

Unit III

Module 3

Responding to Societal Problems

Overview

Human beings are social creatures. Unhappy when alone, they live in a society of their own kind, the smallest unit of which is the family and the biggest is the world. The swell and ebb of fortune and misfortune affecting humankind affect each of them for no one is an island but is forever a part of the main.

This module focuses on coping with problems affecting society. After going through this module, you will hopefully be able to keep pace with these contemporary problems, get involved and help resolve them peacefully and successfully.



Objectives

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

1. discover literature as a means of understanding man and society
2. form new words by affixation
3. get the meaning of words from context and word parts
4. note significant details
5. determine the author's tone and purpose
6. make inferences
7. make assurances
8. speculate about future events
9. express reaction on certain issues by observing unity, economy, emphasis, and clarity of expression.

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**.



I. Vocabulary: Using Affixes

Write the correct word for the blank in each sentence. Choose from the words in the boxes above the sentences.

consideration	consider	considerate	considerately	considering
---------------	----------	-------------	---------------	-------------

1. “What is the trouble my dear?” asked the wolf thoughtfully and _____. “Tell Granny about it.”
2. “Oh, Granny,” said Red Riding Hood, “You are so _____ and kind. But what big eyes and teeth you have.”
3. At this point the wolf leaped up, yelling “I have had all day to _____ whether or not to eat you. I think I shall - - now.”
4. But the wolf had spent too much time _____, for a hunter, hearing the noise, burst in and saved Red Riding Hood.
5. “Oh, sir, thank you for your kindness and _____,” sighed Red Riding Hood to the hunter.

foolishness	fool	foolish	foolishly	fools
-------------	------	---------	-----------	-------

6. Fillenmore was silly; he was one of the world’s biggest _____.
7. He thought that it would be fun to wade in a muddy puddle. Did you ever hear such _____?
8. Fillenmore acted unwisely: he behaved _____.

9. Fillenmore tried to _____ himself into thinking that his mother would not punish him for it, but she will.
10. The joke is on you, Fillenmore; you have muddy trousers, a bad cold and an angry mother. That's what you get for being so _____.

II. Reading Comprehension

Read each paragraph carefully then write the letter of the word or phrase that best answers each question.

A. It was one o'clock on a warm Friday afternoon in March. Lino raised his hand to stifle a yawn. His eye roved repeatedly over the printed words, but they meant nothing to him. He could not understand what he was reading. His mind was blank. He tried to keep his eyes open. Suddenly his head jerked forward, and he quickly caught himself up with a start.

11. What time of the year was it?
- | | |
|-----------------|-------------------|
| a. Summer time | c. Harvest time |
| b. Rainy season | d. Christmas time |
12. Why did Lino yawn?
- | | |
|--------------------|-------------------|
| a. He felt warm. | c. He was hungry. |
| b. He felt chilly. | d. He was sleepy. |
13. Why couldn't Lino understand what he was reading?
- | | |
|---------------------------------|------------------------|
| a. He could not read. | c. He was very sleepy. |
| b. The selection was difficult. | d. He had a problem. |
14. Which phrase expresses the main idea of the story?
- | | |
|---------------------|----------------------|
| a. A warm afternoon | c. A difficult story |
| b. A sleepy boy | d. A reading class |
15. What kept Lino awake?
- | | |
|-------------------|----------------|
| a. His will power | c. His book |
| b. The heat | d. The teacher |

B. A storm arose and drove our ship upon the sand in the land we did not know. Our lives were in peril for the sea waves dashed over the ship and threatened to break her up. We could not do anything. So we lowered the ship's anchor and committed ourselves to God's mercy.

16. What was the weather?
- | | | | |
|---------|-----------|----------|----------|
| a. Fair | b. Stormy | c. Windy | d. Sunny |
|---------|-----------|----------|----------|
17. Where was the ship taken by the waves?
- | | |
|------------------------|-------------------------------|
| a. To an unknown land | c. To an abandoned wharf |
| b. To a deserted beach | d. To the middle of the ocean |
18. To what word does *her* in sentence 2 refer?
- | | | | |
|----------|----------|---------|---------|
| a. Waves | b. Lives | c. Ship | d. Sand |
|----------|----------|---------|---------|
19. What probably happened?
- | | |
|------------------------------|--------------------------|
| a. The ship went off-course. | c. The ship ran aground. |
| b. The ship dropped anchor. | d. The ship was wrecked. |

20. What character trait was shown by the speaker?
- | | |
|------------------|----------------|
| a. Courage | c. Fear |
| b. Determination | d. Resignation |

III. Using Correct Verb Tense

Choose the correct form of the verb in parentheses that best completes each sentence.

21. He (will be completing, completes, will have completed) his work before we begin ours.
22. Let us hope that before the dawn of another millennium people (learn, will have learned, will learning) to live in peace.
23. I (shall have finished, shall be finishing, am finishing) my homework by eight o'clock tonight.
24. Our *balikbayan* cousins (shall return, shall have returned, shall be returning) to Europe before my parents come.
25. Many years (shall be passing, shall pass, shall have passed) before the members of Class '75 meet again.
26. They (call, will have called, will be calling) us before we leave tomorrow.
27. Our adviser (will have given, give, has given) our cards before summer enrollment begins.
28. By the time the train arrives I (will read, am reading, will have read) this short story.
29. Paolo (did, will do, will have done) all of his assignments by the time his father comes home.
30. Probably, I shall not see Misse; I (shall go, shall have gone, am going) before she arrives.



Interested to know how you fared? Check your answers against the following.

I. Vocabulary

- | | | | |
|-----------------|------------------|----------------|-------------|
| 1. considerably | 4. considering | 7. foolishness | 10. foolish |
| 2. considerate | 5. consideration | 8. foolishly | |
| 3. consider | 6. fools | 9. fool | |

II. Reading Comprehension

- | | | | | |
|-------|-------|-------|-------|-------|
| 11. a | 13. c | 15. a | 17. a | 19. c |
| 12. d | 14. b | 16. b | 18. c | 20. d |

III. Using Correct Verb Tense

- | | | |
|-------------------------|-----------------------|---------------------|
| 21. will have completed | 25. shall have passed | 29. will have done |
| 22. will have learned | 26. will have called | 30. shall have gone |
| 23. shall have finished | 27. will have given | |
| 24. shall have returned | 28. will have read | |



Perfect score is 30. Perfect? That's great! Congratulations.
Did you score between 21-29? Very good! Keep up the good work.
Did you score between 12-20? You did fine but you could have done better.
Study this module well to improve your score.
Did you score 11 or lower? Well, it's okay but please improve by making full use of this module. You can definitely do better if you try a bit harder. Good luck.

Reading Adventure

Pre-Reading



Look at the title of the selection. Is the word familiar to you? What do you think would the selection be about?

While Reading



MARIJUANA

Marijuana is a narcotic used for the unusual sensations it produces.

Marijuana is a dreaded word nowadays especially to parents who are afraid their children might fall prey to its evil use.

It is a habit-forming drug that over-excites users. Its use is prohibited by law; that is why it is often smuggled and sold covertly. The drug is obtained from the flowering top and leaves of the hemp plant. This plant is usually raised to obtain fibers for rope and other products. Since ancient times Indian hemp and similar plants have been known and used for their narcotic effect.

Marijuana, when used as narcotic, is usually smoked as cigarettes. When smoked or eaten, it causes a state resembling drunkenness. Very often it is associated with

crime and other anti-social activities. A person under the influence of this drug suffers severe mental derangement starting with over-gaiety, talkativeness and feelings of grandeur. Hence, young people addicted to this drug lose self-control to the extent of indulging in sex orgies. However, after the effect of the drug wears off, these feelings deteriorate into mental confusion, faulty speech and delirium.

The greatest danger in the use of marijuana is that it leads its users into using even more violent and dangerous drugs like heroin. Heroin is an excellent pain reliever and also produces a feeling of extreme well-being. It causes nausea, vomiting, spasms of the intestines, reduced metabolism and extreme constriction of the pupils of the eyes. Likewise, barbiturates are habit-forming if taken in large doses. When taken in large

quantities, it produces addiction and makes the user confused and stuporous.

Most nations in the world have joined together in an attempt to ban the use and distribution of marijuana. This is the reason why the raising of the hemp is strictly regulated in some countries.

It is a sad fact that large plantations of marijuana are found in some provinces.

Thousands of our young boys and girls are victims of pushers of this potent drug. Thus, drug addiction has become one of our national problems. We can only hope and pray that something can be done to check the unscrupulous persons who traffic in this evil drug.

*Adapted from
Condez and Logue*

Words Unlocked

New words are formed by affixation. By learning to use the meaning of prefixes and suffixes you can figure out the meaning of some words that you do not know, thus greatly increasing your vocabulary. What are prefixes and suffixes?

A *prefix* is a word part with a distinct meaning of its own that is added or attached to the beginning of a word or another word part to form a new word.

A *suffix* is a word part with distinct meaning of its own that is added or attached to the end of a word or another word part to form a new word.

A. Go over the selection again and figure out the meaning of the following words through its prefixes or suffixes.

Word Used	Prefix/Suffix	Meaning	Word Meaning
1. unusual	<i>un-</i>	not	
2. national	<i>-al</i>	belonging to	
3. reliever	<i>-er</i>	doer, maker	
4. addiction	<i>-ion</i>	action, state, result	
5. confusion	<i>-ion</i>	action, state, result	
6. drunkenness	<i>-ness</i>	quality, state	
7. derangement	<i>-ment</i>	action, result	
8. excellent	<i>-ent</i>	doing, showing	
9. dangerous	<i>-ous</i>	full of, marked by	

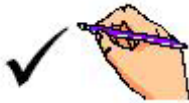
Let's try your newly acquired skill.

B. Exercise. Using Prefixes and Suffixes

The following sentences are awkward. Rewrite each sentence by replacing the underlined phrase or clause with a single word that contains a prefix or a suffix. Number 1 is done for you.

1. The government should hasten the act of being developed of infrastructure in the countryside. The government should hasten the development of infrastructure in the countryside.
2. There was a state of being confused in the mall when the shoppers learned of the bomb threat.
3. Some snakes secrete a venom that is full of poison.
4. I was almost blinded by the state of being bright of the hall.
5. The state of being addicted to drug is a problem belonging to the nation.
6. Some drugs are designed for the action of relieving pain.
7. The scientist made important discoveries using methods that were not orthodox.
8. In choosing words writers are especially careful about what the words connote.
9. We forgot our hunger because of the result of being excited.
10. The state of being tall of that building undergoing the action of being constructed is impressive.
11. Marco was given a grade of showing excellence in mathematics.

Self-check



Do you want to know how you fared? Check your answers against the key that follows.

- A.
- | | |
|--------------------------------|------------------------------------|
| 1. not usual | 6. state of being drunk |
| 2. belonging to a nation | 7. act of being deranged or insane |
| 3. doing relief; making relief | 8. showing excellence |
| 4. state of being addicted | 9. full of danger |
| 5. state/act of being confused | |
- B.
2. There was confusion in the mall when the shoppers learned of the bomb threat.
 3. Some snakes secrete a poisonous venom.
 4. I was almost blinded by the brightness of the hall.
 5. Drug addiction is a national problem.
 6. Some drugs are designed as pain reliever.
 7. The scientist made important discoveries using unorthodox methods.
 8. In choosing words writers are especially careful about connotation.
 9. We forgot our hunger because of excitement.
 10. The tallness of that building undergoing construction is impressive.
 11. Marco was given a grade of excellent in mathematics.



Perfect score is 19. Did you get 19? Awesome!

Is your score between 15 – 18? Very good! Study more on affixation to improve your score.

Is your score between 10 –14? Not bad, but you can do better. Study harder. If you scored 9 or lower you need a lot of improvement. Study this module well so you will do better.

Post Reading



Understanding the Essay

Write the letter of the best answer.

1. What is marijuana?
 - a. A kind of drink
 - b. A narcotic
 - c. A cigarette brand
 - d. A medicinal syrup
2. From what plant is marijuana obtained?
 - a. Herbs
 - b. Vines
 - c. Hempt
 - d. Fruit trees
3. Why does the law regulate the use of marijuana?
 - a. Because it is addictive.
 - b. Because it is poisonous.
 - c. Because it is difficult to obtain.
 - d. Because it is expensive.
4. Why do parents dread marijuana?
 - a. Because it can be bought anywhere.
 - b. Because it is expensive.
 - c. Because it can solve almost any problem.
 - d. Because their children might become victims to its evil use.
5. What feeling does marijuana produce?
 - a. Pleasant feeling
 - b. Intellectual superiority
 - c. Drunkenness
 - d. Inferiority complex
6. What does a person suffer when under the influence of this drug?
 - a. Mental derangement
 - b. Fever and cold
 - c. Superiority complex
 - d. Extreme timidity
7. What happens when the effect of the drug wears off?
 - a. The user falls asleep.
 - b. The user forgets everything.
 - c. The user becomes stronger.
 - d. The user deteriorates into mental confusion.
8. Is heroin more dangerous than marijuana?
 - a. Yes
 - b. No
 - c. Maybe
 - d. Sometimes
9. Why should the use of marijuana be checked?
 - a. Because marijuana is a prohibited drug.
 - b. Because the use of marijuana is addictive.
 - c. Because marijuana growers are tax evaders.
 - d. Because marijuana could kill the user.
10. What could be inferred from the selection?
 - a. Marijuana is grown only in the Philippines.
 - b. Marijuana plants are a recent discovery.
 - c. Marijuana is grown in many countries.
 - d. Marijuana has no medicinal value whatsoever.



Self-check

Let's find out how well you understand the selection.

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

You should get 7 or higher to say you understood the essay well. Otherwise, please read the essay again to understand fully what you missed.

Let's read another selection to better develop your comprehension skills.



Pre-Reading 2

Are you familiar with the word *tsunami*? How do you feel at the mention of the word? Why? Are *tsunamis* purely destructive?

Look at the title of the selection you are about to read. What do you think does it suggest?

THE DAY THE SEA RAN AWAY

Nora Burglon

¹ Leppo sat on an upturned wooden crab pot, mending a net. His grandmother sat down beside him and said, "The north wind is blowing and it will soon be winter."

² But Leppo was thinking that soon it would be time for the meeting at the fish camp where Indians of Alaska's Kenai Peninsula gathered every fall. There the men caught fish, which the women cured, and the boys ran about searching for berries, which were dried for the winter.

³ During the fall of the year there was much good food to eat. Because Leppo's grandmother was almost blind, they seldom had anything at their house to eat except the fish and crabs that Leppo caught. At the fish camp there would be venison (deer meat), both dried and roasted-as much as one could eat.



4 At this moment Leppo's friend, Little Crow came running up with big news. "I just came from the meeting of the chiefs," Little Crow announced breathlessly, "and they were talking about going away to camp. They said that someone must stay behind to look after all the old people who can scarcely walk or see or anything. Someone must take care of them."

5 This year Leppo's grandmother would not be able to go to camp. Leppo swallowed hard. He knew that he ought to be the one to stay behind. If he planned to be a chief like his grandfather, he must learn to do hard things while he was young.

6 "Tell them that I will stay behind and watch the village," Leppo told Little Crow. He looked down so his friend could not see the tears in his eyes.

7 One day after most of the villagers had gone, Leppo and his grandmother were sitting on Lookout Rock.

8 "It is getting colder every day," she said, "and this year our shed is empty of fuel. What will we do when winter comes?"

9 At low tide on this part of the Alaskan coast, ridges of coal are sometimes barred. After a storm, the men hurry out and gather coal that has been loosened by the waves. How many years would it be, Leppo wondered, before he could push his way forward and get as much coal as the men.

10 Although Leppo's grandmother was almost blind, she had keen hearing. "I hear something," she cried, "and it isn't good."

11 "An earthquake!" Leppo whispered. Then, "Grandmother! The sea is running away."

12 "I hear waves leaving," she cried, "going out farther and farther."

13 "Grandmother!" he shouted "I can see coal all over the sand!"

14 "Get a couple of the big fuel hampers," said his grandmother, "and rope. You can fill the hampers with coal and I will drag them up to the shed. Hurry!"

15 Leppo did as his grandmother told him.

16 "Keep a sharp watch," she warned, "for when the sea returns, it will come far upon the shore."

17 Leppo picked coal with great haste, but all too soon his grandmother called to him to come ashore.

18 Leppo raced for shore, dragging the last hamper of coal after him. With that done, he went quickly from one house to another where there were old people. Some were so badly frightened that they were trembling.

19 "What is it that makes the earth shudder?"

20 “Only an earthquake,” Leppo said. “Do not be afraid, for I am here.”

21 Leppo and his grandmother had supposed there would be no more coal for them. But the sea returned again and again, and each time it came surging in upon the shore, it left behind another scattering of coal.

22 Leppo spent days breaking up some of the large pieces – so large that even after they were broken up it took both him and his grandmother to haul them to their coal shed. There was such snapping and crackling in the drying coal that it was as though Leppo had captured a shedful of the northern lights.

23 When the people from the fish camp returned to the village, they heard the snapping and crackling in the shed.

24 “It sounds just like drying coal,” said they, “but that could never be.” They flung the door wide open. The shed was filled with coal!

25 That winter Leppo and his grandmother had more fuel than anyone else in the village.

26 Little Crow came to talk to Leppo about the fish camp. “This year it wasn’t all fun.. We boys had to gather wood for smoking the fish, and that was hard work.”

27 Leppo made no reply. Since the people of the village had gone away to the camp, he had learned that it was fun to work.

Words Unlocked

Write the word used in the story that matches the definition. The number in parentheses tells you which paragraph of the story to look at.

- | | |
|--|----------------------------------|
| 1. preserved by drying and smoking (2) | 4. shake; tremble violently (19) |
| 2. uncovered (9) | 5. sweeping; rolling (21) |
| 3. containers (14) | |

Post Reading



Understanding the Story

Write the letter of the best answer to each question.

1. Leppo wanted to go to the fish camp because he
 - a. didn't want to work gathering coal.
 - b. was afraid to stay alone in the village.

- c. wanted to have the good food at the camp.
 - d. thought he could learn to be a chief there.
2. Leppo's grandmother was worried about winter coming because
 - a. they had no fuel.
 - b. she was going blind.
 - c. they had no food.
 - d. it brought earthquakes.
 3. After gathering coal, Leppo ran from house to house because he
 - a. needed more rope and hampers.
 - b. was in charge of the village.
 - c. had to calm the old people.
 - d. both b and c
 4. Doing unpleasant things was necessary because
 - a. Leppo had a blind grandmother.
 - b. Leppo planned to be chief.
 - c. there were old people in the village.
 - d. All of the above.
 5. When the villagers returned from the fish camp, they were surprised because
 - a. Leppo and his grand mother were still alive.
 - b. the whole shore was covered with coal.
 - c. there had been a terrible earthquake.
 - d. the village coal shed was filled with fuel.
 6. Drying coal is compared to the northern lights because the
 - a. coal burns and gives off a glowing light.
 - b. snapping is like the sound of a light switch being turned on.
 - c. crackling sound is similar to the flickering, sputtering light.
 - d. All of the above.
 7. The lesson that Leppo learned was that
 - a. it could really be fun to work like a man.
 - b. it would have been nicer to go to the camp.
 - c. Little Crow should have stayed behind.
 - d. fish and crabs tasted as good as venison.
 8. The natural phenomenon suggested by the title is

a. an earthquake	c. an ebb tide
b. a tsunami	d. a solar eclipse
 9. The event proved to be beneficial because it
 - a. provided coal for the people in the village.
 - b. enabled the villagers to see the northern lights.
 - c. taught Leppo a lesson.
 - d. brought lots of fish and crabs for Leppo and his grandmother.
 10. It can be inferred from the selection that
 - a. to eat one has to work very hard.
 - b. old people are like children during an earthquake.
 - c. Leppo had the potential of being a village chief.
 - d. tsunamis can cost people's lives.

Self-check



Let's see how well you performed. Check your answers against those that follow.

Words Unlocked

1. cured 2. bared 3. hampers 4. shudder 5. surging

Understanding the Story

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

Perfect? That's great! Congratulations.

You should get 8 or higher to claim you understood the selection. Otherwise re-read the story and pay attention to the skills you missed.

Skills Enhancer

A. Prefixes, Suffixes and Roots

Many English words are made up of smaller word parts. Another way to discover the meaning of unfamiliar words is to break the word down into their parts: prefixes, suffixes and roots.

A *root* is the part of a word that carries the basic meaning.

A *prefix* is a word part of one or more syllables placed in front of the root to modify its meaning or to form a new word.

A *suffix* is a word part of one or more syllable placed after the root to help shape its meaning and often to determine its part of speech.

For example, in the word *disagreement*, the root is *agree*, its prefix is *dis-* and its suffix is *-ment*.

Exercise 1. Finding Roots

Copy the following words in your notebook and underline the root.

- | | | |
|----------------|-----------------|-----------------|
| 1. distasteful | 6. dislocation | 11. misfire |
| 2. unreachable | 7. visualize | 12. dangerous |
| 3. subhuman | 8. debtor | 13. dampness |
| 4. prerecorded | 9. unbearable | 14. misjudgment |
| 5. truthful | 10. dishonestly | 15. observably |

Self-check



Let's see how well you can recognize the root words. Check your answers against those below.

- | | | |
|----------------|-----------------|-----------------|
| 1. distasteful | 6. dislocation | 11. misfire |
| 2. unreachable | 7. visualize | 12. dangerous |
| 3. subhuman | 8. debtor | 13. dampness |
| 4. prerecorded | 9. unbearable | 14. misjudgment |
| 5. truthful | 10. dishonestly | 15. observably |

You should have perfected this exercise, otherwise read more to increase your knowledge of root words.

A. Prefixes

A prefix may appear in a variety of words. They may have more than one meaning and more than one spelling. The prefix *in-* for example, may mean “not,” “in,” or “into.” This prefix may also be spelled “il-“ (illegal), “im-“ (immature) or “ir-“ (irresistible) depending on the front letter of the root with which it is paired. The following is a list of common prefixes.

Prefix	Meaning	Example
<i>ab-</i>	from, away, off	ab + normal = abnormal
<i>anti-</i>	against	anti + freeze = antifreeze
<i>bi-</i>	two; occurring every two	bi + lingual = bilingual
<i>circum-</i>	around	circum + navigate = circumnavigate
<i>dis-</i>	not; do the opposite of	dis + agree = disagree
<i>in-, il-, im-, ir-</i>	not, in, into	in + human = inhuman; il + legitimate = illegitimate; im + material = immaterial; ir + relevant = irrelevant
<i>mis-</i>	incorrect	mis + spell = misspell
<i>pre-</i>	before	pre + school = preschool
<i>re-</i>	again	re + appear = reappear
<i>sub-</i>	under	sub + marine = submarine
<i>un-</i>	not	un + tidy = untidy
<i>syn-, sym-</i>	with, together	sym + biotic = symbiotic

Exercise 2. Using Prefixes

Write the prefix that has the same meaning as the underlined word. Then write the complete word defined after the equal sign (=). Number 1 is done for you.

1. again + copy = copy again
Answer: *re-*, recopy
2. before + view = to see something ahead of time
3. against + war = opposed to war
4. incorrect + pronounce = to use the wrong pronunciation
5. not + approve = to judge unfavorably
6. around + scribe = draw a line around something
7. two + plane = airplane with two main supporting surface placed one above the other
8. incorrect + print = an error in a published work
9. not + popular = not pleasing to most people
10. under + average = lower than average
11. not + direct = roundabout
12. again + capture = to seize again
13. with + phony = complex musical composition for an orchestra
14. not + replaceable = unable to be substituted for
15. against + toxin = substance that counteracts poison
16. before + determine = decide or establish in advance.

B. Suffixes.

There are two kinds of suffixes. One is *inflectional* or grammatical suffix and the other is *derivational* suffix which is important in vocabulary study. The derivational suffixes change the meaning and very often the part of speech of the words to which they are added. Following are some common suffixes.

Suffix	Meaning	Example
-ance, -ence	action, process, quality, state	exist + <i>ence</i> = existence
-ard, -art	one that does to excess	brag + <i>art</i> = braggart
-cy	action, state, quality	normal + <i>cy</i> = normalcy
-dom	state, rank or condition of	king + <i>dom</i> = kingdom
-er, -or	one that is, does, makes	act + <i>or</i> = actor
-ion	act, process, result, state	react + <i>ion</i> = reaction
-ism	act, state, or characteristic of	critic + <i>ism</i> = criticism
-ity	state, quality, degree	moral + <i>ity</i> = morality
-ness	state, quality	like + <i>ness</i> = likeness
-ure	act, process, function	post + <i>ure</i> = posture
-able, -ible	capable of, fit for, tending to	depend + <i>able</i> = dependable
-al	characterized by, relating to	nation + <i>al</i> = national

Suffix	Meaning	Example
-en -ful, -ous -ic -ish -less -ly	belonging to, made of full of, having the qualities of having the character of characteristic of, inclined to not having in a certain way like in appearance, manner or nature	gold + <i>en</i> = golden vice + <i>ous</i> = vicious; beauty + <i>ful</i> = beautiful hero + <i>ic</i> = heroic child + <i>ish</i> = childish life + <i>less</i> = lifeless slow + <i>ly</i> = slowly; friend + <i>ly</i> = friendly
-ory -some -ate -en -fy, -ify -ize	of, relating to, producing characterized by action, quality act on, cause to become cause to be or have make, form into; invest with become like, cause to be	transit + <i>ory</i> = transitory toil + <i>some</i> = toilsome active + <i>ate</i> = activate length + <i>en</i> = lengthen class + <i>ify</i> = classify character + <i>ize</i> = characterize

Exercise 3. Using Suffixes

Write the suffix that has the meaning of the underlined word. Then write the new word after the equal sign. Number 1 is done for you.

- rapid + in a certain way = quickly
Answer: *-ly*, rapidly
- zeal + full of = full of eagerness and enthusiasm
- bold + state of = efforts to fight back
- amalgam + act on = merge into a single body
- train + capable of = able to be taught
- resist + state of = efforts to fight back
- convention + characterized by = relating to established custom
- gull + capable of = being easily deceived or cheated
- daunt + not having = not having fear
- orate + one that does = one who delivers a formal, elaborate speech
- soul + full of = filled with feeling
- hospital + make or cause = to place in a hospital
- serf + state of = state of being in a servile feudal class
- sheep + characteristic of = resembling a sheep in meekness
- angel + having the characteristic of = having the goodness of an angel
- lag + one who does to excess = one who lingers too much.

Self-check



Let's find out how much you've learned your prefixes and suffixes. Check your answers against those below. Each number has two answers.

Exercise 2. Using Prefixes

- | | | |
|----------------------------------|------------------------------|--------------------------------|
| 2. <i>pre-</i> , preview | 7. <i>bi-</i> , biplane | 12. <i>re-</i> , recapture |
| 3. <i>anti-</i> , antiwar | 8. <i>mis-</i> , misprint | 13. <i>sym-</i> , symphony |
| 4. <i>mis-</i> , mispronounce | 9. <i>un-</i> , unpopular | 14. <i>ir-</i> , irreplaceable |
| 5. <i>dis-</i> , disapprove | 10. <i>sub-</i> , subaverage | 15. <i>anti-</i> , antitoxin |
| 6. <i>circum-</i> , circumscribe | 11. <i>in-</i> , indirect | 16. <i>pre-</i> , predetermine |

Exercise 3. Using Suffixes

- | | | |
|------------------------------|------------------------------|-------------------------------|
| 2. <i>-ous</i> , zealous | 7. <i>-al</i> , conventional | 12. <i>-ize</i> , hospitalize |
| 3. <i>-ness</i> , boldness | 8. <i>-ible</i> , gullible | 13. <i>-dom</i> , serfdom |
| 4. <i>-ate</i> , amalgamate | 9. <i>-less</i> , dauntless | 14. <i>-ish</i> , sheepish |
| 5. <i>-able</i> , trainable | 10. <i>-or</i> , orator | 15. <i>-ic</i> , angelic |
| 6. <i>-ance</i> , resistance | 11. <i>-ful</i> , soulful | 16. <i>-ard</i> , laggard |

Perfect score is 30. Did you get 30? Excellent! You're a fast learner.

If you scored between 22 – 29, very good. Keep up the good work!

If you scored between 14 – 21, not bad but you've got to learn your prefixes and suffixes some more to improve your score.

But if you scored 13 or lower, you need a lot of improvement. Study your affixes again.

Exercise 4. Using Prefixes and Suffixes

Write the letter of the word or phrase closest in meaning to each word in **boldface**.

1. **ingratitude**

- | | |
|--|------------------------------------|
| a. state of not being thankful | c. ability to express thanks fully |
| b. support for an enemy during wartime | |

2. **hasten**

- | | |
|----------------------|------------------|
| a. state of hurrying | c. to make haste |
| b. one who hurries | |

3. **systematize**

- | | |
|-------------------------|-----------------------|
| a. give rules | c. rank in importance |
| b. cause to be in order | |

4. **compatible**

- | | |
|--------------------------------|-------------------|
| a. capable of getting together | c. well qualified |
| b. in the manner of a friend | |

5. **biped**
 a. able to walk backward
 b. bicycle
 c. two-footed animal
6. **recoil**
 a. jump forward suddenly
 b. draw back
 c. lose sight of
7. **emancipate**
 a. obey a king
 b. cause to become free
 c. win great acclaim
8. **meritorious**
 a. being wise
 b. relating to progress
 c. having worthy qualities
9. **transition**
 a. passage from one place to another
 b. loss of credibility
 c. secret underground passage
10. **idealism**
 a. state of perfection
 b. one who seeks to make things better
 c. act of forming standards
11. **inseparable**
 a. consisting of layers
 b. broken into two parts
 c. not capable of being kept apart
12. **displease**
 a. not please
 b. please again
 c. please often
13. **sorrowful**
 a. against sorrow
 b. to cause sorrow
 c. full of sorrow
14. **illogical**
 a. within reason
 b. not valid or unskilled in reasoning
 c. between reason and knowledge
15. **prepaid**
 a. paid late
 b. paid in advance
 c. not paid

Self-check



Let's find out how well you've mastered your prefixes and suffixes. Check your answers against those that follow.

Exercise 4. Using Affixes

- | | | | | |
|------|------|------|-------|-------|
| 1. a | 4. a | 7. b | 10. c | 13. c |
| 2. c | 5. c | 8. c | 11. c | 14. b |
| 3. b | 6. b | 9. a | 12. a | 15. b |



Perfect score is 15. Did you get 15? Excellent! Congratulations.
Is your score between 11-14? Very good. You've learned your affixes well. Keep it up or better yet improve.
Is your score between 7-10? You did just fine but you could have done better. But if your score is 6 or lower you have to try really hard to do better. Please study your roots, prefixes and suffixes again before you go any further.

Integrating Your Skills

You have learned the basic vocabulary, reading and literary skills to enable you to read effectively and well. You have been exposed to materials that focus on the *literal*, *inferential*, *critical* and *integrative* dimensions of reading.

To recall, the *literal* dimension involves questions, the answer of which are directly stated in the reading material. The *inferential* dimension requires you to read “between the lines” while the *critical* dimension makes you read “beyond the lines.” The *integrative* dimension makes you look into your attitudes, values and outlook and use these as a yardstick for your reactions to the material you read.

Now, let us gather and put to work all these skills you have learned in interpreting the following reading materials.

A. Read the selection well and answer the questions that follow. Write the letters only.

The Three Martyr Priests

It was a silent morning. There was the soft rolling of drums that added to the general feeling of sadness. The silence was painful for those natives who braved the early morn and the gleam of the Spanish blades. There could be heard the hurried prayers of black-clothed women.

The day was February 17, 1872, when three secular priests Fathers Mariano Gomez, Jose Burgos and Jacinto Zamora were executed because of their support for the Filipinization of the Roman Catholic Church in the Philippines and their part in the rebellion by workers at the Cavite arsenal. The latter disliked the cancellation of their rights and privileges.

The death of the three priests was, as many historians believed, the signal that the revolutionaries waited to start the nationalistic movement in the country. “Without Fathers Gomez, Burgos and Zamora, there could never be a Rizal.”

1. What event is described in the essay?
 - a. The arrival of three priests
 - b. The capture of three priests
 - c. The execution of three priests
 - d. The departure of three priests

2. Who were the three priests mentioned in the selection?
 - a. Fathers Mariano Burgos, Jose Gomez, Jacinto Zamora
 - b. Fathers Jose Zamora, Jacinto Burgos, Mariano Gomez
 - c. Fathers Jacinto Gomez, Mariano Burgos, Jose Zamora
 - d. Fathers Mariano Gomez, Jose Burgos, Jacinto Zamora
3. What does executed in paragraph 2 mean?
 - a. Massacred
 - b. Put to death
 - c. Carried into effect
 - d. Performed completely
4. What time did the execution probably take place?
 - a. Sunrise
 - b. Noon
 - c. Afternoon
 - d. Sunset
5. Who are the natives mentioned in paragraph 1?
 - a. Modern day Filipinos
 - b. Filipinos of the American regime
 - c. Filipinos of the Spanish regime
 - d. Pre-Spanish Filipinos
6. What does blades as used in paragraph 1 mean?
 - a. Swords
 - b. Leaves
 - c. Helmets
 - d. Guns
7. What is suggested by “the natives who braved...the gleam of the Spanish blades?”
 - a. The Filipinos were not afraid of the execution.
 - b. The Filipinos were not surprised by the execution.
 - c. The Filipinos were not respectful of the Spanish soldiers.
 - d. The Filipinos were not afraid of the Spanish soldiers.
8. What is suggested by the words – *silent, sadness, prayers, black-clothed women*?
 - a. War
 - b. Fear
 - c. Death
 - d. Conflict
9. To what sense does sentence 2 paragraph 1 best appeal?
 - a. Sound
 - b. Sight
 - c. Touch
 - d. Motion
10. Which of the following phrases appeal to the sense of sight?
 - a. Soft rolling of drums
 - b. Hurried prayers
 - c. Feeling of sadness
 - d. Gleam of Spanish blades
11. What feeling is expressed in paragraph 1?
 - a. Disappointment
 - b. Grief
 - c. Hatred
 - d. Indifference
12. Why were the three priests put to death?
 - a. They secretly helped the Katipunan.
 - b. They supported Filipino and Spanish priests.
 - c. They disliked the cancellation of their privileges.
 - d. They helped in the rebellion of the arsenal workers.
13. To what word does *their* in sentence 1, paragraph 2 refer?
 - a. Priests
 - b. Natives
 - c. Women
 - d. Workers
14. What is the referent of *the latter* in sentence 2 paragraph 2?
 - a. Natives
 - b. Workers
 - c. Priests
 - d. Women
15. What caused the worker’s rebellion?
 - a. Abuse of authority
 - b. Cancellation of their rights
 - c. Death of the three priests
 - d. Filipinization of the church
16. Why are the three priests called martyrs?
 - a. They were executed.
 - b. They died at Bagumbayan.
 - c. They died for a worthy cause.
 - d. They died on February 17, 1872.
17. What is implied by the last sentence?
 - a. Rizal did not agree with the three martyrs.
 - b. Rizal helped the three martyrs in their cause.

- c. Rizal also disliked the Spaniards.
 d. Rizal could have been inspired by the three martyrs.
18. Which word best describes the selection?
 a. Literary b. Biographical c. Historical d. Mythical
19. How did the writer develop the selection?
 a. By describing an event c. By comparing an event
 b. By discussing an event d. By dramatizing an event
20. Which value does the selection bring out?
 a. Faith in God c. Obedience to authority
 b. Love of fellowmen d. Love of country

B. Poetry Interpretation

Read the poem carefully then in your notebook write the letters of your answers to the questions that follow.

Twilight Is Stillness

To me twilight is stillness,
 The white stillness of country churches
 Whispering to sloping moss banks
 And cool, nodding trees.
 It is a hush of bird calls
 As vivid colors turn to graying mists.

21. What time of day is referred to in the poem?
 a. Early morning b. Noon c. Early evening d. Night
22. To what word does *it* in line 5 refer?
 a. Stillness b. Bird c. Country d. Twilight
23. What does *vivid* in the last line mean?
 a. Bright b. Artistic c. Colorful d. Pleasant
24. What is a synonym of *twilight*?
 a. Dawn b. Dusk c. Evening d. Afternoon
25. What figure of speech is used in the poem?
 a. Simile b. Metaphor c. Hyperbole d. Irony

Self-check



Surely you want to know how you fared. Check your answers against those that follow.

- | | | | | | |
|----|------|------|-------|-------|-------|
| A. | 1. c | 5. c | 9. a | 13. a | 17. d |
| | 2. d | 6. a | 10. d | 14. b | 18. c |
| | 3. b | 7. d | 11. b | 15. b | 19. a |
| | 4. a | 8. c | 12. d | 16. c | 20. d |

B. 21. c 22. d 23. a 24. b 25. b



Perfect score is 25. Perfect? You're really terrific! Congratulations!
Did you score between 21-24? Very good! Keep up the good work or better yet improve.

Did you score between 15-20? You did well, but you could have done better if you tried harder. I know you have that in you.

Did you score 14 or lower? You know you can do better than that.

Why not make full use of your potentials? Try your best to do better in the succeeding exercises.



Language Focus

You know that the form of a verb indicates when an action takes place, don't you? This is done through one of its six tenses, isn't it?

Study the following sentences paying special attention to the underlined phrases.

1. They shall have finished college before they settle down.
2. By the time Billy marries, he will have found a stable job.
3. I shall have left the country by March.
4. You will have accomplished all the activities in this module by this time next week.

When do the actions take place? What time expressions are used to show this? Study the generalizations in the box.

The future perfect tense is used to express

1. an action that will have been completed before a point of time in the future. (Sentences 3 & 4)
2. an action that will have been completed before another future action. It indicates the earlier of two future actions. (Sentences 1 & 2)

The future perfect tense is formed by the helping verb *will have* or *shall have* and the past participle of the main verb.

Activity 1. Using the Future Perfect Tense

A. Go over Janice's schedule of activities for Sunday. Then answer the questions following it by using the future perfect tense. Write your answers in your notebook.

6:00 – 7:00 – gets dressed
7:00 – 8:00 – attends mass
8:00 – 9:30 – cleans and tidies her room
9:30 – 11:00 – goes to the supermarket
11:00 – 12:00 – studies her lessons
12:00 – 12:30 – eats lunch
12:30 – 1:30 – takes a nap
1:30 – 3:00 – reads a pocketbook
3:00 – 4:00 – attends piano lessons
4:00 – 5:00 – waters the plants
5:00 – 7:00 – helps in cooking dinner
7:00 – 7:30 – eats dinner
7:30 – 9:30 – watches TV or plays computer games

1. By 7:30 will Janice still be at home?
2. By 9:45 will she still be cleaning her room?
3. Will Janice still be at the supermarket by 11:15?
4. By 12:40 will she still be eating lunch?
5. By 1:45 will she still be taking a nap?
6. Will she still be reading a pocketbook by 3:30?
7. By 5:30 will she still be watering the plants?
8. By 8:00 will she still be eating dinner?

B. Change the following sentences in the future tense to the future perfect tense. The first one is done for you.

1. In 2006 our economy will improve.
By 2006 our economy will have improved.
2. The manager will go on a business trip to Europe next year.
3. The employees will organize themselves into a union by March.
4. Existing business enterprises will expand by then.
5. Labor shall be given greater support by the government before the year ends.
6. Our tourism industry shall be fully developed by 2006.
7. The Philippines shall become a favorite tourist destination.
8. More hotels, malls and recreation resorts shall be built.

Self-check



Let's find out how you performed. Check your answers against the key that follows.

- A.
1. No, she shall have gone to church.
 2. No, she shall have gone to the supermarket.
 3. No, she shall have studied her lessons.
 4. No, Janice shall have taken a nap.
 5. No, she shall have read a pocket book.
 6. No, she shall have attended her piano lessons.
 7. No, she shall have helped in cooking dinner.
 8. No, Janice shall have watched TV or played computer games.
- B.
2. The manager will have gone on a business trip to Europe by next year.
 3. The employees will have organized themselves into a union by March.
 4. Existing business enterprises will have expanded by then.
 5. Labor shall have been given greater support by the government before the year ends.
 6. Our tourism industry shall have been fully developed by 2006.
 7. The Philippines shall have become a favorite tourist destination.
 8. More hotels, malls and recreation resorts shall have been built.

Perfect? That's great! Congratulations!

You should score 7 or higher to consider yourself familiar with the future perfect tense. Otherwise, please study the presentation of the structure again and try to improve in the succeeding exercises.

Activity 2. Making Assurances

- A. Give a "Yes" answer to each question. Use the future perfect tense and the time expression *by then* in your statement. Use the verb in parentheses and write your answers in your notebook.
1. Can you return this module on Monday? (accomplish)
 2. I understand you're going out of town. Can we meet here next Thursday? (return)
 3. Can you submit your home reading report next week? (finalize)
 4. Can I use your computer tomorrow? (encode)
 5. Can we practice your oration this weekend? (memorize)
- B. Give a "No" answer to each question or suggestion. Use the future perfect tense and the expression *by then* in your answer. Use the cue in parentheses.
1. You're a mess! Surely you're not going to let your girlfriend see you that way. (make myself presentable.)
 2. Shall I call up Marie for you at nine o'clock? (go.)
 3. Tidy your room. Don't let Mother see how messy it is when she comes. (clean.)
 4. There's a nice movie on cinemax at 10:45 tonight. Will you watch it? (go to bed.)

5. Don't let Father catch you smoking. You'll be in big trouble. (finish this stick.)

Self-check



Want to check your performance? Compare your answers with the following.

- A.
1. Yes, I shall have accomplished all the activities by then.
 2. Yes, I will have returned by then.
 3. Yes, I will have finalized it by then.
 4. Yes, I shall have encoded all my reports by then.
 5. Yes, I shall have memorized it by then.
- B.
1. No, I shall have made myself presentable by then.
 2. No, she will have gone by then.
 3. No, I shall have cleaned my room by then.
 4. No, I shall have gone to bed by then.
 5. No, I shall have finished this stick by then.

You should get 6 or higher. Otherwise, please put in more diligence in your studies.

Activity 3. Speculating About Future Events

Combine each pair of sentences to one using the future perfect tense. Number 1 is done for you.

1. The economist arrives at eleven o'clock.
His staff will finalize the plans for the project.
By the time the economist arrives, his staff will have finalized the plans for the project.
2. There will be many multi-national corporations.
These corporations will be organized in Subic by 2006.
3. More time-saving devices are being developed.
Workers will have shorter working hours.
4. More tourists will be visiting the Philippines.
These tourists will be coming by the end of the year.
5. The BIR and the Bureau of Customs will collect more taxes.
They will collect these taxes by December.
6. The use of computers speed up the procuring of information.
Business will be transacted faster.
7. The world will become smaller.
Faster and bigger means of transportation will be designed.
8. We will meet the demand for power by the next century.
We will meet the demand for power by using solar energy.

9. We will find oil in our country.
We will find oil by the next decade.
10. We will transmit all communications by satellite.
We will transmit all communications by satellite by 2020.
11. The minimum wage will be increased.
The minimum wage will be increased through legislation by this time next year.

Self-check



Let's see how well you know the future perfect tense. Check your answers against those below.

2. By 2006, many multinational corporations will have been organized in Subic.
3. More time-saving devices shall have been developed so workers will have shorter working hours.
4. More tourists will have visited the Philippines by the end of the year.
5. The BIR and the Bureau of Customs will have collected more taxes by December.
6. Business will be transacted faster as the processing of information will have sped up by using computers.
7. Faster and bigger means of transportation will have been designed making the world smaller.
8. By the next century, we will have met the demand for power by using solar energy.
9. We will have found oil in our country by the next decade.
10. By 2020, we will have transmitted all communications by satellite.
11. By this time next year, the minimum wage will have been increased through legislation.

Perfect? Excellent! You know the future perfect tense very well. Congratulations! You should score 6 or higher to be sure you know the future perfect tense well enough. Otherwise, please practice using the tense correctly more and more.

Activity 4. More on Speculating Future Events

Complete each of the following sentences by adding a clause with a verb in the future perfect tense. Construct three different sentences. Write the sentences in your notebook. Number 1 is done for you.

1. By the time the school year ends, _____.
I shall have accomplished all the modules in all the subject areas.
I shall have submitted all the requirements in each subject area.
I shall have taken and passed the final examination.
2. Before Nilo marries, _____

3. By this time next year,

4. Before I go to sleep tonight,

5. By Christmas,

Self-check



This activity is open-ended; however, here are some suggested answers to serve as model.

2. Before Nilo marries, he shall have finished college.
he shall have found a stable job.
he shall saved enough to buy a house for his family.
3. By this time next year, you will have completed the second year.
you will have enrolled in the third year.
you will have read several literary types in your English class.
4. Before I go to sleep tonight, I shall have done my assignments.
I shall have studied my lessons.
I shall have said my evening prayers.
5. By Christmas, my elder sister will have arrived from the United States.
she will have brought home a computer unit for me.
the family shall have held a welcome home party for her.

Write Thing



In your Reflective Journal write about your plans after finishing high school.
Use the future perfect tense.

Everyday Expressions

You already know what idioms are. They are peculiar to a language. Let us learn some idioms with *stand*.

The word *stand* literally means “to rise to the feet.” However *stand* used with different prepositions become idiomatic and takes on a different meaning.

Study the following idioms.

<i>stand back</i>	- to take no part in something
<i>stand by</i>	- to support; to be faithful to
<i>stand aside</i>	- to stay toward one side
<i>stand for</i>	- to represent or tolerate
<i>stand in</i>	- to take someone’s else place; a substitute
<i>stand off</i>	- deadlock or stalemate
<i>stand out</i>	- to be noticeable or distinctive
<i>stand up</i>	- to fail to keep an appointment

A. Fill in the blank with the correct form of the idiom from the foregoing list.

1. Liza was _____ by her boyfriend on their first date.
2. I won’t _____ any of this nonsense!
3. The action star used a _____ for the fight scenes.
4. She _____ her family throughout the ordeal.
5. Negotiations between management and labor have reached a _____.
6. The movie actress _____ during the Awards Night because of her stunning gown.
7. The father _____ and let his son handle the situation alone.
8. During the ceremony the people _____.
9. If he _____ me _____ I’ll never invite him again.
10. In arithmetic, the plus sign _____ addition.

Self-check



Let’s find out how you fared. Check your answers against the following.

- | | | | |
|--------------|--------------|----------------|----------------|
| 1. stood up | 4. stood by | 7. stood back | 10. stands for |
| 2. stand for | 5. stand off | 8. stood aside | |
| 3. stand in | 6. stood out | 9. stands up | |



Perfect? That’s terrific! You are a fast learner. Congratulations!

Did you score 8 or 9? Very good! Keep up the good work.

Is your score 6 or 7? You did just fine, but please do better next time.

If your score is 5 or lower you’ve got to study your idioms harder. Please do that.

B. Can you use these idioms in your own sentences? I bet you can. Then go ahead, write them in your notebook.

You are almost through with this module. To evaluate how much you have learned take the posttest.

Posttest



I. Vocabulary. Using Affixes

Write the correct word for the blank in each sentence. Choose from the words in the boxes above the sentences.

glory	glorify	glorious	gloriously	ingloriously
-------	---------	----------	------------	--------------

1. Joe Pepper is an experienced, seasoned bullfighter who faces danger splendidly; he faces it _____.
2. He wears a magnificent green-and-gold outfit when he goes before the bull; he looks _____ in his sparkling clothes.
3. Each bull he faces shakes with fright when he hears the name Pepper; the bull knows of Pepper's great reputation and acts _____.
4. I wish I were a bullfighter and could win the honor and _____ that Pepper has won.
5. I could call myself Paprika; my bravery would _____ my name, and add spice to the bullring.

memory	memorize	memorable	memorably	immemorial
--------	----------	-----------	-----------	------------

6. The singer's performance was something to remember; it was _____.
7. She sang songs in an unforgettable manner; she sang them _____.
8. I would tell you the titles of the songs, but I forgot them; I have a bad _____.
9. I tried to _____ the song titles all during the concert, but still couldn't learn them.
10. It seemed to me that I sat there for a very long time; it seemed that the concert had been going on from time _____.

II. Reading Comprehension

Read the following selections carefully then write the letter of the word or phrase that best answers each question.

One day, a stranger passed a man who was ordering a colored servant around in a tyrannical way. The stranger asked why he did not help his colored servant. The man answered, "Why, Sir, I am a colonel in Washington's Army." The stranger smiled, leaned down, and helped the Negro.

The colonel was amazed and asked why he helped a Negro. The stranger answered that all men are created free and equal, and so no one has the right to order another about in such manner. The colonel asked who he was. The stranger answered, "Washington."

11. Which character is the selection chiefly about?
 - a. A colonel
 - b. Washington
 - c. A Negro servant
 - d. A stranger
12. Why did the stranger help the Negro to get up?
 - a. He knew him.
 - b. He was his friend.
 - c. He pitied the Negro.
 - d. He believed he should be treated better.
13. How did the Colonel feel when the stranger identified himself?
 - a. Ashamed
 - b. Angry
 - c. Rebellious
 - d. Sorry
14. What character trait of Washington is inferred?
 - a. Brave
 - b. Honest
 - c. Just
 - d. Generous
15. Which word best describes the colonel?
 - a. Reckless
 - b. Emotional
 - c. Rude
 - d. Arrogant

The town, by any other name, would be as rural. The houses are, as in Amorsolo's mind, squat and perpetually still in the bright sunlight. The vegetables grow lushly in the backyards. The mango branches are at their near collapse from their delectable burden; the rice stalks, too, from their grains.

16. What does the last sentence imply?
 - a. The branches are too high.
 - b. The branches are rotten.
 - c. The branches are laden with fruits.
 - d. The branches almost touch the ground.
17. To what sense does the passage appeal?
 - a. Sight
 - b. Smell
 - c. Feeling
 - d. Hearing
18. What feeling is evoked by the passage?
 - a. Enthusiasm
 - b. Tranquility
 - c. Loneliness
 - d. Indifference
19. What word in the passage means about the same as *delicious*?
 - a. Lushly
 - b. Perpetually
 - c. Burden
 - d. Delectable
20. What is a good title for the selection?
 - a. A Filipino Home
 - b. Amorsolo's Painting
 - c. A Hometown Scene
 - d. A Model Barrio

III. Using Correct Verb Tense

Fill in the blanks with the appropriate future perfect tense form of the verb in parentheses.

21. By 2016 our national leadership believes that we _____ (solve) most of our national problems.
22. We _____ (stabilize) the economy.
23. We _____ (minimize) the problem of unemployment.
24. Our economists _____ (see) the results of their programs.
25. We _____ (reduce) government expenditures.
26. The stock market _____ (stage) a sprightly rally.
27. Our tourism industry _____ (be) fully developed.

28. Workers _____ (join) with employers in seeking ways to eliminate waste on the job.
 29. Population control _____ (help) the economy more.
 30. There _____ (be) no need for new loans.



Let's find out how much you have learned from the module. Check your answers against the key that follows.

I. Vocabulary

- | | | | |
|-----------------|--------------|--------------|----------------|
| 1. gloriously | 4. glory | 7. memorably | 10. immemorial |
| 2. glorious | 5. glorify | 8. memory | |
| 3. ingloriously | 6. memorable | 9. memorize | |

II. Reading Comprehension

- | | | | | | |
|----|-------|-------|-------|-------|-------|
| A. | 11. b | 12. d | 13. a | 14. c | 15. d |
| B. | 16. c | 17. a | 18. b | 19. d | 20. c |

III. Using Correct Verb Tense

- | | | |
|---------------------------|------------------------|----------------------|
| 21. shall have solved | 25. shall have reduced | 29. will have helped |
| 22. shall have stabilized | 26. will have staged | 30. shall have been |
| 23. shall have minimized | 27. will have been | |
| 24. will have seen | 28. will have joined | |



Perfect? Excellent! You have really used the module to the optimum. It's an honor working with you. Congratulations!

Is your score between 21 to 29? Very good! Keep up the good work, but don't rest on your achievement. Try to hitch your wagon to a star!




Did you score between 12 to 20? You did well but so much leaves to be desired. Try to do better in the succeeding modules. I know you can do more than what you have achieved here. Keep trying.

Did you score 11 or lower? Time is precious, my dear. Don't waste it. Put in more time for study if you want to pass the course. Good luck!

It is hoped that this module has raised your awareness of societal problems and has helped you become more responsive to them. The next module will focus on responding to changes and uncertainties.

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>			

