

# Module 4

## *A Discriminating and Analytical Learner*

### *Overview*

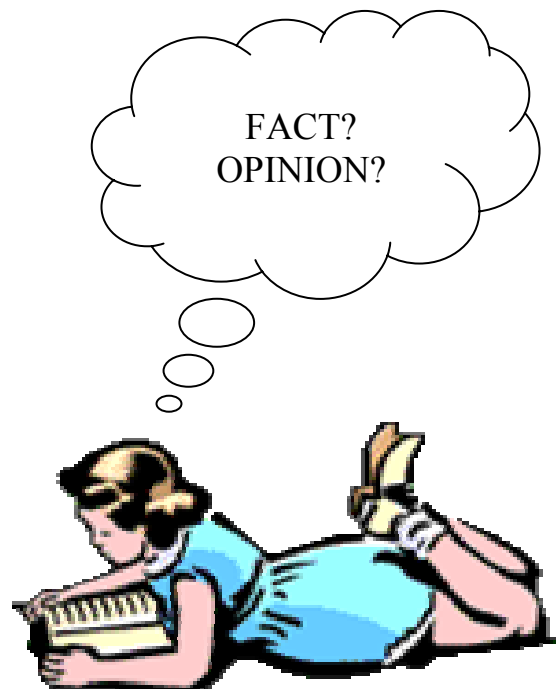
Purposeful learning requires discriminating and analytical reading and thinking because of the explosion of knowledge and information brought about by modern technology. You should learn to discriminate whether or not the information at hand suits your purpose. You must also be able to distinguish whether it is a fact or an opinion, a bias or propaganda and whether it is relevant or irrelevant to the topic at hand.

This module focuses on helping you become a discriminating and analytical learner. After going through this module you will hopefully be able to answer the question: Will the information at hand help me form good judgment and make me arrive at a wise decision?

### *Objectives*

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

1. identify from several meanings that which fits context
2. recognize synonyms of words
3. determine the main idea of a material read
4. distinguish fact from opinion and relevant from irrelevant ideas
5. make inferences and predictions
6. describe a Filipino tradition, a routine or a scientific fact
7. express on-going action
8. transcode linear information to text
9. write a personal reflection on friendship/honesty
10. demonstrate understanding of idioms with *hold* by using them in sentences.



## 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**.

Now take the pretest. Please do your best.



### I. Choosing from several meanings

Write the letter of the meaning which best fits each sentence containing the underlined word. Choose from the list below:

- a. identify
- b. a sharp end
- c. a small mark or dot
- d. the main idea
- e. a particular time
- f. an item

1. I missed the point of your story.
2. At that point, the child fell asleep.
3. He answered the argument point by point.
4. The pencil has a sharp point.
5. Marlon forgot to add the decimal point.

### II. Getting the main idea and picking out the irrelevant sentence.

Read the paragraphs below then write the letter of your answers to the questions that follow.

6. Young lion cubs can be as affectionate as kittens. If you hold one of them on your lap it will relax comfortably in your arms, almost as if it were a baby. Pat it on the head or stroke its fur

and you will hear it purr and wait for you to do it again. If mama lioness is near, she will be growling softly to warn you to be careful with her affectionate baby. But the cub will pay no attention. It just wants you to go on patting it.

The paragraph is about a/an

- a. domesticated lion cub
  - b. troublesome lion cub
  - c. affectionate lion cub
7. Blossoms sprouted everywhere, growing from stems that sprang up from the ground and out of tree trunks. Rizza had never seen so many plants before! These growths were shaped like the green plants of Earth, but they were in totally different colors. The leaves were red and orange and the flowers were streaked with pinks and yellows, browns and blues.

The paragraph describes

- a. earth
  - b. plants
  - c. colors
8. Leonardo da Vinci is best known as a painter, but he was also a sculptor and a musician. He was a talented engineer and inventor and an important figure in the history of science. Leonardo da Vinci was a man of many talents.

The paragraph is chiefly about the

- a. many talents of Leonardo da Vinci.
  - b. well-known paintings of Leonardo da Vinci
  - c. contributions of Leonardo da Vinci to science.
9. 1) Antonio always gives people the impression that he is tired. 2) Because he was requested by his mother to close the main door, he hurriedly obeyed. 3) His pace was as fast as a turtle's with broken limbs. 4) Some people always walk slowly. 5) He appeared to have had a hard day's work, and the first impression everybody in the family got upon seeing him was a picture of exhaustion and fatigue.

Which sentence does not belong to the paragraph?

- a. Sentence 2
  - b. Sentence 4
  - c. Sentence 5
10. 1) The santa cruzan is a Maytime street pageant. 2) It recalls the searching and finding of the true cross by St. Helena and Constantine. 3) It is sponsored by the National Press Club. 4) Prominent ladies or popular movie stars in elegant *ternos* walk underneath flowered arches. 5) Each participant plays the role of a Biblical character. 6) The glow of candles and *luces* and the smell of sampaguitas lend beauty to a truly enchanting summer ritual.

What sentence does not belong to the paragraph?

- a. Sentence 5
- b. Sentence 2
- c. Sentence 3

III. Write the letter of the correct verb form to complete the sentence.

- 11. Green plants \_\_\_\_\_ food by means of photosynthesis.  
A. made                      B. make                      C. is making                      D. does make
- 12. Photosynthesis \_\_\_\_\_ water and carbon dioxide into a sugar.  
A. combines                      B. do combine                      C. combine                      D. is combining
- 13. Green plants \_\_\_\_\_ carbon dioxide from the atmosphere.  
A. is absorbing                      B. does absorb                      C. absorb                      D. absorbs
- 14. The plants \_\_\_\_\_ water from the soil through the roots.  
A. takes                      B. are taking                      C. does take                      D. take
- 15. Light \_\_\_\_\_ the energy for photosynthesis.  
A. supply                      B. supplies                      C. do supply                      D. are supplying
- 16. Chlorophyll \_\_\_\_\_ it possible for green plants to use the energy of light.  
A. do make                      B. made                      C. are making                      D. makes
- 17. Green plants \_\_\_\_\_ oxygen to the atmosphere.  
A. is returning                      B. does return                      C. returns                      D. return
- 18. Photosynthesis \_\_\_\_\_ within the leaves of green plants specifically within the chloroplasts.  
A. occur                      B. are occurring                      C. occurs                      D. do occur
- 19. Green plants \_\_\_\_\_ the sugar they make into a starch.  
A. converts                      B. convert                      C. does convert                      D. is converting
- 20. Plants also \_\_\_\_\_ fats and proteins.  
A. synthesize                      B. is synthesizing                      C. does synthesize                      D. synthesizes

IV. Complete each sentence with the correct form of the verb in parenthesis.

- 21. The earth \_\_\_\_\_ (be) the fifth largest planet in space.
- 22. } It \_\_\_\_\_ (rotate) on its axis and \_\_\_\_\_ (revolve) around the sun as it
- 23. } \_\_\_\_\_ (move) through space along with the sun.
- 24. }
- 25. Geologists \_\_\_\_\_ (believe) the earth to be about 4.6 billion years old.
- 26. The earth \_\_\_\_\_ (consist) of the lithosphere, atmosphere and hydrosphere.
- 27. } The lithosphere \_\_\_\_\_ (be) the solid part of the earth which \_\_\_\_\_
- 28. } (consist) of the crust, mantle and core.
- 29. } The earth \_\_\_\_\_ (have) a magnetic field and \_\_\_\_\_ (exert) the force of
- 30. } gravity.



Here are the answers to the questions. Did you get them all right? Check your answers and find out how you fared.

I. Choosing from several meanings

- |      |      |      |
|------|------|------|
| 1. d | 3. f | 5. c |
| 2. e | 4. b |      |

II. Getting the main idea and picking out the irrelevant sentence.

- |      |      |       |
|------|------|-------|
| 6. c | 8. a | 10. c |
| 7. b | 9. b |       |

III. Using correct verb form

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

IV. Completion

- |              |              |
|--------------|--------------|
| 21. is       | 26. consists |
| 22. rotates  | 27. is       |
| 23. revolves | 28. consists |
| 24. moves    | 29. has      |
| 25. believe  | 30. exerts   |

Perfect score is 30. Did you get a perfect score? That's great! Congratulations! Nevertheless, study the module well so as to improve your skills.



If you scored between 22 to 29, very good! Keep it up. You will find the module very helpful in enhancing your skills.

If you scored between 14 to 21, you did just fine. Work on the module well and read more and more so you will do better.

If you scored 13 or lower that's alright. Read, read and read. Study the module thoroughly and do all the activities well to improve your score. Good luck.

## Words Unlocked

While reading, you may come across words that are new to you. Do not ignore these words, they may be very important to the meaning of what you are reading. First, try to figure out their meaning from context clues. Second, look for clues in the prefixes, suffixes and stems. In this way you may be able to work out enough meaning for the word to permit you to get on with your reading. This portion of the module will develop your skill to do that.

### A. Choosing the Correct Meaning

In the dictionary, the word *forge*, which is used in the selection you are about to read, has several meanings.

Match the italicized word in A with its correct meaning in B. Remember to write letters only.

- | A  | B  |
|--|--|
| 1. A <i>forge</i> should always install an anti-pollution device to protect the environment. | a. to imitate illegally  |
| 2. Left along a deserted road, the wounded hold-up victim tried to <i>forge</i> ahead.       | b. an apparatus in which metal is heated and softened before shaping |
| 3. The habitual absentee tried to <i>forge</i> his mother's signature on the excuse letter.  | c. to heat   |
| 4. The blacksmith placed the iron rod in the <i>forge</i> .                                  | d. to move forward with difficulty                                   |
| 5. Ana, Luisa and May agreed to <i>forge</i> a lasting friendship.                           | e. a furnace or industrial plant where metal is heated and refined   |
| 6. Remember to <i>forge</i> the metal first or you can never shape it.                       | f. to invent, devise or proceed in order to deceive                  |
| 7. The dishonest cashier planned to <i>forge</i> an alibi for his actions.                   | g. to form or make   |

### B. Using synonyms

*Synonyms* are words with the same meaning.

The word in each circle has four synonyms around it. Connect each synonym to the encircled word.

- |          |         |           |         |         |        |
|----------|---------|-----------|---------|---------|--------|
| filthy   |         | hide      |         |         |        |
| soiled   | (dirty) | irregular | deceive |         | trick  |
| spotless |         | unclean   | dupe    | (cheat) | outwit |
|          | stained |           |         | oppose  |        |

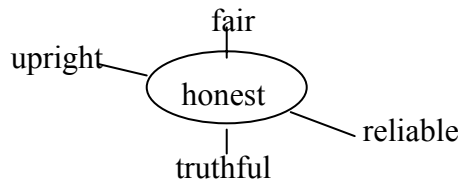
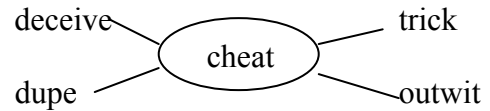
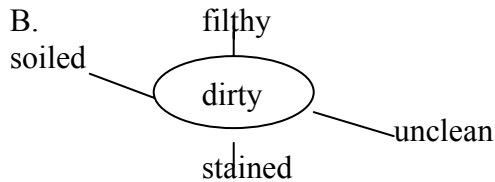
upright      fair  
                  honest  
 tricky      deceitful  
                  reliable  
                  truthful

**Self-check**



Now check your answers against those below to find out how you fared.

- A.    1. e            3. a            5. g            7. f  
       2. d            4. b            6. c



Perfect score is 19. Perfect? Hats off to you! You learn fast.  
 Did you score 15-18? Very good! Keep up the good work.  
 Did you score 11-14? Good! But there is still so much room for improvement.  
 Continue reading.  
 Did you score 10 or lower? Well, that's okay. Keep on reading so you will do  
 better next time. Happy reading!

*Reading Adventure*

**Pre-reading**

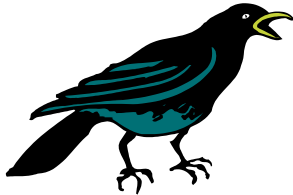


Honesty between or among friends is important, isn't it? How would you feel if you found out that your friend cheated on you? Why?

Look at the title of the selection you are about to read. Guess what literary type it is. Write your guess in your notebook. Be able to explain your answer.

## While Reading

Now read the selection. It is divided into five segments. After each segment, answer the questions in the box



### The Crow and the Sparrow



Once upon a time a sparrow made friends with a crow. One day when they were hunting for food, the crow spied some red peppers that were spread out on a mat to dry. "Look at those peppers," said the crow to the sparrow.

"Let's see who can eat the most."

"All right!" answered the sparrow.

"Then the one who wins will eat the other," said the crow.

The sparrow laughed and agreed for he thought the crow was joking. Friends do not eat each other. The sparrow ate each pepper fairly, but the crow cheated. For each pepper that he ate, he hid three more under the mat without the sparrow's seeing.

1. Why did the sparrow agree to the bet?
  2. How did the crow cheat?
  3. Will the crow cash in on the bet?
- Continue reading to find out.

"I've won! Now I'm going to eat you!" said the crow.

Then at last the sparrow realized that the crow was serious. "All right," he said, "I'll keep my promise. But before you eat me you must wash your beak for everyone knows that you're a dirty bird and eat lots of nasty things."

So the crow went to the river and cried.

"River! River!

Give me water  
To wash my beak,  
To make myself neat,  
The sparrow to eat!"

The river replied: "You want water? Very well, but everyone says you eat nasty things. If you want to wash your beak in my water, you must get a pot to put it in and then you can have as much water as you like."

4. What condition did the sparrow give before allowing himself to be eaten by the crow? Why?
5. Why did the river refuse to give water to the crow?
6. What do you think will the crow do?

The crow went to the potter in the village and cried:  
 “Potter! Potter!  
 Make me a pot  
 To fetch some water.  
 To wash my beak,  
 To make myself neat,  
 The sparrow to eat!”  
 The potter replied: “You want a pot? Very well, but I have no clay.

Bring me some clay and “I’ll make you a pot.”

The crow went to a field and began digging up clay with his beak.

The earth said: “The whole world knows that you eat rubbish and nasty things. I cannot allow you to dig up my clay unless you use a spade.”

7. Why can’t the potter give the crow a pot?
8. What did earth require from the crow?
9. What do you think will the crow do?

The crow went to the village blacksmith, who was working on a wheel. The crow said to him:

“Blacksmith! Blacksmith!  
 Make me a spade  
 To dig some clay,  
 To make a pot,  
 To fetch some water,

To wash my beak,  
 To make myself neat,  
 The sparrow to eat!”

The blacksmith replied: “You want a spade? Very well, but you see I have no fire in the forge. If you want me to make a spade, you must bring me some fire.”

10. Who do you think will the crow approach next?
11. Do you think that somebody will give the crow’s request?

The crow went to a farmer's house nearby. The farmer's wife was cooking rice in the courtyard. The crow cried:

"Dear farmer's wife!  
Give me fire  
To make a spade  
To dig some clay,  
To make a pot,  
To fetch some water,  
To wash my beak,  
To make myself neat,  
The sparrow to eat!"

The farmer's wife replied:  
"You want fire? Very well, but how will you carry it?"

"You can put it on my back,"  
said the crow.

The farmer's wife put the fire on the crow's back and immediately his feathers burst into flames. The greedy crow was burnt to ashes. But the honest sparrow lived to a ripe old age.

- Retold by Ashraf Siddigui

## Post Reading

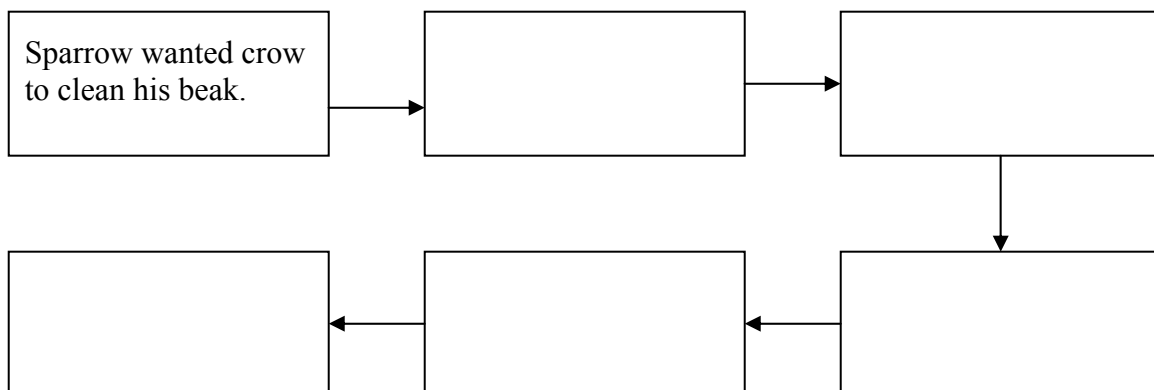


### A. Scanning for Details

Sometimes, you read only those parts of a reading material that will give you the information you need. One way of doing this is through *scanning*. This way you hunt-skip-read search as little as possible. You move your eyes rapidly over the page, reading as little as possible. You move your eyes rapidly over the page, looking for the information you need.

Now scan the selection for answers to the following questions.

1. Who are the characters in the story? Which of them is the cheat?
2. What was the bet?
3. When did the sparrow realize that the crow meant what he said?
4. How did the sparrow save himself?
5. Whom did the crow approach and for what? Show sequence by writing the events in the flow chart.



6. What happened to the crow at the end?

### B. True or False

Write T if the statement is true and F if it is false. Explain your answer.

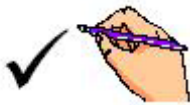
1. The sparrow never thought that the crow was serious about the bet.
2. The crow cheated because he really wanted to eat the sparrow.
3. The river had a valid reason for not giving the crow water.
4. The earth gave clay to the crow but it was not enough for a pot.
5. The blacksmith's request for fire from the crow was only an alibi.
6. The housewife really intended to burn the crow.
7. The sparrow was honest and trusting.
8. The crow was not only a cheat but he was also stupid.

### C. Reacting to the Story

Answer the following questions.

1. What kind of friend was the crow? Do you know of people like him?
2. Would you like a friend like the crow? Why or why not?
3. What is the lesson of the fable?

### Self-check



Now check your answers against the answers below to find out how you fared.

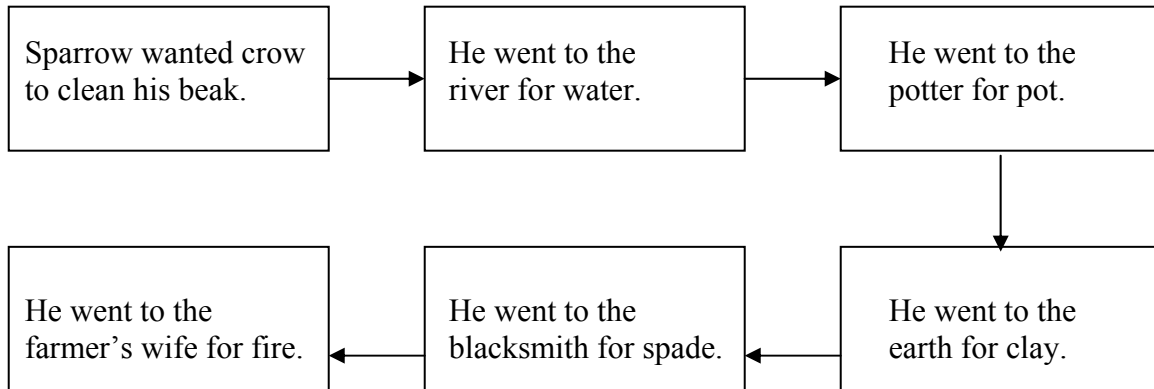
### While Reading

1. Because the sparrow thought that the crow was only joking.
2. For every pepper he eats, he hides three under the mat without being seen by the sparrow.
3. Yes.
4. That the crow washes its beak first.
5. Because the river did not want its water to get dirty.
6. The crow will go to the potter for a pot.
7. Because he has no clay to be made into a pot.
8. That the crow use a spade in digging for clay.
9. The crow will go to the blacksmith.
10. The crow will approach somebody who is cooking – the farmer's wife.
11. Yes.

## Post Reading

### A. Scanning for details

1. The sparrow and the crow. The crow cheated.
2. The bet was who can eat the most.
3. When the crow won.
4. By asking the crow to wash its beak first
- 5.



6. The crow was burned to death.

### B. True or False

1. T. Friends don't eat each other.
2. T. Crows are predators.
3. T. Its water will become dirty because the crow's beak is dirty.
4. F. The earth did not give any clay to the crow.
5. T. There was no fire on his forge and he needed it to make a spade.
6. F. The farmer's wife placed the fire on the crow's back at his instruction.
7. T. He trusted the crow and ate each pepper honestly.
8. T. He told the farmer's wife to put the fire on his back which caused his death.

### C. Reacting to the Story

1. The crow is dishonest. (Name some people like the crow.)
2. (The expected answer is No. Any explanation will do provided that it supports your answer.)
3. A dishonest intention will never succeed.

*Write Thing*



You have read the ideas of the author about friendship. Surely, you have your own. How about jotting them down.

In your Reflective Journal notebook, write a paragraph on your ideas of friendship. You may use the questions below as guide.

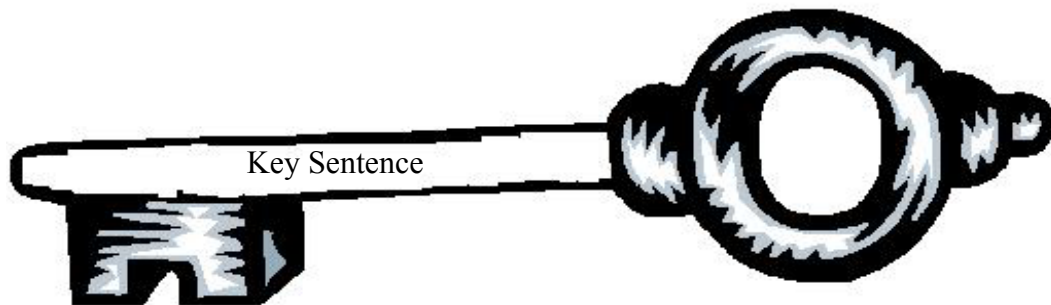
1. How would you define friendship?
2. What is your idea of a friend?
3. What qualities would you want in a friend?

## *Skills Enhancer*

Two basic reading skills essential to comprehension are *getting the main idea* of a paragraph and *distinguishing relevant from irrelevant ideas* in a material read. A third higher level skill is *distinguishing fact from opinion*. You should master these skills if you are to become a discriminating and analytical learner.

### *Getting the Main Thought/Idea*

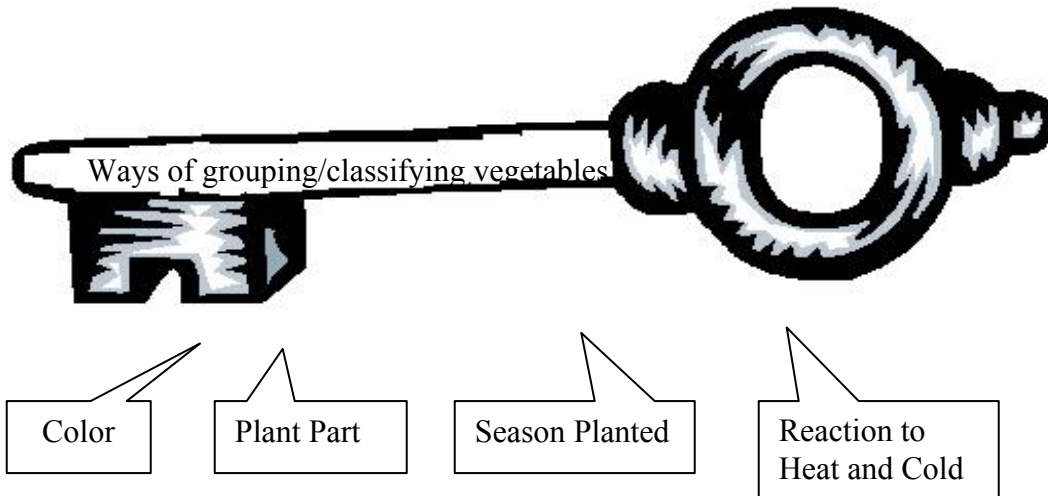
In reading, it is important to know how to find the meaning of each paragraph or its main thought. This main thought may be directly stated or it could be implied in the paragraph. When it is directly stated the sentence that gives the main thought is called the *topic* or *key sentence*. It unlocks the meaning of the paragraph for the reader.



Try the paragraph that follows.

**There are many ways that vegetables may be classified or grouped together.** They may be grouped by color, such as red, yellow or green. They may be classified according to the part of the plant they represent, such as root, the stem, or the leaf. They may be grouped according to the season of the year during which they're planted. They may be classified according to the way they react to temperature – that is, their reaction to heat and cold.

The first sentence gives you the **paragraph meaning** or **main thought**. It tells you that vegetables can be grouped together in many different ways. All the other sentences help to explain this main thought, even though each one is different from the others.



*Here are some guides to help you find the main thought of a paragraph.*

1. Read the whole paragraph carefully.
2. While reading, try to see what the sentences have in common.
3. State to yourself what that common meaning is.
4. Look for a sentence that states this meaning or the main thought of the paragraph.
5. Look for clues which helped you find the main idea of the paragraph.

Do the following exercise.

**Exercise 1.** There are five paragraphs in this exercise. After each paragraph three topics are listed. Pick out the letter of the topic that tells best what the paragraph is about. Then find the sentence that states the main idea of the paragraph and write it in your notebook.

1. Three types of ants, each with a different task to perform, live in an ant colony. There is usually only one queen ant. She lays the eggs. The male ants fertilize the queen's eggs. Female ants or workers do such things as gathering food, defending the colony from enemies and caring for the young ants.

The paragraph is about

- a. the queen ant
- b. kinds of ants in a colony
- c. workers defending the colony

Key sentence : \_\_\_\_\_

2. Our country's interest in bicycling is growing. Bicycle racing, both indoors and outdoors, is a fast growing sport. Some people join clubs that have racing teams. Others join clubs that plan tours. These tours may be as short as neighborhood circuits or as long as cross-country trips. More and more people of all ages are taking these bike tours.

The paragraph is about

- a. taking a cross-country bike tour.
- b. reasons for joining a bike club.
- c. the growing popularity of bicycling.

Key sentence : \_\_\_\_\_

3. The dictionary is a very important reference. As a student, knowing how to find information in it in the shortest time possible is necessary. The words in the dictionary are arranged alphabetically. It is then important to know whether a certain letter is at the beginning, middle or end of the alphabet so no time will be wasted.

The paragraph is mainly about

- a. how words are arranged in a dictionary.
- b. the dictionary as an important reference.
- c. getting information in the shortest time possible.

Key sentence : \_\_\_\_\_

4. Herbs, which are flowering plants, have several interesting uses. The leaves, seeds and even the underground roots can be used as spices when cooking. Fragrances for perfume and soap often come from herbs. One of the most interesting and perhaps the oldest, use of these plants is for making medicines. Ancient people believed that herbs had the power to heal sickness.

The paragraph is about

- a. the uses of herbs.
- b. medicine made from herbs.
- c. cooking spices from herbs.

Key sentence : \_\_\_\_\_

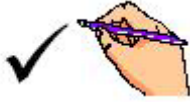
5. Bamboo is one of the most useful grasses in the world. In fact, it may be more like a tree than like a grass. It has leaves as thick as trees. It can be used to make fences, houses, ladders, toys, umbrellas and rafts. Its leaves are used as food for animals or to make paper. From the stem are made buckets, water pipes, flutes and flowerpots. The juice from bamboo is turned into medicine and the young stems are eaten as vegetable. There are literally hundred of uses for bamboo.

The paragraph is about the

- a. many uses of bamboo.
- b. similarities of the bamboo and a tree.
- c. different parts of bamboo.

Key sentence : \_\_\_\_\_

## Self-check



Check your answers against this key to correction.

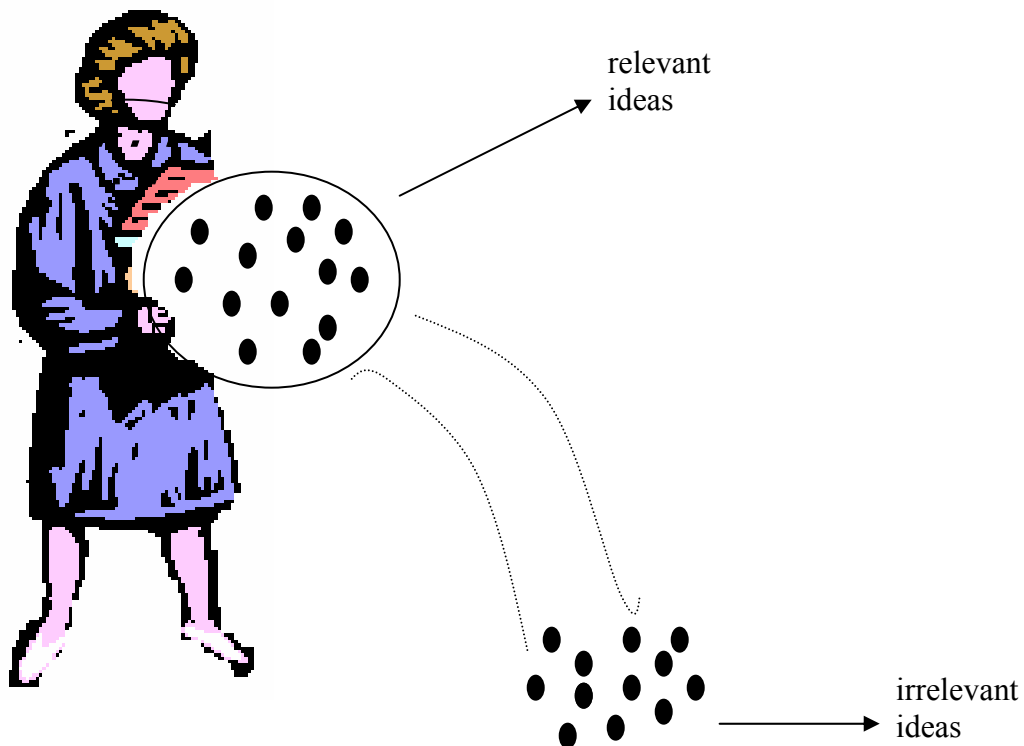
1. b  
Key Sentence: Three types of ants, each with a different task to perform, live in an ant colony.
2. c  
Key Sentence: Our country's interest in bicycling is growing.
3. b  
Key Sentence: The dictionary is a very important reference.
4. a  
Key Sentence: Herbs, which are flowering plants, have several interesting uses.
5. a  
Key Sentence: Bamboo is one of the most useful grasses in the world.

## Differentiating Relevant from Irrelevant Ideas in a Paragraph

A *relevant idea* is something that belongs or is a part of the whole. It may be a detail or a sentence that supports the main idea to form a unified and coherent composition.

On the other hand, an *irrelevant idea* is something that does not belong to the group. It is “odd man out” and destroys the coherence and unity of a composition.

Look at the picture of a woman winnowing rice. The fallen chaffs are the irrelevant ideas. Those that remain are the main and relevant ideas.



Consider the following example.

1) Today astrology is a billion-dollar business as well as a popular pastime. 2) Astrology goes back many thousands of years. 3) Computers cough up printouts showing what the planets and stars mean in your life. 4) Designers, hairdressers and jewelers offer styles suited to your sign. 5) And if you want to let the rest of the world know what sign you were born under, you can buy stationery, key chains, T-shirts, handkerchiefs and ball point pens that tell the world you're a Leo, an Aries, a Scorpio or a Capricorn.

All the sentences except No. 2 support the main idea of astrology being good business. (sentence 1). So sentence 2. *Astrology goes back many thousands of years* is the irrelevant idea. Practice extracting the main idea and eliminating irrelevant ideas by doing the exercise that follows.

**Exercise 2.** Identify the main idea of each paragraph. Then pick out the sentence that destroys the unity of the paragraph. Write your answers in your notebook.

1. Like the ocean of water, the ocean of air knows no stillness. It is forever in a ceaseless motion. Though there may not be enough wind to move a feather, the air is forever in motion. Air occupies space and has weight. The whole atmosphere is a big and complex system of air currents and each lesser portion of air has its own lesser circulation. One cannot lift his hand without causing a tiny breeze, neither can one turn without producing a minute whirlwind. This is because every separate air movement draws other movements in its train

Main idea: \_\_\_\_\_

Irrelevant Idea: \_\_\_\_\_

2. The cornfield is an oppressively hot place. The soil is hot and dry; the wind comes across the lazily murmuring leaves full of warm smell drawn from rapidly growing corn. A flood of blinding object drops upon the field over which the cool shadows run only to make the heat of the sun more intense. Farther right, a scarecrow dried crisp mutely watches over the growing ears of corn.

Main idea: \_\_\_\_\_

Irrelevant Idea: \_\_\_\_\_

3. I have a regular exercise schedule that helps me stay in shape. This exercise program takes much time and effort but the good feeling it gives me makes it worth the trouble. On Mondays, Wednesdays and Fridays, I jog. I start warming up with calm, easy stretching exercises. Then I usually run for about twenty-five minutes and I cover about three kilometers during that time. After running, I always cool down by doing stretching exercises. On Tuesdays and Thursdays I lift weights. I save weekends for relaxing. The days in between give my muscles a chance to recover from the strain.

Main idea:	_____
Irrelevant Idea:	_____
	_____

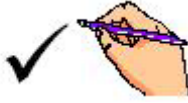
4. Glaciers are great masses of ice formed by snow. Snow collects on mountains for years then melts and freezes. Each new snowfall supplies ice for the glacier as it packs, melts and freezes again. Glaciers change the earth by pushing and moving rocks, soil and even huge boulders. Mount Everest, which is the highest mountain in the world, has plenty of huge boulders. The rocks and boulders that are pushed along by a glacier cut into the soil and wear away stone.

Main idea:	_____
Irrelevant Idea:	_____
	_____

5. The Philippines has many folk festival. The Ati-Atihan festival in Aklan, which commemorates the historic sale of Panay and recalls the peace pact between the Negritos and the Malays who settled in Aklan, is one of them. This event also commemorates the feast day of the Sto. Niño. The Sto. Niño is well-loved in Aklan. Townspeople and their guests paint their faces and wear colorful costumes as they dance the streets of Kalibo. A Sunday evening procession in honor of the Sto. Niño brings a solemn end to the week of gaiety.

Main idea:	_____
Irrelevant Idea:	_____
	_____

## Self-check



Let's see how you fared. Check your answers against the answers below. Give one check for every correct main idea and another check for each correct irrelevant idea. If all your answers are correct you should score 10.

1. Main Idea: The ocean of air is forever in ceaseless motion.  
Irrelevant Idea: Air occupies space and has weight.
2. Main Idea: The cornfield is an oppressively hot place.  
Irrelevant Idea: Farther right, a scarecrow dried crisp mutely watches over the growing ears of corn.
3. Main Idea: I have a regular exercise schedule that helps me stay in shape.  
Irrelevant Idea: This exercise program takes much time and effort but the good feeling it gives me makes it worth the trouble.
4. Main Idea: Glaciers are great masses of ice formed by snow.  
Irrelevant Idea: Mount Everest, which is the highest mountain in the world has plenty of huge boulders.
5. Main Idea: The Philippine has many folk festivals.  
Irrelevant Idea: The Sto. Niño is well-loved in Aklan.

Perfect? Congratulations! You're simply great!

Is your score 8 or 9? Very good! Keep it up.

Is your score 6 or 7? Fair enough but you should read some more to improve your score.

But if your score is 5 or lower, please put more diligence in your studies. Develop your skill by reading more, more and more.

## Distinguishing Fact from Opinion

Do you know the difference between an acceptable fact and an opinion?

A *fact* is something that everyone agrees is true. It is something that can be proved to exist or happen and can be verified by observation, experiment or research.

An *opinion*, on the other hand, is something that someone thinks is true. It is not verifiable and can differ from one person to another.



Study the expressions used in presenting facts or opinions.

#### FACTS

Based on research/experiments...

It is recorded and verifiable...

According to studies/observations...

#### OPINIONS

I guess...

People say...

Some believe...

Most people think...

Consider the following example.

### George, the Chimp

George is a lovable, friendly little guy. Right now, the most important thing in his life is his blanket. If someone takes it away, he stomps his feet, then lies on the floor, and throws a screaming tantrum. Some people say that if you took George's blanket away from him, he would cease to live.

George was born in a zoo and he is one of the most appealing little chimpanzees you will ever see. He never fails to charm his many visitors. George lives in a temperature-controlled nursery with other babies who began life in one of the zoo's hospital incubators. As soon as these babies are able to leave their incubators, they are moved into separate rooms. The public and the

young animals seem to enjoy looking at one another.

George needs care twenty-four hours a day. He needs bottle feeding, vitamins, baths, and when time permits, some playful attention from the zoo keeper.

Other babies staying in the nursery at the present time, one of the zoo's most popular and delightful areas, include Thor, a grizzly bear who weighed only twenty-one ounces at birth; David and Daniel, a pair of young lion cubs about two months old; a young chimpanzee named Charlie Brown; and a baby jaguar, named Mr. Cat.

Identify the following statements as *accepted fact* or *opinion*.

1. George was born in a zoo.
2. Some people say that if you took George's blanket away from him, he would cease to live.
3. George needs care twenty-four hours a day.
4. Many people think the nursery is the nicest part of the zoo.
5. There are many other babies who begin life in one of the zoo's hospital incubators.

### Exercise 3

Answer the following questions in your notebook.

1. Is this rhyme accepted fact or opinion?

People say...

When the dew is on the grass,  
Rain will never come to pass.

2. Is the following paragraph accepted fact or opinion?

Plants lose their heat and get cold at night. Water in the air forms small drops that stick to the plants. This water is called dew. When rain clouds hang overhead, heat from the plants cannot rise. Dew, then, does not form so...

When the dew is on the grass,  
Rain will never come to pass.

3. Is this rhyme accepted fact or opinion?

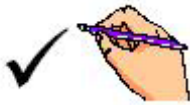
People say...

Ring around the moon.  
Rain is coming soon.

4. Is this paragraph accepted fact or opinion?

It is a fact that a ring around the moon at night usually means that a storm is coming. But there is *not* really a ring around the moon. The fact is however, that we see a ring around the moon when the moon shines on tiny bits of ice-filled clouds. The light from the moon bends and scatters to make a ring of light around the moon. These ice-filled clouds will soon produce a storm, so that a ring around the moon does usually mean that a storm is coming.

## Self-check



How did you answer the questions? Compare your answers with those below.

1. Opinion that is an accepted fact.
2. Accepted fact that supports the opinion expressed by the rhyme.
3. Opinion that is an accepted fact.
4. Accepted fact supporting the opinion expressed in the rhyme.

Sometimes an opinion may be an accepted fact and accepted facts can support an opinion.

If you answered all four numbers correctly, kudos to you!

If you missed them just read some more on distinguishing fact from opinion.

## Exercise 4

Read the following interaction in a science class. Pick out statements of facts and statements of opinions. Use the boxes following the reading material for your answers.

### Rainbow

The science class are discussing the nature and formation of rainbows.

Ms. Jose: What is a rainbow and when and where can you see one?

Lando: A rainbow is an arch of bright colors that is sometimes seen in the sky after a rain or in the mist of a waterfall. It is seen only when the sun is shining against a passing shower or in the mist that rises from a waterfall. A rainbow appears in the part of the sky that is opposite the sun.

Ms. Jose: Very good! Now, what beliefs about rainbows do you know?

Ric: Ma'am, primitive people thought that rainbows were special signs put by the gods in the sky to tell people when terrible wars or storms would happen.

Jun: Some people of Kenya once believed that the gods made rainbows to stop the rain from falling when it was not needed.

Ms. Jose: Do you think these beliefs are true, Rita?

Rita: I don't think so Ma'am, although I heard some people say that if one could travel at the end of the rainbow, he would find a pot of gold.

FACTS	
1.	
2.	
3.	

## OPINIONS

- 1.
- 2.
- 3.

### Self-check



Want to find out how you fared? Check your answers against those below. Score every correct answer 1 point.

#### *Facts*

1. A rainbow is an arch of bright colors seen in the sky.
2. A rainbow is seen only when the sun is shining against a passing shower or in the mist rising from waterfalls.
3. A rainbow appears in the part of the sky opposite the sun.

#### *Opinions*

1. Primitive people thought rainbows were special signs from the gods.
2. Some people believed the gods made rainbows to stop rain from falling when it was not needed.
3. People say that at the end of the rainbow there is a pot of gold.

All correct? That's great! You're fast becoming a discriminating and analytical learner. Congratulations!

One mistake? That's fine. Keep up the good work, don't rest on your laurels.

If you missed three items or more you better put more dedication in your studies. You need more than luck to improve your score.

Now read the preceding interaction orally. Observe proper phrasing and intonation.

### *Language Focus*



Study the following sentences. Observe the tense of the verbs used.

1. A rainbow *is* an arch of bright colors in the sky.
2. Rainbows *appear* after a rain.
3. A rainbow visually *appears* in the part of the sky opposite the sun.
4. The students *are studying* the nature of rainbows today.
5. We *do see* rainbows in the rising mist of waterfalls.

What generalizations about the uses of the present tense can you draw from the sentences? Check your answer against the generalization in the box below.

The simple present tense of a verb is used to express

1. A general truth or scientific fact  
Example:  
*Light is a form of energy*
2. A permanent condition  
Example:  
*Metro Manila lies in Luzon.*
3. A habitual action  
Example:  
*Brushing one's teeth regularly prevents cavities.*
4. A present action or event  
Example:  
*The children are viewing television now.*
5. A future event or action  
Example:  
*The regional reading proficiency contest is a month from now.*

Forms of the present tense:

The present tense has three forms

1. Ordinary form – This is formed by the base form of the verb except in the third person singular where *s* or *es* is added to the base form.  
I sing.  
He sings.
2. Progressive form – This is formed by *am, is, are* + *-ing* form of the main verb.  
I am listening to you.  
She is reading.  
They are running.
3. Emphatic form – This is formed by *does* or *do* + base form of verb.  
I do love you.  
He does care.

Let's try practicing what you have just learned. Do the practice activities below.

## *Practice Activities*

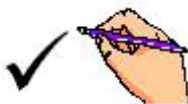
### Activity 1: Describing a Filipino Tradition

Read the following sentences aloud giving the correct present ordinary form of the verb in parentheses.

1. The Filipino \_\_\_\_\_ (have) a lot of traditions peculiar to him and one of these \_\_\_\_\_ (be) the celebration of All Saints' Day.
2. For him it \_\_\_\_\_ (be) the time for remembering the beloved dead.
3. In preparation for the event the graves \_\_\_\_\_ (be) cleaned and the weeds around the tombs \_\_\_\_\_ (be) pulled out and burnt.
4. Tombs \_\_\_\_\_ (be) whitewashed or scrubbed and crosses repainted.
5. After the mass early in the morning of November 1, everybody \_\_\_\_\_ (go) to the cemetery.
6. The graves \_\_\_\_\_ (be) profusely decorated with fresh flowers in wreaths, garlands or baskets until the whole cemetery \_\_\_\_\_ (look) like a vast flower garden.
7. At night the flickering lights of innumerable candles and bulbs \_\_\_\_\_ (transform) the cemetery into a sort of star-studded fairy land. The flickering lights also \_\_\_\_\_ (resemble) myriads of fireflies into which the spirits of the departed \_\_\_\_\_ (have) been transformed.
8. Some families \_\_\_\_\_ (stay) in the cemetery from early morning through midnight. To enliven the tedious vigil, they \_\_\_\_\_ (bring) food and refreshments.
9. Some \_\_\_\_\_ (set) up improvised tents or pavilions where they \_\_\_\_\_ (receive) friends who drop in.
10. The general atmosphere of the occasion \_\_\_\_\_ (be) gay, except for those who \_\_\_\_\_ (have) recently lost a loved one.

- Adapted

### Self-check



See if you got the correct answers. Each answer has an explanation.

1. has; is. The subject of the first blank is third person singular, *Filipino* hence, the third person singular of the present tense is used. The same is true with the second blank whose subject is *one*.
2. is. The subject *it* is third person singular.
3. are; are. The subjects of the two verbs *grasses* and *weeds* are plural, so the verb is also plural.

4. are. The subject *tombs* is plural.
5. goes. The subject *everybody* is an indefinite pronoun requiring a singular verb in the third person hence the verb used ends in *es*.
6. are, looks. *Graves* the subject on the first blank is plural, hence the verb used is plural; however, the subject in the second blank, *cemetery* is singular, third person so the verb used is singular and ends in *s*.
7. transform, resemble, have. The subjects of all these verbs *lights*, *lights* and *spirits* are plural so the plural form of the verb is used.
8. stay, bring. Again, the subjects: *families* and *they* are plural, so the plural form of the verb is used.
9. set, receive. *Some* is an indefinite pronoun that may use a singular or plural verb. Here, the reference of some is families and the other subject *they* is plural hence the plural form of the verb in the present tense is used.
10. is, have. The subject of the first blank is third person singular, *atmosphere* hence the singular form of the verb is used. The second subject which is the referent of the relative pronoun who is *those*, plural hence the plural form of the verb.

If your score is 10, hats off to you!

If you got 8 or 9, keep it up.

If you got 6 or 7 keep on trying

But if your score is 5 or lower, you need to read and practice more.

## Activity 2. Describing a Routine

Study the following schedule and answer the questions based on the information given in the schedule. Answer in complete sentences.

### A Day in the Life of Lyneth, a Working Student

4:30 a.m.	- say morning prayers
4:45	- cook breakfast and clean the house
7:00	- work as service crew in a fast food chain
1:30 p.m.	- attend classes
8:30	- eat dinner and do laundry
9:30	- study lessons
11:00	- say evening prayers and go to bed

1. How does Lyneth start her day?
2. What household chores does she do every morning?
3. Where does she work?
4. What time does she attend classes?
5. What does she do at 9:00 p.m.?
6. How long does she study her lessons?
7. What does she do before going to bed?

## Self-check



Let's see how you fared this time. Check your answers.

1. Lyneth starts her day at 4:30 a.m. by saying her morning prayers.
2. She cooks breakfast and cleans the house.
3. She works at a fast food chain.
4. She attends classes at 1:30 p.m.
5. She does the laundry.
6. She studies her lessons for one and a half hours.
7. She says her evening prayers before going to bed.

Did you get a perfect score? If you did, that's great. If not, do your best in the next activity.

### Activity 3. From Table to Paragraph

Science and mathematics books contain a lot of tables and graphs that you must read and interpret correctly to get your desired information. The following table was taken from a science book. It shows the sizes, number of moons and distances of the planets of our solar system from the sun. Study it carefully.

#### THE PLANETS

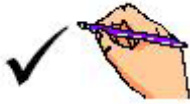
Planets	Distance from the sun (million of kilometers)	Diameter (in kilometers)	Number of moons	Planet's year-earth time (Revolution)	Planet's day earth time (Rotation)
Mercury	58	4,840	0	88 days	59 days
Venus	108	12,300	0	225 days	244 days
Earth	150	12,750	1	365 ½ days	23 hrs. 56 mins.
Mars	228	6,790	2	687 days	24 hrs. 37 mins.
Jupiter	778	142,800	12	12 years	9 hrs. 50 mins.
Saturn	1,427	119,300	9	29 ½ years	10 hrs. 14 mins.
Uranus	2,870	47,100	5	84 years	10 hrs. 49 mins.
Neptune	4,497	44,800	2	165 years	15 hrs. 48 mins.
Pluto	5,907	5,900	0	248 ½ years	6 ½ days

Now answer the following questions based on the foregoing Table.

1. Which planet in our solar system is the biggest? the smallest?
2. Which planet has the most number of moons?
3. On which planet is a day longer than its year? Why is this so?

4. Why does a day in Mercury last 59 earth days?
5. Which of the planets makes the fastest rotation?
6. How long does it take Neptune to complete one revolution?
7. Which two planets are almost the same in size?
8. Why does it take Pluto the longest time to make a complete revolution around the sun?

### Self-check



How did you find the last activity? Were you able to understand the Table? Check your answers.

1. The biggest planet in our solar system is Jupiter while the smallest is Mercury.
2. Jupiter has the most number of moons.
3. In Planet Venus the day is longer than its year.
4. A day in Mercury lasts 59 earth days because of its slow rotation on its axis.
5. The planet that makes the fastest rotation is Jupiter.
6. It takes Neptune 165 years to complete one revolution.
7. Planet Venus and Earth are almost the same in size.
8. It takes Pluto the longest time to complete one revolution around the sun because it is farthest from the sun.

Did you get a perfect score? That's really great! If you did not, how about studying the Table again and find out what you overlooked? Good luck.

### Write Thing



Are you ready to put down in writing the information you got from the Table? I'm sure you do.

In your notebook, write a paragraph about one of the planets of our solar system using the data found on the preceding Table. Follow the example below.



#### Planet Earth

Earth is the third planet from the sun and the fifth largest planet in our solar system. It has a diameter of 12,756 kilometers and is 150 million kilometers away from the sun. Planet Earth tilts and rotates on its axis as it revolves around the sun in an elliptical orbit. One complete rotation of Planet Earth is 23 hours and 56 minutes while its complete revolution is  $365 \frac{1}{4}$  days. Planet Earth has one moon.

#### Activity 4. Expressing On-going Action

There is another use of the present tense. Actions going on at the moment of speaking are expressed through the present continuous or progressive form. It is formed by the correct form of *be* + *-ing* form of the main verb.

A. Read the following sentences aloud giving the correct form of the verb in parentheses before the numbers. Then write your answers in your answer sheet. Number 1 is done for you.

- (leave) 1. Lydia generally leaves for school at six o'clock.  
She is leaving now.
- (call) 2. Miss Santos generally \_\_\_\_\_ on me to recite.  
She \_\_\_\_\_ on me now.
- (hold) 3. The teachers usually \_\_\_\_\_ meeting in the faculty room.  
They \_\_\_\_\_ one now.
- (walk) 4. Nilo usually \_\_\_\_\_ to school every morning.  
He \_\_\_\_\_ to school now.
- (read) 5. Ella often \_\_\_\_\_ a pocketbook before sleeping.  
She \_\_\_\_\_ one now.
- (watch) 6. We usually \_\_\_\_\_ HBO movies on weekends.  
We \_\_\_\_\_ one now.

B. Read the sample dialog that follows.

Student A: Rene doesn't usually play badminton.  
Student B: How come he is playing badminton today?

Now make your own dialogs using the cue in parentheses.

- (talk a great deal)  
A: My sister doesn't usually \_\_\_\_\_.  
B: How come she \_\_\_\_\_?
- (wear jeans)  
A: Jojo doesn't usually \_\_\_\_\_.  
B: How come he \_\_\_\_\_?
- (leave)  
A: Rina doesn't usually \_\_\_\_\_.  
B: How come she \_\_\_\_\_?
- (do the laundry)  
A: \_\_\_\_\_.  
B: \_\_\_\_\_?
- (drink pineapple juice)  
A: \_\_\_\_\_.  
B: \_\_\_\_\_?

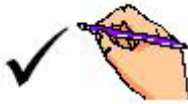
C. Change the simple present to the progressive form like the example given.

Example: Joseph usually works indoors.

But today he is working under the big mango tree.

1. We usually eat lunch at 12:00.  
But today we \_\_\_\_\_.
2. Leo usually takes coffee during breakfast.  
But today he \_\_\_\_\_.
3. The secretary usually makes a lot of typing errors.  
But today she \_\_\_\_\_.
4. Lulu usually complain about her seatmate.  
\_\_\_\_\_  
\_\_\_\_\_.
5. Mercy usually calls me up before lunch.  
\_\_\_\_\_  
\_\_\_\_\_.

### Self-check



I bet you are interested to find out how you fared. Check your answers with those below.

- A.
- |                       |                        |
|-----------------------|------------------------|
| 1. leaves; is leaving | 4. walks; is walking   |
| 2. calls; is calling  | 5. reads; is reading   |
| 3. hold; are holding  | 6. watch; are watching |
- B.
1. A: My sister doesn't usually talk a great deal.  
B: How come she is talking a great deal now?
  2. A: Jojo doesn't usually wear jeans.  
B: How come he is wearing jeans now?
  3. A: Rina doesn't usually leave before eight o'clock.  
B: How come she is leaving now?
  4. A: Aling Nitang doesn't usually do the laundry on weekdays.  
B: How come she is doing the laundry today, a Wednesday?
  5. A: I don't usually drink pineapple juice.  
B: How come you are drinking pineapple juice now?
- C.
1. But today we are eating lunch at 1:30 p.m.
  2. But today he is taking chocolate during breakfast.
  3. But today she is not making any typing errors.
  4. But today she is not complaining about her.
  5. But today she is not calling me up.



Perfect score is 27. Did you get them all right? Terrific! Congratulations!

Did you get 13 above? Very good! You're doing fine. Keep it up.

But if you scored 12 or lower, please put in more diligence in your work. Go back to the learning tasks you failed to do well and study each very carefully. You should perform in the posttest as good as if not better than in the pretest.

## Everyday Expressions

Often, when words are put together in phrases, they do not mean the same thing as they mean separately. For example *wrap it up* does not always mean “to enclose something in a covering.” Often it means “to finish.” The first usage is literal; the second usage is idiomatic.

An *idiom* is an expression that has developed naturally in a language. Because they are usually short but forceful they are often used by journalists.

An idiomatic expression cannot be changed nor can the arrangement of words be modified so you must carefully note the exact arrangement of words.

Following are idiomatic expressions using *hold*. Literally *hold* means *to grasp* or *to keep* or *have in hand*. Combined with different prepositions *hold* takes on an idiomatic meaning.

<i>hold against</i>	<i>hold on</i>
<i>hold back</i>	<i>hold out</i>
<i>hold down</i>	<i>hold over</i>
<i>hold off</i>	<i>hold to</i>
<i>hold with</i>	<i>hold up</i>

See if you can match the underlined idioms with its meaning on the right.

1. The police tried to hold back the crowd.
  2. Don't hold it against him that he has different political views.
  3. Petroleum dealers promised to hold down prices for as long as they could.
  4. The soldiers managed to hold off the rebel attack on their detachment.
  5. I'm very thirsty but I'll hold out until I get home.
  6. The hostage hold on to the hope of an early release.
  7. Don't try to get out of this agreement because we will hold you to it.
  8. We will hold our decision over till after the contest.
  9. There was a daring hold up of a bank adjacent a police station yesterday.
  10. Nothing must hold up the delivery of goods to the flood victims.
- a. fend off or keep at a distance
  - b. keep at a low level
  - c. control or restrain
  - d. allow something to influence one's judgment
  - e. cling
  - f. commit armed robbery
  - g. endure
  - h. delay
  - i. make somebody keep a promise
  - j. postpone or defer

## Self-check



### Exercise 1

Let's find out how you fared. Check your answers against those below.

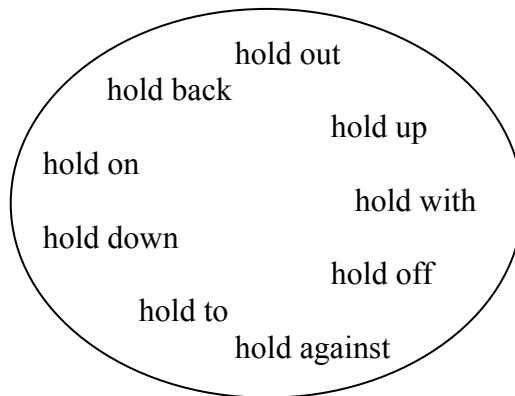
- |      |       |
|------|-------|
| 1. c | 6. e  |
| 2. d | 7. i  |
| 3. b | 8. j  |
| 4. a | 9. f  |
| 5. g | 10. h |

If you scored 6 or higher, congratulations! You did a very good job.

If you scored 5 or lower, do better in the next exercise.

### Exercise 2.

Fill in the blank with the appropriate idiom chosen from the circle



1. The massive dike DPWH built cannot \_\_\_\_\_ the flood waters so the town proper became flooded.
2. How long can a person \_\_\_\_\_ without water for days.
3. Please don't \_\_\_\_\_ it \_\_\_\_\_ me that I have a different ideology.
4. The young man tried to \_\_\_\_\_ his hand to the old woman.
5. When the little boy fell into the swollen river he tried to \_\_\_\_\_ to a piece of floating lumber.
6. The manufacturer lost so much because production was \_\_\_\_\_ by a strike.
7. Mang Ambo was shot when he attempted to \_\_\_\_\_ the kidnapers of his boss.
8. Manufacturers promised to \_\_\_\_\_ prices of canned goods until the year ends.
- 9-10. Armed men attempted to \_\_\_\_\_ the rural bank but the local police \_\_\_\_\_ them.
11. Please don't \_\_\_\_\_ any information. Tell everything you know about the operation to the police.

## Self-check

Let's find out how much you've learned about the idiom with *HOLD*. Check your answers.

- |                 |               |
|-----------------|---------------|
| 1. hold back    | 6. held up    |
| 2. hold out     | 7. hold off   |
| 3. hold against | 8. hold down  |
| 4. hold on      | 9. hold up    |
| 5. hold on      | 10. held off  |
|                 | 11. hold back |

Exercise 3. Can you now use the two-word verbs in your own sentences? I think you can. So, write them in your notebook.

You are almost finished with the module. To determine the extent of the benefits you got from it evaluate your gains by taking the posttest.

## Posttest



### I. Choosing from Several Meanings

Write the letter of the meaning which best fits each sentence containing the underlined word.

Choose from the list below

- to stop an activity and relax
  - to stand on or lie on
  - remainder
  - to lean
  - a mark in music to show a pause
- After practicing for more than an hour her fingers were tired and she stopped to rest them.
  - He played the right notes but the song sounded all wrong because he neglected to stop at the rests.
  - Andrei slouched in his seat and rested his head against the back of the chair.
  - The tall building rests on solid rock.
  - "I've done enough for today," he said. The rest will have to wait till tomorrow."

### II. Getting the main idea and picking out the irrelevant sentences.

Read the following paragraphs then write the letter of your answers to the questions that follow.

- Crickets make their chirping sounds with their wings. They are really fiddlers and not songsters. On one wing, they have a coarse membrane like a saw. When crickets rub one wing over the other, they can make several different tones just as a fiddler does when he draws his bow across the strings. On a quiet, windless night, the sound of a cricket can carry for more than a mile.

The paragraph is about

- a. the characteristics of crickets.
  - b. how crickets make sound.
  - c. the abilities of crickets.
2. And surely, of all smells in the world the smell of many trees is the sweetest and most fortifying. The sea has a rude pistoling sort of odor, that takes you in the nostrils like snuff, and carries with it a fine sentiment of open water and tall ships; but the smell of a forest, which comes nearest to this in tonic quality, surpasses it by many degrees in the quality of softness. Again, the smell of the sea has little variety, but the smell of a forest is definitely changeful, it varies with the hour of the day, not in strength merely, but in character; and the different sort of trees, as you go from one zone of the woods to another, seem to live among different kinds of atmosphere.

The paragraph is about the

- a. smell of many trees.
  - b. smell of the sea.
  - c. different kinds of smell.
3. Visible light is a form of energy. Man uses the energy of light to see the things around him. Since light supplies the energy which green plants use to make food for themselves, man depends on light for the plant he grows and for the food he eats. In addition, it has many practical applications in man's everyday life. There are house lights, car lights, signal lights and decorative lights. Man's cameras, mirrors, microscopes, telescopes and projectors are useless without light. Indeed, man could hardly live without light.

The paragraph is mainly about the

- a. different kinds of light.
  - b. sources of lights.
  - c. importance of lights.
4. 1) A number of theories exist about why the pyramids were originally built. 2) One of the most popular theories is that they were used as tombs for the Egyptian pharaohs. 3) Some of these gigantic structures were constructed over a twenty-year period. 4) Other people theorize that the pyramids were intended to be massive shelters during the time of the predicted great flood. 5) Others believe that they were used as instruments to predict future events, such as floods or good crop season. 6) Some historians argue that they were merely great sun dials.

Which sentence does not belong to the paragraph?

- a. Sentence 6
  - b. Sentence 4
  - c. Sentence 3
5. 1) Prayer is a force as real as universal gravitation. 2) There are many reasons why man pray. 3) Although many people regard prayer as a formalized routine of words. I have seen men and women being transformed by it. 4) I have seen men lifted out of disease and melancholy by

the serene effects of prayer. 5) I have witnessed prayer effecting cure which can be termed as miraculous, even after all other therapy has failed. 6) I know men and women who have discovered that prayer can supply them with a steady flow of sustaining power in their daily lives.

What sentence does not belong to the paragraph?

- a. Sentence 2
- b. Sentence 3
- c. Sentence 5

### III. Language

A. Write the letter of the correct verb form to complete the sentence

1. We \_\_\_\_\_ on a water covered planet.  
a. lives                      b. is living                      c. live                      d. does live
2. The oceans \_\_\_\_\_ seventy-five percent of the earth's surface.  
a. does cover                      b. cover                      c. is covering                      d. covers
3. This vast expanse of water \_\_\_\_\_ the adventurer who \_\_\_\_\_ to explore it.  
a. defy; seek                      b. are defying; seeks                      c. defies; seeks                      d. does defy; seek
4. It also \_\_\_\_\_ the scientists who \_\_\_\_\_ eager to understand it.  
a. challenge; are                      b. challenge; is                      c. is challenging; is                      d. challenges; are
5. Great mountain ranges \_\_\_\_\_ for thousands of miles.  
a. extend                      b. extends                      c. is extending                      d. does extend
6. Volcanoes \_\_\_\_\_ and earthquakes \_\_\_\_\_ huge trenches.  
a. are rising; is opening                      b. rise; open                      c. rises; opens                      d. rise; does open
7. Man \_\_\_\_\_ much to gain from an exploration of the oceans.  
a. have                      b. do have                      c. are having                      d. has
8. Oceanography \_\_\_\_\_ a study of the oceans which \_\_\_\_\_ all the branches of science.  
a. is; involves                      b. is; is involving                      c. is; involve                      d. is; do involve
9. To explore the oceans, the oceanographer \_\_\_\_\_ upon his knowledge of geology, chemistry, physics and biology.  
a. calls                      b. call                      c. do call                      d. are calling
10. The specialized branches of oceanography \_\_\_\_\_ physical oceanography, chemical oceanography, geological oceanography and biological oceanography.  
a. does include                      b. includes                      c. is including                      d. include

B. Write the correct form of the verb in parentheses.

The biosphere, that part of the earth on which life exists (1) \_\_\_\_\_ (be) only a thin film on the surface of our planet. It (2) \_\_\_\_\_ (extend) about 8 or 10 kilometers above sea level and a few meters down into the soil, as far as roots (3) \_\_\_\_\_ (penetrate) and micro-organisms (4) \_\_\_\_\_ (be) found. It (5) \_\_\_\_\_ (include) all of the surface water and ocean depths. It (6) \_\_\_\_\_ (be) patchy, differing in both depth and density.

The sun (7) \_\_\_\_\_ (power) the biosphere. It (8) \_\_\_\_\_ (be) responsible for the wind, the weather and the energy flow that (9) \_\_\_\_\_

(characterize) life. The earth (10) \_\_\_\_\_ (receive) about  $10^{24}$  calories of energy from the sun each year.



Now check your answers against those below. You should score higher than you did in the pretest.

I. Choosing from Several Meanings

- |      |      |
|------|------|
| 1. a | 4. b |
| 2. e | 5. c |
| 3. d |      |

II. Getting the Main Idea and Picking out irrelevant sentences

- |      |      |
|------|------|
| 1. b | 4. c |
| 2. a | 5. a |
| 3. c |      |

III. Language

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

- |    |              |                  |
|----|--------------|------------------|
| B. | 1. is        | 6. is            |
|    | 2. extends   | 7. powers        |
|    | 3. penetrate | 8. is            |
|    | 4. are       | 9. characterizes |
|    | 5. includes  | 10. receives     |

Perfect score is 30. Did you perfect the test? Wonderful! Congratulations! Now you are ready to move on to the next module. It's an honor working with you.



If your score is between 21 to 29 very good! You have made very good use of this module and I'm happy for you. Keep up the good work!

If your score is between 11 to 20 you did good but you can do better. So, put in more dedication and concentration in the modules to come.

But if your score is 10 or lower please spend more time studying. Perhaps it would do you well if you study this module again.

