

UNIT IV
Learning To Do
Module 1
Viewing Problems and Issues From Different
Vantage Points



Overview

You and I are different. Each one of us has his or her own ideas and beliefs. Because of this, we sometimes tend to disagree. Moreover, we are constantly bombarded with contradicting information – from newspapers, magazines, textbooks, the radio, television, the Internet, advertisements, political slogans and speeches. That is why it is important for us to develop our critical thinking skills. The term critical thinking does not mean “critical” in the sense of tearing down or finding fault. Rather it means evaluating carefully, making sound judgments and applying our reasoning powers. This requires keeping an open mind, not accepting unquestioningly what we hear or read – but also not rejecting ideas simply because they are different from own beliefs. The ability to think for ourselves and to make up our own minds about the day’s important issues, the ability to listen and read critically becomes even more necessary in this day and age.

Objectives

After doing the activities in this module, you will be able to

1. get meanings of words using context clues
2. recognize synonyms and antonyms of words
3. express reactions to events in a story
4. give advice and suggestions using gerunds
5. add a gerund phrase in the subject, direct object, complement or prepositional phrase position
6. give logical arguments
7. evaluate evidences
8. write a letter to the editor

Instructions

To optimize the use of this module please do the following.

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 an **Overview** or brief introduction followed by a list of **Objectives** that you are expected to learn.
4. Before working on the activities answer the **Pretest** first. Find out how well you did by checking your answers against the answers given under the **Self-check** of the pretest.
5. As you work on the activities, try to relate them to the objectives of this module. What skill or strategy does the activity develop?
6. After each activity, go over the **Self-check** that follows to find out how well you fared in that activity. Pay attention to the items you missed. Learn from your mistakes.
7. After working on all activities, take the **Pretest**.

Shall we begin? Let's start with the Pretest.



A. Vocabulary. Everyday Expressions

Fill in the blank with the correct preposition.

after into off through to

1. See _____ it that all the lights and electric fans have been turned off before you leave the room.
2. Have you heard this line from a popular song. “And my love will see you _____.”
3. Only my cousin was able to see my aunt and uncle _____ at the airport.
4. When my mother is on provincial assignment, my eldest sister has to see _____ our needs.
5. The barangay captain promised to see _____ the matter as soon as possible.

B. Comprehension

Read the following selection and the statements following it. Then decide whether each statement is a fact or an opinion of the author. Put an **F** if it is a fact, and an **O** if it is an opinion.

Have you ever wondered why dogs are the best form of burglar protection? They don't drink on the job. They are always alert, and their response time is faster than the police. Even if the dog is asleep on the job, he will awaken when he hears someone approaching.

Guard dogs go through a long period of training, the first six weeks being obedience training. Then they are put into one of three kinds of training: personal protection, attack or guard. Personal protection dogs can stay in the home when guests are there, while guard dogs should be put on a leash when company is around. Very few attack dogs are trained, and they are used by police in attacking criminals. Most guard dogs are German Shepherds and Doberman Pinschers, but the best are German Shepherds.



- _____ 6. Dogs are the best burglar protection.
 _____ 7. Guard dogs go on a long period of training.
 _____ 8. They are always alert.
 _____ 9. There are three kinds of training.
 _____ 10. The best dogs are German Shepherds.

C. Synonyms

Look for synonyms of the words below from the selection.

- _____ 11. work
 _____ 12. reaction

D. Antonyms

Look for antonyms of the words below from the selection

- _____ 13. worst
 _____ 14. awake
 _____ 15. retreating

E. Language

Fill in each blank with the gerund form of the verb.

16. For many years after _____ (return) to America, Jean Fritz could not forget China.
 17. She and her parents continued _____ (use) many Chinese expression in their conversation.
 18. As soon as she fell asleep, she would find herself _____ (dream) of the Yangtze River.
 19-20. In high school, Fritz wrote a poem about China, _____ 19. (begin) and
 _____ 20. (end) with the line, "It will not be the same when I go back."

Self-check



A. Vocabulary

1. to 2. through 3. off 4. after 5. to

B. Comprehension

6. O 7. F 8. O 9. F 10. O

C. Synonyms

11. job 12. response

D. Antonyms

13. best

14. asleep

15. approaching

E. Language

16. returning

18. dreaming

20. ending

17. using

19. beginning

Words Unlocked

Activity 1. Using Context Clues

Below are the meanings of some words used in the selection you are about to read. The number of the paragraph in which they appear is indicated in parentheses. On the space before each number, write the word being defined.

1. a forest (1)

2. an open space in the forest (1)

3. the end of a tree left in the ground after the upper part has been cut off (1)

4. a young bird (1)

5. sharpened by rubbing or grinding (2)

6. saddened or left lonely by death (3)

7. causing dread or fear (4)

Activity 2. Recognizing Synonyms

Below are synonyms of key words used in the selection. On the space before each number write the word in the selection which has the same or nearly the same meaning. The number of the paragraph in which they appear is indicated in parentheses.

1. uproar, disturbance (1)

2. large, huge (1)

3. shiny, glossy (2)

4. flapped (3)

5. silence (5)

Activity 3. Recognizing Antonyms

Look for words in the selection which are the opposite of the words in the list. The paragraph in which the words are found is indicated in parentheses.

- _____ 1. observable (3)
- _____ 2. death (4)
- _____ 3. peace (5)
- _____ 4. good (5)
- _____ 5. bitter (5)
- _____ 6. ugly (5)
- _____ 7. lie (5)
- _____ 8. remembered



Activity 1. Using Context Clues

- 1. woods
- 2. glade
- 3. stump
- 4. nestling
- 5. whetted
- 6. bereaved
- 7. formidable

Activity 2. Recognizing synonyms

- 1. commotion
- 2. enormous
- 3. sleek
- 4. fluttered
- 5. hush

Activity 3. Recognizing antonyms

- 1. intangible
- 2. life
- 3. violence
- 4. evil
- 5. sweet
- 6. beautiful
- 7. truth
- 8. forgotten

Reading Adventure



How can a victim of injustice still believe in the goodness of humanity? People all over the world have wrestled with this question. The tale that follows shows how the birds who resemble humans were able to rise above their pain and sorrow.

While Reading



The Judgment of the Birds



¹Walking in the woods one day, I sat down to rest on the edge of a little glade, with my back against a stump, and fell asleep. When I awoke, dimly aware of some commotion, the light was slanting down through the pines in such a way that the glade was lit like some vast cathedral. I could see on a dead branch an enormous raven with a squirming nestling in its beak.

²The sound that woke me was the outraged cries of the nestling's parents, who flew helplessly in circles about the clearing. The sleek black monster was indifferent to them. He gulped, whetted his beak on the branch a moment and sat still.

Pause and reflect.

1. *Why do you think did the raven succeed in carrying off the nestling?*
2. *What will the nestling's parents do?*

³Suddenly, out of all that area of woodland, a soft sound of complaint began to rise. Into the glade fluttered small birds of half a dozen varieties drawn by the anguished cries of the tiny parents. No one dared to attack the raven. But they cried there in some instinctive

common misery, the bereaved and the unbereaved. The glade filled with their soft rustling and their cries. They fluttered as though to point their wings at the murderer. There was a dim intangible ethic he had violated, that they knew.

Pause and reflect.

3. *How would the other birds in the woodlands react to the raven's shameless act?*

He was a bird of death.

⁴And, he, the murderer, the black bird at the heart of life, sat on there, glistening in the common light, formidable, unperturbed, untouchable.

Pause and reflect.

4. *How did the small birds feel towards the raven?*
5. *Will the birds gather enough courage to avenge the nestling's death.*

⁵The sighing died. It was then I saw the judgment. It was the judgment of life against death. I will never see it again so forcefully presented. I will never hear it again in notes so tragically prolonged. For in the midst of protest, they forgot the violence. There, in that clearing, the crystal note of a song sparrow lifted hesitantly in the hush. And finally, after painful fluttering, another took the song, and then another, the song

passing from one bird to another, doubtedly at first, as though some evil thing was being slowly forgotten. Suddenly they took heart and sang from many throats joyously together as birds are known to sing. They sang because life is sweet and sunlight beautiful. They sang under the brooding shadow of the raven. In simple truth, they had forgotten the raven, for they were the singers of life, not of death.

Pause and reflect.

6. *How did the sparrow help the other birds to overcome their anguish?*

Post Reading



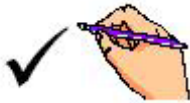
Using ideas and details from the *Judgment of the Birds*, complete the following outline of story elements.

Setting:	1. Time 2. Place
Characters:	
Problem:	
Events:	1. 2. 3. 4. 5.
Ending:	

Comprehension Check

1. What injustice was committed? Who committed it?
2. How did the accused behave?
3. Are there people like the raven in our present day society?
4. How did the nestling's parents react?
5. How did the other birds in the woodlands react?
6. What general statement can you give about the best way of dealing with injustice?

Self-check



Pre-reading

Not everyone is unjust. There are still good human beings around. Life is beautiful.

While Reading

1. Perhaps the nestling's parents were not around. Perhaps it strayed and was separated from its parents.
2. They will try to get back their birdie. (Answers will vary.)
They will cry for help.

3. They would protest against the raven.
4. They felt helpless.
5. Yes.
6. By singing, the sparrow was able to bring back a note of hope to the other birds in the woodlands and slowly overcome their pain and sorrow.

Post Reading

Setting :

1. Time - In the middle of the day.
2. Place - In a glade in the middle of the forest.

Characters: Nestling, raven, sparrow, nestling's parents, other birds in the woodlands.

Problem: How the nestling could be snatched back from the raven.

Events:

1. The narrator was awakened by a commotion.
2. Cries of the parent birds filled the woods.
3. The other birds joined the parent birds cry of sorrow and protest.
4. A sparrow began singing .
5. Others joined the sparrow and joyously sang together to forget their sorrow.

Ending: The birds' song filled the air once more.

Comprehension Check

1. A nestling was killed by a raven.
2. The raven was indifferent to the cries of the other birds and sat on a dead branch formidable, unperturbed, untouchable.
3. Yes. Murderers
4. The parent birds cried in protest and sorrow.
5. They joined the parent birds in protest.
6. Despite the injustices one might experience in the hands of others, one should not lose hope or despair. We must continue to believe in the goodness of humanity.

Language in Focus



Study the following sentences.

1. The glade was filled by the soft rustling and crying of the birds.
2. The sighing died.

How are the underlined words used in the sentences?

If you said *gerunds*, you're right! Gerunds take the place of nouns in sentences.



Key Points

1. Gerunds are the *-ing* form of the verb.
2. Gerunds are used:
 - as the subject of the sentence.
Listening to nature is a wonderful experience.
 - as the complement of a verb.
I enjoy walking in the woods.
 - as the object of preposition.
He relaxes by fishing in the river.

Activity 1. Recognizing gerunds.

Identify the gerunds in this conversation.

- Ricky : So how was your vacation in the North?
Liza : Oh, it was all right.
Ricky : Just all right?
Liza : My sister and I had different ideas about spending our vacation.
Ricky : Really?
Liza : Yes! She likes running around, seeing everything, and visiting all the cultural and historic landmarks. I hate walking around from sunrise till sunset. I just want to relax. I like to go swimming on a beach or strolling.
Ricky : Well, how did you talk things out?
Liza : It was a win-win solution.
Ricky : Really? What did you agree on?
Liza : I met new friends who enjoyed the sea while she asked a cousin to show her around.
Ricky : A win-win solution indeed.

Activity 2. Using gerunds

Complete the sentence with the gerund form of the verb in parentheses.

1. Many people enjoy _____ (participate) in outdoor activities. They look for ways of _____ (get) away from work and household chores.

2. The outdoor recreation industry is growing rapidly. If people plan to go (dive) _____, (snorkel) _____, (sail) _____, or (bike) _____, they need to have equipment and look for appropriate facilities.
3. Once they begin a sport, most people can't help _____ (buy) all of the equipment which sports goods shop say is required in _____ (do) the activity well. However, they should consider _____ (rent) first.
4. Many people enjoy _____ (participate) in sports but they are prevented from _____ (try) them because they lack time, money or proper equipment.
5. They can also put off _____ (do) the sport if they don't have a partner, if the facilities are too far away, or if the weather is bad.

Activity 3. Giving Advice

Combine each pair of sentences using *without* and the gerund form of the verb. The first one is done for you.

1. Don't speak. Think first.
Don't speak without thinking.
2. Don't decide. Weigh all options.
3. Never take sides. Consider all sides of a question.
4. Don't submit a report. Go over it.
5. Don't take the test. Review your lesson.
6. Do your work. Do not bother anyone.
7. Do the assigned task. Do not complain.
8. Try answering the questions. Do not look back at the text.
9. Continue with the project. Do not seek help from politicians.
10. Help one another. Don't expect anything in return.

Activity 4. Giving suggestions.

List five ways of doing the following things. Use gerund phrases.

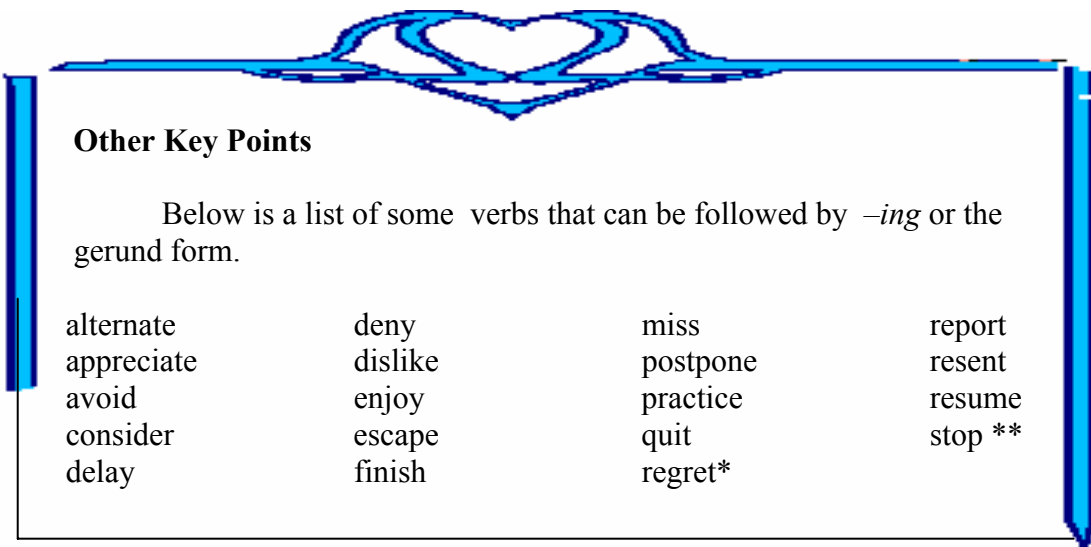
1. We can conserve electricity
by _____

2. We can help our community
by _____

3. We can make other people happy
by _____

4. We can help to lessen pollution
by _____

5. We can keep ourselves healthy
by _____



Other Key Points

Below is a list of some verbs that can be followed by *-ing* or the gerund form.

alternate	deny	miss	report
appreciate	dislike	postpone	resent
avoid	enjoy	practice	resume
consider	escape	quit	stop **
delay	finish	regret*	

* In a formal letter, regret is followed by the infinitive form of the verb (*to* + the base form of the verb) *I regret to inform you that I cannot attend the induction party.*

** Stop can be followed either by a gerund or an infinitive but the meaning changes.

I stopped listening to the news means “I no longer listen.”

I stopped to listen to the news means “I spent some time listening”.

Activity 5

Fill in the blank with an *-ing* gerund form of the verb.

1. I keep _____ myself people see things differently.
2. The teams alternated _____ their side of the issue.
3. They stopped _____ about the price.

4. The boys finished _____ their room in an hour.
5. They regretted _____ trouble in their community.
6. They quit _____ pranks on their neighbors.
7. The cast practiced _____ their lines on stage.
8. They enjoyed _____ on the set.
9. The group considered _____ the proceeds of the show to charity.
10. Please avoid _____ your trash on the street.

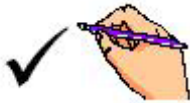
Activity 6.

Complete the following by adding gerund phrases.

The first one is a possible answer.

1. I miss _____.
I miss playing chess with Grandfather.
2. He quit _____.
3. I heard that you resent _____.
4. Please stop _____.
5. Did the company delay _____?
6. Let's avoid _____.
7. She vehemently denies _____.
8. Will you consider _____?
9. We will resume _____.
10. I surely regret _____.

Self-check



Activity 1.

- Liza : spending
 Liza : running , seeing,
 visiting , walking, swimming ,
 strolling

Activity 2.

1. participating, getting
2. diving, snorkeling, sailing, biking
3. buying, doing, renting.
4. participating, trying
5. doing

Activity 3.

2. Don't decide without weighing all options.
3. Never take sides without considering all sides of a question.
4. Don't submit a report without going over it.
5. Don't take the test without reviewing your lesson.
6. Do your work without bothering anyone.
7. Do the assigned task without complaining.
8. Try answering the questions without looking back at the test.
9. Continue with the project without seeking help from politicians.
10. Help one another without expecting anything in return.

Activity 4. (Possible Answers)

1.
 - Switching off the lights when nobody is using them.
 - Turning off the electric fans when there's nobody using them.
 - Ironing clothes in batches.
 - Using the timer of the air conditioning unit.
 - Turning off the television before leaving the room.
2.
 - Planting trees and shrubs.
 - Keeping our yards clean.
 - Obeying the law.
 - Taking an active part in community activities.
 - Disposing garbage properly.
3.
 - Visiting the elderly.
 - Sending flowers to loved ones.
 - Smiling at people we meet.
 - Thanking them.
 - Listening to others.
4.
 - Walking instead of using our motorcycles or jeeps.
 - Recycling, reusing, reducing garbage.
 - Not using products in aerosol cans.
 - Not throwing garbage into the river and other bodies of water.
 - Not burning plastic, bags and containers.
5.
 - Not smoking.
 - Eating healthy food.
 - Leading an active life.
 - Getting enough rest.
 - Following cancer screening guidelines

Activity 5. Possible Answers

- | | | |
|-------------|---------------|--------------|
| 1. telling | 5. creating | 9. donating |
| 2. giving | 6. playing | 10. throwing |
| 3. arguing | 7. delivering | |
| 4. cleaning | 8. practicing | |

Activity 6. Possible Answers

2. He quit playing badminton because of a sprained ankle.
3. I heard that you resent being called a mama's boy.
4. Please stop arguing about foolish matters.
5. Did the company delay paying the workers their wages?
6. Let's avoid walking on dark streets.
7. She vehemently denies opening the letter envelope.
8. Will you consider working abroad?
9. We will resume jogging every morning.
10. I surely regret forgetting that it was your birthday last Tuesday.

Everyday Expressions

Look closely at the idioms in the box. The meaning of each idiom is given.

<i>see after</i>	-	take care of
<i>see eye to eye</i>	-	agree with
<i>see into</i>	-	inquire into; investigate
<i>see off</i>	-	accompany
<i>see through</i>	-	help; detect the trickery
<i>see to it</i>	-	attend to in order to make sure that it is done.

Activity 1

See if you can complete the sentences by filling in the blanks with idioms chosen from the list above. Be sure to use the correct form of see.

1. The principal promised to _____ the matter as soon as possible.
2. We _____ (her) at the airport.
3. I _____ my little brother when Mother is out of the house.
4. He'll _____ that his neighbor doesn't cheat him again.
5. The sisters don't _____ where the division of household chores is concerned.
6. My kind uncle _____ us when Father got sick.

Activity 2

Rewrite the following sentences by substituting an idiom for the underlined words. Choose your answers from the box.

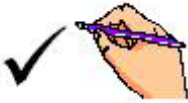
1. He doesn't agree with Nelson where politics is concerned.
2. Don't worry we'll attend to the details of the preparation for the science fair.
3. Do you take care of your little sister when you're home?
4. They think we can't detect their evil plan.
5. Please investigate the matter at once.
6. The whole family accompanied him at the airport.

Activity 3

Do you think you are now ready to use the idioms you have just learned in your own sentences? I'm sure, you do.

Get your notebook and write one sentence each using the nine idioms with *see*.

Self-check



Activity 1

1. see into
2. saw her off
3. see after
4. see to it
5. see eye to eye
6. saw us through

Activity 2

1. He doesn't see eye to eye with Nelson where politics is concerned.
2. Don't worry we'll see to it that the details of the preparation for the science fair will be followed.
3. Do you see after your little sister when you're home?
4. They think we can't see through their evil plan.
5. Please see into the matter at once.
6. The whole family saw him off at the airport.

Fun with words

W	O	R	D	S
1 CYCLE CYCLE	2 B A R S	3 STOOD MIS	4 DECK DECK	5 DECI SION
6 UP UP UP UP	7 EGGS EGGS EGGS EGGS EGGS	8 MIND MATTER	9 AGE BEAUTY	10 POD POD POD
11 ROSE ROSE ROSE THORN ROSE ROSE	12 LINE READ LINE	13 KCBACK	14 LANDTIME	15 CROSS CROSS

Self- check



- bicycle
- behind bars
- misunderstood
- double deck
- split decision
- line up
- scrambled eggs
- mind over matter
- age before beauty
- tripod
- the only thorn among the roses
- read between the lines
- back to back
- land before time
- double cross

The following pairs of words have the same vowel. Can you guess the missing vowels?

1

	t	
n		t
	n	

2

	t	
r		t
	r	

3

	d	
g		d
	g	

4

	b	
t		b
	t	

5

	b	
n		b
	n	

6

	s	
g		s
	g	

7

	t	
n		t
	n	

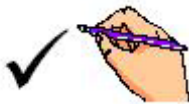
8

	m	
y		m
	y	

9

	p	
n		p
	n	

Self- check



1

	t	
n	o	t
	n	

2

	t	
r	a	t
	r	

3

	d	
g	o	d
	g	

4

	b	
t	u	b
	t	

5

	b	
n	a	b
	n	

6

	s	
g	a	s
	g	

7

	t	
n	e	t
	n	

8

	m	
y	a	m
	y	

9

	p	
n	i	p
	n	

Write Thing

Knowing the importance of examining problems and issues from different vantage points, you are now ready to make your point in writing.

Activity 1. Read each paragraph below. Then answer the questions that follow.

A

Young people eat too much junk food. It's not good to stuff themselves with empty calories. In fact it's really dumb. Young people should eat better.

B

Young people eat too much junk food, Nutritionists agree that a well-balanced diet should include fruits, vegetables, grains, milk, and other milk products. Most prepared foods contain sugar and artificial ingredients that have little nutritional value. Before eating packaged foods, they should read the labels. Perhaps they would replace junk food with fruits, nuts and other nutritious food.

1. Which paragraph do you think is more persuasive?
2. Explain why you think that paragraph is more persuasive.

Pre-writing

Activity 1. Choosing your topic

Choose one of the topics below that you like to write about.

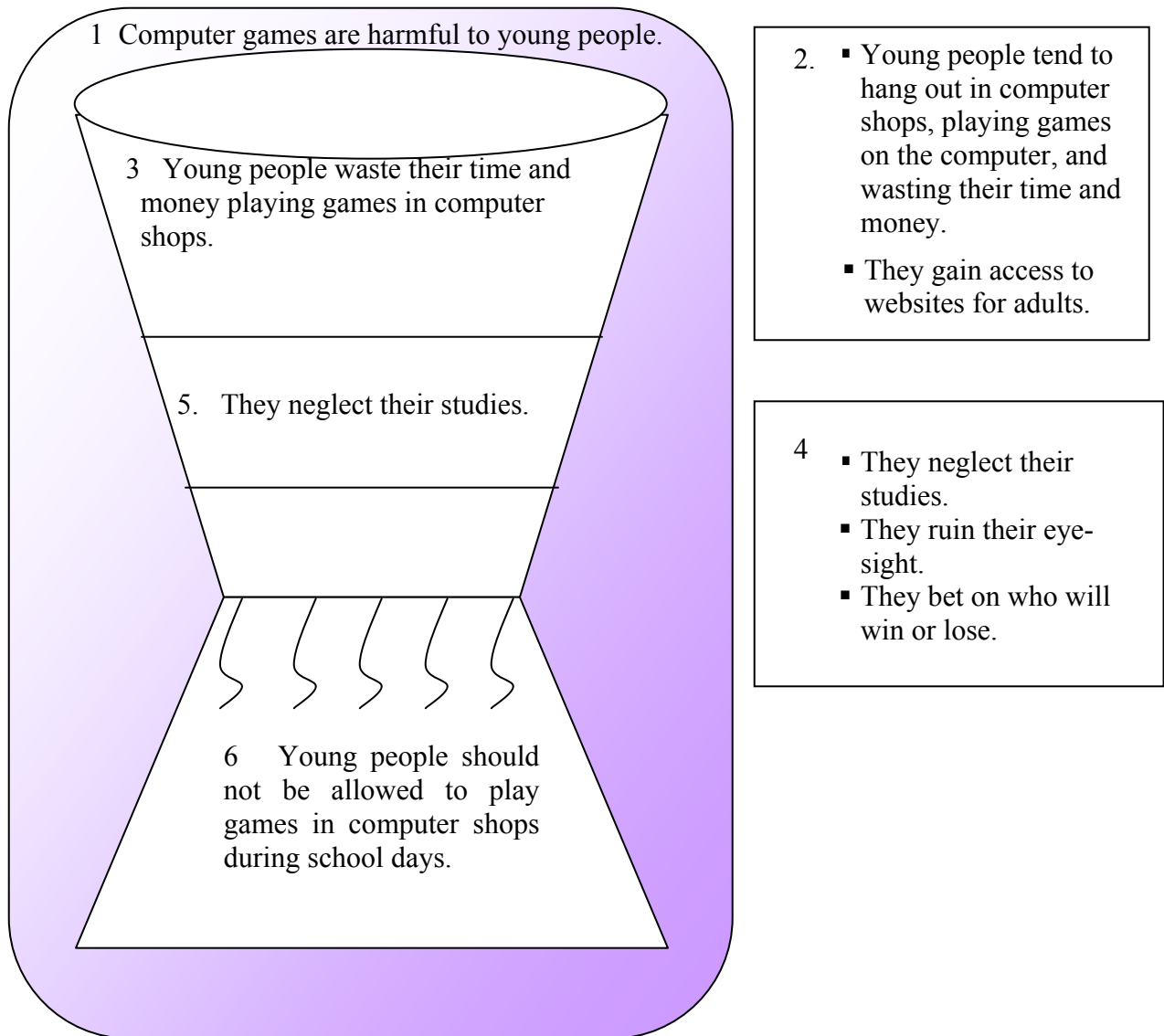
1. TV viewing has a good (bad) influence on young people.
2. Sipa should (should not) be called the national sport.
3. Computers are helpful (harmful) to young people.

Activity 2. Narrowing your topic

“Funnel” your topic. First draw a funnel shape in your notebook as shown below. Then follow this procedure.

1. Write your general topic above the funnel opening
2. On the right side, divide the problem or issue into two parts
3. Select the part to focus on. Write it on the first line.
4. Note causes and effects connected with the side you have chosen.
5. Describe one cause or effect on the second line.
6. Formulate a narrowed topic based on your previous answers.

Study the model below.



Activity 3. Considering your purpose and audience

1. What will your readers think is important?
2. To what kind of reasoning and language will your readers respond?

Activity 4. Gathering Evidence

Provide support for your position. Following are types of support you can use to backup your opinion.

- statistics
- expert opinion
- logical arguments
- personal observation

To write persuasively, base your opinions on facts. Include as many facts as you can.

Writing

Now that you're ready to write a letter to the editor, keep your purpose and audience in mind. Include as many facts as possible. Offer clear solutions to the problem.

Revising

Go over your draft and check if you remembered to:

- use strong, exact words to improve your sentences.
- combine short choppy sentences into longer, smoother sentences.
- use subordinate conjunctions and relative pronouns to combine sentences.

Proofreading

Did you

- use capitalization and punctuation correctly?
- spell all words correctly?
- use the correct forms of verbs and other words?

Publishing

Now you're ready to submit your piece to your teacher. Rewrite your piece in ink on a separate piece of paper.

Posttest



A. Vocabulary. Everyday Expressions

Fill in the blank with the correct preposition
after into off through to

1. Every night, my brother has to see _____ it that the doors are locked before he retires for bed.
2. Your deep and abiding faith in God will see you _____ your sorrow.
3. His fans came to see him _____ at the airport.
4. When her mother fell sick, her kind aunt came to see _____ their needs.
5. The mayor vowed to see _____ the matter personally.

B. Comprehension

Decide whether each statement is a fact or the opinion of the author. Put an **F** on the blank line if it is a fact and an **O** if it is an opinion.

- _____ 6. I am enclosing a check for P 300.00 in payment.
_____ 7. Your advertisement in this morning's Highland Courier interest me very much.
_____ 8. I am a sophomore at Jose Rizal High School.
_____ 9. Last summer I worked as a stock boy in the shoes department of a large mall.
_____ 10. The experience would help me in the stock job.

C. Synonyms / Antonyms

Look in the word box to find a synonym and an antonym for each word below.

artificial	good	tiny	hush	noise
whetted	natural	dulled	bad	large

synonym

antonym

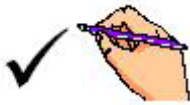
11. man-made
12. sharpened
13. evil
14. silence
15. enormous

D. Language.

Answer the following questions using gerunds.

16. Patrick is an active eight-year old boy. What does he enjoy doing?
17. P.J. on the other hand is a music lover. What does he enjoy doing?
18. Ian is popular with the girls. What does he like doing during his spare time?
19. Your report is due tomorrow. You haven't even begun yet. What do you regret doing in the past days?
20. What do traffic violators keep on doing?

Self-check



A. Vocabulary

1. to 2. through 3. off 4. after 5. to

B. Comprehension

6. F 7. O 8. F 9. F 10. O

C. Synonyms/Antonyms

	Synonym	Antonym
11. man-made	artificial	natural
12. sharpened	whetted	dulled
13. evil	bad	good
14. silence	hush	noise
15. enormous	large	tiny


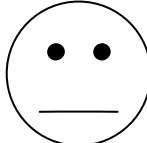

D. Language

Possible Answers

16. He enjoys playing basketball and biking.
17. He enjoys playing the guitar and the keyboard, singing and composing.
18. He likes talking over the phone with his girlfriends, malling, and going to parties.
19. I regret putting my work off till the deadline. I regret postponing it till the deadline. I regret postponing it.
20. Traffic violators keep on swerving, changing lanes, overtaking, and driving beyond the speed limits.

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>			

