

UNIT III
Module 1
Responding to Differences
of Opinion and Culture

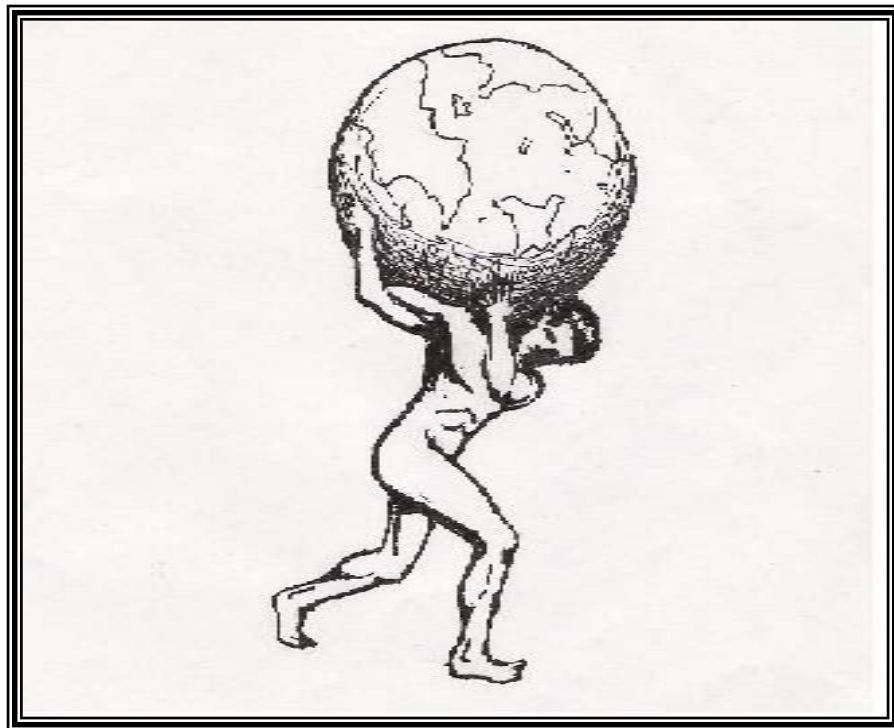
Overview

“What is man that Thou art mindful of him... Thou hast made him a little lower than the angels, and Thou hast crowned him with glory and honor...”

- Psalm 8

The measure of man is great and the mosaic of his life is as varied and multifaceted as his many and differing beliefs, cultures, opinions, colors and creeds.

This module focuses on how to cope and respond to these differences. After going through the module it is hoped that you will be able to deal with these differences objectively and cool-headedly as befitting an understanding, creative and intellectual creature to whom God gave dominion over all His creation.



Objectives

After going through the activities in the module you will be able to:

1. discover literature as a means of understanding man and his fellowmen
2. deduce the meaning of words through structural clues
3. form new words by affixation
4. sequence events in a narrative
5. make inferences and predictions
6. scan to locate required information on indicated points
7. point out how attitude influences one's behavior
8. react to the experiences of the characters in relation to real life situation
9. read non-verbal materials correctly
10. express ideas effectively
11. state one's feelings and reactions in a letter

Instructions

Here are some specific ways for you to learn from this Module. Remember to follow these steps.

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**.

Now take the pretest. Please do your best.



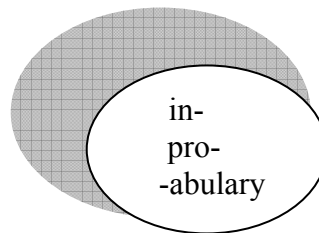
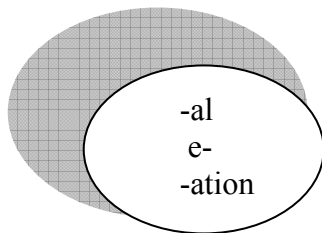
I. Vocabulary. Using Affixes

A. Write the correct word for the blank in each sentence. Choose from the boxes below.



1. I think Rin Tin Tin is a very good performer, he's an excellent _____.
2. He is usually very busy helping people in trouble; he is very _____.
3. He does things like fight bears and save babies; he is _____ interested in defending those who need help.
4. I wish my dog would behave like Rin Tin Tin; he doesn't _____ bravely at all though.
5. Of course he's a Chihuahua; I guess I can't expect such a small dog to commit himself to such brave and fearless _____.

B. Complete the word in each sentence with the correct prefix or suffix from the bubbles. Use the affix only once.

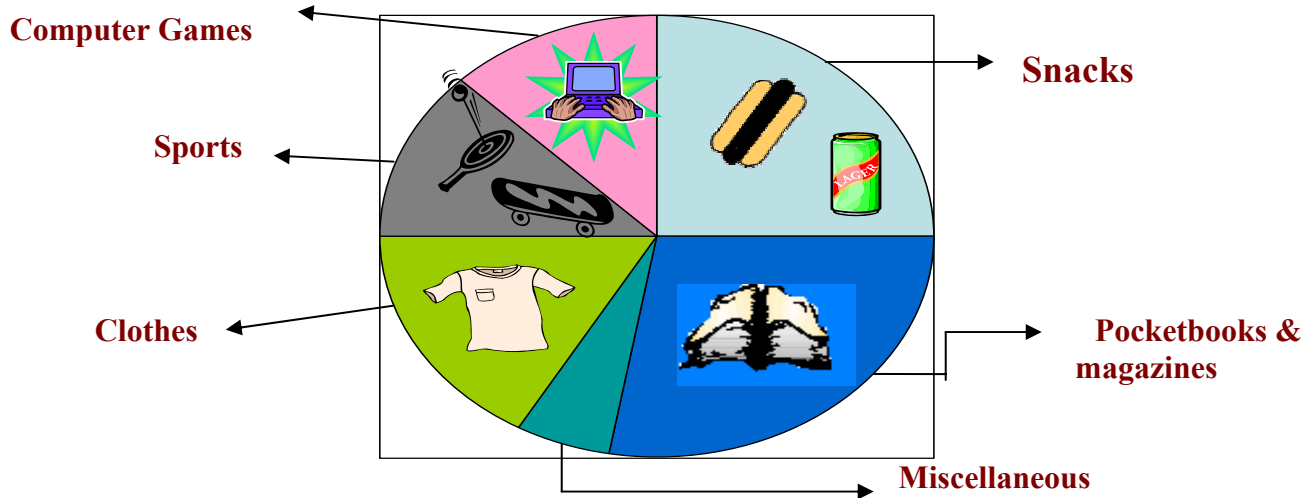


6. Maxine sings opera; music is her voc _____.
7. Herbie howls a lot; he has powerful voc _____ chords.
8. Denny reads the dictionary; he has a large voc _____.
9. Rita remembers those trips; they _____ voke memories.
10. These people make a lot of trouble; they _____ voke every one.

II. Interpreting a Circle / Pie Graph

Look at the following pie graph closely then answer the questions that follow. Write letters where options are given.

How Paolo Spends His Monthly Allowance



11. How many items are represented in this pie graph?
12. Which item represents the biggest expense?
13. Which item represents the least expense?
14. Which two items when combined represent over half of the total expenses?
15. Which item represents one fourth of the total expenses?
16. Which two items when combined represent the same amount of expenses as the item for snacks?
17. From this circle graph we can infer that
 - a. Paolo is a party goer.
 - b. Paolo's favorite hobby is reading.
 - c. Paolo enjoys outdoor games most.
 - d. Paolo loves to go outdoors

III. Reading Comprehension

Read the selection below then write the letter of your answer to each question that follows.

¹It was noon after the rain. ² Some soldiers on patrol spotted a body sprawled on a distant rice paddy. ³They approached it cautiously and one soldier turned the body over. ⁴To his surprise, it was a teenager with eyes mutely pleading not to be hurt.

⁵"What are you doing this far, son? Go home."

⁶"I have no home. The rebels killed my family."

⁷"How did you escape?"

⁸"I was in school. ⁹When I arrived home I found my parents and sisters dead and our house burned to the ground. ¹⁰A neighbor took me in and allowed me to sleep in his barn for a few nights. Later, he advised me to leave our village and go where nobody knew me. ¹²He cautioned me never to tell anybody that Father was a police informer. ¹³That was three years ago. ¹⁴Today, I work and stay in the fields during the day and listen to birds' songs and insects' beneath the stars at night."

18. What is the selection about?
- | | |
|----------------------|--------------------|
| a. A police informer | c. A dead teenager |
| b. A war victim | d. A kind soldier |
19. Where is this scene most likely to happen?
- | | |
|--------------------|-----------------------|
| a. In a big city | c. In the mountains |
| b. In a small town | d. In a remote barrio |
20. When were the boy's family killed?
- | | |
|---------------------|--------------------|
| a. That morning | c. A week ago |
| b. The night before | d. Three years ago |
21. What did the rebels destroy?
- | | |
|----------------------|-----------------------|
| a. The boy's home | c. The mayor's house |
| b. The entire barrio | d. The soldiers' camp |
22. Which adjective best describes a rice field at noon after a rain?
- | | | | |
|----------|------------|---------------|----------|
| a. Dusty | b. Shining | c. Shimmering | d. Rainy |
|----------|------------|---------------|----------|
23. To what word does it in sentence 3 refer?
- | | | | |
|---------|---------------|---------|------------|
| a. Body | b. Rice paddy | c. Rain | d. Soldier |
|---------|---------------|---------|------------|
24. What does *spotted* as used in sentence 2 mean?
- | | |
|----------------------|-------------------|
| a. Stained | c. Made at random |
| b. Delivered at once | d. Observed |
25. To what sense does *with eyes mutely pleading* best appeal?
- | | | | |
|------------|----------|----------|----------|
| a. Hearing | b. Sight | c. Taste | d. Touch |
|------------|----------|----------|----------|
26. What does *turned over* as used in sentence 3 mean?
- | | |
|-------------------------------|--------------------------|
| a. Surrendered to the enemies | c. Reversed the position |
| b. Beaten by the soldier | d. Ran over |
27. What must the boy have felt when the soldier questioned him?
- | | | | |
|----------|-----------|----------|--------|
| a. Angry | b. Afraid | c. Happy | d. Sad |
|----------|-----------|----------|--------|
28. Why did the boy sprawl himself on the paddy? He
- | | |
|-----------------------------------|----------------------------|
| a. wanted to escape attention. | c. fainted from hunger. |
| b. accidentally tripped and fell. | d. wanted to ask for help. |
29. How did he feel as he lay on the ground?
- | | | | |
|---------|----------|-----------|-----------|
| a. Sick | b. Tired | c. Hungry | d. Scared |
|---------|----------|-----------|-----------|
30. What adjectives best describe the soldiers?
- | | |
|------------------------|------------------------------|
| a. Brave and patriotic | c. Observant and sympathetic |
| b. Cruel and merciless | d. Indifferent and careless |

31. What kind of person was the neighbor?
 a. Compassionate b. Selfish c. Strict d. Cruel
32. Why was the boy advised to leave the village?
 a. He had no more family. c. He had plenty of enemies.
 b. His life was in danger. d. He was wanted by the soldiers.
33. To what word does he in sentence 12 refer?
 a. Boy b. Father c. Neighbor d. Informer
34. What trait of the boy is most admirable?
 a. Determination to fight c. Ability to hide his identity
 b. Ability to escape d. Determination to survive
35. What is the predominant sensory image in sentence 14?
 a. Taste b. Smell c. Sound d. Touch
36. What does sentence 14 mean? The boy
 a. is now an orphan. c. is a music lover.
 b. has no place to live in. d. loves nature.
37. Which of the following is most likely to happen? If the boy agrees
 a. he will be given a gun to defend himself.
 b. he will be given to the rebels.
 c. the soldiers will bring him back to the barrio.
 d. the soldiers will take him with them.
38. What is the purpose of the selection?
 a. To tell a story c. To explain a process
 b. To describe something d. To stress a point
39. Which of the following is a good title for the selection?
 a. An Orphaned Boy c. The Soldiers and a Boy
 b. The Survivor d. When Parents Die

IV. Grammar

Complete the blank with the correct present perfect tense form of the verb in parentheses.

40. Since ancient times men _____ (make) maps of the earth.
41. Many maps of the sixteenth century _____ (lose).
42. Research _____ (bring) to light some of these maps.
43. Modern geographers _____ (write) books about old sailings.

44. Only half of the world _____ (map) accurately.
45. We _____ (study) about modern map-making.
46. The first atlas _____ (come) to us from Ptolemy.
47. We _____ (just begin) a study of great cartographers.
48. Cartography _____ (always fascinate) my uncle.
49. He _____ (choose) cartography as his occupation.
50. He _____ (buy) a globe for our small library recently.



Curious to know your score? Check your answers against those that follow.

I. Vocabulary: Using Affixes

- | | | | | |
|-------------|-------------|---------------|---------------|-------------|
| A. 1. actor | 3. actively | 5. actions | 7. vocal | 9. evoke |
| 2. active | 4. act | B.6. vocation | 8. vocabulary | 10. provoke |

II. Interpreting a Circle/Pie Graph

- | | | |
|-------------------------------|---------------------------------------|-------|
| 11. six | 14. snacks; pocketbooks and magazines | 17. b |
| 12. pocketbooks and magazines | 15. snacks | |
| 13. miscellaneous | 16. sports; computer games | |

III. Reading Comprehension

- | | | | | |
|-------|-------|-------|-------|-------|
| 18. b | 23. a | 28. a | 33. c | 38. a |
| 19. d | 24. d | 29. d | 34. d | 39. b |
| 20. d | 25. b | 30. c | 35. c | |
| 21. a | 26. c | 31. a | 36. b | |
| 22. c | 27. b | 32. b | 37. d | |

IV. Grammar

- | | | |
|---------------------|---------------------------|----------------|
| 40. have made | 45. have studied | 50. has bought |
| 41. have been lost | 46. have come | |
| 42. has brought | 47. have just begun | |
| 43. have written | 48. has always fascinated | |
| 44. has been mapped | 49. has chosen | |

Your Score



Perfect? Amazing! Congratulations.

Did you score between 35-49? Very good! Keep up the good work and study the module very well so you'll score better.

Did you get between 20-34? Not bad for starters. Use the module to the max so you'll improve.

Is your score 19 or lower? That's okay. You're just starting anyway, but you have to study harder and do the activities very well to improve.

Good luck!

Words Unlocked

Fill in the blanks with the correct word chosen from the box below. Write your answers in your notebook.

1. The man murmured incoherent words. The words came out from his lips _____.
2. The stranger gave the girls a furtive glance. He continued looking at them _____.
3. She was reluctant to leave her hometown for the big city. She finally left _____.
4. Her husband's condition was critical. He was _____ ill.
5. Their employer was stern. He would speak _____ to them.
6. One of the passengers stalled the bus at Naga City. The other passengers waited _____.

grudgingly
unwillingly

seriously
harshly

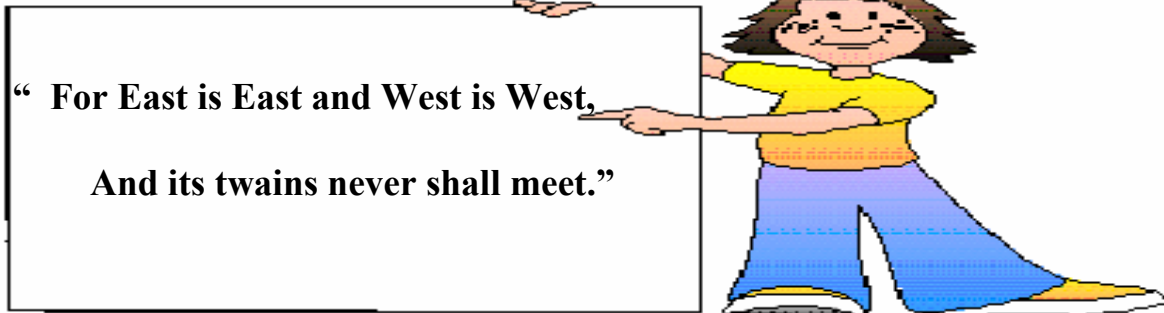
stealthily
unintelligibly

Reading Adventure

Pre-reading



Explain what you understand by this quotation:



Do you agree with this? Why or why not? Cite examples in real life to support your answer. Look at the title of the selection. What, do you think, is the story likely to be?

While Reading



The Small Japanese Girl

(Condensed from the story of the same title)

Celso Al. Carunungan

The large Greyhound bus stopped at Philadelphia at four o'clock in the morning of December 25, 1952. A small girl in dark-blue dress and a tiny leather tote-bag stepped into the bus. Since all the seats were taken, except the one beside me, she walked straight to it and sat down quietly. When I saw that the girl was Japanese, at once the memory of my brother Porvenir returned to me. He was captured by the Japanese on March 4, 1944 in San Pablo City. No one can say for sure whether he was killed by the Japanese or not – but he never returned to this date.

When the bus started to move again along the snow-banked highway, I heard the girl sniffing softly. I looked at her furtively, and in the dim glow of the lights on the road, I saw her eyes gleaming with tears.

After a while, I heard her voice; she was muttering something like a chant in Japanese. When our eyes met, I could not help but talk to her.

“Hello,” I said. “Are you Japanese?”

“Yes, sir,” she said. “You, Chinese?”

“No,” I answered quickly. “I’m Filipino.”

“Oh,” she said softly, “I met a Filipino on board the ship on my way to America six months ago. He hated me so. He hated all Japanese. He said the Japanese killed his father.”

“The Japanese killed my brother, too,” I said grimly.

“I’m sorry to hear that,” she said wiping her face with her fist. “You hate the Japanese, too?”

“I don’t know,” I said. “We loved our brother very much, and my mother was never at peace since he was taken away from us.”

“What happened to him?” she asked.

“One night, the Japanese came to our house and caught my brother playing *God Bless America* on the phonograph. He loved that song very much and sang it all the time. In those dark years that song was a symbol of hope and faith for all of us. The Japanese soldiers took my brother away saying he was a traitor to Japan because of that song. That was the last time we saw him.”

“It was not the Japanese people who killed your brother,” she said slowly. “It was something else. We Japanese, we hate war, too. We don’t like death and suffering. But there was nothing we could do. We were forced to obey those who did not care for suffering and death so long as they got what they wanted. I had a brother, too. He used to make beautiful paper flowers and lanterns and clever toys for the children of our village near Kyoto. He was a sweet happy boy, but they sent him to war. We never saw him again. Only his clothes and his little notebook and a tiny Buddha were sent to us with the note that my brother was killed in gallant action.”

Her voice mingled with the sound of the bus and the snore of a big plump man in a dark brown jacket.

When the bus stopped at Harrisburg, it was almost five o’clock. “You have ten minutes,” the driver said as he left the bus to go to the depot.

In twelve minutes, the driver was back but the Japanese girl was still out. I told the

driver about it and he looked at his watch, murmured incoherent words, and shook his head. He waited while the other passengers mumbled their displeasure.

When the girl finally turned up, she headed straight to her seat. The man who snored was now awake and said loudly. “Next time you have to do something lady, do it faster. You’re in America now.”

She said nothing. She just sat there quiet and sad-looking.

“Are you going to New York, Miss?” I asked finally.

“Yes, sir,” she said.

“I am, too.” I said. “Where in New York?”

“St. Alban’s Hospital.”

“A hospital? On Christmas Day?” I stared at her. “Are you... Are you ill?”

“No, That hospital is for navy men only,” she said, facing me. “My husband’s there.”

“A doctor?”

“No, A patient. He’s been there for sometime now. He’s an American navy flyer who was shot down in Korea six months ago.”

“You’re going to visit him?” I asked again.

“Yes. I was late in coming to the bus in Harrisburg, because I called up the nurse over there to ask about him. He’s critically ill and they might operate on him today.”

“So that’s why you were crying...” I said foolishly.

“I love him so, mister,” she said, her voice full of gentleness and childlike softness. “I met him in Tokyo and he was the nicest man I’ve ever met. I loved him at once and married him when he asked me to. When they sent him to America after the crash I went to America in the cheapest boat. I saw Bill in the hospital and my heart almost broke seeing him lying there pale and thin, his face and shoulders scarred. His parents were there, too and they seemed not to like me at all. But Bill was so nice and I forgot all the coldness of his parents.”

“I wish I could live there in the hospital to be at his side, helping him always. He has a good nurse but I know no one could take care of Bill better than myself for no one loves him much more than I do.”

She paused for a minute.

“Please don’t be bored with the talk,” she said a bit wearily. “It’s the only way I could keep my sanity.”

“I’m not bored,” I said. “Go on.”

“When visiting hours were over, Bill told his parents to take good care of me. His mother smiled and nodded but his father snarled at her and sternly refused to take me with them to Philadelphia. He did not like me, maybe, because he did not know anything about what the Japanese people really are.”

Now pause and answer the following.

How did the passengers feel when the Japanese girl boarded late in Harrisburg?
Why was she late?
Do you think Bill’s father finally agreed to take her with them to Philadelphia?
Read on to find out.

“I tried to hide my pain from Bill, because I did not want him to feel hurt too so I told him I can take care of myself. That night, I took a hotel in New York while Bill’s parents went back to Philadelphia.”

The girl breathed hard. The long sentences seemed difficult for her.

“I tried to visit Bill everyday. Whenever I could not go to the hospital, I called up his nurse who was very nice and she would tell me how he was.”

“Yesterday, I received a letter from Bill’s mother asking me to visit them for Christmas. She said that she knew from Bill that I was going to have a baby soon, and she wanted me to be there so there will be someone to take care of me when my time came. I went reluctantly as Bill wanted me to spend the holiday with his family. He told me it would make him very happy. The mother

received me very well but the father said some nasty words and they had a bitter quarrel. When he struck her with his fist, I tried to help her but he told me to leave or he would strike me, too. Afraid about my baby and about Bill I ran away, hoping to bother him no more.”

“I called up the St. Alban’s nurse before I left Philadelphia and she said Bill’s condition was not too good. They were giving him blood transfusion when I called. I took the bus, because I did not have enough money for a plane fare. I am very anxious to know how he is, so every station I passed by I made a call. I’ll make another call when the bus stops again,” she said.

“You have enough money?” I asked.

“Yes, I don’t care if I have no breakfast,” she answered.

“I’ll give you the money for the next call,” I said.

“No, please,” she said.

Now pause again and answer the following questions.

What was Bill's condition the last time the girl called?
Why did she take a bus when there was an emergency?
What did the narrator decide to do? Will she accept it?

Read on to find out.

"Accept it as my Christmas gift to you." I said smiling.

She looked at me. "You're very good sir," she said. "I'm happy to know you, because like me you have learned to understand many difficult things of love and hate. Japan is not the soldier who killed your brother. Japan is me and my parents and my brother who made paper lanterns and paper flowers and who is now dead. America is not Bill's father. America is Bill and his mother and that great man who said that all men are created equal."

She accepted the money.

When the bus stopped in New Jersey, she left the bus hurriedly. While she was down I told the passengers of her sad story and the calls she was making to her critically ill husband. The man who made the painful remarks earlier spoke, "Why don't we pass the hat around so we can give her something for the next calls? After all, it's Christmas."

Everyone nodded and I passed the hat and got about two dollars in change. The man who made the suggestion put in a crisp dollar bill.

She was delayed again in returning but now we did not care. When she came up she was quiet as she walked to her seat. After what seemed to be an endless moment, I tapped her shoulder gently.

"Miss," I said softly. "The passengers of this bus felt that they would like to help you in your difficulties. We passed the hat around. Accept, please, our little gift to you – for your next calls to the hospital."

She looked at me; her face was pale, her eyes full of tears. Her hair was disheveled and the tears made tiny streams on her face sweeping the powder off.

"Thanks to all of you," she said, full of emotion. "Thank you very much. But I don't need the money anymore. The nurse said he's dead," the girl cried. "He's dead, my Bill," and she covered her face with her hands and sobbed loudly and unashamedly.

One lady wiped her eyes with her handkerchief for she was also crying. I held the money uneasily in my hand not knowing what to do with it and tried to stop myself from crying too.

The girl raised her hand and looked at me. "Mister, don't be sorry for me," she said. "My husband is not dead. Like your brother he's alive somewhere. He's coming back...someday."

Then she stood up and everyone looked at her tearful face. "Don't be sorry for me," she said loudly. "Let's sing together for my husband and for the brother of this Filipino." She pointed at me. "After all, it is now Christmas."

She started to hum the first bars of *God Bless America*. The man who gave the dollar bill caught the song and he sang in his loud off-key voice. I took the girl's small leather bag placed the money inside it and then I sang, too. The driver also sang from his seat. Soon, the whole bus was singing with the most wonderful singing I have ever heard in my whole life.

Post Reading



Scanning for Details

1. What is the setting of the story?
2. Who is the narrator? What is his nationality?
3. What is the nationality of the girl?
4. Where was she going? the narrator?
5. Why was the girl in such a distressed state?
6. Who was the girl's husband? What was his nationality and occupation?
7. Where did they meet?
8. What happened to him? What did the girl do?
9. Where did she meet his family? How did his family receive her?
10. What bad news did she receive on her last call to the hospital? How did she take the news?

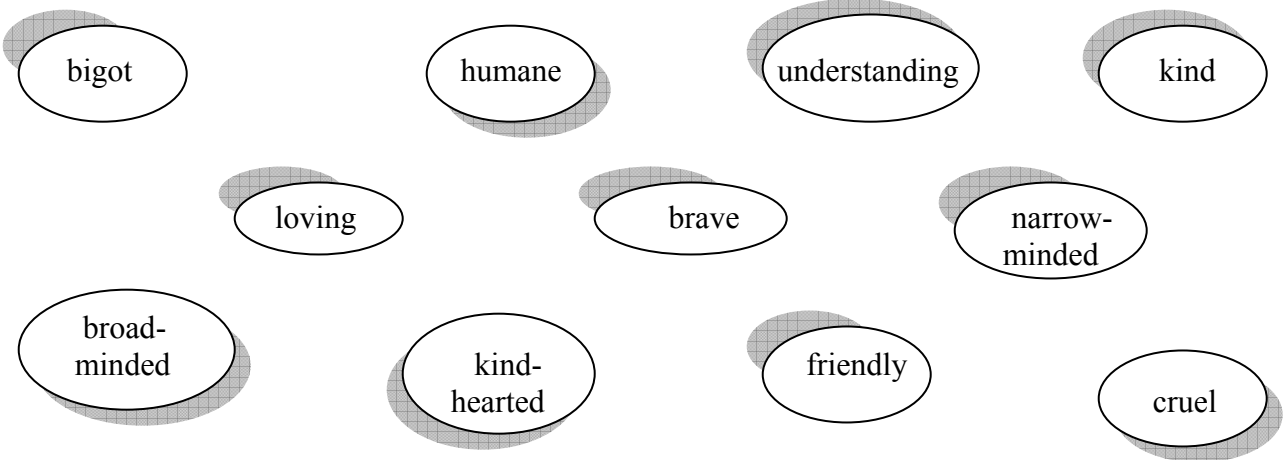
Sequencing Events

Arrange the following events as they appeared in the story. Write letters only.

- a. Then at Harrisburg, the bus was delayed by her to the displeasure of other passengers.
- b. Sensing that something was troubling her, he asked if she was ill.
- c. The Filipino narrator met a small Japanese girl in a bus bound for New York.
- d. Finally, all the passengers sang *God Bless America*.
- e. The girl answered she's okay but her husband, Bill, was seriously ill in a New York hospital.
- f. But when the girl returned she told them her husband died.
- g. Learning about her plight, the narrator gave her money for her next call.
- h. So, she called up the hospital every time the bus stopped to ask about him.
- i. One passenger suggested that they pass the hat around so they could help her financially.
- j. When she left the bus at New Jersey the narrator explained to the other passengers why she delayed the bus at Harrisburg.

Understanding the Story

1. Why was the narrator somewhat unfriendly with the Japanese girl at the beginning of the story? What made him change his attitude? If you were in his place would you have done the same? Why or why not?
2. Which of the following traits are possessed by the characters? Fill in the chart by choosing from the bubbles.



Japanese girl	Bill's father	Bill's mother	Narrator

Cite lines from the story to support your answer.

3. What excuse did the Japanese girl give for the attitude of Bill's father?
4. Explain the following:
 - a. "It was not the Japanese people who killed your brother. It was something else. We, Japanese hate war, too. We don't like death and suffering. But there was nothing we could do. We were forced to obey by those who did not care provided they got what they wanted..."
 - b. "Japan is not the soldier who killed your brother. Japan is me and my parents and my brother who made paper lanterns.... America is not Bill's father. It is Bill and his mother and that great man who said all men are created equal."
5. Based on the selection, what heartaches and struggles may one endure if he marries one not of his own race? Why?
6. Could the story happen in real life? Cite instances to support your answer.
7. What is the message of the selection? Is it still applicable today? Explain.

Write Thing

Imagine that you were on the bus with the Japanese girl. You are now back home and you decide to write her a letter telling what you think of her because of what she did.

Give the girl a name and start writing the letter. You may begin this way.

Dear Sumi,

Hi! I'm Bobby Sioson. I sat a few seats away from you on the bus to New York. I was deeply touched by your attitude so I decided to let you know how you have touched my life.

(Continue)

Self-check

Words Unlocked.

- | | | |
|-----------------|----------------|---------------|
| 1. incoherently | 3. reluctantly | 5. sternly |
| 2. furtively | 4. critically | 6. grudgingly |

While Reading

- A. The passengers were displeased.
She had to telephone the hospital where her husband was confined.
- B. Bill was seriously ill.
She had no money for the plane fare.
The narrator decided to give her money for her next call.

Post Reading

Scanning for Details

1. aboard a Greyhound bus; Dec. 25, 1952
2. A Filipino man
3. Japanese
4. Both were going to New York, the girl specifically to St. Alban's Hospital
5. Her husband was critically ill in the hospital.
6. Bill, a navy flyer
7. Tokyo, Japan during the Korean War
8. He was shot down in Korea. When he was taken to America, the girl followed him.
9. Yes, in the hospital. She was given a cold treatment.
10. Her husband died. She cried at first, but later on accepted the death and led the passengers in the singing of *God Bless America*.

Sequencing Events

- | | | | | |
|------|------|------|------|-------|
| 1. c | 3. b | 5. h | 7. j | 9. f |
| 2. a | 4. e | 6. g | 8. i | 10. d |

Understanding the Story

1. Because he remembered the cruelty of the Japanese soldier who killed his brother during the war. He took pity on her when he saw her crying. (Varied answers)

2. Character Traits Possessed Proof from the Story

a. Japanese girl



brave

- *She went to America alone; she stayed in a hotel alone.*



loving

- *"I wish I could live in the hospital to take care of Bill...."*



understanding

- *"He did not like me maybe because he did not know anything about what the Japanese people really are."*

b. Bill's father



bigot



narrow-minded



cruel



"He snarled at her and sternly refused to take me with them to Philadelphia."

- "He said some nasty words, hit his wife then ordered me to leave and threatened to strike me."

c. Bill's mother



broad-minded - "Bill told his parents to take care of me and his mother smiled and nodded."



kindhearted - "She knew from Bill that I was going to have a baby soon and she wanted me to be there so there will be somebody to take care of me when my time comes."

d. Narrator



kind - "I'll give you money for your next call."



humane - "you're very good, mister.... You have learned to understand many difficult things about love and hate...."

3. That he did not know what kind of people the Japanese really are.
4. Varied answers.
5. One has to overcome the biases and prejudices of the families of the husband or wife and be prepared and be brave to accept whatever kind of treatment they would receive.
6. Yes. Varied answers
7. Intermarriages between cultures, races or creeds could be difficult.

Your Score



Perfect score is 55. Did you score 55? Fantastic? You have become a good reader. Congratulations.

Is your score between 40-54? Very good! Keep up the good work or better yet improve.

Is your score between 25-39? You're doing fine but you can do better if you try some more.

But if you score 24 or lower please try your best to improve in the succeeding activities.

Skills Enhancer

Reading Non-Verbal Materials

In mathematics and science a discussion requiring several pages of words can be done better with non-verbal materials like graphs, diagrams and tables. These are used to sum up a body of facts already set forth or to make ideas clear and memorable.

To bring together information about topics like imports and exports, expenses and wages, weather, growth and development of human beings graphs are used. The kinds of graphs are:

1. **Pictograph.** This is a simple kind of graph using pictures. A picture represents a number which is indicated in a legend.
2. **Bar graph.** This maybe horizontal or vertical and gives information about numbers. It is used to show comparison by means of bars of different sizes or heavy lines drawn to scale.
3. **Pie or Circle graph.** This is used to show the relationships of the parts to the whole.
4. **Line/ flowchart or line graph.** This is used to show organizational relationship or directional trends.

To answer questions of quantity or stage of development or time, tables are used. They present facts through organized series of numbers related to a central topic.

To interpret graphic materials effectively the following may be helpful.

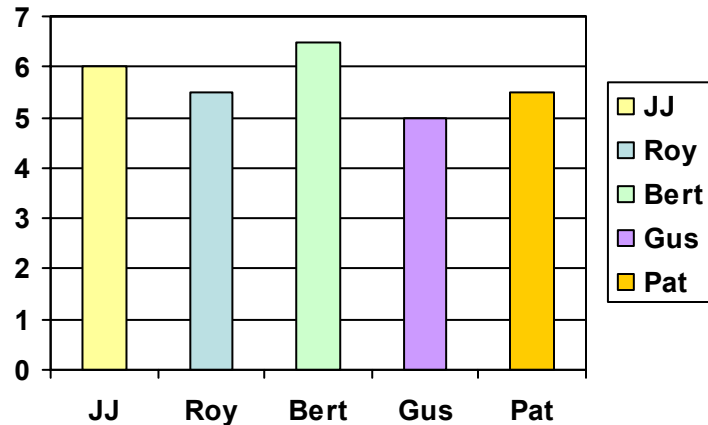
1. Get a general idea of the contents by reading the title carefully and determining what items are being examined or compared.
2. Look for general truths and general trends.
3. Look for the specific points you need.
4. Try to analyze the reason for the use of the particular form you are studying.
5. Try to get the implication of the data. Form your own inference and conclusion.

Exercise 1. Interpreting a Bar Graph

The graphic representation that follows indicates the following information:

1. The numbers on the left indicate the height in feet.
2. The names of the players are found at the bottom.
3. The length of the shaded areas gives the height of each player.

The TEAM The TEAM



Write the answers to the following.

1. Which one of the boys is the tallest?
2. Which one of the boys is the shortest?
3. How tall is JJ?
4. Which two boys are the same in height?
5. Bert is taller than the six foot mark. About how tall is Bert?
6. How much taller is JJ than Gus?
7. How much taller is Bert than JJ?
8. Pat is half-way between the five foot mark and the six foot mark. How tall is Pat?
9. How much taller is Bert than Roy?
10. What game is being played by the team?



Now let's see how you fared. Check your answers against those that follow.

- | | | | |
|-------------|-------------------|-------------------------|----------------|
| 1. Bert | 4. Roy and Pat | 7. one-half inch | 10. basketball |
| 2. Gus | 5. six and a half | 8. five feet and a half | |
| 3. six feet | 6. one inch | 9. one inch | |

Your Score



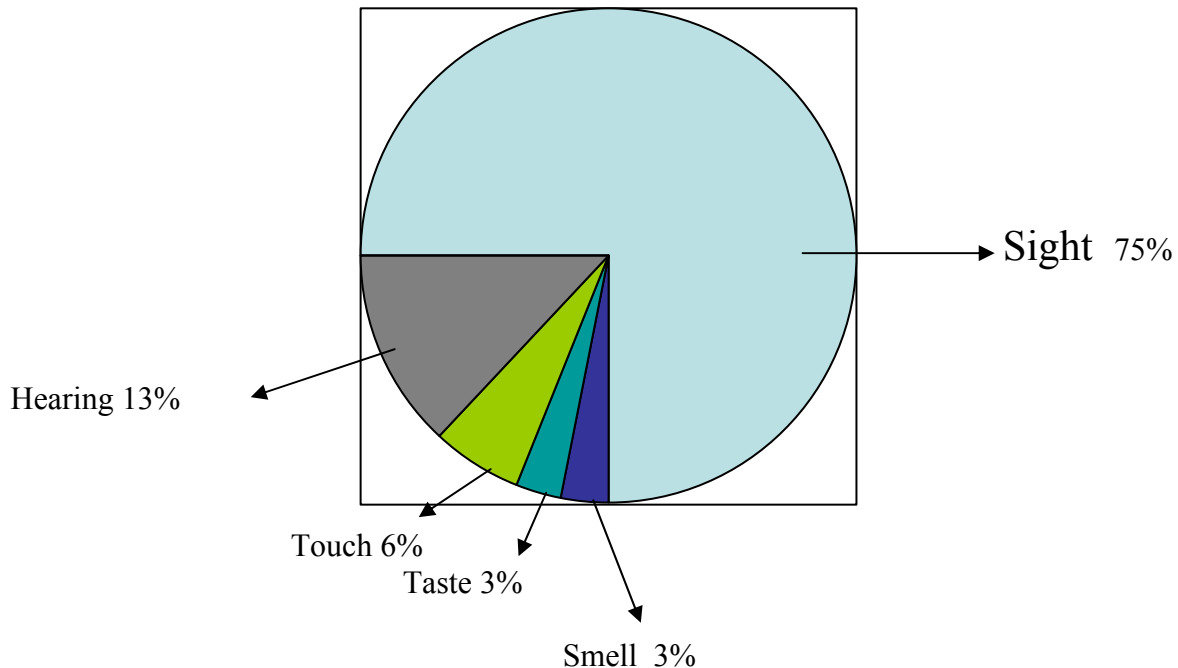
Perfect? That's great. Congratulations!

You should get 6 or higher to be considered good in interpreting a bar graph. Otherwise study the graph again, this time noting carefully the items you missed before going any further.

Exercise 2. Interpreting a Circle or Pie Graph

Study the graph below then answer the questions that follow. Where there are choices write the letter only.

Using the Senses



1. How many senses are represented in the pie graph?
2. How many senses when combined represent $\frac{1}{4}$ of the pie graph?
3. Which of the senses do we use most?
4. Which senses do we use least?
5. What can we conclude from this graph?
 - a. Man needs more than one sense to live.
 - b. The sense of sight represents $\frac{3}{4}$ of the pie graph.
 - c. Man's eyes are very important.
 - d. We should take good care of our sense organs.

Self-check



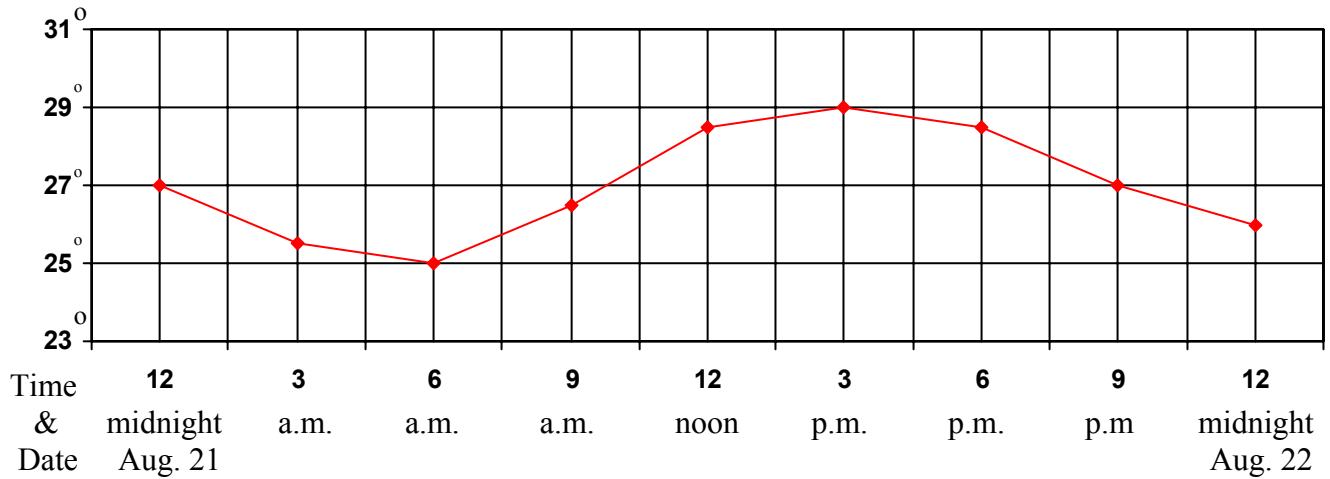
Now check your answers against the key.

1. five 2. four 3. sight 4. taste and smell 5. c

You should score 3 or higher to say you can read a pie graph correctly. Otherwise study the graph again to get what you missed.

Exercise 3. Interpreting a Line Graph.

Study the line graph below then answer the questions that follow.



1. How many hours are covered by the graph?
2. What was the temperature at 9 a.m.? Was it rising or falling?
3. At what time was temperature the highest?
4. At what time was temperature the lowest?
5. After 3:00 p.m. did the temperature rise or fall?
6. During what hours was temperature the same?
7. Which midnight was cooler?
8. During what time of day was it coolest?
9. What is the line graph about?

Self-check



1. 24 hours
2. 26°; rising
3. 3 p.m.
4. 6 a.m.
5. It fell
6. 12 midnight Aug. 21 & 9 p.m.
7. midnight, Aug. 22
8. 6 a.m.
9. Temperature of Aug. 21

You should get 5 or higher. Otherwise study the line graph again and see what you missed.

Exercise 4. Interpreting a Table

Study this table and answer the questions that follow. Write your answers in your notebook.

Some Data on Metals

Metal (Element)	Specific Gravity	Average Wt. per cu. ft. (lbs.)	Melting Point (°C)	Coefficient of		Shop Name
				Thermal Expansion	Heat Conductivity	
Aluminum	2.7	169	658	13.3	0.52	Aluminum
Argentum	10.5	656	960	10.5	0.57	Silver
Aurum	19.3	1205	1063	8.0	0.7	Gold
Chromium	7.14	444	1615	4.5	0.17	Chromium
Cuprum	8.94	448	1083	9.1	0.92	Copper
Ferrum	7.86	494	1535	6.6	0.19	Iron
Nickel	8.90	556	1452	7.6	0.14	Nickel
Platinum	21.5	1344	1755	54.3	0.166	Platinum
Plumbum	11.35	709	328	16.4	0.083	Lead
Stannum	5.75	359	232	12.4	0.16	Tin
Stibium	6.68	418	630	6.27	0.04	Antimony
Wolfram	19.3	1196	3370	2.2	0.48	Tungsten
Zinc	7.14	446	419	18.0	0.27	Zinc

- How many metals are included in the table?
- How many metals are known by a different shop name?
- What is the shop name of the metal with the highest melting point?
- What metal is the heaviest?
- What is the shop name of the metal which is the best conductor of heat?
- What is the shop name of the metal that melts easily?
- What are the shop names of two metals having the same specific gravity?
- What is the shop name of the metal which is the poorest conductor of heat?
- What is the shop name of the lightest metal?

Self-check



Let's find out how well you can read a table. Check your answers against the following.

- | | | | | |
|-------------|-------------|-----------|-------------|--------------|
| 1. Thirteen | 3. Tungsten | 5. Copper | 7. Chromium | 9. Antimony |
| 2. Eight | 4. Platinum | 6. Tin | 8. Zinc | 10. Aluminum |



Your Score

Perfect? Terrific! You are a good reader of tables. Congratulations!
You should get 6 or higher to make the grade. Otherwise study the table again and find out what you missed before proceeding any further.

Language Focus

Study the following sentences paying special attention to the italicized verbs.

1. The Japanese girl *has delayed* the bus in Harrisburg.
2. All the passengers *have already boarded*.
3. The driver *has been waiting* for sometime.

The italicized verbs are in the present perfect tense.

Generalizations

The present perfect tense is formed by the helping verb *has* or *have* and the past participle of the main verb (S_1 and S_2). The present perfect progressive is formed by the helping verbs *has been* or *have been* + V-ing (S_3). This form emphasizes the duration of time.

The present perfect tense expresses an action which began in the past and continues to the present. Expressions introduced by *for* and *since* are used.

Other uses of the present perfect tense are:

1. The present perfect tense expresses an action which began in the past and has just been completed. The expression *just* is used.

The girl *has just boarded* the bus.
The passengers *have just seen* her.

2. The present perfect tense with *already* and *yet* shows indefinite time. *Already* is used in an affirmative statement. *Yet* is used in a negative statement. *Yet* may be used in an affirmative question to express a negative statement.

The narrator *has already told* them her sad plight.
They *haven't helped* her yet.
Has the girl *received* their financial assistance yet?

3. The present perfect tense may be used to express actions which occurred at intervals in the past. The expressions *always*, *ever* and *never* are used.

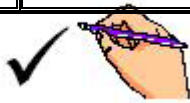
The Japanese people *have* always *wanted* peace.
 Bill's father *has* never *accepted* the Japanese girl for a daughter-in-law.
Have they ever *realized* how much she loves their son?

Activity 1. A Review

Can you supply the past participle of the following irregular verbs? Go ahead. Write them in your notebook. The first verb is done for you.

Base	Past	Past Participle	Base	Past	Past Participle
1. be	was, were	been	16. rise	rose	
2. begin	began		17. put	put	
3. lend	lent		18. see	saw	
4. break	broke		19. steal	stole	
5. bring	brought		20. throw	threw	
6. burst	burst		21. write	wrote	
7. catch	caught		22. shrink	shrank	
8. drink	drank		23. spring	sprang	
9. freeze	froze		24. swim	swam	
10. grow	grew		25. wear	wore	
11. lead	led		26. go	went	
12. make	made		27. choose	chose	
13. ring	rang		28. leave	left	
14. fall	fell		29. fly	flew	
15. give	gave		30. run	ran	

Self-check



Let's find out how much you remembered of the irregular verbs. Check your answers against the following.

- | | | | | | |
|------------|-----------|------------|------------|-------------|------------|
| 1. been | 6. burst | 11. led | 16. risen | 21. written | 26. gone |
| 2. begun | 7. caught | 12. made | 17. put | 22. shrunk | 27. chosen |
| 3. lent | 8. drunk | 13. rung | 18. seen | 23. sprung | 28. left |
| 4. broken | 9. frozen | 14. fallen | 19. stolen | 24. swum | 29. flown |
| 5. brought | 10. grown | 15. given | 20. thrown | 25. worn | 30. run |

You should score at least 26 or higher. If not study the past participle of all irregular verbs before going any further.

Activity 2. Fill in the blank with the correct form of the present perfect tense of the verb in parentheses.

- A. 1. Until a bird _____ (learn) to fly, it will not leave its nest.
 2. Why are you so late? I _____ (wait) for you for several hours now.
 3. As soon as you _____ (finish) your work you may leave.
 4. Mando _____ (lose) all his money in a poor investment.
 5. After the matter _____ (decide) you can join us.
 6. It is warm today; the dry season _____ (begin).
 7. The guest _____ (just arrive). I _____ (see) him already.
 8. She speaks English well because she _____ (speak) English all her life.
 9. Candida _____ (be) an honor student since Grade One.
 10. The Lenten season _____ (just end).
 11. Beth is very kind; she _____ (help) me all day.
 12. Most of the audience _____ (already leave) the conference hall when he came.
 13. We are staying in Malabon where we _____ (stay) for five years.
 14. He _____ (not see) his brother for more than ten years.
 15. The speaker _____ (speak) on Filipino culture, values, traditions and weakness for an hour.

B.

Ken is a Peace Corps Volunteer. He _____ (1)_____ (be) here since October. He _____ (2)_____ (take) trips to various historical and scenic spots. He _____ (3)_____ (already visit) Fort Santiago, Rizal Park and Wow Philippines. He _____ (4)_____ (also go) to Tagaytay, Baguio and Banawe. He _____ (5)_____ (experience) many aspects of Filipino life ever since he arrived. He _____ (6)_____ (attend) a town fiesta and _____ (7)_____ (witness) a barrio wedding, too. He _____ (8)_____ (taste) native delicacies and he thinks they're good. He _____ (9)_____ (develop) a liking for *adobo* and *lechon*. He _____ (10)_____ (try) dancing the *Tinikling* and the *Maglalatik*. His one big wish, though, is to ride on a calesa. He _____ (11)_____ (never ride) in one before.

Self-check ✓



Want to know how you fared? Check your answers against those that follow.

- | | | |
|----------------------|----------------------|-----------------------|
| A. 1. has learned | 7. has just arrived | 12. have already left |
| 2. have been waiting | 8. have seen | 13. have stayed |
| 3. have finished | 9. has spoken | 14. has not seen |
| 4. has lost | 10. has been | 15. has spoken |
| 5. has been decided | 11. has just ended | |
| 6. has begun | 12. has been helping | |
-
- | | | |
|------------------------|--------------------|----------------------|
| B. 1. has been | 5. has experienced | 9. has developed |
| 2. has taken | 6. has attended | 10. has tried |
| 3. has already visited | 7. has witnessed | 11. has never ridden |
| 4. has also gone | 8. has tasted | |

Your Score



Perfect score is 27. Did you get 27? Excellent! You pick up fast. Congratulations.
Is your score between 22-26? Very Good! But there is still so much room for improvement.
Try harder in the succeeding activities.
Is your score between 17-21? Not bad, but you can do better than that. Please spend more time in your studies. Try harder in the succeeding activities
Did you get 16 or lower? So much leaves to be desired. Please spend more time in your studies and study the Generalization again before going to the next activity.

Activity 3A. Use of *Ever* and *Never*

Change each statement to a question. Number 1 is done for you.

1. Manoling has never attended an *Ati-Atihan* festival.

Has Manoling ever attended an *Ati-Atihan* festival?

2. I have never lied to my parents.
3. Richard has never gone to a disco.
4. The girls have never violated school rules and regulations.
5. Sarah has never been to Subic.
6. The senator has never left the country.

Activity 3 B. Answer the following questions using the present perfect progressive. Number 1 is done for you.

1. What have they been doing since this morning?

They have been working on their project since this morning?

2. What has the boy been reading all day?
3. Have you been studying your lessons?
4. What has the carpenter been fixing since yesterday?
5. Has the class valedictorian been working on her speech?
6. What has the new student been complaining about all week?

Self-check



Let's see how you performed. Check your answers against the key that follows. Score each correct answer two points.

- 3A.
2. Have you ever lied to your parents?
 3. Has Richard ever gone to a disco?
 4. Have the girls ever violated school rules and regulations?
 5. Has Sarah ever been to Subic?
 6. Has the senator ever left the country?
- 3B.
2. The boy has been reading science fiction all day.
 3. Yes, I have been studying my lessons.
 4. The carpenter has been fixing the old built-in cabinet since yesterday.
 5. Yes, the class valedictorian has been working on her speech.
 6. The new student has been complaining about her class schedule all week.

Your Score



Perfect score is 20. Perfect? That's great! Congratulations!

Did you score between 15-19? Very good! Keep up the good work.

Is your score between 10-14? Not bad. But you could have done better.

But if you scored 9 or lower you've got a lot of making up to do. Please spend more time in your studies to make the grade. You're lagging behind.

Everyday Expressions

Study the following idioms with *take*.

<i>take aback</i>	- to surprise or shock
<i>take after</i>	- resemble
<i>take away</i>	- to remove
<i>take back</i>	- to retract; to accept the return of a purchase
<i>take down</i>	- to record in writing; to remove or dismantle
<i>take off</i>	- to flee; remove
<i>take out</i>	- obtain or secure; remove
<i>take over</i>	- assume control or responsibility
<i>take to</i>	- develop a liking for; develop a habit

Exercise 1. Complete the blank with the correct form of the idiom with *take*.

1. If Jojo obtains enough share, he can _____ the company.
2. As soon as the snatcher saw the policeman he _____ round the corner.
3. Malou was _____ by Marlon's unexpected proposal.
4. Father _____ a life insurance policy last week.
5. Rodolfo has _____ smoking a pipe instead of cigarettes.
6. When are they going to _____ that rubble?
7. Anything you say may be _____ and used as evidence.
8. All the Pineda children _____ their father in height.
9. I'm tired of encoding this report, could you please _____?
10. Please _____ that ugly poster.
11. Manufacturers should _____ any faulty product.
12. The teacher _____ the new girl in class immediately.
13. He _____ the money _____ from his savings account yesterday.
14. He _____ all the nasty things he said about her.
15. _____ your wet shoes before entering the room.



Let's find out how you fared. Check your answer against the key that follows.

- | | | |
|-----------------------|----------------------|----------------------|
| 1. <i>take over</i> | 6. <i>take away</i> | 11. <i>take back</i> |
| 2. <i>took off</i> | 7. <i>taken down</i> | 12. <i>took to</i> |
| 3. <i>taken aback</i> | 8. <i>take after</i> | 13. <i>took out</i> |
| 4. <i>took out</i> | 9. <i>take over</i> | 14. <i>took back</i> |
| 5. <i>taken to</i> | 10. <i>take down</i> | 15. <i>take off</i> |



Perfect? Excellent! You know your idioms well. Congratulations

Is your score between 11-14? Very good! Keep up the good work.

Did you score between 7-10? That's fine but there is still so much room for improvement.

Study your idioms harder.

Is your score 6 or lower? You've got to do something to improve your performance. Please put in more diligence in your studies.

Exercise 2.

Surely you can use these idioms in your own sentences. Go ahead. Try writing these in your notebook.

You are almost through with the module. To assess your gains take the posttest.

Posttest



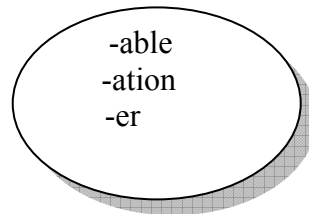
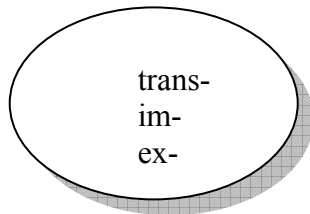
I. Vocabulary. Using Affixes

A. Write the correct word for the blank in each sentence. Choose from the boxes below.

sickness	sicken	sick	sickeningly	sicker
----------	--------	------	-------------	--------

1. I have a guitar lesson today; I think I'll pretend to be _____ than I feel.
2. My guitar teacher is _____ cheerful to my mother, but very angry with me when I haven't practiced.
3. "Would it _____ you to practice playing the guitar for an hour a day?"
4. I shall pretend I have measles; that is an easy _____ to spot.
5. Well, I took my guitar lesson after all; my mother knew I was not really _____. Perhaps she found my red ink which I used to make it appear that I am.

B. Complete the word in each sentence with the prefix or suffix chosen from the bubble. Use the affix only once.

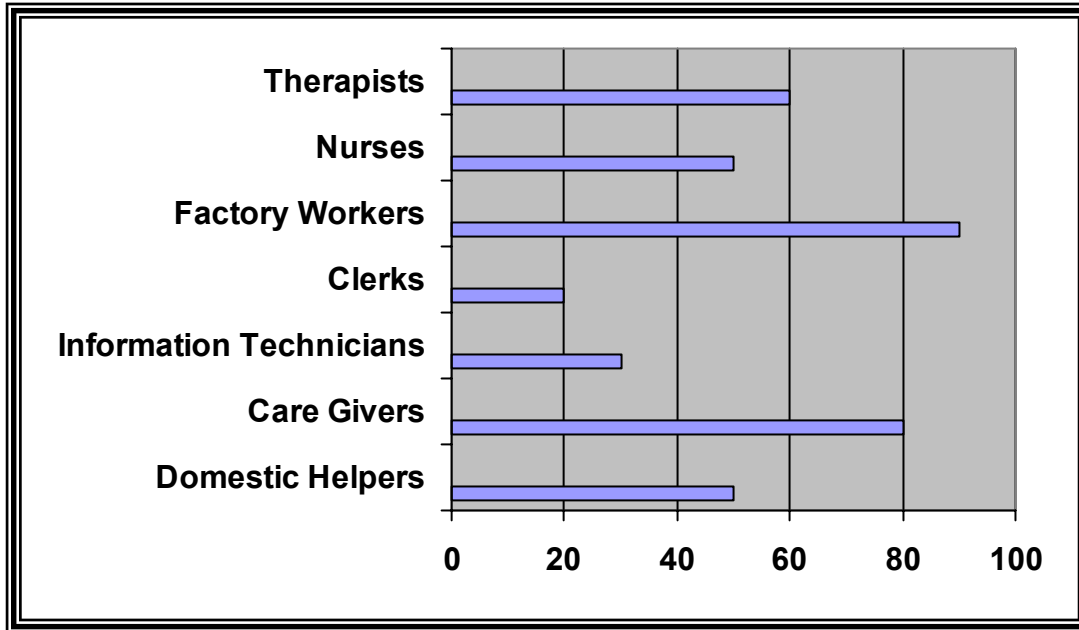


6. Our country will _____ port many products to foreign lands.
7. A company that brings goods into one country from another is an _____ port _____.
8. The port _____ in our hotel carried our bags down to the waiting taxicab.
9. Trains, planes, buses and cars are all means of _____ port _____.
10. Junior carried the port _____ radio to the picnic.

II. Study Skills: Interpreting a Bar Graph

Study the graph below then write the letter of your answer to each question.

Acceptance Rate of Contract Workers for Taiwan.



Rate in Percent

11. How many kinds of contract workers are needed for Taiwan?
a. 4 b. 8 c. 5 d. 7
12. What contract workers does Taiwan need most?
a. Therapists c. Care givers
b. Factory workers d. Nurses
13. What contract workers does Taiwan need least?
a. Clerks c. Information technicians
b. Domestic helpers d. Nurses
14. Which two contract workers have equal chances of acceptance for Taiwan?
a. Clerks and information technicians c. Care givers and factory workers
b. Nurses and domestic helpers d. Therapists and nurses
15. Which is a reasonable conclusion based on the graph?
a. Taiwan is health conscious.
b. There are many well-off old people in Taiwan.
c. Taiwan is fast becoming industrialized.
d. Domestic helpers are badly needed in Taiwan.

III. Reading Comprehension.

Read the following selections then write the letters of your answers to the questions that follow.

A.

A nobleman and a merchant once met in a tavern. For their lunch they both ordered soup. When it was brought, the nobleman took a spoonful but the soup was so hot that he burned his mouth and tears came to his eyes. The merchant asked why he was weeping.

The nobleman was ashamed to admit that he had burned his mouth and answered, “Sir, I once had a brother who committed a great crime for which he was hanged. I was thinking of his death and that made we weep.”

The merchant believed the story and began to eat his soup. He too burned his mouth so that he had tears in his eyes. The nobleman noticed it and asked the merchant, “Sir, why do you weep?”

The merchant who now saw the nobleman had deceived him answered, “My Lord, I am weeping because you were not hanged with your bother.”

16. The nobleman and the merchant met in a
a. motel. b. night club. c. restaurant. d. beer house.
17. It in sentence 3, paragraph 1 refers to
a. tavern. b. lunch. c. spoonful. d. soup.
18. The nobleman did not tell the truth because he
a. was noble. c. was in a tavern.
b. felt ashamed. d. was angry.
19. *Which* in paragraph 2 refers to
a. crime. b. brother. c. death. d. mouth.
20. *That* in sentence 2 paragraph 2 refers to
a. weep. b. thinking. c. crime. d. death.
21. The merchant believed the nobleman because
a. all noblemen tell the truth.
b. merchants are duly bound to believe noblemen.
c. the nobleman was clever.
d. the merchant was stupid.

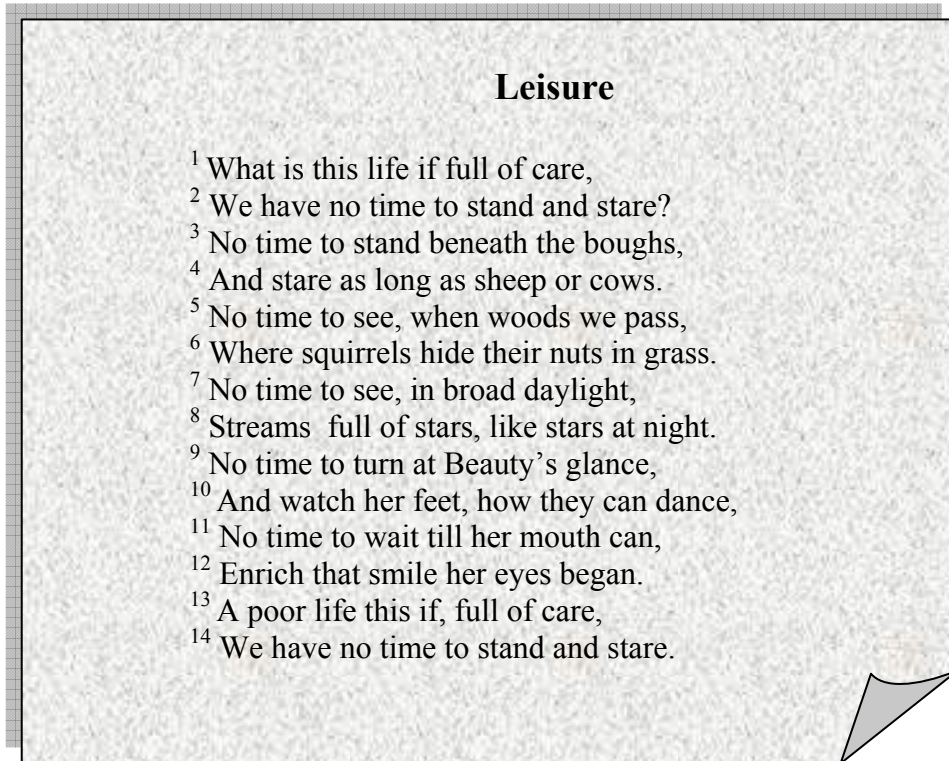
22. The word in the selection that means *cheated* is
 a. deceived. b. hanged. c. burned. d. noticed.
23. In spite of his burned mouth, the nobleman should have
 a. waved with laughter. c. told the truth.
 b. poured out the soup. d. scolded the waiter.
24. The nobleman and the merchant both had
 a. very cold soup. c. each a share of the heat of the soup.
 b. finished a bowl of soup each. d. chicken soup.
25. The tone of the story is
 a. serious. b. humorous. c. sarcastic. d. sentimental.

B.

¹ “The Desert has unpredictable ways,” said an aged, rheumatic, cheerful man in the desert of Afghanistan. ² “ You don’t know its smile. ³ In the spring, after the rains, it is covered with a thousand flowers – a thousand smiles. ⁴ The thornbush becomes a celebration in buds and blossoms. ⁵It is easier to transform the desert into rich pastures than it is to change a man.”

26. What does *unpredictable* in sentence 1 mean?
 a. Unseen b. Unknown c. Impossible d. Immeasurable
27. What figure of speech is used in sentence 1?
 a. Simile b. Metaphor c. Personification d. Apostrophe
28. To what word does *it* in sentence 3 refer?
 a. Spring b. Afghanistan c. Rains d. Desert
29. What is the dominant sensory impression in sentence 3?
 a. Taste b. Touch c. Sight d. Smell
30. What does *thornbush* in sentence 4 imply?
 a. Sadness b. Happiness c. Suffering d. Repentance
31. What figure of speech is used in sentence 5?
 a. Hyperbole b. Antithesis c. Metonymy d. Personification
32. What is the author’s purpose in writing this selection?
 a. Describe the desert c. Suggest that the desert is better than man
 b. Compare desert and man d. Suggest that the desert is not totally a wasteland.

C.



34. What does *leisure* as used in the poem mean?
- a. Time to rest and appreciate things
 - b. Time to hide nuts
 - c. Time to work hard and efficiently
 - d. Time to meditate
35. What scene is referred to in lines 3 and 4?
- a. Seashore
 - b. Woodland
 - c. Farm
 - d. Park
36. What does *woods* in line 5 mean?
- a. Wind instruments
 - b. Wild with excitement
 - c. Timber
 - d. Forest
37. To what sense does line 8 best appeal?
- a. Hearing
 - b. Sight
 - c. Touch
 - d. Taste
38. To what word does *her* in line 10 refer?
- a. Leisure
 - b. Glance
 - c. Beauty
 - d. Care
39. What kind of life is devoted entirely to work?
- a. Dull
 - b. Carefree
 - c. Inspiring
 - d. Fruitful

40. How can streams full of stars be seen in broad daylight?
- During a solar eclipse, stars appear at daytime.
 - Stars are reflected by quiet streams.
 - Sunlight reflected by running water sparkle like stars.
 - Pebbles under the water shine like stars.
41. What is the dominant sensory image in the poem?
- Sight
 - Touch
 - Sound
 - Motion
42. What does the poem suggest? That people should
- go to the forest.
 - take time to relax.
 - work and play at the same time.
 - live to work only.

IV. Grammar

Complete the blank with the correct present perfect form of the verb in parentheses.

43. The people of Holland _____ (build) dykes and canals to protect their low-lying country from the sea.
44. The sea _____ (be) the “enemy” of Holland from the beginning.
45. Great floods _____ (cause) enormous destruction in Holland from time to time.
46. Dutch engineers _____ (work) to this day on reclamation schemes.
47. We _____ (just finish) reviewing verb forms.
48. Rome _____ (always be) the center of Catholicism.
49. Man _____ (reach) the stars.
50. Scientists _____ (split) the atom which was believed to be the smallest particle of matter.
51. Mankind _____ (not find) a solution to the problem of population explosion yet.
52. Many small nations which used to be colonies of foreign powers _____ (achieve) independence.
53. Our way of life _____ (teach) us the value of promptness.
54. With new modes of travel people _____ (become) time-conscious.
55. We _____ (grow) dependent on our own timepieces.



Let's find out how much knowledge you've gained from the module. Check your answers against the following.

I. Vocabulary. Using Affixes

- | | | | | |
|--------------|----------------|-----------|-------------------|--------------|
| A. 1. sicker | 2. sickeningly | 3. sicken | 4. sickness | 5. sick |
| B. 6. export | 7. importer | 8. porter | 9. transportation | 10. portable |

II. Study Skills: Interpreting a Bar Graph

11. d 12. b 13. a 14. b 15. c

III. Reading Comprehension

- | | | | | | |
|----------|-------|----------|---------|-------|-------|
| A. 16. c | 21. c | B. 26. b | 31. a | 36. d | 41. a |
| 17. d | 22. a | 27. c | 32. d | 37. b | 42. b |
| 18. b | 23. c | 28. d | 33. d | 38. c | |
| 19. a | 24. c | 29. c | C.34. a | 39. a | |
| 20. c | 25. b | 30. c | 35. c | 40. c | |

IV. Grammar

- | | | |
|------------------------|---------------------|-----------------|
| 43. have build | 48. has always been | 53. has taught |
| 44. has been | 49. has reached | 54. have become |
| 45. have caused | 50. have split | 55. have grown |
| 46. have been working | 51. has not found | |
| 47. have just finished | 52. have achieved | |




Your Score



Perfect? Excellent! It's a pleasure working with you. Congratulations.
Did you score between 40-54? Very good! Keep up the good work. I'm happy for you.
Is your score between 25-39? Okay, but you could have done better had you tried harder.
I know you can score higher than this.
If you scored 24 or lower you've got to improve and do this fast. You're running against time. Try harder to make the grade. Good luck!

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>			

