while developing your reflective thinking? Do this exercise.

Look closely at the words and lines in each item. Reflect on them and guess what expression they stand for. The first is done for you.

STAND Answer: I understand

I

Notice that the pronoun *I* is under the word *stand*. Can you now guess what it stands for?
The answer is *I understand*.

Now try these.

1. R / E / A / D

4. YOU/ ME

2. ME / REPEAT

R

5. CROSS

3. DECI / SION

A

D

Self-check



Activity 1

1. b

2. e

3. g

4. f

5. d

6. c

7. a

Activity 2

1. with

2. on

3. down

4. up

5. down on

Activity 3

1. Read between the lines
2. Repeat after me
3. Split decision
4. Between you and me
5. Crossroad

Write Thing



Activity 1 Choosing a topic

When you write a composition, the first thing you need to think about is, of course, the topic. List three or four possible topics for writing about persons who have been a positive influence or role model for you.

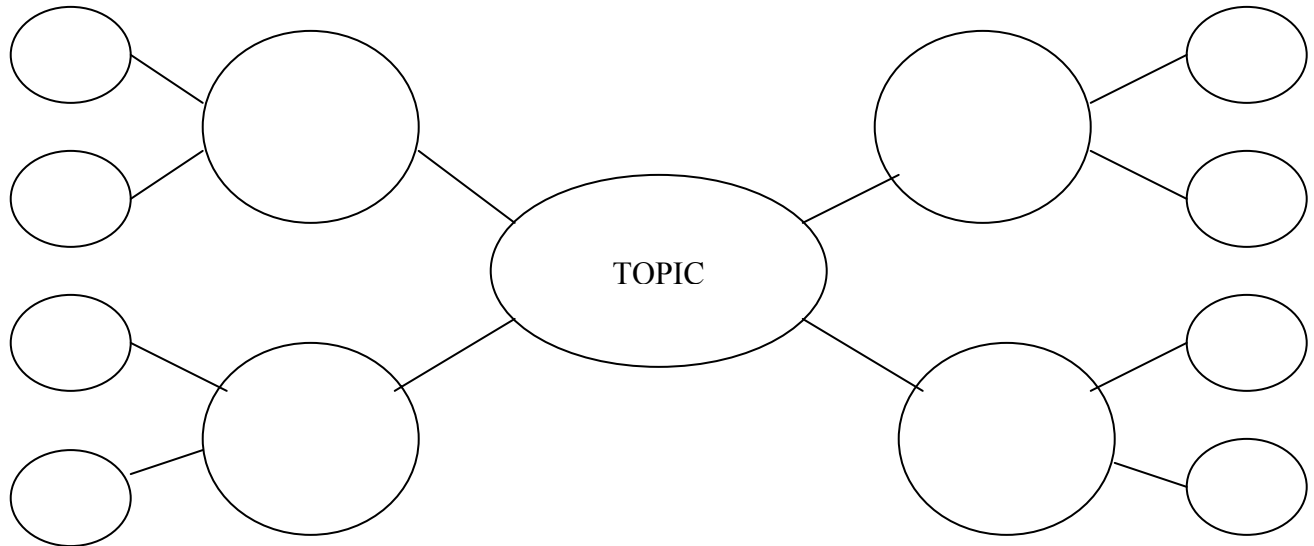
Think about each person you wrote down. Ask yourself these questions:

- Will I enjoy writing about him/her?
- Will the reader be inspired by his/her life?
- Does the person possess admirable qualities?
- Do you have enough ideas for the person's profile?

Now, choose the person you will write about.

Activity 2 Plan your writing.

Making a web will help you plan and organize your ideas. Write your topic in the middle circle. Then put the main ideas in circles around it. Add circles for details that connect to each main idea.



Now think of a good order for your main ideas. Number the parts of your web in that order.

Activity 3 Drafting

Now is the time to get your ideas down on paper by writing your first draft. Don't worry about mistakes at this point.

Activity 4 Revising

Don't be satisfied with your first draft. Even the best writers revise their work twice or thrice or even more. Reread and revise your writing, using the revising checklist as a guide.

REVISING CHECKLIST
<ul style="list-style-type: none"><input type="checkbox"/> Have I stated my main ideas clearly?<input type="checkbox"/> Have I given enough details and support?<input type="checkbox"/> Have I made my character descriptions sharper by comparing and contrasting the characters?<input type="checkbox"/> Should I leave out anything?<input type="checkbox"/> Does the closing sum up the focus idea?

Activity 5 Proofreading

This time, pay attention to details. Read your revised profile carefully. Check and correct for spelling, punctuation and capitalization.

Activity 6 Publishing and Sharing

After the revised draft you are now ready to give your composition a title. Think of a good title. Make a clean copy and submit your piece to your teacher.

Posttest



You started this module with a pretest. Do you remember your score? Answer this posttest and compare your score in the pretest.

I. Vocabulary. Choose the meaning of the underlined word in each sentence.

1. While the children gathered in front of Mr. Dun's store and played noisily, Liz would be quietly helping out in his store, ever since she had been a grave, seven-year old girl.

A. happy B. shy
C. lonely D. serious

2. Liz tries to avoid her mother's reproachful eyes upon her. She had been neglecting her family duties.

A. sad B. accusing
C. tired D. sleepy

3. Can you bear with me for a few more minutes?

A. help B. listen to
C. be patient D. work with

II. Making inferences/Drawing Conclusions. Read the story and answer the questions that follow.

Christopher considered himself quite an adventurous person. He enjoyed exploring unknown places and camping in the woods behind his house. Now and then, Christopher managed to persuade one of his friends to camp out with him, but most of his friends preferred indoor activities. "I wish I had some friends who liked the outdoors as much as I do," Christopher thought.

Christopher's mother has suggested several times that he join the Boy Scouts. "Maybe they go camping," she offered. "I thought about that, but the only place I see the Boy Scouts is in the cafeteria after school," Christopher replied. "I don't want to sit around the cafeteria all afternoon." His mother shook her head. "Suit yourself," she said.

A few weeks later, Christopher passed through the school cafeteria while the Boy Scouts were having one of their meetings. The boys were sitting in small groups, talking excitedly and referring to their manuals. "Probably discussing some new Boy-Scout rule," thought Christopher, but he slowed down as he was passing one of the tables. He heard one of the Scouts say, "We'll need cables, too, and helmets. I think we can rent them at the wilderness store downtown." Another Scout exclaimed, "I never knew it took so much equipment to go rock climbing!"

4. What was Christopher's problem?

- A. He enjoyed the outdoors .
- B. His friends did not share his interest.
- C. He didn't want to join the Boy Scouts.
- D. His mother asked him to be a Boy Scout.

5. What conclusion had Christopher already drawn about Boy Scouts?

- A. They were not interested in outdoor activities.
- B. They were adventurous too.
- C. They hold meetings regularly.
- D. They discuss some new Boy Scout rule.

6. What evidence did Christopher use to draw his conclusion?

- A. They would sit around the cafeteria.
- B. They always hang out at the cafeteria after school.
- C. That was the only place he ever saw them.
- E. All of the above

7. Was Christopher's conclusion valid?

- A. Yes
- B. No
- C. Can't tell

8. What makes his conclusion valid or invalid?

- A. Boy Scouts are honest and helpful.
- B. They obey the Boy Scout Laws.

- C. They can be depended upon in times of danger.
- D. He will ask his friends to join the Boy Scouts too.

9. What will Christopher do next?

- A. He will go camping alone.
- B. He will rent equipment for rock climbing.
- C. He will join the Boy Scouts.
- D. He will ask his friends to join the Boy Scouts too.

10. Where will the Boy Scouts get their equipment for rock climbing?

- A. buy from the wilderness store
- B. borrow from their friends
- C. rent them at the wilderness store
- D. ask the Boy Scout Council to provide them with the equipment

11. What is the author's point of view?

- A. first person
- B. limited third person
- C. third person omniscient

12. When is a story told from the omniscient point of view?

- A. The story is told from the point of view of the narrator.
- B. The narrator is a minor character in the story.
- C. The narrator knows the thoughts of all the characters.
- D. The story reveals the thoughts of one character who is not telling the story.

III. Grammar

Choose the correct verb form

13. Marie (A. brings B. brought C. will bring D. is bringing) her paycheck to the bank yesterday.
14. She (A. put B. puts C. is putting D. are putting) all her money into her checking account.
15. She and her husband (A. open B. opened C. is opening D. are opening) a joint account two years ago.

Self-check



I. Vocabulary

1. D 2. B 3. C

II. Reading Comprehension

4. B 5. B 6. D 7. B 8. D 9. C 10. C 11. C 12. C

III. Grammar

13. B 14. A 15. B

Now compare your score in the posttest. Write the score you got in the pretest. Did you do better? That's great. You're now ready to move on.






CONGRATULATIONS!!!

In this module you've realized the value of reflecting on what you've learned. Now you're ready to move on to the next module.

Before you put aside this module, spend some time reflecting on what you have learned from it. Use this format in your reflective journal.

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>			

