

# *Unit III*

## *Module 6*

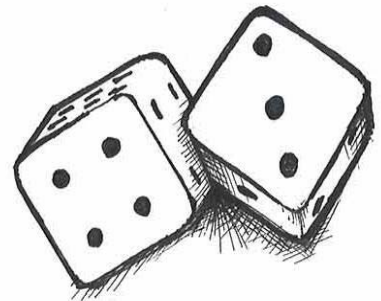
### *Becoming a Reflective Learner*

#### *Overview*

Youth is the springtime of life. It is a time for adventure, for making dares, for taking risks and the more dangerous these are, the more attractive they become.

Do you love taking risks? Are you the typical teenager who thrives on risks and believes in the saying, “no guts, no glory”?

This module focuses on helping you become a good risk taker. After going through this module you will hopefully be able to reflect and take a good look at any risk you may want to take and turn it to your advantage.



#### *Objectives*

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

1. recognize synonyms and antonyms
2. scan for specific details
3. make inferences and predictions
4. point out how one’s attitudes contribute to a person’s values
5. react to assertions made in the text
6. express ability, possibility and obligation
7. ask/give permission and advice
8. make requests
9. write a personal reflection on a certain issue

#### *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: Recognizing Synonyms and Antonyms

Match the word in A with its synonym in B and its antonym in C. Write on your answer sheet the letter of the synonym in the first number and its antonym in the second.

A (word)	B (same meaning)	C (opposite meaning)
1 – 2 fatal	a. being away	f. talkative
3 – 4 absence	b. sure	g. early
5 – 6 voiceless	c. late	h. presence
7 – 8 certain	d. deadly	i. doubtful
9 – 10 tardy	e. silent	j. harmless

### II. Making Inferences

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

A. On the tropic isle the palm trees were swaying gently in the moonlight.

11. When did this take place?
 

a. Morning	b. Noon	c. Afternoon	d. Evening
------------	---------	--------------	------------
12. What caused the trees to sway?
 

a. Breeze	b. Moonlight	c. Wind	d. Isle
-----------	--------------	---------	---------
13. What word best describes the atmosphere?
 

a. Dull	b. Colorful	c. Pleasant	d. Frightening
---------	-------------	-------------	----------------
14. Where would this scenery be most likely to be found?
 

a. Canada	b. Alaska	c. Himalayas	d. Philippines
-----------	-----------	--------------	----------------

B. Heavy rains, strong winds and high waves forced Efen's cousin to run his boat into the beach near a fisherman's hut.

15. Who landed on the beach?

- a. A boatman                      b. A fisherman                      c. Efen                      d. Efen's cousin

16. Where did the fisherman live?

- a. In a boat                      b. In a shack                      c. In the water                      d. In a cave

17. What kind of weather is described?

- a. Stormy                      b. Chilly                      c. Rainy                      d. Sunny

C. As the tourist paid his hotel bill, he turned and yelled to the hotel boy, "Quick boy, run up to Room 621 and see if I left my attaché case there. Hurry up because I've got only fifteen minutes to catch the plane." Five minutes later, the hotel boy was back and out of breath. "Yes sir," he reported, "it is up there."

18. What did the tourist expect the hotel boy to do?

- a. Keep the attaché case for him.                      c. Get the attaché case from the room.  
b. Tell him where the attaché case was.                      d. See if the attaché case was in the room.

19. Why did the tourist forget his attaché case?

- a. He was in a hurry.                      c. He had other bags to carry.  
b. He was going to a party.                      d. His wife went ahead.

20. How, do you think, did the tourist feel when the hotel boy returned without the attaché case?

- a. Amused                      b. Angry                      c. Afraid                      d. Indifferent

### III. Using Modals

Write the letter of the modal that completes each sentence correctly.

21. \_\_\_\_\_ that I were a bird.

- a. Can                      b. Could                      c. Would                      d. Should

22. Tell her I \_\_\_\_\_ see her at once.

- a. may                      b. can                      c. might                      d. must

23. Do you really believe you \_\_\_\_\_ do it?

- a. can                      b. shall                      c. may                      d. might

24. The gang \_\_\_\_\_ be the same again when you leave.

- a. mustn't                      b. won't                      c. shouldn't                      d. can't

25. We \_\_\_\_\_ conserve water and power.

- a. will                      b. could                      c. must                      d. might

26. Everyone \_\_\_\_\_ come, rain or shine.

- a. might                      b. should                      c. could                      d. would

27. \_\_\_\_\_ you speak Mandarin?

- a. Would                      b. Must                      c. Can                      d. May

28. You \_\_\_\_\_ call me up tonight if you wish.

- a. must                      b. should                      c. would                      d. could

29. If I were younger I \_\_\_\_\_ climb that mountain.

- a. will                      b. can                      c. should                      d. would

30. No public official \_\_\_\_\_ sleep on the job.  
a. might                      b. should                      c. may                      d. can

## Self-check



Would you like to find out how you fared? Check your answers against those below.

### I. Recognizing Synonyms and Antonyms

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

### II. Making Inferences

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

### III. Using Modals

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 21. c | 23. a | 25. c | 27. c | 29. d |
| 22. d | 24. b | 26. b | 28. d | 30. b |



Perfect score is 30. Perfect? That's great! Congratulations.

Did you score between 21-29? Very good! Keep up the good work by studying this module very well.

Did you score between 12-20? Good work but you can do better. Maximize your use of this module to improve your score.

Did you score 11 or lower? That's okay. Study this module very thoroughly and I bet you may even perfect the posttest. Happy studying!

Now you are ready to begin this module. Please make full use of it.

## *Words Unlocked*

The study of English is the study of words. Whether you are reading, writing or carrying on a conversation you are dealing with words. The more words you know the more likely you are to write well and express yourself clearly.

### A. Recognizing Synonyms

You have learned in past modules that a *synonym* is a word that has the same or nearly the same meaning as another word.

The word *wild* and *brave* are used in the selection you are about to read. To widen your vocabulary, study the word maze below. Cross out all letters *J*, *Q*, *X* and *Z* and find ten synonyms of *wild* and eight synonyms of *brave*. Write those in your notebook.

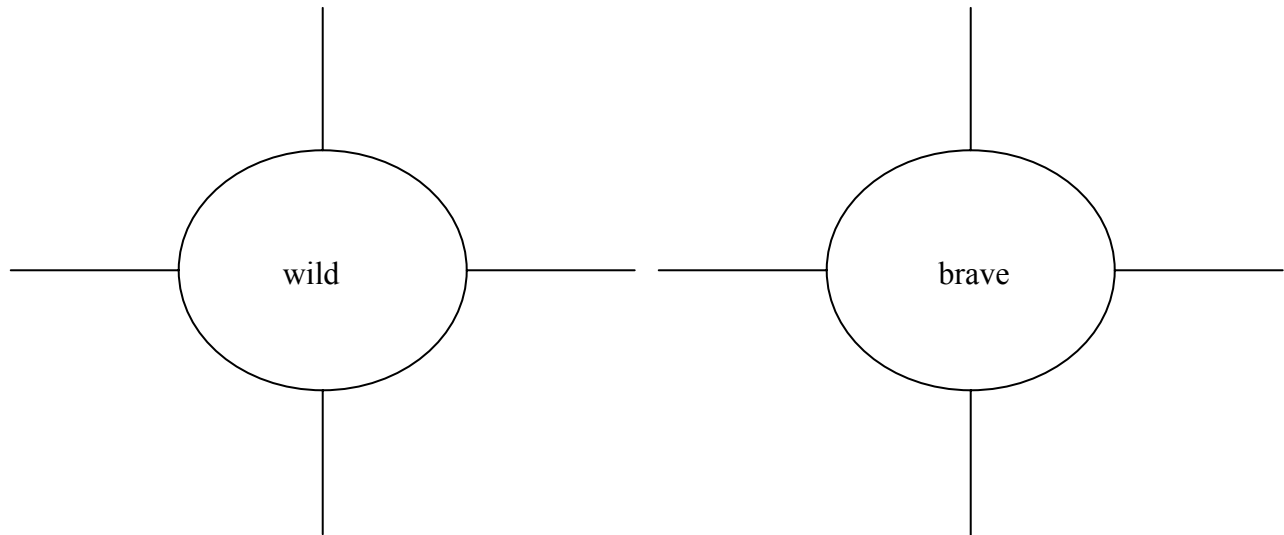
Z	X	U	Q	J	X	R	J	Q	X	Z	V	Q	W	X	I	J
Q	J	N	X	F	I	E	R	C	E	Q	A	J	A	Z	N	Q
J	Z	T	Q	Z	J	C	Z	X	J	X	L	Z	Y	J	T	X
X	Q	A	J	X	Q	K	Q	J	Z	J	I	X	W	Q	R	Z
Z	X	M	Z	B	O	L	D	X	Q	S	A	V	A	G	E	J
Q	J	E	X	Q	Z	E	J	Z	X	Q	N	J	R	Z	P	X
U	N	D	O	M	E	S	T	I	C	A	T	E	D	J	I	Z
N	Z	X	Q	J	X	S	Q	M	J	X	Z	Q	Z	X	D	Q
C	J	Q	Z	X	Q	J	X	P	Z	Q	J	X	J	Q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

**B. Recognizing Antonyms**

You have just finished identifying the synonyms of *wild* and *brave*. What could their antonyms be?

Study the word pool that follows. It lists the antonyms of *wild* and *brave*. Write on each spoke an antonym of the word in the wheel. Remember, an *antonym* is a word that means the opposite or nearly the opposite of another word.

tame	cowardly	prudent	timid
fearful	controlled	weak	refined



Do you think you got them all? Check your answers against those below to find out. The answers could be in any order.

**A. Recognizing Synonyms:**

*wild*

- |                   |                 |
|-------------------|-----------------|
| 1. untamed        | 6. uncontrolled |
| 2. wayward        | 7. impetuous    |
| 3. undomesticated | 8. reckless     |
| 4. fierce         | 9. savage       |
| 5. unpredictable  | 10. rough       |

*brave*

- |               |            |
|---------------|------------|
| 1. bold       | 6. valiant |
| 2. courageous | 7. heroic  |
| 3. fearless   | 8. daring  |
| 4. undaunted  |            |
| 5. intrepid   |            |

**B. Recognizing Antonyms:**

*wild*

- |            |               |
|------------|---------------|
| 1. tamed   | 3. refined    |
| 2. prudent | 4. controlled |

*brave*

- |            |             |
|------------|-------------|
| 1. fearful | 3. weak     |
| 2. timid   | 4. cowardly |



Perfect score is 26. Perfect? You are fantastic! You must have a good command of the language. Congratulations!

If you scored between 19-25, very good! Keep up the good work.

If you scored between 11-18, you did fine; however you could have done better. To improve read, read, and read.

If you scored 10 or lower, you need to expand your vocabulary. Keep on reading. You could use a thesaurus or dictionary to learn more synonyms and antonyms of words. Happy studying!

# Reading Adventure

## Pre-Reading



Do you make dares or take high risks? When or under what condition do you do this and why? Write your answers in your notebook.

Look at the title of the story. Can you guess what the story is?

## While Reading



Read the following story and pause to make predictions.

### The King's Horse Anonymous

Once upon a time a fine horse was presented to the king of a great country, but the animal, it appeared, could not be controlled: no man could mount him.

"Take him away," said the king, "he is too wild and useless to us."

"What a horse you are losing," said the king's son, as he beheld the grace and beauty of the steed, "'Tis a pity to part with it!"

"My son," returned the king "you find fault with people older than yourself

as if you knew more than they. Do you think you could better manage that miserable beast?"

"I think I could," replied the son.

"Then we shall see," mused the king. "If you should not be able to ride him, what sum of money would you be willing to forfeit as a punishment for your rudeness?"

"The price of the horse," said the son.

Now, pause and answer the following.

1. Will the king cash in on the bet?
2. Do you think the prince would succeed in meeting the challenge?

Read on to find the answer.

The bystanders laughed. But the king insisted that the boy should try his hand. Walking slowly to where the animal stood the prince grasped the reins and turned the creature's head toward the sun; he had noticed that the stallion was startled by his own shadow. Speaking softly, he stroked the horse's glossy skin. Suddenly he leaped upon its back.

Away!

The king and the crowd stared in great amazement as the youth flashed past them. But when the horse was seen returning with

its new master seated proudly upon its back, they burst forth in lusty cheers – all except his father. The king, weeping with joy at his son's courage and achievement, said:

“Go, my boy, and find another kingdom. Macedonia is too small for you.”

The youth, Alexander the Great, did as his father bade him. He marched, a conqueror, through Persia, Egypt, and India.



## Post Reading

### Scanning for Details

Scanning is an important reading skill in selective reading. It enables you to find the answer to specific questions very quickly.

*Scanning* is a planned hunt-skip-read process for finding specific facts. The following tips will help you scan a selection.

- a. Know exactly what you are looking for before you start scanning. Keep in mind the key words related to the information you want.
- b. Quickly glance down the page or column to find key words. Use these clues: section titles, subheadings, words in boldface or italic types, first and last sentences of paragraphs and illustrations.

Now, scan the selection to find answers to the following questions. Write your answers in your notebook.

1. What was the gift to the king?
2. Was the king pleased with it? Why?
3. What did he decide to do?
4. Who objected to his decision?
5. How did the king react to the objection?
6. Was the prince able to tame the horse?



7. What was the king's reaction to the boy's success?
8. Who was the prince? Who could the king be?
9. Where and when did the story happen?

### **Reacting to the Story**

Write your answers to the following questions.

1. Why did Alexander not allow the horse to be taken away? If you were in his place, would you have done what he did? Explain your answer.
2. Why did the king say Macedonia was too small for Alexander?
3. Was the king's statement proved true? How?
4. Explain the statement: "Even as a boy, Alexander showed he had the making of a great man."
5. List down the qualities you believe Alexander the Great had. What qualities of Alexander do you believe you can develop in you?

### **Self-check**



Now, see how you fared by checking your answers against those below.

#### **A. While Reading**

1. Yes. He asked the son what he would give as penalty in case he failed and he insisted that the boy should try his dare.
2. Yes, the prince succeeded in taming the horse.

#### **B. Post Reading**

##### ***Scanning for Details***

1. A beautiful horse.
2. No, he was not because the horse was so wild nobody could ride on its back.
3. The king decided to give away the horse saying it was useless.
4. His son objected saying the king would be losing a splendid horse.
5. He reprimanded his son and challenged him to ride the horse.
6. Yes.
7. The king wept and embraced his son.
8. The prince was Alexander the Great. The king was Philip of Macedon, his father.
9. Macedonia, during ancient times.

##### ***Reacting to the Story***

1. Because it was a splendid horse. (Suggested answer: Yes, I would. Because like Alexander I believe I could tame the horse. It does not mean that simply because most people can't mount it, nobody else could.)

2. Because the king saw the makings of a great man in his son. He knew his son would become a conqueror.
3. Yes, Alexander the Great conquered the known world at that time. He was only 33 years old.
4. As a boy, Alexander succeeded in taming a wild horse that none of his father's men could. Only a person with guts and courage can do this.
5. Alexander the Great was brave, daring, self-confident, intelligent, and a risk taker. At a later age he was gallant, generous and kind to his men.

You should get at least 11 to claim you understood the story. Did you? Wonderful! Congratulations!

If you scored 10 or lower read the selection again and try your best to improve in the succeeding activities. Good luck!



In your reflective journal, write a paragraph about one or two qualities of Alexander the Great that you want to possess. Give your reasons.

## *Skills Enhancer*

### **I. More on Synonyms and Antonyms**

#### **Exercise 1. Recognizing Synonyms**

A. Write the letter of the word or group of words closest in meaning to the words in bold print.

- |                        |                |                |                 |                |
|------------------------|----------------|----------------|-----------------|----------------|
| <b>1. premonition:</b> | a. ghost       | b. forewarning | c. greeting     | d. payment     |
| <b>2. decree:</b>      | a. quantity    | b. challenge   | c. loss         | d. order       |
| <b>3. antidote:</b>    | a. cure        | b. poison      | c. opponent     | d. predecessor |
| <b>4. intervene:</b>   | a. require     | b. withdraw    | c. come between | d. contact     |
| <b>5. relinquish:</b>  | a. release     | b. conquer     | c. discourage   | d. announce    |
| <b>6. immaterial:</b>  | a. substantial | b. untidy      | c. false        | d. unimportant |

**7. eradicate:**

- a. intervene                      b. uproot                      c. accompany                      d. employ

**8. ultimatum:**

- a. summit                      b. verdict                      c. final demand                      d. perfection

**9. amorphous:**

- a. dying                      b. curious                      c. shapeless                      d. untrustworthy

**10. mandatory:**

- a. required                      b. automatic                      c. delightful                      d. impossible

**B. Solving a Word Puzzle**

Below is a crossword puzzle. Look at the Across column. In the Synonym column next to it find the synonyms for each numbered word. Place a thin paper over the crossword puzzle. Align the corner of your paper with the corner of the puzzle. Complete the puzzle with a synonym for each numbered word. Do the same for the Down column. The number in front of the word tells you in which box to begin. The first words in the Across and Down columns are given.

<sup>1</sup> A	<sup>2</sup> L	T	E	<sup>3</sup> R			4		5
	I			<sup>6</sup>		7			
	<sup>8</sup> K					9	10		
<sup>11</sup>	E				<sup>12</sup>				
	<sup>13</sup> L		<sup>14</sup>						
	Y					<sup>15</sup>			
<sup>16</sup>		<sup>17</sup>							
<sup>18</sup>							<sup>19</sup>		<sup>20</sup>
					<sup>21</sup>				
<sup>22</sup>							<sup>23</sup>		

- Across**
- change
  - obstacle
  - lummox
  - withheld
  - engrossed
  - exist
  - existed
  - heed
  - joint
  - deed

- Synonyms**
- rapt
  - rub
  - was
  - knee
  - alter
  - listen
  - box
  - kept
  - model
  - bar

- Down**
- probable
  - decay
  - withdraw
  - candid
  - like
  - ourselves
  - safe
  - cripple
  - decline
  - repair

- Synonym**
- fix
  - frank
  - secure
  - ebb
  - likely
  - retire
  - as
  - rot
  - we
  - maim

- | <b>Across</b> | <b>Synonyms</b> |
|---------------|-----------------|
| 18. hatchet   | act             |
| 19. fairy     | oaf             |
| 21. chafe     | be              |
| 22. example   | elf             |
| 23. carton    | ax              |

### Self-check



Now let us see how you fared. Check your answers against the following.

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

### B. Solving a Word Puzzle

- | <b>Across</b> | <b>Down</b> |
|---------------|-------------|
| 4. bar        | 3. rot      |
| 6. oaf        | 5. retire   |
| 8. kept       | 7. frank    |
| 9. rapt       | 10. as      |
| 11. be        | 12. we      |
| 12. was       | 14. secure  |
| 13. listen    | 16. maim    |
| 15. knee      | 19. ebb     |
| 17. act       | 20. fix     |
| 18. ax        |             |
| 19. elf       |             |
| 21. rub       |             |
| 22. model     |             |
| 23. box       |             |



Perfect score is 33. Perfect? You're terrific! Congratulations!

Did you get between 23-32? Very good! Keep it up.

Did you score between 13-22? You did well, but there is still much room for improvement. Continue reading to improve your knowledge of synonyms.

Did you score 12 or lower? It's okay. Please try your best to improve in the succeeding exercises. Read, read and read so you'd do better.

### Exercise 2. Recognizing Antonyms

A. Write the letter of the word most nearly opposite in meaning to the word in boldface type.

1. **pauper:**

a. artist	b. doctor	c. athlete	d. millionaire
-----------	-----------	------------	----------------
2. **lenient:**

a. forgotten	b. strict	c. upright	d. complex
--------------	-----------	------------	------------
3. **intricate:**

a. flowing	b. required	c. simple	d. complex
------------	-------------	-----------	------------
4. **affirmative:**

a. uncertain	b. pleasing	c. bold	d. negative
--------------	-------------	---------	-------------

**5. frivolous:**

- |            |            |          |             |
|------------|------------|----------|-------------|
| a. serious | b. hostile | c. noisy | d. harmless |
|------------|------------|----------|-------------|

**6. obstinate:**

- |           |             |             |              |
|-----------|-------------|-------------|--------------|
| a. sturdy | b. impolite | c. yielding | d. forgiving |
|-----------|-------------|-------------|--------------|

**7. illegible:**

- |             |            |             |                  |
|-------------|------------|-------------|------------------|
| a. readable | b. correct | c. straight | d. pronounceable |
|-------------|------------|-------------|------------------|

**8. fervent:**

- |          |              |             |                |
|----------|--------------|-------------|----------------|
| a. noisy | b. forgotten | c. inverted | d. indifferent |
|----------|--------------|-------------|----------------|

**9. meticulous:**

- |            |             |            |           |
|------------|-------------|------------|-----------|
| a. unusual | b. careless | c. violent | d. kindly |
|------------|-------------|------------|-----------|

**10. reverence:**

- |               |         |               |          |
|---------------|---------|---------------|----------|
| a. simplicity | b. love | c. disrespect | d. glory |
|---------------|---------|---------------|----------|

**B.** Read the words under A. Look at the scrambled letters under B. Unscramble the letters to find the antonym of each word under A and write it in your notebook. The first one is done for you.

- A**
11. young
  12. smooth
  13. fat
  14. poor
  15. dry
  16. summer

- B**
- M I L S  
C H I R  
L O D  
N E W T I R  
H O R U G  
T W E

- A**
17. stupid
  18. tall
  19. outside
  20. buy
  21. go

- B**
- M E C O  
S N I I E D  
T R A M S  
T H O R S  
L E L S

Answer: 11. young-old

**Self-check**



Now, check your answers against those below to see how you fared. Remember a perfect score is 20.

- |    |           |          |            |            |          |
|----|-----------|----------|------------|------------|----------|
| A. | 1. d      | 3. c     | 5. a       | 7. a       | 9. b     |
|    | 2. b      | 4. d     | 6. c       | 8. d       | 10. c    |
| B. | 12. rough | 14. rich | 16. winter | 18. short  | 20. sell |
|    | 13. slim  | 15. wet  | 17. smart  | 19. inside | 21. come |



Perfect? Fantastic! Congratulations!

If you scored 16-19 very good! But don't rest on your laurels, try harder to reach the top.

If you scored 12-15 you did fine; however, you could have done better. Keep on reading to expand your vocabulary.

But if you scored 11 or lower, much is left to be desired. You have to do something extra so you can cope up. Read, read, and read to improve and enrich your vocabulary, and try harder in the next exercise.

## II. Making Inferences

Very often you hear the sentence “Read between the lines.” This is *making inferences* which you have done in prior modules. Literary writers stimulate your mind by leaving much to your imagination to make reading more exciting and pleasurable.

In making inferences you may have to determine a) who is speaking or referred to; b) places or situations described; c) time, season or age talked about. d) objects described or incidents taking place, e) type of person, feeling, reaction or character traits.

Here is an exercise to hone your skills in making inferences..

Read each passage and write the letter of the correct answer to each question.

- A.**
- The sun had long set in the west before we reached the settlement. What time is referred to?  
a. Sunrise                      b. Noon                      c. Sunset                      d. Night
  - “Was this release of the basic energy of matter an event we should rejoice or should we tremble with apprehension that man had at last let out of the bottle an evil genie to be tamed?” What age is referred to?  
a. Industrial Age              b. Atomic Age              c. Space Age              d. Computer Age
  - For he loved this world of his, bounded by strong gray walls ending in a deep, silent moat that held grim secrets of unfortunate men who tried to escape. The chilly breath of its dim corridors was his life, the monotonous metallic clang of the sentries’ iron shod feet on the pavement was music to his ears. What place is described?  
a. Fortress                      b. Hideout                      c. Prison                      d. Barracks
  - A slow soft rumble beyond the roots of the woods of the forest answered her... Slowly, like the coming of a great storm, stones from the peak began to roll down, and the summit moved like a living creature, like a mighty tentacle racing downward... What is going on?  
a. A landslide                      b. A volcanic eruption              c. A typhoon                      d. An earthquake
  - “With renewed hope, I energetically approached the bar, wiggled into the air, and succeeded in my most thrilling jump.” Who is the speaker?  
a. A skydiver                      b. A gymnast                      c. A high jumper                      d. A trapeze player
- B.**
- Everywhere you looked, the tall, golden-brown stalks swaying with the wind, filled your eyes. Suddenly, a man with a long stick came by. The stooping, gray-haired man used his stick to probe the ground. Nearby was a green eyed “baby” coiled on the ground. The man continued tapping on the ground with his stick.
- What place is described?  
a. Zoo                      b. Forest                      c. Rice field                      d. Park
  - Which word best describes the man?  
a. Old                      b. Poor                      c. Shabby                      d. Cruel

8. What is the disability of the man?  
 a. Deaf                      b. Blind                      c. Lame                      d. Retarded
9. What does the man use to find his way?  
 a. Crutch                      b. Stick                      c. Binoculars                      d. Eyeglasses
10. What is the green-eyed “baby”?  
 a. Dog                      b. Bird                      c. Rabbit                      d. Snake
11. Which of the following is correct?  
 a. The old man ignored the green-eyed “baby.”  
 b. The old man was unaware of the green-eyed “baby.”  
 c. The old man struck the green-eyed “baby.”  
 d. The old man stepped on the green-eyed “baby.”

C. I believe there may be some things that some people may know for certain, but I also believe that knowable things are not what matters most to any human being. An engineer and a mathematician who know numbers and physical forces are human beings first. So, for them, what matters most is not one’s knowledge and skill, but one’s relations with other people. And their relations with each other, which is really the important things in life, are also the difficult things.

12. What is the paragraph about?  
 a. Human need                      c. Human nature  
 b. Human error                      d. Human relations
13. Which sentence is NOT true?  
 a. To know is not the most important pursuit in life.  
 b. What is important is easy to acquire.  
 c. Dealing with others is not easy.  
 d. Good interpersonal relationship is important.

### Self-check



Surely you are eager to know your score. Check your answer against those below.

- |    |       |       |      |      |       |       |
|----|-------|-------|------|------|-------|-------|
| A. | 1. d  | 2. b  | 3. c | 4. a | 5. c  |       |
| B. | 6. c  | 7. a  | 8. d | 9. d | 10. d | 11. b |
| C. | 12. d | 13. b |      |      |       |       |



You got them all right? That’s great! You can really “read between the lines.” Congratulations!  
 You should get 7 or higher to claim you are skilled at making inferences.  
 If you got 6 or lower please try your very best to improve your ability to “read between the lines.” Keep on reading.

In the next portion, you will learn about auxiliary verbs that express special meanings.



## Language Focus

Study the following pictures.

1. I can't.....



2. I might.....



3. I won't.....



4. I must.....



5. I can.....





Now, answer the following questions.

1. How does the boy feel in the first two pictures?
2. Why is he feeling this way?
3. What is the boy doing in the third picture? How do you know?
4. What makes him change his mind?
5. What does the boy discover later?
6. Were there instances in your life when you were like this boy? Write about it in your reflective journal.

Read the following sentences and study the italicized expressions.

1. The boy *can't* bike.
2. He is afraid that he *might* fall and hurt himself.
3. The boy feels that he *must* be able to bike.
4. He discovers that he *can* bike.

The italicized words are called *modals*. *Modals* are auxiliary verbs used to express special meanings. By themselves, they do not give complete meanings but when used with another verb, they change the meaning of these verbs one way or the other.

The following are commonly used modals and their uses.

***For Making requests***

Will  
Would  
Can  
Could } you help me  
clean the house?

***For Giving Advice***

You { should  
must  
ought to  
had better } visit your  
dentist.

***For Asking Permission***

May  
Might  
Can  
Could } we borrow your  
DVD player?

***For Expressing ability/possibility***

Children { can  
could  
may  
might } adapt  
themselves.

***For Expressing probability/certainty***

Mayet: Someone's on the phone.  
Roy:  
That { could  
might  
may  
should  
must } be Lucy.

***For Expressing obligations/necessity***

You { should  
must  
ought to  
have to  
had to } tell the truth.

Now, do the following exercises.

### Activity 1. Recognizing Modals

Divide your paper into three columns. In column 1, copy the complete verb phrase, in column 2, write the modal auxiliary used and in column 3, write whether it expresses *ability, permission, obligation, necessity* or *possibility*.

1. Fireworks of any kind must be handled with care.
2. A serious burn on any part of the body may leave an ugly scar.
3. To give the light desired, each ball should contain the proper element.
4. A chemist can explain the secret of its many-colored fire.
5. You could recognize calcium by its red flame.
6. Sodium must be burned to make a deep yellow.
7. The presence of copper ought to create green and blue.
8. Iron fillings should be heated to create the bright white sparks of fireworks.
9. Without their beautiful colors, fireworks would not be interesting.
10. Fireworks could enliven fiestas and other celebrations.



Would you like to know how you fared? Check your answers against those below.

<i>Verb Phrase</i>	<i>Modal Auxiliary</i>	<i>Use</i>
1. must be handled	must	necessity/advice
2. may leave	may	possibility
3. should contain	should	necessity
4. can explain	can	ability
5. could recognize	could	possibility
6. must be burned	must	necessity
7. ought to create	ought to	necessity
8. should be heated	should	necessity
9. would not be	would	possibility
10. could enliven	could	certainty



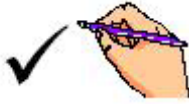
Perfect score is 30. All correct? Excellent!  
If your score is between 21-29, very good! Keep it up.  
If your score is between 12-20, good; but you could have done better.  
But if your score is 11 or lower, please try your best to do better in the succeeding activities.

## Activity 2.

Write the letter of the sentence that is closest in meaning to the given sentence.

1. I would like to ask permission to use the computer.
  - a. Should I use the computer?
  - b. Can I use the computer?
  - c. Will I use the computer?
2. It is important that you visit your doctor today.
  - a. You ought to see your doctor today.
  - b. You may see your doctor today.
  - c. You could see your doctor today.
3. Perhaps Annie will come later.
  - a. Annie can come later.
  - b. Annie should come later.
  - c. Annie may come later.
4. It was possible that somebody took your backpack by mistake.
  - a. Somebody may have taken your backpack by mistake.
  - b. Somebody could take your backpack by mistake.
  - c. Somebody might take your backpack by mistake.
5. I promise to do my best in the contest.
  - a. I must do my best in the contest.
  - b. I could do my best in the contest.
  - c. I will do my best in the contest.
6. It is possible that scientists will clone human beings.
  - a. Scientists had better clone human beings.
  - b. Scientists might clone human beings.
  - c. Scientists should clone human beings.
7. It is our duty to pay our correct taxes.
  - a. We should pay our correct taxes.
  - b. We may pay our correct taxes.
  - c. We will pay our correct taxes.
8. I would like to use your cell phone.
  - a. Shall I use your cell phone?
  - b. May I use your cell phone?
  - c. Would I use your cell phone?
9. The magician has the ability to hypnotize people.
  - a. The magician can hypnotize people.
  - b. The magician might hypnotize people.
  - c. The magician will hypnotize people.
10. This is an order for you to leave immediately.
  - a. You could leave immediately.
  - b. You may leave immediately.
  - c. You must leave immediately.

## Self-check



Now check your answers against those below.

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



Perfect? That's great!

You should score 6 or higher to show you know your modals.

If you scored 5 or lower, please study the uses of modals well before proceeding further.

### Activity 3. Expressing Ability, Possibility and Obligation

A. Rewrite the following sentences by using the modal in parentheses. The first three numbers are examples.

1. She's a singer, but her friend isn't. (can)  
She can sing but her friend can't.
2. Carlos is a swimmer but his brother isn't. (should)  
Carlos should join the swimming contest but his brother shouldn't.
3. They're doctors, but Pete and Jun aren't. (could)  
They could give medical service but Pete and Jun couldn't.
4. Luisa is a teacher but Susan isn't. (may)
5. He is an engineer, but his friend isn't. (could)
6. Melissa's a hairdresser, but Tess isn't. (might)
7. I'm a student but Betsy isn't. (can)
8. Mang Isko is a policeman, but Mike isn't. (should)
9. June is a nurse but her sister isn't. (will)
10. Robert is a pilot, but John isn't. (can)
11. Lyn is a fashion designer, but I'm not. (could)
12. Carlo is a movie director, but Jojo isn't. (may)
13. Ryan is a computer engineer, but his friend isn't. (can)

B. Answer the following questions in complete sentences. Write your answers in your notebook.

1. You are the eldest in a family of five. What must you do?
2. Aling Minda is a dressmaker. What can she do?
3. A super typhoon is coming. What might happen?
4. Your godfather is a policeman. What should he do?
5. Mang Cisco is a forest ranger. What may he do?
6. A Balikbayan uncle gave you five hundred pesos. What might you do with it?
7. Sister Claire is an environmentalist. What could she do?
8. Sonny is an overseas contract worker. What does he hope to do?
9. Eva is a teacher. What must she do?
10. You want to get high scores in this module. What do you have to do?

## Self-check



Now see if your answers are similar to the possible answers below.

- A.
4. Luisa may apply as teacher, but Susan may not.
  5. He could supervise construction work but his friend couldn't.
  6. Melissa might open a beauty salon but Tess might not.
  7. I can attend formal classes but Betsy can't.
  8. Mang Isko should arrest law violators but Mike shouldn't.
  9. June will attend relevant seminars but her sister won't.
  10. Robert can fly an airplane but John can't.
  11. Lyn could design clothes but I couldn't.
  12. Carlo may compete in Famas but Jojo may not.
  13. Ryan can design computer software but his friend can't.
- B. The following are suggested answers. Your answers may differ but they should be logical and the correct use of the modal should be observed.

1. I must help my mother with the household chores.  
I must take care of younger brothers and sisters.
2. Aling Minda can earn money by sewing dresses.  
Aling Minda can sew RTW garments and sell them.
3. Our community might be flooded.  
Many houses might be destroyed.
4. He should maintain peace and order in the community.  
He should protect the citizens from lawless elements.
5. Mang Cisco may arrest illegal loggers.  
He may confiscate illegally cut timber for the government.
6. I might buy a gift for my mother.  
I might go to a fastfood chain and give myself a treat.
7. Sister Claire could teach the fishermen to preserve our marine resources.  
She could launch a massive campaign for the reforestation of denuded areas.
8. Sonny hopes to send money to his family back home.  
He hopes to earn more to provide for his family's needs.
9. Eva must teach her students well.  
She must mold the youth to become assets of society.
10. I have to study the subject matter coverage very well.  
I have to do my best in answering the activities and exercises.



Perfect score is 20. Perfect? You're simply great! Congratulations.  
Did you score between 15 and 19? Good work! Keep it up.  
Did you score between 10 and 14? You did fine, but you could have done better.  
But if you scored 9 or lower, you have to try harder yet. Good luck.

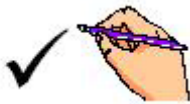
#### Activity 4. Asking and Giving Permission; Making Requests

Using the modals *can*, *could*, or *may*, ask and give permission to do the following things. Answer the odd numbers in the affirmative and the even numbers in the negative. Use *can't*, *couldn't* or *may not* to refuse.

Example:     A. May I submit my report later, Ma'am?  
              B. Yes, you may *or* No, you may not.

1. to borrow the calculator.
2. to borrow a car.
3. to use the computer.
4. to see a movie
5. to join the basketball team
6. to go walking or swimming with friends

#### Self-check



Let's see how well you can use the modals now. Check your answers against those below.

1. Can I borrow the calculator? Yes, you can.
2. Could I borrow your car? I'm sorry, you couldn't.
3. May I use the computer, Dad? Yes, you may.
4. Can I see a movie? No, you can't.
5. Could I join the basketball team, Coach? Yes, you could.
6. Can I go swimming with my friends, Dad? No, you can't.

You should get at least 4 or higher. If not please study your modals again.

### *Everyday Expressions*

You may not be aware but you use idioms in conversation and in writing, Writers frequently use them because they are usually short but forceful.

You have learned that an idiom is an expression that has developed naturally in a language. An idiomatic expression, generally, cannot be changed nor can the arrangement of the words be altered. Therefore, you must carefully note the exact words that make up the expression and remember the exact arrangement of the words. Remember, fluency in English includes a mastery of its idioms.

The following are idioms with the verb *get*.

<i>get along</i>	-	to agree; to live pleasantly together
<i>get away</i>	-	to escape or to leave
<i>get back</i>	-	to return
<i>get by</i>	-	to succeed with minimum effort
<i>get in</i>	-	to enter, to return home
<i>get into</i>	-	to fall into trouble
<i>get over</i>	-	to overcome, to surmount
<i>get off</i>	-	to leave a vehicle
<i>get through</i>	-	finish something or accomplish a task

**Exercise 1. Substitute an idiom for the italicized word or group of words.**

1. Once in a while we should *leave* our routine work and do something different.
2. Freddie is a person who easily *falls into* trouble.
3. Gavino manages to *succeed* without working very hard.
4. Young people usually *overcome* heartbreaks after sometime.
5. Although those girls are from different regions, they seem to *live together* pleasantly.
6. When did you *return* from Europe?
7. Aling Petra hurt herself when she attempted to *leave* the bus while it was still running.
8. I hope to *finish* my report before its due date.
9. Malou and I take the same bus, but I *leave the bus* ahead of her.
10. Andrei just *returned home* when you called.

**Self-check**



Let's see how well you learned your idioms with *get*. Check your answers against those below.

- |              |              |                |            |
|--------------|--------------|----------------|------------|
| 1. get away  | 4. get over  | 7. get off     | 10. got in |
| 2. gets into | 5. get along | 8. get through |            |
| 3. get by    | 6. get back  | 9. get off     |            |



Perfect? Terrific! Congratulations.

If your score is between 6 and 9, very good! Keep up the good work.

But if your score is 5 or lower you have to study the idioms again.

**Exercise 2.**

Do you think you can use the idioms with *get* in your own sentences? I believe you can. Give it a try. Write your sentences in your notebook.

You are almost through with this module. Evaluate how much you have learned from it by taking the Posttest.



### I. Vocabulary: Recognizing Synonyms and Antonyms

Match the word in the first column with its synonym in the second column and its antonym in the last column. On your answer sheet, write the letter of the synonym in the first number and its antonym in the second.

Word	Synonym	Antonym
1 – 2 grief	A. firm	F. cheap
3 – 4 bashful	B. expensive	G. soft
5 – 6 hard	C. shy	H. happiness
7 – 8 costly	D. grown-up	I. bold
9 – 10 adult	E. sorrow	J. child

### II. Making Inferences

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

- A. While waiting for the gasoline, Mr. Villa asked the attendant which was the shortest route to San Mateo, Rizal.
11. Where was Mr. Villa?  
 a. In San Mateo  
 b. At a gas station  
 c. On the highway  
 d. Inside his house
12. How was Mr. Villa traveling?  
 a. By plane  
 b. By train  
 c. By car  
 d. On foot
- B. The band paraded along the crowded streets and the sky rockets filled the evening with golden showers. The air was filled with excitement and the church bells proclaimed to the rest of the world that the dreamy little town is alive with laughter and music and friendly chatter.
13. What occasion is described?  
 a. Wedding  
 b. Town fiesta  
 c. Birthday  
 d. Election day
14. To what sense does sentence 2 best appeal?  
 a. Hearing  
 b. Taste  
 c. Touch  
 d. Sight



15. What made the streets crowded?  
 a. Cars                      b. Rockets                      c. People                      d. Bands
16. What mood is described?  
 a. Gaiety                      b. Grief                      c. Fear                      d. Peace

C. The man is a phenomenon, it is true, but he is also a social illiterate, a political simpleton, a cultural ignoramus and an emotional baby. There are no vibrations of humanity from him; when you look at him, his eyes are blank and unstarling, since he only has eyes for the black and white checkered table.

17. What does the black and white checkered table stand for?  
 a. Boxing                      b. Chess                      c. Tennis                      d. Basketball
18. What things would be dearest to his heart?  
 a. Gloves                      b. Dice                      c. Bat                      d. Pawns
19. What does the writer feel for the man?  
 a. Scorn                      b. Love                      c. Pride                      d. Indifference
20. According to the passage, which is NOT possessed by the man?  
 a. Intelligence                      b. Popularity                      c. Warmth                      d. Culture

### III. Using Modals

Write the letter of the modal that best completes each sentence.

21. I \_\_\_\_\_ not do it if I were you.  
 a. must                      b. can                      c. might                      d. would
22. Father told me that I \_\_\_\_\_ be home before six o'clock.  
 a. will                      b. should                      c. may                      d. could
23. The truant students know that they \_\_\_\_\_ not graduate.  
 a. might                      b. would                      c. will                      d. can
24. \_\_\_\_\_ he have seen me arrive?  
 a. Could                      b. Can                      c. Will                      d. Would
25. She \_\_\_\_\_ arrive any moment now.  
 a. can                      b. shall                      c. would                      d. may
26. Bobby \_\_\_\_\_ speak four languages.  
 a. may                      b. shall                      c. can                      d. will
27. He \_\_\_\_\_ make a good leader.  
 a. could                      b. should                      c. might                      d. would
28. \_\_\_\_\_ Lady Luck smile on you.  
 a. Must                      b. May                      c. Can                      d. Shall
29. I told Andrei that it \_\_\_\_\_ rain tonight.  
 a. might                      b. can                      c. must                      d. shall
30. You \_\_\_\_\_ get sick if you expose yourself to the rain.  
 a. will                      b. could                      c. should                      d. ought to

## Self-check



To evaluate how much you have learned from this module, check your answers against those below.

### I. Vocabulary

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. E | 3. C | 5. A | 7. B | 9. D  |
| 2. H | 4. I | 6. G | 8. F | 10. J |

### II. Making Inferences

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

### III. Using Modals

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 21. d | 23. c | 25. d | 27. d | 29. a |
| 22. b | 24. a | 26. c | 28. b | 30. b |



Perfect? Excellent! You have really made full use of the module. Cheers!

If you score between 21 and 29, Well done! Keep up the good work.




If you score between 12 and 20, You did fine, but you could have done better, if you tried harder. Optimize the use of the succeeding modules to profit from them.

But if your score is 11 or lower so much leaves to be desired. Please take time for serious study to benefit from the modules you will be studying in the future. Remember the saying “No guts, no glory!” Good luck!

You have just finished your last module for the third quarter. It is hoped that it has helped you become a reflective learner.

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>			

