

Unit IV
Module 2
Reflecting on and Evaluating Previous Efforts

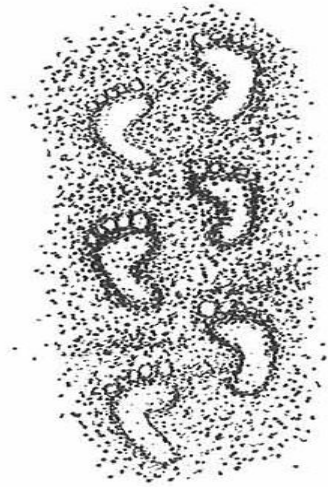
Overview

What are we here for? Why did God create man and give him dominion over all His creations? Is man destined only to live, eat, drink, cry, make merry and die afterwards? Henry Wadsworth Longfellow, a well-loved American poet, aptly summed our life's purpose in three stanzas of his famous poem *A Psalm of Life*.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act that each tomorrow
Finds us farther than today.

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints, on the sands of time

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.



Do you agree with him?

This module focuses on previous efforts – how they were done and why. After going through this module you will hopefully be able to reflect on and evaluate your past efforts and positively answer the question: “Did I perform according to the Divine Plan?”

Objectives

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

1. realize that all the things we do have consequences
2. form and deduce the meaning of some compound words through context
3. learn to read effectively by understanding the literal meaning of sentences

4. realize that persistence and hard work almost always bring success
5. scan a selection for specific information
6. make inferences and predictions
7. use the infinitive and infinitive phrase correctly and effectively in
 - a. restating ideas
 - b. making plans
 - c. stating purpose or reason
8. write about an imaginary personal situation

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 answers against the answers given under the **Self-Check** of the pretest.
5. As you work on the activities, try to relate them to the objectives of this module. What skill or strategy does the activity develop?
6. After each activity go over the **Self-Check** that follows to find out how well you fared in that activity. Pay attention to the items you missed. Learn from your mistakes.
7. After working on all the activities take the **Posttest**.

Now you are ready to take the *Pretest*.



I. Vocabulary. Compound Words

Under each compound word that follows is a pair of phrases. One gives the literal meaning of the compound word and the other its correct meaning. On your answer sheet, write the letter of the correct meaning of the compound word.

1. limelight
 - a. a light used to help lime trees grow
 - b. the center of public attention
2. housewarming
 - a. something that makes a house warm
 - b. a party given when a family moves into a house

3. thoroughfare
 - a. passage or road
 - b. the whole price of admission
4. busboy
 - a. a boy who cleans a bus
 - b. a boy who clears tables in a restaurant
5. cockpit
 - a. a space in an airplane for the pilot and the crew
 - b. a pit in the cock of a gun
6. double-cross
 - a. to mark with two crosses
 - b. to betray an associate
7. hoodwink
 - a. to deceive
 - b. to wink at a hood
8. showdown
 - a. a show that closed down
 - b. forced disclosure
9. honeymoon
 - a. a newly married couple's holiday
 - b. a moon the color of honey
10. jaywalk
 - a. to cross a street carelessly or in an illegal direction
 - b. to walk like a jay bird

II. Poetry Interpretation

Read the poem below and write the letters of your answers to the questions that follow.

I Shall Not Pass This Way Again

Through this toilsome road alas!
 Once and only once I pass;
 If a kindness I may show
 If a good deed I may do

To a suffering fellowman
 Let me do it while I can
 No delay, for it is plain
 I shall not pass this way again.

11. To what is man compared?

a. Traveler	b. Driver	c. Actor	d. Worker
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12. What mood is expressed in the first two lines?

a. Joy	b. Despair	c. Regret	d. Sorrow
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13. To what is the world compared in the poem?

a. Road	b. House	c. Journey	d. Battlefield
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14. To what is life compared?

a. Punishment	b. Battle	c. Work	d. Journey
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15. What does *plain* mean in the poem?

a. Clear	b. Flat	c. Ugly	d. Dull
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II. Poetry Interpretation

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

III. Recognizing Infinitive and Infinitive Phrases

Score each number 2 pts – ½ for every correct infinitive phrase, ½ for every correct infinitive and 1 for every correct use.

Infinitive Phrases	Infinitive	Use
22. to see heaven in a wild flower	to see	noun
23. to learn the truth	to learn	noun
24. to look at the beautiful sunset	to look	adverb
25. to be seen at the Ati-Atihan Festival	to be seen	adjective
26. to enjoy the changing clouds	to enjoy	adjective
27. to be in constant motion	to be	adverb
28. to destroy life and property	to destroy	noun
29. to apply radioactive substances as fertilizers	to apply	noun
30. to gain a view of the valley	to gain	adverb
31. to make a fire at the camp site	to make	adjective

Perfect score is 40. Did you get 40? Fantastic! Congratulations!

Did you score between 30 – 39? Very good! Keep up the good work. Make full use of this module to improve.

Did you score between 20 and 29? Good work, but there is still so much room for improvement. You can do better if you try harder. Study this module very well to learn more.

If you scored 19 or lower, that's okay, you're just starting anyway. However, you've got to work doubly hard. Study this module very carefully and well so you'll do better. Good luck!



Reading Adventure

Pre-reading



Are you familiar with the Biblical saying “What a man sows, that also shall he reap”? Explain what you understand by the quotation. Do you agree with it?

Read the title of the poem. What do you think does it mean?

While Reading



The Arrow and the Song Henry Wadsworth Longfellow

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

Post Reading



Understanding and Appreciating the Poem

Write the answers to the following questions in your notebook.

1. In the first stanza, what happened to the arrow?
2. Why couldn't the poet follow the arrow?
3. Was the poet able to find the arrow again? Where? In what condition?
4. The oak is a kind of tree often used by writers to symbolize something. What does it stand for in the poem?
5. What does the arrow symbolize or represent?
6. In the second stanza, what happened to the song?
7. Did the poet find the song again? Where? In what condition?
8. What does the song symbolize or represent?
9. What figure of speech is used in the poem?
10. What is the predominant sensory image in the following lines:
 - a. Lines 1 and 2, stanza 1
 - b. Lines 1 and 2, stanza 2
11. What are the referents of *it* in the following lines:
 - a. Line 4, stanza 1
 - b. Line 4, stanza 2

12. What is the message of the poem?
13. Were there instances in your life in the past similar to what the poet experienced?
How did you feel then?
14. Read the poem orally and memorize it.

Self-check



Let's see how well you understood the poem. Check your answers against those below.

1. The arrow flew out of the sight of the poet.
2. Because it flew so swiftly away.
3. Yes. It was embedded in the trunk of an oak. It was unbroken.
4. The oak is used in the poem to suggest/symbolize long-lasting strength.
5. The arrow symbolized sharp words and bad actions.
6. The song was lost in the air.
7. Yes. He found the whole or complete song in the heart of a friend.
8. The song symbolized kind and beautiful actions.
9. Metaphor
10. a. motion b. sound
11. a. arrow b. sight
12. All our words and deeds have repercussions – pleasantly or unpleasantly.

You should score 7 or higher if you really understood the poem. Otherwise, please study the poem again.

Write Thing



In your notebook, paraphrase each stanza into a short paragraph of not more than three sentences, two if possible.

Let's read a story this time.

Pre-reading

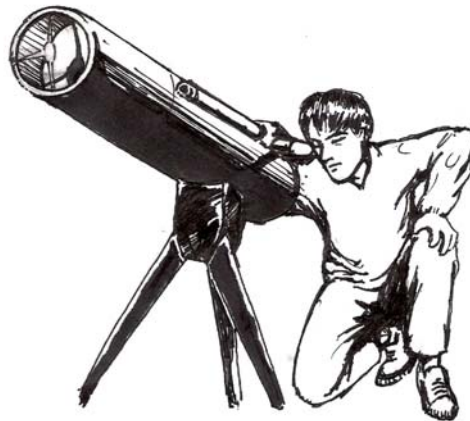


How persistent and long would you pursue a dream? A year perhaps? A decade? Or would it be a lifetime? Why?

Look at the title and read the first two paragraphs of the selection then answer the following questions.

1. What is the setting of the story?
2. Who is the main character?
3. What is his hobby?

While Reading



The Boy Who Redeemed His Father's Name Terry Morris

¹As she had often done before, Mrs. Schoichi Ikeya woke when her son Kaoru did. Unnoticed by him, she saw him prepare to watch the sky. She watched him draw on his leather wind-breaker, heavy work pants, wool scarf and gloves, then carry a blanket with him as he left the house to climb a ladder to the rooftop perch beside his telescope. Kaoru, her oldest son, looked so thin and haggard from lack of sleep that it took all of her self-control to stifle her protest against his going.

²By this night January 2, 1963, 19-year-old Kaoru had been observing the sky for a long time. Whenever he peered through the telescope which he had made with his own hands, his pulse quickened in anticipation. He had set himself a goal more

than anything else, he wanted to be the discoverer of a new comet – and this was the 109th night of his logged search.

³After studying the eastern sky for an hour, he shifted his telescope toward the southeast. There he sighted a misty object he had never noticed before. His sky maps showed nothing in that location. He rechecked the position carefully, then remained glued to his telescope, half-convinced that what he was seeing must be an illusion. But the small, diffuse glow remained in the sky, and, as he observed its gradual movement among the stars, Kaoru positively identified it not as a faint star cluster but as the head of a comet.

⁴But was it *his* comet? Or was he witnessing the return of a comet already recorded?

⁵Very early that morning, Kaoru sent a wire to the Tokyo Astronomical Observatory reporting the comet's position, its tenth magnitude brightness, the direction of its,

movement. Then, mounting his bicycle, he pedaled off to the huge Kawai Gakki Piano Co. where he polished the white celluloid sheaths for piano keyboards for \$35 a month. His personnel card read, "A steady fellow. Reliable. Quiet. Middle-school education only. Non-participant in company sports or hobby clubs. Lacks ambition and initiative."

Now pause and answer the following questions.

1. How was Kaoru assessed by his employer? Why so?
2. What was his more important concern? Why?
3. What did he hope to discover? Do you think he was successful in his quest.
Read on to find out.

⁶A few days later, the international news services were hailing him: "Self-taught 19-year-old Kaoru Ikeya, using a reflector telescope constructed by himself at a cost of \$22.32, has discovered the new year's first comet, officially designated Comet Ikeya 1963 and now the subject of observation and tracking by astronomers in both hemispheres."

⁷Kaoru's discovery was accompanied by a great deal of publicity. News photographers appeared at his home; he was led before TV cameras and radio hookups; he received hundreds of letters from amateur astronomers seeking advice; he was awarded a gold medal by the Tokyo Observatory; he watched a professional actor portray him in a melodramatic version of his life story (*Watching the Stars*) to be shown to school children. He found this fiction specially distasteful. Commenting wryly, he asked, "Why isn't the truth good enough?"

⁸When Kaoru was six, his father moved his family from the industrial city of Nagoya to the town of Bentenjima. Their new house, overlooking Lake Hamana, had a flat roof and

it was there that Kaoru climbed up to escape the noisy clamor of three younger brothers and a sister. Soon he was mounting to the rooftop to look at the stars.

⁹By the time he was 12, he was so enthralled by the heavens that he was reading books about the stars and tracing maps and diagrams of the skies in his notebook. He determined to build his own telescope. Kaoru was reluctant to ask his father to buy him one because of the tension that already existed between them. His father complained that Kaoru should apply himself more to the family business, a fish store that was doing quite well. He insisted that astronomy had no place in their station in life.

¹⁰Kaoru continued to haunt the school library, reading texts on astronomy and studying the principles of optics, physics and chemistry that are involved in telescope making.

¹¹But Mr. Ikeya's business began to fail and he became increasingly reluctant to face his wife and five young children. He took to lounging about the pubs and drinking.

¹²Perhaps nowhere else in the world does a father's neglect so cruelly punish his family as in Japan, with its heritage of *on* – the obligation each person incurs by the mere fact of his existence. A basic part of *on* is *ko* – the obligation to one's parents and to one's

descendants. Mr. Ikeya's failure in his duty as a parent had placed an oppressive burden of shame on the family name, perhaps for generations. Kaoru says, "We could think of nothing else, my mother and I, but that our family was disgraced."

Let's pause again to answer the following questions.

1. How old was Kaoru when he started stargazing?
 2. What unfortunate incident changed his life?
 3. How did Kaoru plan to redeem the dishonor in the family? Did he succeed?
 4. What do you think was the richest reward he received for all his efforts?
- Continue reading to find out.

¹³Sadly Kaoru watched his mother go to work at the hotel near the Bentenjima railroad station, cooking and cleaning for strangers. He himself took a part-time job rising at five in the morning to deliver the morning papers and returning after school to deliver the evening edition. He increasingly felt the responsibility of removing from the family name the stigma his father had attached to it. By this time he was thinking about discovering a comet – his comet. He dreamed of attaching the dishonored name to the tail of a new comet and writing that name across the sky. "Comet Ikeya!" The name had a fine, proud ring!

¹⁴After graduation from middle school, Kaoru went to work in the piano factory. He was classified as an unskilled laborer at base pay. Kaoru wasn't disturbed. Polishing celluloid was mechanical; he could think of other things while he was working.

¹⁵In his spare time, Kaoru set himself to grinding the high-precision surface for the main mirror that would go into the telescope he had decided to build. He shopped around in

secondhand stores to get the other materials he needed. After two years of hard work, he was ready once more to search the skies. It was August, 1961.

¹⁶In Japan the best hours for viewing are from 3 to 5 a.m., but not every sky is fit for observation. On cloudy mornings, Kaoru caught up on the sleep he lost on clear days. After many months without success, he felt deeply discouraged. He wrote to Minoru Honda, discoverer of nine comets, pleading between the lines for a word of encouragement.

¹⁷The astronomer replied. "To observe the skies solely to seek a new comet is a hopeless task which demands a great deal of time and hard labor, but to observe the brilliant heavens for their own sake without thought of discovery may bring you good luck in your comet-seeking."

¹⁸Kaoru returned to his sky watches. He now concentrated on the whole sky, trying to become as familiar with it as he was with the streets and byways of Bentenjima.

¹⁹On December 31, 1962, Mrs. Ikeya counted a total of 16 months since Kaoru had started his vigils with his new telescope. “Surely, Kaoru,” she pleaded, “this night you will take your full rest. It is *Omisoka*, the Grand Last Day of the year. Both of us have worked hard. We have honorably settled our debts and we can start the new year with a clean record. Let us stay up until midnight, listening to the temple bells, and then sleep late in the morning.”

²⁰Kaoru did as she asked. He remained with the family all through New Year’s Day

and accompanied his mother to the nearby shrine to pray for good fortune in 1963.

²¹On the following night, January 2, 1963, Kaoru discovered his comet.

²²For Kaoru Ikeya, who has neither sought nor been offered advancement, the richest reward has been this: he has now made partial payment on his *ko* by taking a dishonored name and writing it across the skies.

Words Unlocked

Understanding Compound Words

Compound words are those that are made up of two smaller words. Some compound words carry over the meaning of each of the words that make them up while others have a very different meaning from the two or more words that comprise them.

Following are the meaning of some compound words used in the selection. Find the compound word that means

1. a business concern that involves the family
2. a child who attends school
3. an outer jacket made of wind-resistant materials
4. the outer surface of a flat roof
5. a store where fish is sold
6. a factory that manufactures pianos
7. a store that sells secondhand goods
8. a grouping of stars appearing close together in the sky
9. a book where you write notes
10. an astronomer who is an amateur
11. close observation of the sky to check any change
12. a sheath made of celluloid
13. restraint exercised over one’s own impulses, emotions or desires
14. a vigil that takes all night
15. a tubular optical instrument for viewing distant objects

Post Reading



A. Understanding Literal Meaning

Getting the literal meaning of what you read is a basic skill needed when you read articles on technical or scientific subjects. You should be able to understand what the writer is telling you and be able to recognize his thoughts. The meaning you give to the article must be restricted to the author's sentences and the conclusions you arrive at must be supported by facts from the reading material, not by what you think he might mean. You should not let your own thoughts, opinions or prejudices color what the author is saying. You should *read the lines*.

Pick out the letter of the sentence that is closest in meaning to the key sentence.

1. Naked-eye comets are not very common, though a few have been visible even in broad daylight.
 - a. Some comets can be seen without telescope even in the daytime.
 - b. If a comet is visible in the daytime, it is called a naked-eye comet.
 - c. To be called a naked-eye comet, the comet must be near the sun.
2. In ancient times a comet was regarded as portending a plague, earthquake, or other disaster, or as an omen of defeat in battles.
 - a. In ancient times, a comet brought disaster to the people who saw it.
 - b. A comet used to be regarded as an omen of impending disaster.
 - c. People feared the appearance of a comet because it portended a calamity.
3. The metallic vapors of a comet are especially visible when the comet is heated by the sun.
 - a. The sun releases the metallic vapors of a comet.
 - b. When a comet is heated by sun, its metallic vapors are in greater evidence.
 - c. The heat of the sun is necessary to identify the comet in the daytime.
4. After circling the sun, the comet starts its journey back into space, tail first.
 - a. Each comet must circle the sun before it can go back into space.
 - b. The tail of the comet is reabsorbed as it goes around the sun.
 - c. Tail first, the comet goes back into space after it has circled the sun.
5. The comets are continually having fragments dragged out of them by passing planets, and eventually they become completely disrupted.
 - a. Passing planets attract the fragments trailing the comet and disrupt their arrangement.
 - b. The particles that trail the comet are constantly changing.
 - c. Comets change in size because of the effect of passing planets on their particles.

B. Understanding and Responding to the Story

Write the answers to the following questions in your notebook.

1. How old was Kaoru when he discovered his comet?
2. Prior to his discovery, how long had he been on his logged search?
3. When and how did he discover the comet?

4. Why was Kaoru determined to discover a comet?
5. What happened to Kaoru's father? Why?
6. What was the effect of this on the Ikeya family? Explain.
7. How would you describe the relationship between the father and the son? Why is there a gap?
8. In a score of 1 to 5 with 5 as the highest, rate Kaoru on the following personal traits. Justify your rating.

Traits	1	2	3	4	5
1. Persistent 2. Hard-working 3. Reliable 4. Obedient 5. Responsible 6. Determined 7. Self-motivated					

9. If you were Kaoru would you have done what he did and for the same reasons? Why or why not?
10. Do you agree with the evaluation in his personnel card that Kaoru lacks ambition and initiative? Cite proofs in the story to support your answer.

Write Thing



Suppose your father abandons your family, how would you feel? What would you do? Free write about your personal thoughts and views on the matter in your Reflective Journal.

Skills Enhancer

Compound Words

Compound words are those made up of two smaller words. You can usually tell what a compound word means by combining the meaning of the two smaller words. Thus *earth* and *worm* are combined to make *earthworm* which means “a worm that lives in the earth.” At other times the

meaning of the compound is quite different from that of the two smaller words. Thus the combination of *pine* and *apple* does not mean “an apple that grows on a pine tree.” *Pineapple* means “a large juicy fruit that grows in a hot climate, and looks something like a large pinecone.”

In writing the compound word sometimes the smaller words are connected with a hyphen; sometimes they are written as one word and at other times they are written separately as two words even though they have the meaning of a single word.

Let’s try your skill at forming compound words.

Exercise 1 Forming Compound Words

Look at the two columns of words. Each word in Column 1 is the first part of a compound word. Each word in Column 2 is the second part of a compound word. Match the words that go together and write the compound word in your notebook.

Column 1	Column 2
1. cliff	suds
2. life	cup
3. candle	bush
4. tea	warrant
5. rose	string
6. man	hanger
7. clam	map
8. shoe	saver
9. soap	snuffer
10. bee	shell
11. eye	hunt
12. search	cellar
13. storm	ache
14. stomach	lid
15. road	keeper

Self-check



Are you eager to know how you fared? Check your answers against those below.

- | | | |
|-------------------|----------------|--------------------|
| 1. cliffhanger | 6. manhunt | 11. eyelid |
| 2. lifesaver | 7. clam shell | 12. search warrant |
| 3. candle snuffer | 8. shoe string | 13. storm cellar |
| 4. tea cup | 9. soap suds | 14. stomach ache |
| 5. rose bush | 10. bee-keeper | 15. road map |



Perfect? That's great! Congratulations. You know your compound words. Did you score between 11 and 14? Very good! Keep it up. Did you score between 7 and 10? Good! But you could have done better. Learn more about compound words. If you scored 6 or lower please try your best to improve in the exercise that follows. Don't be content to be a tail-ender.

Exercise 2 Understanding Compound Words

Look at the list of compound words below. Under each word is a pair of phrases, one giving the true meaning of the word and the other its literal meaning. Write the letter of the true meaning.

1. cocktail
 - a. the tail of a rooster
 - b. an appetizing drink
2. gridiron
 - a. a field on which football games are played
 - b. something that iron grids
3. box office
 - a. an office that sells boxes
 - b. an office where theater tickets are sold
4. double-header
 - a. something with two heads
 - b. two games played after one another
5. starboard
 - a. a board shaped like a star
 - b. the right side of a ship, looking forward
6. penny-wise
 - a. knowing about pennies
 - b. wise only in small matters
7. shortstop
 - a. to stop quickly
 - b. a baseball player
8. headway
 - a. progress
 - b. the way the head goes
9. bulldozer
 - a. a sleeping bull
 - b. a powerful tractor
10. breakneck
 - a. breaking the neck
 - b. very dangerous
11. hedgehop
 - a. to fly an airplane very low and rise over obstacles as they appear
 - b. to jump over hedges

12. big shot
 a. an influential or important person
 b. a loud explosion
13. crackpot
 a. a strange person
 b. a pot that is cracked
14. litterbug
 a. a person who drops refuse in public places
 b. a bug that litters
15. nest egg
 a. money saved
 b. the first egg in a nest

Self-check



Let's see how you fared. Check your answers against the following

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



Perfect? Excellent!

If you scored 11 to 14, very good! Keep it up or better yet improve.

If you scored 7 to 10 well you did fine but there is still so much room for improvement. Read, read and read to improve.

If you scored 6 or lower you've got to do something about your performance. Study harder please.

Language Focus

Study the following sentences paying special attention to the italicized group of words.

1. *To redeem his father's name* is Kaoru's obsession.
2. He wanted *to discover a comet*.
3. Kaoru built a telescope *to use in his stargazing*.
4. He worked in a piano factory *to augment the family income*.

Generalization

The italicized groups of words are *infinitive phrases* so called because they are introduced by infinitives, (*to redeem*, S1; *to discover*, S2; *to use*, S3; *to augment*, S4) plus their modifiers.

An *infinitive* is a verb form that is usually preceded by *to* + the base form of the main verb and is used as a *noun* (S1& 2), an *adjective* (S3) or an *adverb* (S4).

As a noun the infinitive or infinitive phrase may be used as:

1. Subject of the sentence
To seek a new comet seems a hopeless task.
2. Direct object
Kaoru decided *to build his own reflector telescope*.
3. Predicate nominative or subjective complement
His hobby is *to watch the sky*.
4. Object of the preposition
On clear nights Kaoru did nothing except *to observe the heavens*.

Activity 1. Determining the Uses of Infinitive Phrases

In your notebook, write the infinitive phrases in the following sentences and identify whether it is used as a *noun*, an *adjective* or an *adverb*.

1. Balboa was the first explorer to see the Pacific Ocean.
2. The early years of a person's life are the best time to learn a foreign language.
3. Leandro hopes to enter the Philippine Military Academy next school year.
4. The students hurried to reach their classroom on time.
5. To become a physician is Paolo's chief ambition.
6. Patricia Ann is eager to start kindergarten.
7. My teacher suggested books to use as reference for our term paper.
8. Ray Lee attends tutorial classes to improve his English.
9. Have you tried to find a part-time job?
10. Liz's hope is to study fashion design after high school.

Self-check



Let's find out how well you performed. Check your answers against the following.

1. to see the Pacific Ocean – adjective
2. to learn a foreign language – adjective
3. to enter the Philippine Military Academy next school year – noun
4. to reach their classrooms on time – adverb
5. to become a physician – noun
6. to start kindergarten – adverb
7. to use as reference for our term paper – adjective
8. to improve his English – adverb
9. to find a part-time job – noun
10. to study fashion design after high school – noun

Perfect score is 20. Did you get 20? Terrific! Congratulations!



Is your score between 15-19? Very good! Keep up the good work or better yet improve on it.

Is your score between 10-14? Good, but you could have done better. Try harder in the next exercise.

But if your score is 9 or lower, you've got to study harder. Don't try to just pass, try to lead. Please try harder in the succeeding exercises.

Activity 2. Choosing the Right Infinitive

Complete the blank in each sentence by using the appropriate infinitive from the box.

to save	to drain	to grow
to help	to cover	to ripen
to replant	to scatter	to find
to turn	to cultivate	to set
to harvest	to flood	to have

Growing Rice – Primitive Style

1. We expect _____ rice fields in rural Philippines.
2. Centuries ago the Filipino began _____ rice for food.
3. The farmer has only the plow and the carabao _____ him with his rice crop.
4. The first step in growing rice is _____ the seeds by hand.
5. Then it is necessary _____ the field with water.
6. For three weeks the plants are allowed _____ under water.
7. The next step is _____ the young sprouts in another field.
8. The farmer is careful _____ them in rows in this second field.
9. He proceeds _____ this second field or paddy with water.
10. It is important for the rice _____ an adequate water supply.
11. _____ the rice plants, he must remove all weeds from the field.
12. In a few weeks the leaves of the rice plants begin _____ yellow.
13. Then it is time _____ the water off the fields.
14. The plants will continue _____ in the sunshine.
15. _____ the rice, the farmer cuts the stalk with a sickle.

Self-check



Are you eager to know how you performed? Check your answers against the key that follows.

- | | | | |
|-----------------|---------------|-------------|----------------|
| 1. to find | 5. to flood | 9. to cover | 13. to drain |
| 2. to cultivate | 6. to grow | 10. to have | 14. to ripen |
| 3. to help | 7. to replant | 11. to save | 15. to harvest |
| 4. to scatter | 8. to set | 12. to turn | |



Perfect? You're truly amazing! Congratulation.

Is your score between 11 -14? Very good! Keep it up or better yet, improve.

Is your score between 7 -10? You did fine but so much leaves to be desired. Study harder to improve.

If you got 6 or lower perhaps it is best that you study the presentation of the structure and the generalization again before proceeding to the next activity. Please put in more dedication in your studies.

Activity 3. Rewording Sentences

Reword the sentence by changing the italicized clause to an infinitive phrase. It might not be necessary to change all the words in the clause. Number 1 is done for you.

The Opossum

1. The class decided *that we would learn something about the opossum.*
The class decided to learn something about the opossum.
2. The mother opossum is the only animal in the Western Hemisphere *that carries her young in a pouch like the kangaroos.*
3. The newborn opossum is known *as being only one-half inch long.*
4. We found *that the opossum lack fully developed eyes, ears and legs.*
5. Because they are so helpless, it is necessary *that they should be carried in the mother's pouch.*
6. It takes the opossum fifty-five days *before it grows to the size of a mouse.*
7. By then they are old enough *so that they can ride on their parent's back.*
8. When the mother decides *that she will take them for an airing* they climb on her back for their ride.
9. It takes fully three years *before the opossum reaches maturity.*
10. By then it has grown *so that it is the size of a cat.*
11. The opossum comes out its hollow-tree home at night *so that it can hunt for berries, nuts and frost bitten persimmons.*

Self-check



Let's see how you fared. Check your answers against the key that follows. Score each correct answer 2 points.

2. The mother opossum is the only animal in the Western Hemisphere to carry her young in a pouch like the kangaroo's.
3. The newborn opossum is known to be only one-half inch long.
4. We found the young opossums to lack fully developed eyes, ears, and legs.
5. Because they are so helpless, it is necessary for them to be carried in the mother's pouch.
6. It takes the opossum fifty-five days to grow to the size of a mouse.
7. By then they are old enough to ride on their parent's back.
8. When the mother decides to take them for an airing, they climb on her back for their ride.

9. It takes fully three years for the opossum to reach maturity.
10. By then it has grown to be the size of a cat.
11. The opossum comes out its hollow-tree home at night to hunt for berries, nuts, and frostbitten persimmons.

Perfect score is 20. Did you get 20? Excellent! It seems you are using the module to the optimum.

If you scored between 14 -19, very good! But don't rest on your laurels. Try to improve.

If your score is between 8-13 you're okay but you can do better than this if you try harder yet.

But if you scored 7 or lower you really must buckle down to work. You need more than luck to make the grade. Do your best in the succeeding activities.

Activity 4. Making Plans

Answer the following in complete sentences using infinitives or infinitive phrases.

1. What are your plans for this summer vacation?
2. What are your intentions for the coming school year?
3. If you cannot continue schooling what do you intend to do?
4. If you can proceed with your studies, what are your plans after high school?
5. What are your parent's plans for you?



This activity is open ended so there is no one correct answer. However, be sure to use an infinitive or infinitive phrase in your answer. You may start your answer with

1. I plan _____.
2. I intend _____.
3. If I cannot continue schooling I intend _____.
4. If I can proceed with my studies, I plan _____.
5. My parents want me _____.

Everyday Expressions

You already know that idioms are expressions that have developed naturally in a language. Let us learn the idioms with *set*.

Set, literally means to place in a position. When used as an idiom, however, it takes on several meanings as the expressions on the next page.

Study the following expressions.

<i>set about</i>	- start something	<i>set down</i>	- lay down with authority
<i>set against</i>	- to cause to oppose	<i>set in</i>	- to become established
<i>set back</i>	- to delay; hinder	<i>set off</i>	- to cause an explosion
<i>set out</i>	- to begin a journey	<i>set up</i>	- to establish or put up
<i>set apart</i>	- to make different from or better than	<i>set aside</i>	- to save or keep for a special purpose; to disregard

Exercise 1.

Fill in the blank with the correct idiom chosen from the foregoing list. Be sure to use the correct verb form.

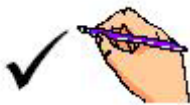
1. During the orientation, our adviser _____ the rules for the class.
2. The terrorists _____ a car bomb that killed a number of people.
3. We'd better _____ clearing this mess before Miss Payumo comes.
4. Her musical talents _____ her _____ from the other students.
5. We must get the roof repaired before the rainy season _____.
6. The government has _____ a task force to stop graft and corruption.
7. _____ some of your income for emergencies.
8. My illness will _____ our holiday plans for at least a month.
9. They _____ early as they had a long way to go.
10. A civil war can _____ brother _____ brother.

Exercise 2.

Answer the following questions using the idioms in parentheses.

1. To be fair to students what must a teacher do? (set aside)
2. What will happen if the doctors don't operate on his leg? (set in)
3. Why are you stocking up on provisions? (set out)
4. Why is Arnel looking for a commercial space? (set up)
5. What will be the effect of that family feud? (set against)
6. Why is Mrs. Santos upset about Carlos' absence? (set back)

Self-check



Exercise 1

- | | | | |
|--------------|--------------|--------------|-----------------|
| 1. set down | 4. set apart | 7. set aside | 10. set against |
| 2. set off | 5. sets in | 8. set back | |
| 3. set about | 6. set up | 9. set out | |

Exercise 2. (The reasons may differ but the idiom must be used correctly)

1. To be fair to students a teacher must set aside his/her personal preferences.
2. If the doctors don't operate gangrene will set in.
3. I'm stocking up on provisions because we will set out for a fifteen day camping trip.
4. Arnel will set up an internet café so he's looking for a commercial space.
5. That family feud will set cousins against cousins and uncles against nephews.
6. Mrs. Santos is upset as Carlos' absence will set back the plans for the Science Fair.

You should get at least 10 or higher to consider yourself adept in using the idioms with *Set*. Otherwise, please study the idioms again.

Exercise 3.

Do you think you can now use the idioms in your own sentences? I'm sure you can. How about giving it a try.

You are almost through with the module. To assess how much you've learned from it, take the *Posttest*.



I. Vocabulary Compound Words

Under each compound word that follows is a pair of phrases. One gives the literal meaning of the compound word and the other its correct meaning. On your answer sheet, write the letter of the true and correct meaning of the compound word.

1. scapegoat
 - a. a goat that escapes
 - b. one who bears the blame for others
2. purse-proud
 - a. proud of being rich
 - b. proud of carrying a purse
3. fifth column
 - a. the fifth pillar
 - b. persons living in a country who secretly aid its enemies
4. figurehead
 - a. a head that figures
 - b. chief in name only
5. stool pigeon
 - a. a bird shaped like a stool
 - b. a spy for the police

6. butterball
 - a. a chubby person
 - b. a ball of butter
7. head-on
 - a. with the front facing in the direction of motion
 - b. having a head on the shoulders
8. deadline
 - a. the time before which something must be done
 - b. a line that is dead
9. hamstring
 - a. the string on a ham
 - b. a tendon behind the knee
10. skinflint
 - a. skin as hard as flint
 - b. a miser

II. Poetry Interpretation

Read the following poem and write the letters of your answers to the questions that follow.

Night

¹ Night
² Traded a handful of stars for a moon-pearl;
³ Learned
⁴ From the gossipy winds of a gem far lovelier;
⁵ Pawned
⁶ The moon for the Brooch of Day...
⁷ Night
⁸ Swooned away, dead;
⁹ The fires of the Sun had scorched her naked
¹⁰ Breast.

11. What time is covered by the poem?

a. 6 a.m – 6 p.m.	b. 6 p.m. – 6 a.m.	c. 12 a.m. – 12 p.m.	d. 12 p.m. – 12 a.m.
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12. Which of the following was NOT done by night?

a. Traded	b. Pawned	c. Died	d. Gossiped
-----------	-----------	---------	-------------
13. What word in the poem means about the same as *fainted*?

a. Traded	b. Scorched	c. Swooned	d. Pawned
-----------	-------------	------------	-----------
14. What is the “Brooch of Day”?

a. Sun	b. Star	c. Moon	d. Comet
--------	---------	---------	----------
15. What figure of speech is used in line 6?

a. Simile	b. Metaphor	c. Personification	d. Metonymy
-----------	-------------	--------------------	-------------
16. What word in the poem means about the same as *burned*?

a. Scorched	b. Traded	c. Pawned	d. Swooned
-------------	-----------	-----------	------------
17. What figure of speech is the whole poem?

a. Simile	b. Metaphor	c. Personification	d. Metonymy
-----------	-------------	--------------------	-------------

18. What time is referred to in lines 7 – 10?
 a. Early morning b. Noon c. Afternoon d. Early evening
19. To what does *her* in line 9 refer?
 a. Sun b. Noon c. Breast d. Night
20. To what sense do lines 9 – 10 appeal?
 a. Sight b. Taste c. Touch d. Smell

III. Recognizing Infinitive and Infinitive Phrases

Divide your answer sheet into three columns. In the first column, write the infinitive phrase in each sentence; in the second column, the infinitive, and in the third column whether it is used as a *noun*, an *adjective* or an *adverb*.

21. Adel decided to open a convenience store.
 22. Let me take an extra sandwich to eat during the break.
 23. You should not allow young children to play with matches.
 24. The best solution is to speak honestly and openly about your fears.
 25. Manuel has something intelligent to say about almost every topic we discuss.
 26. Lani wasted no opportunity to help other people.
 27. It is wonderful to know understanding adults.
 28. My idea was to repair the broken plate with glue.
 29. The bicycle rider rushed down the street too fast to stop at the stoplight.
 30. Now is the time to unite as one nation.

Self-check



Let's see how well you performed in the posttest. Check your answers against the following. It is expected that you'll get a higher score here than in the pretest.

I. Vocabulary. Compound Words

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

II. Poetry Interpretation

- | | | | | |
|-------|-------|-------|-------|-------|
| 11. b | 3. c | 15. b | 17. c | 19. d |
| 12. d | 14. a | 16. a | 18. a | 20. c |

III. Recognizing Infinitive and Infinitive Phrases

Score each number 2 pts – ½ for every correct infinitive phrase, ½ for every correct infinitive and 1 for every correct use.

<i>Infinitive Phrase</i>	<i>Infinitive</i>	<i>Use</i>
21. to open a convenience store	to open	noun
22. to eat during the break	to eat	adjective
23. to play with matches	to play	noun
24. to speak honestly and openly about your fears	to speak	noun
25. to say about almost every topics we discuss	to say	adverb
26. to help other people	to help	adjective
27. to know understanding adults	to know	adverb
28. to repair the broken plate with glue	to repair	noun
29. to stop at the stoplight	to stop	adverb
30. to unite as one nation	to unite	adjective






Perfect score is 40. Perfect? You're truly amazing! You've really used the module to the max. Congratulations! It's a pleasure working with you. Did you score between 30 and 39? Very good! Keep up the good work. Did you score between 20 and 29? You did fine but you could have scored higher and better if you tried a bit harder. If you scored 19 or lower please improve on the succeeding modules. Don't be content to be tail-ender.

If this module has helped you become a more reflective person who can evaluate past actions objectively, then congratulations! Keep on.

Before you put aside this module, spend some time reflecting on what you have learned from it. Use this format in your reflective journal.

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>			

