

Module 3

Being a Discerning Asian and Global Citizen

Overview

There are more than 160 countries in the world, varying in population count from a few hundred to hundreds of millions of people. Each country is unique with its own customs and traditions. The language spoken by its people may differ from that of its neighboring countries. It is often the case that in a large country such as China, several language or dialects are spoken by various ethnic groups living in that country.

The activities found in this module will help you understand the individual characteristics that combine to give a country its own unique identity. These characteristics make a country different from all other countries. Included in that uniqueness are the following: the type of government, the languages spoken by the people, the religion and belief system followed by the majority, their ancestral background, the type of currency and the customs, traditions, music, dance and special celebrations cherished by those who live there. It is the sum total of all these characteristics that make a country what it is. Learning about each other will help us to better understand and appreciate the differences that do exist.

Objectives

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

1. Use context clues to determine the meaning of unfamiliar words.
2. Discover through literature the links between one's life and the lives of the people throughout the world.
3. Accept and appreciate the differences between people of different cultures.
4. Show cultural empathy and respect for human diversity and universal human rights.
5. Guess the meaning of idiomatic expressions by noting keywords in sentences.
6. Describe people, place and things using adjectives.
7. Write descriptions that use concrete sensory details to create a unified impression of people, places, things, or events.

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**.

Now take the pretest. Please do your best.



I. Vocabulary. Recognizing Compound words

Match a word in column 1 with a word in column 2 to form a compound noun.

Column 1

1. land
2. back
3. grand
4. merry
5. herds

Column 2

- man
- makers
- fill
- bone
- father

II. Adjectives

Complete each sentence by adding a suffix to the word in parenthesis. Choose from the list below in the box.

-ic, -ly, -y, -ful, -ious, -ed, -d

6. Don Bosco, the _____ friend of young boys had such a great influence on them. (hero)
- 7-8. One cold _____ night, I watched an _____ woman get off the bus. (rain, elder)
9. There was a _____ young man on the bus and nobody offered him a seat. (cripple)
10. I consider my mother as the most _____ woman in the world. (beauty)
11. She wants to own a _____ home. (luxury)

III. Idioms

Fill in the blank with the correct preposition.

out up for over

12. Mario tried to make _____ for lost time by doing extra work .
13. Lucy went to David’s Salon for a make _____.
14. Can you read this word? I can’t make _____ his handwriting.
15. Lany played the role of Ophelia. She was made _____ the part.

IV. Reading Comprehension

Read the passage carefully and answer the question that follows.

Carmen has just finished supper. The rest of the evening is all planned. She simply has to study for a very important test, her worst subject. Passing or failing for the year depends on doing well on tomorrow’s test. Then it hits her: Tonight’s the night for the final round of Star in a Million that’s been advertised all week. She really wants to watch it.

As Carla is struggling to decide what to do, the phone rings. It’s Mely, her best friend. Mely wants to know if Carla can come over and study with her. Mely also has a new CD they can listen to. Carla knows if she goes to Mely’s house she’d never be able to study very well. But she doesn’t want to let Mely down. So Carla stalls, telling Mely she’ll call right back after she tells her parents. Carla hangs up and sits there, trying to decide what to do.

Just then her favorite aunt, Maria, stops by, Aunt Maria explains that she won’t be able to make it next week to Carla’s birthday party. She wants to take Carla to the Midnight sale so they can pick out Carla’s gift and then go out for ice cream.

Suddenly, Carla’s life is very complicated. She has too many choices.

16 – 18 In the first column, write down each choice Carla has, in the second column write what the results of each might be.

Carla’s Choices

Possible Results

- 16.
- 17.
- 18.

19 – 20 What is the morally right choice for Carla to make? Why?

Self-check 

I. Vocabulary

1. c 2. d 3. e 4. b 5. a

II. Adjectives

6. heroic 8. elderly 10. beautiful
7. rainy 9. crippled 11. luxurious

III. Idioms

12. up 13. over 14. out 15. for

IV. Reading Comprehension

<i>Carla's Choice</i>	<i>Possible Results</i>
16. study alone	she will pass the test
17. study with Mely	she might fail the exam
18. Go out with her Aunt	she might fail the test
19 – 20 She would study at home. Her chances of getting a good grade is better.	

Your Score:



- | | |
|------------------------------|------------------|
| 20 Perfect. Congratulations! | |
| 16 – 19 Very Good | 6 – 10 Fair |
| 11 --15 Good job | 1 – 5 Try Harder |

Developing Your Vocabulary

Pair or group of words may cause confusion because they sound exactly alike or almost alike, but are spelled and used differently.

Study the following easily confused words and then choose the word that fits each sentence.

1. accept : receive
except : all but

We will never achieve peace unless we learn to _____ differences.

2. to : a preposition
too: in addition
two: the number

An Arabian dromedary has one hump while a Bactrian camel has _____ humps.

3. desert : a dry, arid land
dessert : the final course of a meal.

The caravan was crossing the _____ in the direction of the oasis at Ben Lor.

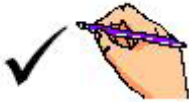
4. wonder : to be curious
wander : to roam, to travel

The children looked up with _____ at the stars in the sky.

5. consul : foreign representative
counsel : give advice
council : elected officials

The two boys listened to the _____ of Safal.

Self-check



1. accept 2. two 3. desert 4. wonder 5. counsel

Reading Adventure

Pre-reading



Write down the name of each group listed below. After the name of each group, write down the first word or phrase you think of that describes that group.

African	Visayans
Whites	African Americans
Elderly	Chinese
Teen-agers	Punks
Ilocanos	Rock Stars

Put your notebook aside. We'll come back to it later.

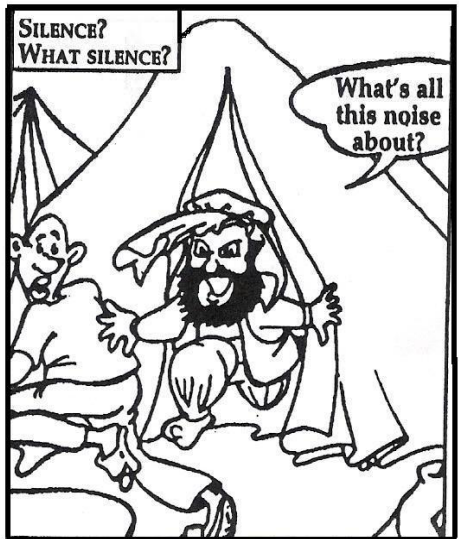
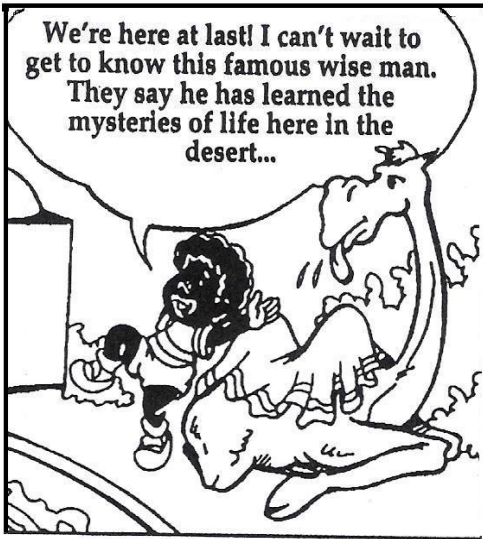
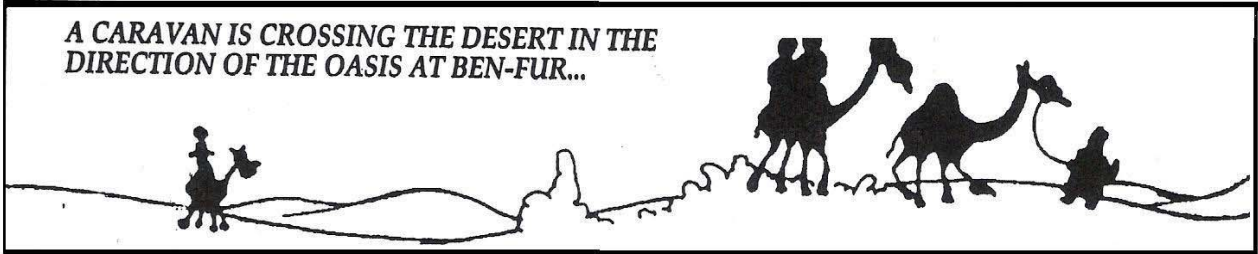
Think about how you might react to someone who is very different from you – one who dresses differently, talks differently and seems to have completely different interests from yours. How do you respond at first and then later on?

While Reading



As you read, predict how the characters in the selection will behave as the story unfolds.

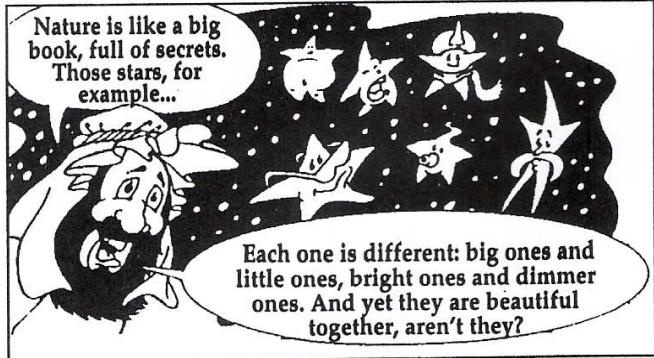
THIS RAINBOW LIFE





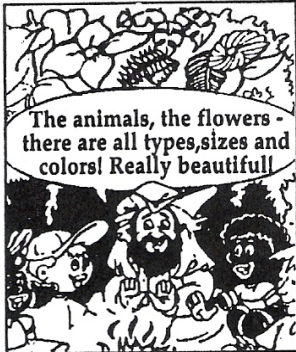
THAT EVENING, THEY CAME TOGETHER TO TALK...

Wow! I've never seen so many stars!

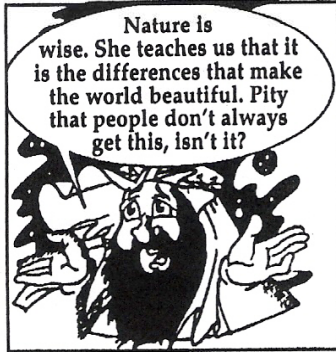


Nature is like a big book, full of secrets. Those stars, for example...

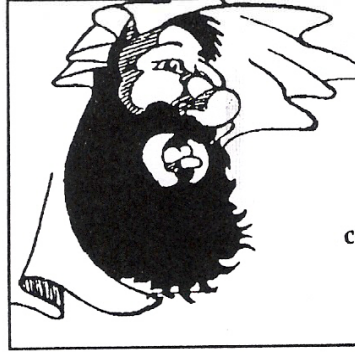
Each one is different: big ones and little ones, bright ones and dimmer ones. And yet they are beautiful together, aren't they?



The animals, the flowers - there are all types, sizes and colors! Really beautiful!



Nature is wise. She teaches us that it is the differences that make the world beautiful. Pity that people don't always get this, isn't it?



The differences between people and nations are often seen as a threat, a danger. Sometimes we think of people with a different culture from us as inferior. History is full of examples...



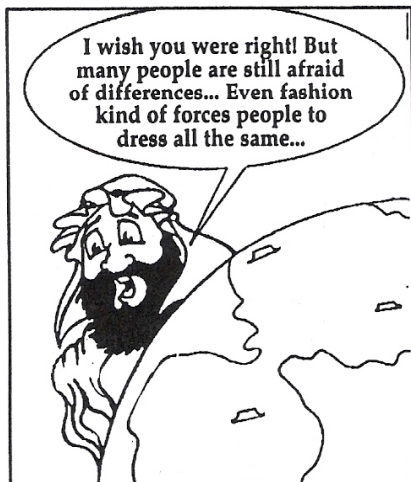
Sometimes one people would use violence against another.

There were times when cultures were almost destroyed.

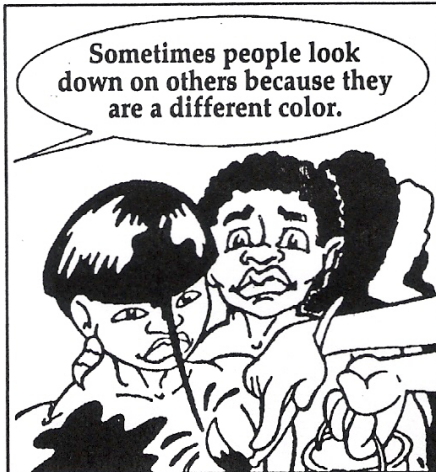
Let's use our rifles to solve this problem!



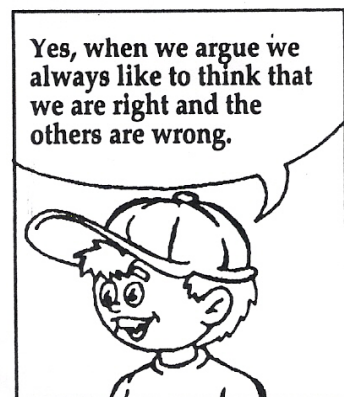
But that's all over now! Nowadays this doesn't happen any more!



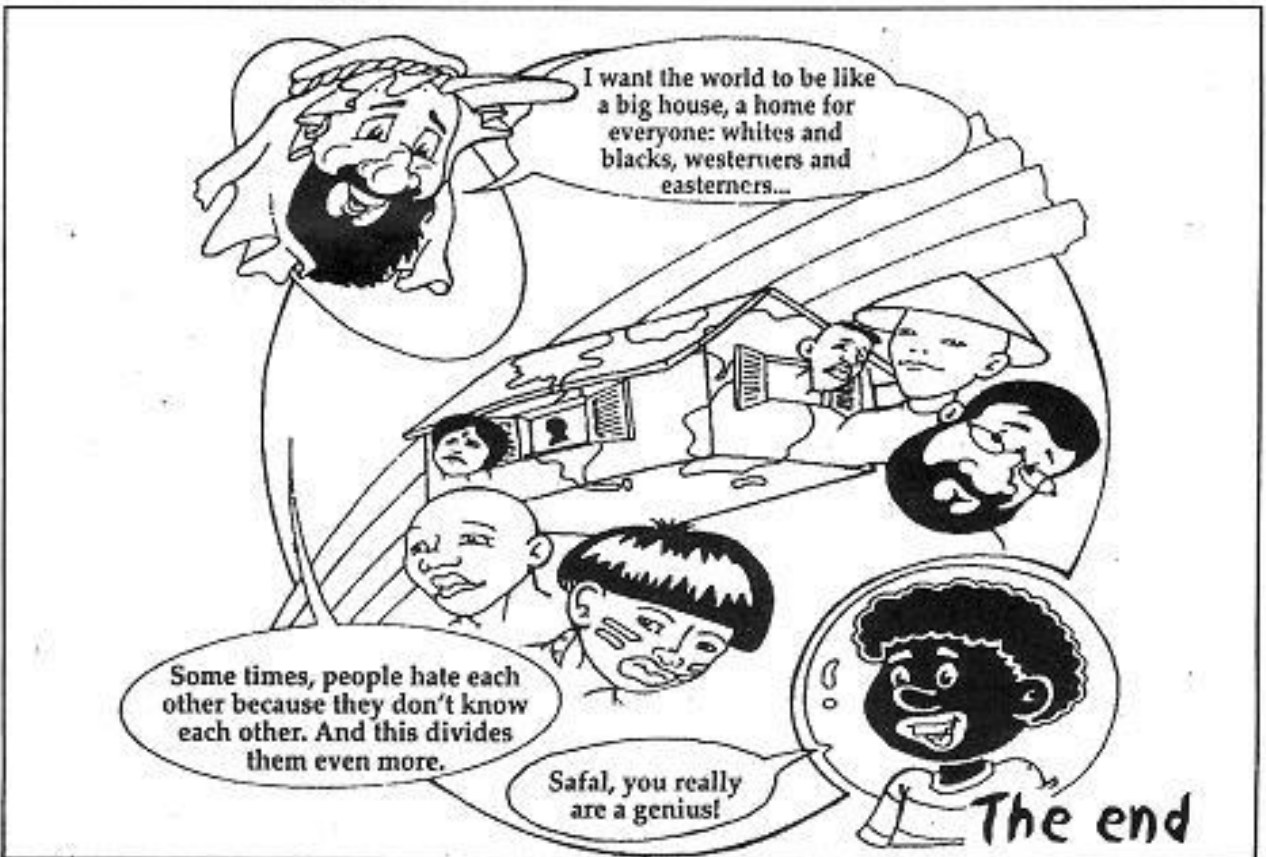
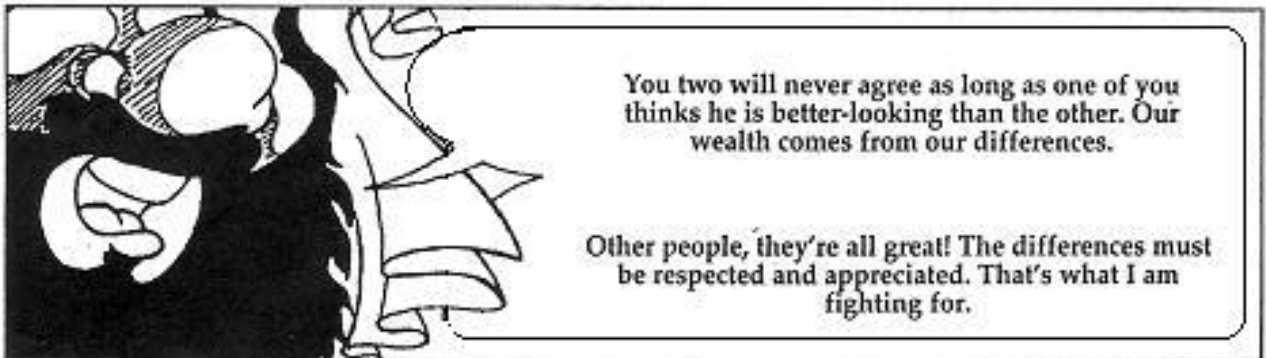
I wish you were right! But many people are still afraid of differences... Even fashion kind of forces people to dress all the same...



Sometimes people look down on others because they are a different color.

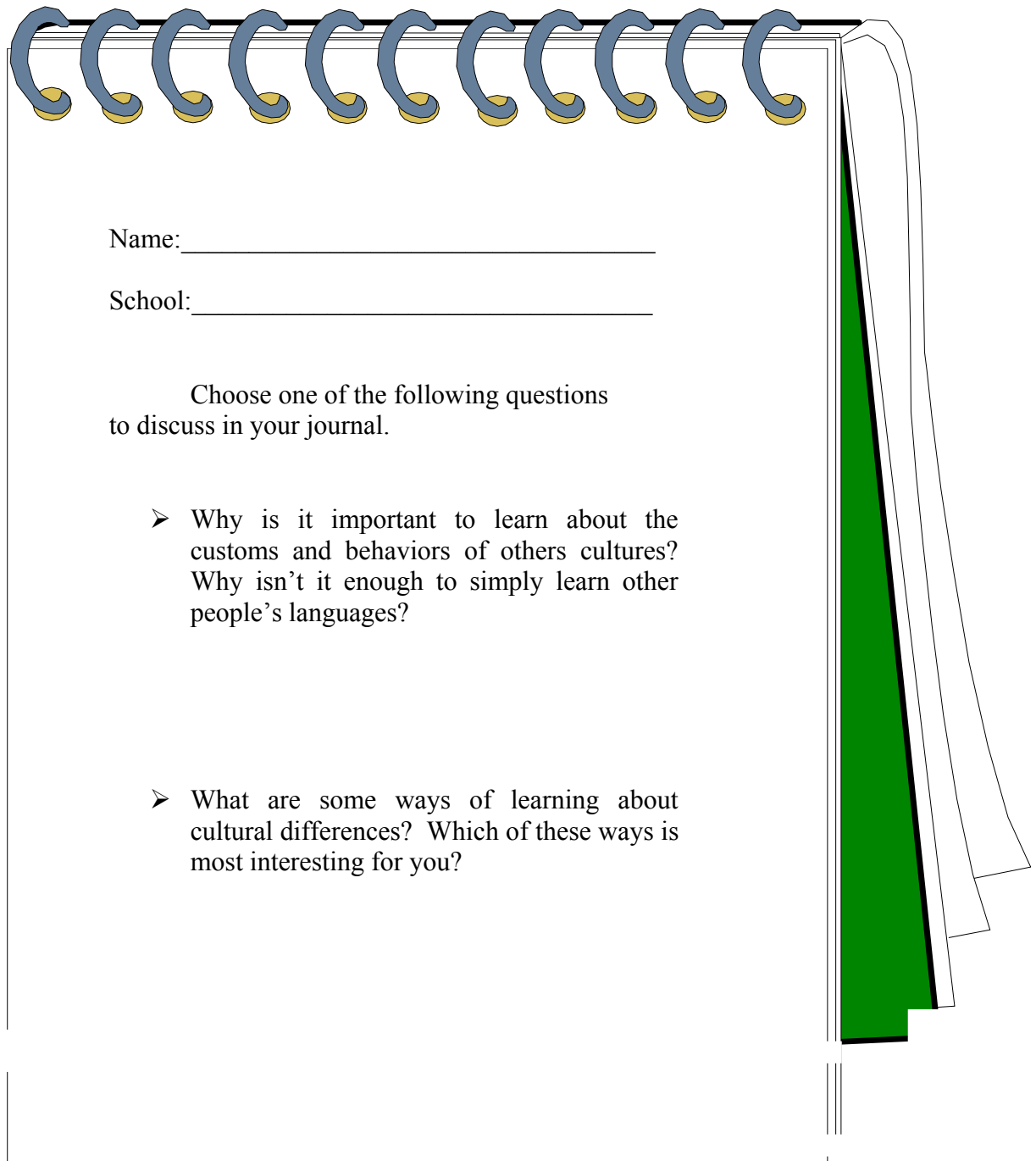


Yes, when we argue we always like to think that we are right and the others are wrong.



Before moving on to the next activity, spend some time reflecting on what you have learned from the selection. Use this format to respond to the selection.

Reader Response



Name: _____

School: _____

Choose one of the following questions to discuss in your journal.

- Why is it important to learn about the customs and behaviors of others cultures? Why isn't it enough to simply learn other people's languages?

- What are some ways of learning about cultural differences? Which of these ways is most interesting for you?

Post Reading



As you read the selection, you predicted how the characters might behave. Which characters acted as you expected they would? Which of their problems were predictable?

Take a moment to write your thoughts to the following in your notebook.

- What have I learned from this selection about how characters respond to conflict.

Comprehension Check

I. True or False

Write T if the statement is True, F if the statement is false.

1. Safal is a wise man who lives in the desert.
2. The camels differed from each other at the beginning of the story.
3. Safal's visitors belonged to different races.
4. Men could learn from nature.
5. Some cultures are more superior than other cultures.
6. Differences are not defects.
7. In an argument one is right and the other is wrong.
8. Lack of knowledge about other cultures is the root of misunderstanding.
9. Variety is the spice of life.
10. We should not mingle with people from other cultures.

II. Overcoming Prejudice

Now is a good time to take out the list you wrote at the beginning of this lesson. Sometimes, the first thought or idea that comes to mind when thinking of a particular group of people reflects a kind of prejudice toward that group.

1. Review the words and phrases you listed after each group. Circle any that might reflect a possible prejudice – an opinion or attitude you have that you can't back up with facts or that you can't apply to everyone in that group. These can be positive or negative prejudices.
2. Where did you learn the opinion reflected in the words and phrases you circled?
3. What are some ways today can help create a harmonious and peaceful world?



Self-check

True or False

- | | | | | |
|------|------|------|------|-------|
| 1. T | 3. T | 5. F | 7. F | 9. T |
| 2. T | 4. T | 6. T | 8. T | 10. F |

Language Focus



Quick! What's the first thing that comes to our mind when you see or hear these words: big, brown, handsome, pretty, wonderful, lucky/

You bet, they're ADJECTIVES. This section of the module will help you describe persons, places, objects and events vividly.

Liza and Vicky are friends. Liza has new pictures of her family. Read the conversation between Liza and Vicky.

Wonderful Brothers, Lucky Sisters-in-law

- Liza : Come, look at my new pictures.
Vicky : Not more pictures!
Liza : These are new pictures.
Vicky : Okay, Liza. Show me your pictures.
Liza : These are my brothers. Gary is big and strong. He's an architect. He works in Zambia. He's handsome. His eyes are big and brown. His hair is dark and wavy. George is next to him. George's a lawyer. He's very intelligent.
Vicky : Who's this?
Liza : He is my new boyfriend, Gino, He's Chinese. Oh, he's so smart.
Vicky : Who are the women seated in front of your brothers?
Liza : They're my sisters-in-law. My brothers are handsome!
Vicky : They're pretty.
Liza : Pretty? My brothers aren't pretty. They're handsome.
Vicky : Your sisters-in-law are pretty.
Liza : My sisters-in-law are lucky! They're married to my wonderful brothers.
Vicky : They're not so lucky. You're their sister-in-law!

Activity 1 Comprehension Check

1. What does Liza think of her brothers?
2. What does Vicky think of Liza's sisters-in-law?
3. Why does Vicky think Liza's sisters-in-law aren't so lucky?

To help you recall the uses, forms, and position of adjectives in sentences study the following grammar notes on adjectives.

Grammar Notes 1

1. Adjectives describe nouns. Adjectives can come after the verb be

She is pretty.

They can come before a noun, too.

He is a brilliant lawyer.

2. Adjectives do not change form

Singular

Plural

new neighbor

new neighbor

pretty woman

pretty women

honest man

honest men

3. When a noun follows an adjective, use an before an adjective. If the adjective begins with a vowel sound.

She's an enchanting singer.

Use a before the adjective if the adjective begins with a consonant.

He's a powerful runner.

Do not use a or an when the adjective is not followed by a noun.

It is interesting.

He is artistic.

Activity 2 Describing Persons

Now here's a chance for you to become a "Person Teller." He or she is somewhat like a fortune teller. Here's how. First you get a brief description of a person or persons. Then you have to "tell" a lot of things about these persons. Finally, you will be able to write a story about the person or persons. This is sometimes called a personality sketch. Write your answers in your notebook.

Person Telling subject #1 Sam and Al

Sam is polite, trite and a mite light.
His twin Al is happy, sneezy and jumpy.
They like gum, flan, rice and jam.
But despise honey, money and anything spicy.

1. What does trite mean?
 - a. a type of mite
 - b. ordinary
 - c. a fish
 - d. a three-wheeled vehicle for children
2. What conclusions can you draw about Sam and Al?
 - a. Al is nervous.
 - b. Sam would let an old man go up the bus ahead of himself.
 - c. Sam and Al dislike hot chilly sauce.
 - d. Al never looks on the bright side.
 - e. Sam needs to gain a little weight.
 - f. Sam and Al like honey on their pancakes.
 - g. Sam and Al have been to Hawaii.
3. Add a line to the description of Sam and Al.
4. Write a short story in your notebook involving Sam and Al. Use the information in the sketch and any conclusions you have drawn from it. Begin your story on a new page. Give it an intriguing title.

Person Telling Subject #2 Mary Hyacinth

Mary Hyacinth is a somber drummer.
She looks for old cans, old vans, and old plans.
She dreams of boys, concerts and Barbie's Cradle.
She tries to wonder, ponder, and wander.
Often though she snoozes, croons, and misses.

5. List three things you think are somber

6. Think of one thing Mary Hyacinth might do with each of the following:
an old can
an old van
an old plan
7. From what you know so far, circle the words that describe Mary Hyacinth. Use a dictionary or thesaurus if you're unsure of your answers.
 - a. optimistic
 - b. enthusiastic
 - c. melancholy
 - d. thorough
 - e. pessimistic
 - f. careless
 - g. musically-inclined
 - h. serious

Write a paragraph about Mary Hyacinth. Have Mary Hyacinth meet someone who completely changes her altitudes. Describe the “new” Mary Hyacinth. Begin your paragraph on a new page. Give it a catchy title.

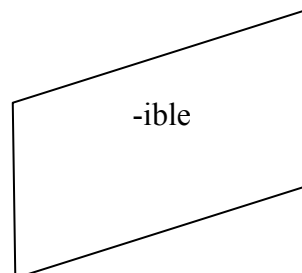
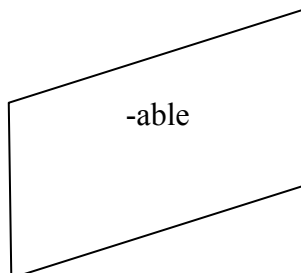
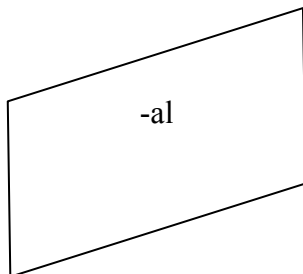
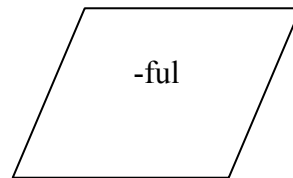
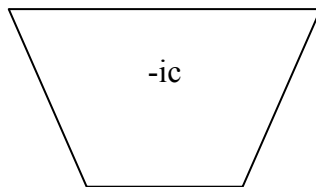
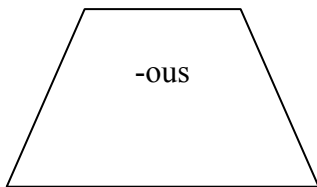
Activity 3. Hidden Adjectives

Find and circle the adjectives ending in –able, -al, -ible, -ous, -ic, -ful. The words go from top to bottom or from bottom – up and from left to right or from right to left. Then write each word in the box that contains its suffix.

Clues:

1. not able to be destroyed
2. full of ambition
3. full of joy
4. charming
5. jumpy, tense
6. eager
7. hopeful
8. sad, gloomy
9. not able to be resisted
10. appealing to logic
11. trustworthy, dependable
12. influential
13. of the body
14. full of humor

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



When we describe, we sometimes use a lot of adjectives before a noun. In English, there is a required order for these adjectives. Below is a chart illustrating adjective word order. This is meant to help you but you do not have to memorize it. The more you use adjectives in a series, the more familiar you will become with its order and it will become natural to you.

Grammar Notes – 2 Adjective Word Order

Articles and Posses-sives	Numbers: Ordinal and Cardinal	General Description Adjectives and Adjectives ending in -ed, -ly, -ful, -ing, ious, etc.	size	shape	age	color	Adjectives of nationa- lity & reli- gion. Also Adjectives ending in -io, -al, -y, -ed	Noun Adjunct	Noun
the	two		big		old	green	air- conditioned	volks wagon	beetle
her	three	lovely	little		new- born	white	Japanese		Spitz
Zsa Zsa's		famous		long		blue	lacey		gown
an		antique		round		blue & white	English		bowl
the	first						Philippine	amateur golf	winner

Activity 4 Adjective Word Order

Fill in the adjectives in the order required. Refer to the chart if you have difficulty.

- Do you think that the logging industry has a right to destroy the _____ forests?
(tropical, rain, world's)
- Many who would say no have already in effect said yes by buying furniture made from _____ wood sold by illegal loggers.
(hard, popular, Philippine)
- As the _____ trees fall, they damage or destroy _____ neighboring trees.
(hundred years old, huge, marketable)
- The _____ environment is fragile and _____ extremely complex.
(tropical, humid, forest)
- How reasonable is it to hope that the world's loggers and politicians will turn to protecting _____ heritage?
(irreplaceable, mankind's, precious)



Activity 1 Comprehension Check

1. Liza thinks the world of her brothers.
2. They're pretty.
3. Because Liza is their sister-in-law.

Activity 2. Describing Persons

1. b
2. a, b, c, e.
3. answers will vary
4. answers will vary
5. a church or chapel, a court learning, a monastery.
6. Hyacinth can turn an old can into a drum; an old van into a mobile home, and an old plan to a wall paper or a gift wrapper or book cover.
7. a, b, g, h

Activity 3. Hidden Adjectives

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

-ous
humorous
nervous
ambitious

-ic
optimistic
enthusiastic
pessimistic

-ful
joyful
powerful

-al
physical
logical

-able
lovable
reliable

-ible
irresistible
indestructible

Activity 4. Adjective Word Order

1. world's, tropical, rain
2. popular, Philippine, hard
3. huge, hundred years old, marketable
4. humid, tropical, forest
5. mankind's, precious, irreplaceable

Activity 5. Describing a Place

Possible answers:

- | | | | |
|----------------|---------------------|----------------|-----------------------|
| 2. dark | <u>storage room</u> | 6. priceless | <u>paintings</u> |
| 3. interesting | <u>photographs</u> | 7. wooden | <u>tables</u> |
| 4. antique | <u>vases</u> | 8. comfortable | <u>sofa</u> |
| 5. shiny | <u>floors</u> | 9. brand new | <u>television set</u> |
| | | 10. worn-out | <u>chairs</u> |

Activity 6. Answers will vary

Communicative Activities

Activity 8. Describing People

Put the lines in the correct order.

- _____ 1. What does she look like?
- _____ 2. Please give this to Mrs. Rodriguez in the Administrative office.
- _____ 3. She's tall with straight black hair.
- _____ 4. I'm sorry but I'm new here.

Activity 9. Matching lines

Match the questions with the answers

- | | |
|-------------------------------------|---|
| 1. Is Pete tall? | a. No. Her hair is straight. |
| 2. Is your hair black? | b. Yes. He's very tall. |
| 3. What does your mother look like? | c. No. She's tall. |
| 4. Is her hair curly? | d. She's average height with blonde hair. |
| 5. Is your sister short/ | e. No. He's very thin. |
| 6. Is Mr. San Diego heavy? | f. No. My hair is gray. |

Activity 10. Shopping

Check the correct response. The response should trigger the next question.

- | | |
|----------------------------|--------------------------------------|
| 1. Can I help you? | a. Yes, I'd like a sweater. |
| | b. Yes, I need a birthday present. |
| 2. What size? | a. For men. |
| | b. I wear medium. |
| 3. Any particular color? | a. Blue, if you have it. |
| | b. I hate green. |
| 4. Here's a nice blue one. | a. What? P1,500.00! That's too much! |
| | b. How much is it? |
| 5. It's P500.00 | a. That's better. I'll take it. |
| | b. Fine. I'll take it |

Self-check



Activity 8. Describing People

2,43, 1, 3

Activity 9. Matching lines

1. b 2. f 3. d 4. a 5. c 6. e

Activity 10. Shopping

1. a 2. b 3. a 4. b 5. b

Enriching Your Vocabulary

By now you must be familiar with the meaning of a number of two-word verbs and can use them in sentences quite naturally.

Activity 1.

Match the phrasal verb with their meaning. Write the sentences and their meanings in your notebook.

- | | |
|--|--------------------|
| 1. If hair and makeup specialists change your style and image, they <u>make you over</u> . | a. invented |
| 2. Can you understand her handwriting? I can't <u>make out</u> this word. | b. decide |
| 3. She was perfect in the play, she was <u>made for</u> the part. | c. change |
| 4. She <u>made up</u> the story because she was afraid to tell the truth. | d. meant, intended |
| 5. Joe is indecisive and can never <u>make up</u> his mind. | e. understand |

Activity 2.

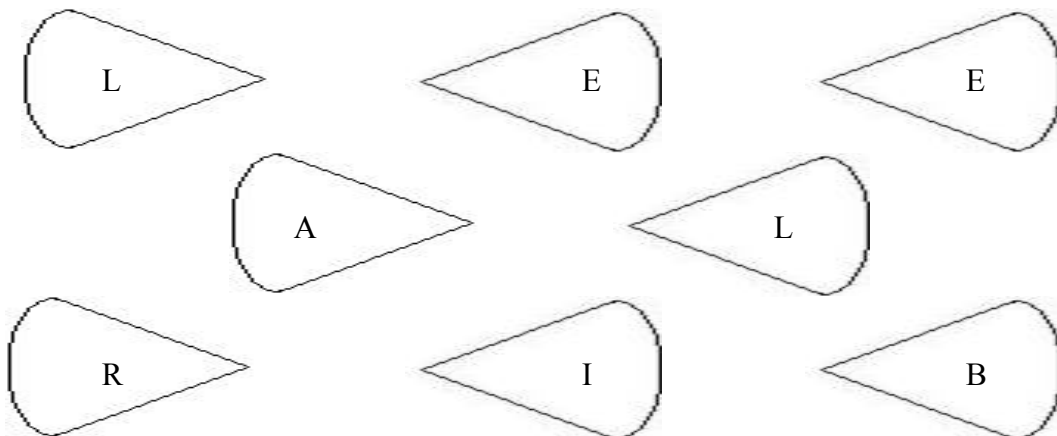
Fill in the blanks with the correct preposition.

up for out over

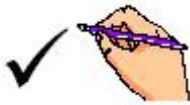
1. Jack made _____ the story because none would have believed the truth.
2. It took him ages and a lot of soul searching before he finally made _____ his mind.
3. Liza and Joe had a lot in common. They were made _____ each other.
4. Nancy left a note on my table. Can you make _____ this word?
5. Gertie decided to visit David's Salon for a make _____.

Activity 3. Fun With Words

Make a circle out of these shapes when the correct circle has been formed an adjective can be read clockwise. What is the word?



Self-check



Activity 1

1. c 2. e 3. d 4. a 5. b

Activity 2

1. up 2. up 3. for 4. out 5. over

Activity 3

RELIABLE

Write Thing



Activity 1 Pre Writing

Now you are ready to apply the language skills you've learned in the preceding section. You will write a description of a person in which you appeal to the reader's emotions as well as his/her senses. You should know your subject well enough to be able to describe him/her in detail.

Include only the important details, decide how you will arrange them, and find the best physical point of view from which to describe your subject. Decide also how you want the reader to feel about the subject.

Here's a writing idea you can use for your composition.

Liza and Vicky were impressed by the young people from India who live in their neighborhood. They have come to the Philippines to study. Liza is fascinated by their stories of life in their country. Vicky especially admires the colorful saris the girls wear. Have you ever met anyone whose appearance, dress, speech or actions are much different from yours? Perhaps you can write a good description of that person.

Activity 2. Drafting

Now you're ready to write your first draft. In at least 300 words, write a description in which the reader not only will see your subject but will also feel the way you do about him/her. Use comparisons and words with suggestive power to make the reader admire, dislike, feel sorry for or be amused at you subject. Putting the person in some situation may help you describe his actions, gestures and expressions and show what kind of person she/he is. Show the reader that the person you are describing is happy, sad, funny, serious, kind or aloof.

Activity 3. Revising

Reread and revise your writing using the revising checklist as your guide.

Revising Checklist

1. Have I chosen a subject I could describe in detail?
2. Have I selected the appropriate details and arranged them in some order?
3. Did I describe my subject from the best physical point of view?
4. Did I use specific words to describe the person's appearance, expressions, gestures, and actions, particularly those that reveal his/her personality?
5. Did I use words with suggestive power to influence the reader's feelings?
6. Should I leave out anything to bring my subject into sharper focus?

Activity 4. Proofreading

Proofread your description and make the necessary corrections. Check for errors in grammar, punctuation, spelling and capitalization.

You may not have time for many proof-readings, but take time for at least two: one sentence proofreading and one word proof-reading. First, read the sentences aloud. By reading the sentences orally, your ears may catch many errors your eyes alone would miss. By sing two senses instead of one, you double your chances of finding errors. This will help you detect many errors in grammar and punctuation.

Your second proofreading is for words – for their spelling and capitalization. Word proofreading has one chief characteristic: slowness. Reading at a normal pace is too fast to reveal all misspellings and errors in capitalization. For instance, did your reading of the sentence just before this one reveal to you the two misspelled words there? They are to for too and misspellings for misspellings. Probably you did not notice both errors. You probably do not notice all of your own misspellings when you read at a normal pace.

Activity 4. Publishing and Sharing

Rewrite your completed word picture in ink. Give it a good title. Now you're ready to submit your composition to your teacher.

Posttest



A. Vocabulary. Recognizing Compound Words

Match a word in Column I with a word in Column II to form a compound noun.

I	II
1. land	a. mother
2. bed	b. ball
3. grand	c. keeper
4. base	d. slide
5. book	e. room

B. Complete each sentence by adding a suffix to the word in parenthesis. Choose from the list below:

-ic, -ly, -y, -ful, -ious, -ed

- The Philippines is a _____ meeting place. (wonder)
- I stepped into M. Apacible Street, the main avenue that leads to the heart of the _____ municipality of Taal (history)
- Taal's once _____ streets are now replete with sounds of modern transportation (sleep)
- February is the perfect time to be in Boracay, the country's No. 1 destination, its powdery white coastline not too _____ (crowd)
- Tourists marvel at the _____ sunset (glory)

C. Idioms

Fill in the blank with the correct preposition.

out up over to

- Liza needed to work overtime to make _____ for lost time.
- Patrick's handwriting is terrible. Can you make _____ this word?
- Glo and Alvin have a very happy marriage. They were made _____ each other.
- Vicky visited Ricky Reyes for a make _____.

D. Reading Comprehension

Read the short passage then answer the questions that follow.

The sun burst forth in glorious yellow-orange hues. The woman in her usual tapis and saya, went about her task of salting the fish in the earthen jars. Suddenly,

she froze. From where she stood, she saw a dark brown snake coiled near the base of an earthen jar. The snake seemed to be in repose.

15 – 17 In the first column, write down each choice the woman has, in the second column write what the results of each might be.

	Woman's Choice	Possible Results
15.		
16.		
17.		

What is the best thing to do in the above situation?

Self-check



A. Vocabulary

1. d 2. e 3. a 4. b 5. c

B. Affixation

6. wonderful 8. sleepy 10. glorious
7. historic 9. crowded

C. Idioms

11. up 12. out 13. for 14. over

D. Comprehension (Give yourself 2 points for each number)

Woman's Choice

15. back off quietly
16. hit the snake with a heavy object
17. call for help

Possible Results

- the snake will remain coiled
she might miss the head of the snake and it might strike back at her.
the snake might not be there when she returns.

Your Score:






- | | | | |
|-------|--------------------------|------|------------|
| 20 | Perfect! Congratulations | 6-10 | Fair |
| 16-19 | Very Good | 1-5 | Try harder |
| 11-15 | Good Job | | |

All right! You are through with Module 3 of Unit II. It is expected that it has helped you become a discerning global citizen.

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>			

