



## What Is This Module About?

Can you imagine a world without newspapers, magazines and books? Every day we read materials that give us varied information. Through reading, we get to know what is happening around us and around the world. As we read, we become well informed and are challenged to think. When we think about what we read and choose what has value to us, we grow and develop. We become intelligent readers.

Would you like to learn some ways of getting the most out of your reading? In this module, you will learn how to become an intelligent reader. You will be able to determine the value and relevance of what you read. We call this critical reading.

This module will help you to develop the basic skills in critical reading. It will help you to become a critical reader. You need to study the following lessons:

Lesson 1 – *Imperfect or Incomplete Information*

Lesson 2 – *Critical Reading Strategies*

Lesson 3 – *The Relevance and Worth of Ideas*

Ask yourself, “How will I profit from this module?”

Think of great men and women, who contributed a lot to make our lives easier now than before. What was their secret? They engaged in deep thinking as they read and observed their environment. Their thinking activities created new ideas. And their ideas were translated into inventions, which you and I are enjoying today. So, think, read and think again. Look for the answers to your why’s. Develop your reading and thinking skills now. Who knows you may discover the greatness in you.



## What Can You Learn From This Module?

After going through this module, you should be able to;

- ◆ identify imperfect information in texts read;
- ◆ use different critical reading strategies in solving problems; and
- ◆ evaluate the relevance and worth of ideas in reading materials.



## Let's See What You Already Know

Before you start this module, take this pretest to find out how much you already know about critical reading.

Take a comfortable position. Relax and prepare yourself to read.

Read the passage below.

(1) In reading, students have their own techniques that are important in solving their reading problems. (2) One of these techniques is finding the meaning and significance of new and difficult information. (3) When they find the meaning and significance of information, they can better retain and recall ideas they read. (4) Moreover, they can make important decisions based on the information they have read. (5) When thinking thoroughly about the information they have read, they make a decision. (6) They may either choose to analyze it logically, i.e., page-by-page or section-by-section, and establish connections between the ideas in those pages. (7) Or they get a global or a general picture or a bird's eye view of the reading materials by skimming. (8) When they use both or either of these techniques, their understanding of information read comes more easily. (9) Thus, it is important that students use both or either of these techniques to make their reading experience significant. (10) Otherwise, they become miserable because of their unsolved reading problems.

Now, that you've read the paragraph, answer the following questions:

1. Which sentence tells you what the text is all about? Give the number of the sentence.

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2. What sentence can be omitted without affecting the flow of thought?

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3. Why is it important for a student like you to make a sense of or give meaning to new and difficult information?

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4. Can you guess the meaning of the word, logically? What words in the text helped you guess the meaning of the term?

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5. What words have the same meaning with the word global?

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6. What word in sentence 1 gives you the meaning of significant?

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7. How can a student like you make your reading task easier?

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8. What sentence contains unsupported generalizations and exaggerations?

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Well, how was it? Do you think you fared well? Compare your answers with those in the *Answer Key* on page 33.

If all your answers are correct, very good! This shows that you already know much about the topic. You may still study the module to review what you already know. Who knows, you might learn a few more new things as well.

If you got a low score, don't feel bad. This means that this module is for you. It will help you understand important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answers to all the items in the test and a lot more! Are you ready?

You may go now to the next page to begin Lesson 1.

## Imperfect Information

Have you ever read something you did not understand because the information was not complete? Or it was confusing or not relevant to the topic? Did you ever get confused because the data presented was not correct? Did you get bored reading an article because it had so many details? If you did, you must have read material with imperfect information.

In this module, you will explore how to detect imperfect information. You will identify what is wrong with the information.

After going through this lesson, you should be able to:

- ◆ describe different kinds of imperfect information ;
  - Inadequate or incomplete information;
  - Inaccurate or incorrect data presented in a text;
  - Exaggerated and crowded details; and
  - Illogical presentation of information.
- ◆ identify conflicting information in a text.



### Let's Read

Carefully read passage 1 below. See if you can do what it tells you to do.

#### Passage 1

This exercise is called “Waving Hands by the Lake.” It is good for regulating breathing and maintaining the balance of blood pressure. It is also good for strengthening the function of the kidney; calming the nerves and relieving knee arthritis/pains. Do this exercise daily.

After reading the passage, do you think you can do the exercise?

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Why not?

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What is needed so that you can perform the exercise correctly?

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Have you written that more information is needed? If you did, you're right. The passage contains imperfect information. You need more information to perform the exercise described in the passage correctly.

You need specific step-by-step instructions on how to do the exercise "Waving Hands by the Lake". Information should have complete data, details and examples in order to clearly understand it.

Now read the passage on page 4 again. Then read its revised version below.

### **Passage 2**

Here is how to exercise "Waving Hands by the Lake."

First, stand with feet apart, hands down.

Next, breath slowly. Inhale the fresh air. Think that you are breathing the breeze by the lake. Then exhale it gradually.

Now, slowly raise your arms to chest level.

Bend your knees to lower your hips.

Again, breathe slowly- feeling the air in and out of your lungs.

Next, slowly put your hands down to your side,

And return to original position.

As you go back to your former position, breath slowly again.

How does passage 2 compare with passage 1?

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If you answered that passage 2 is easier to read, understand and do because it has more information, you are correct.

Now, stand up. Review the instructions given on the previous page. Then try to perform the exercise as described after reading each line. This will help you remember each step of the exercise by heart.



## Let's Try This

Collect articles about an activity from magazines, newspapers and books. Collecting recipes from cookbooks would be a good start. Read them and see if you can detect any imperfect or incomplete information in any of them.

If you have questions, approach your Instructional Manager.



## Let's Read

You received this letter from your aunt inviting you to spend summer vacation with her.

March, 2001

Dear \_\_\_\_\_,

*How are you? I am glad that your classes will be over soon. Have you made any plans for this summer?*

*On the first week of April, San Roque, our town, will celebrate its annual fiesta. There will be lots of food. I heard that the town mayor has organized variety shows and other activities. I'm sure it would be fun! Your cousins from Mindanao are coming over for the fiesta. Would you like to come too?*

*I know that you would be travelling alone if you plan to come here. Just go to the pier and buy a ticket. I can't wait to see you!*

*Love,*

*Aunt Miling*

Let us assume that you haven't been to your Aunt Miling's place, what is lacking in her letter?

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Aunt Miling must have been so excited, that she forgot to write her exact address and the complete directions on how to get there. This is another example of incomplete information. It would be easier for you if all the information you need has been provided, wouldn't it?

In this case, what would be the best thing to do?

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If you answered that you're going to write your Aunt Miling and ask for complete directions, that's good! Do you now realize how important getting complete information is?

Let's look at another one. Read on.



## Let's Read

Mrs. Wee and Mrs. Tee have a telephone conversation. Read their dialogue below.

Mrs. Wee: Hello, good morning. May I talk to Mrs. Tee, please.

Mrs. Tee: Yes, this is Mrs. Tee.

Mrs. Wee: Mrs. Tee, what's your birth date?

Mrs. Tee: January 10, 1957, Why?

Mrs. Wee: I'm sorry, Mrs. Tee. Your application for a housing loan was disapproved.

Mrs. Tee: Why?

Mrs. Wee: Because the data in your application form is inaccurate. You wrote as your birth date, January 10, 2000. I am sure, you're not only eight months old.

Mrs. Tee: Good heavens! I filled out the form with the wrong information. I must have been absent minded!

Mrs. Wee: I'm sorry, Mrs. Tee.

Mrs. Tee: Next time, I will read through the application form and fill it out correctly before submitting it. This is an embarrassing situation. I must learn from it. Good bye, Mrs. Wee.

Why did Mrs. Tee’s application for a housing loan not approved?

She unintentionally wrote the wrong information in her application for a housing loan.

Have you had the same experience? We sometimes experience this during examinations, don’t we? When we give the wrong answers we get a low score and low grades. So, we should always see to it that we check and recheck information we give and get. There’s nothing wrong in being meticulous (overly careful) anyway. This will make things run smoothly with minimal hassles.

What lesson can you learn from getting and giving information with omissions and mistakes?

Mrs. Tee lost the chance to own a house because she gave wrong information. Let’s learn from her experience.

Now let’s look at another one. Read on.



## Let’s Try This

Read the passage and find out what happened.

When we got to the hospital, my mom was jumpier than a Mexican jumping bean. But then we saw that Grandma was awake, Mom’s face lit it up like a light bulb. And when Grandma hugged me, my heart lit up like a volcano ready to erupt.

Can you tell what happened?

Did you clearly understand the passage?

Why not? If you say that you did not understand it because it uses many unnecessary words, you are right.

Can you identify the exaggerated words or phrases that are really not necessary? Write these words or phrases in the spaces below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The unnecessary and exaggerated comparisons are the following:

1. “jumper than a Mexican jumping bean”
2. “like a light bulb”
3. “like a volcano ready to erupt”



Try to replace these phrases in the previous paragraph with just one or two words and see the difference. Fill in the blanks with the appropriate words or phrases. Choose from the list below:

smiled            become calm            worried            happy            beat fast  
cried            remained calm            crying            sad            beat slowly

When we got to the hospital, my mom was \_\_\_\_\_.  
But when we saw that Grandma was awake, Mom \_\_\_\_\_.  
And when Grandma hugged me, my heart \_\_\_\_\_.

Compare your answers with those in the *Answer Key* on page 33.

Passages that are simply written are often preferred. They are direct to the point and easy to understand. Unnecessary and exaggerated words make the passage confusing and harder to understand.

Based on what you have just learned, can you think of one quality of a critical reader? A critical reader can identify passages containing exaggerations. She/he knows how to replace flowery and excessive details with simple words to make the main idea in a passage clear and more understandable.



## Let's Read

Read the passage and find out what the main idea is.

When you do your reading, you need to answer the comprehension questions at the end of the passage. Then, go to the library and look for difficult words in the passage. Next, draw your conclusion based on your readings. Finally, read the passage.

What is the main idea of the paragraph? Does the paragraph have a smooth flow of development of its main idea?

No, the paragraph does not make sense at all. Something is wrong with the presentation of details. They are not logically arranged.

Illogical arrangement of details can give you imperfect information.

What should you do first when you have a reading task?

Yes, you have to read the passage first before you can answer the comprehension questions. Then, you write the words you don't understand and look them up in the dictionary, don't you? Finally, you draw your conclusion after reading and rereading the passage closely.

Another example of imperfect information is a passage that contains conflicting information. Read the example below.

Ana is 3 years old. She was asked by her mother to go to the market to buy food and other groceries for the coming town fiesta.

Can you identify the conflicting information in the above passage? What could the conflict be?

Ana CAN NOT go to the market and buy food and groceries because she is only 3 years old! A three-year old girl is still too young to handle money and buy things on her own. Unless there is additional information given, then the above passage is conflicting and therefore, illogical!

When you read a material in which the items are not arranged in an orderly way or contains conflicting information, what do you do? Do you just ignore it and continue reading? Or do you try to make sense out of it?



## Let's Try This

Read the passage below and identify the sources of confusion by underlining the words, phrases or sentences. Write whether these:

- ◆ are exaggerated or unnecessary
- ◆ contain incomplete information or
- ◆ contain conflicting information.

1. *The best way to reach the town of Maligaya is to take a jeepney ride from Malibuso. You can also take a banca ride. Maligaya is a town bursting at the seams with activities. It is like a sleeping giant.*

The first sentence should be underlined. It contains incomplete information. There is no explanation about the exact location of Malibuso. In fact, there is no information on whether Malibuso is a nearby town or locality.

The second sentence should also be underlined. It contains conflicting information. If the town of Maligaya is accessible by jeep or a banca ride does not make sense unless additional information is given.

“Bursting at the seams” is a metaphor and is in this case, an exaggeration. ” Like a sleeping giant” is a simile that conflicts with “a town bursting at the seams with activities”. Additional information is required to make this passage understandable and logical.

Let’s try another one. Identify the sources of confusion. Underline them.

2. *Mang Jose is a farmer who is as poor as a rat. He has three children who all go to exclusive schools. Mang Jose is kind and generous to his neighbors. He sells them water from his new well. He donates a lot of money to charity. Mang Jose is indeed Robin Hood personified.*

Were you able to identify the sources of confusion in the second passage?

The first sentence contains the phrase “ as poor as a rat”. This is a simile. It clearly describes Mang Jose’s financial condition.

The entire second sentence should be underlined. It contains conflicting information. How could Mang Jose send his children to exclusive schools if he is as poor as a rat?

The fourth sentence is entirely in conflict with the third sentence and should be underlined. If Mang Jose is indeed generous, he could have given water to his neighbors for free, couldn’t he?

The fifth sentence is also in conflict with the first sentence. “Robin Hood” is a metaphor. Robin Hood is a literary character who steals from the rich to give to the poor. In this case, it is not only exaggerated information. It is also in conflict with the other information given.

Were you able to understand the second passage? Can you now identify conflicting and incomplete information in other passages that you read?



## Let’s Remember

Do not forget the important points in this lesson.

Imperfect information are those that are:

- ◆ inadequate or incomplete;
- ◆ innacurate;
- ◆ exaggerated; and/or
- ◆ illogical.



## Let's See What You Have Learned

Fill in the blanks with the correct words from the list:

incomplete    decide            illogical            details to support the main idea

decide            exaggerations    different            wrong            irrelevant

1. A critical reader understands that imperfect information happens because people have \_\_\_\_\_ background knowledge.
2. A critical reader is keen in identifying \_\_\_\_\_ information.
3. Imperfect information can be detected when it lacks \_\_\_\_\_.
4. A critical reader checks and rechecks the information given and obtained so that he/she can identify any \_\_\_\_\_ data. This will keep him/her from embarrassment.
5. Critical readers can identify passages containing \_\_\_\_\_.  
She/he knows whether the passages have excessive details or flowery words which stop the flow of thought.
6. A critical reader can sort out information received and differentiate between relevant and \_\_\_\_\_ information.
7. S/he can therefore \_\_\_\_\_ on the materials s/he wants to read for a particular purpose.
8. A critical reader can sense any \_\_\_\_\_ presentation of ideas or details in passage.

Compare your answers with those in the *Answer Key* on page 33.

If your score is 6-8, that's very good. You are a fast learner and you have learned a lot from this lesson. If your score is 5 and below, go through the lesson again.

## Critical Reading Skills and Strategies

We cannot solve our reading problems using our common sense alone. We need some strategies to overcome these problems. A doctor needs some instruments to function effectively and efficiently. This is also true with us as readers. We need to have strategies and skills for dealing with our reading problems so we can make the most out of our reading.

After this lesson, you should be able to: read, interpret, analyze and draw conclusions and generalizations based on passages. Specifically, you are expected to use the following critical reading skills:

- ◆ infer purpose, point of view, thoughts and feelings;
- ◆ point out particulars to justify a conclusion;
- ◆ predict outcomes from a sequence of events; and
- ◆ draw generalizations from specific details.



### Let's Try This

Study this arrangement of letters:

**R**  
**O**  
**ROAD**  
**D**

Can you guess what this means?

To get a clue, notice how the letters are arranged and spelled. You are right in observing that the word “road” is spelled twice, once horizontally and once vertically. The “roads” also cross each other.

What do these clues tell you?

The letters mean “crossroads” because they form two roads crossing each other.

A critical reader looks for clues to make an accurate guess of the meaning of what he/she is reading.

To provide you with some more exercise on guessing with the use of clues, answer this riddle below.

*What am I?*

*I have 7 letters. Before and after each letter there are vertical lines. Can you guess what I am?*

Can you guess the answer to this riddle? This is an example of incomplete information, isn't it? Do you need another clue? Here it is.

*I am a word. My first letter is R, my middle letter is D and my last letter is G. Before and after each letter, there are vertical lines.*

*Can you now guess what I am?*

You can have a good guess if you write down the clues like this:

*/R/ / /D/ / /G/*

*Now, that you have enough clues, can you guess what I am?*

If not, here is the last clue. You do it with a book.

If your answer is reading, you're right, but it is incomplete. There are lines between the letters.

*/R/E/A/D/I/N/G/*

*So what am I?*

If your answer is "reading between lines", you got the right answer, because the letters of the word "reading" are placed in between the diagonal lines.

Do you know what "**reading between the lines**" means? Reading between the lines is a figure of speech that means getting another message aside from those directly written or mentioned. For example:

The government does not have any comment regarding the controversy at this moment.

What other messages do you think this statement send?

If you read between the lines, you get the message that government officials are not yet prepared to comment because of any of the following reasons:

- a. They are very careful
- b. They do not yet know what to say
- c. The information they have about the controversy is not yet complete.

You may also add other messages to the list.

Do you now understand what **reading between the lines** means?

If you are not familiar with a term in your reading text, what do you do to make sense out of it?

You read on and on until you get enough clues for you to arrive at an accurate inference or conclusion.

What do you think is the purpose of a writer in creating such a problem?

Yes, to tickle your mind to think, and to be sensitive to the clues, which help you, arrive at an accurate answer. This implies that a critical reader recognizes and uses available clues to infer or get the purpose of what he/she reads.



## Let's Read

... a beautiful bounty of white feathers at the blades of my back....Lifting airborne...rising up-choking with happiness. I watch over the souls underneath. I sing songs of praises in the heavens.

Going higher, the cool air caresses me and my silk satin dress warns my torso. I am pure...I explore my wing and see how fast I can go racing with the wind...I leap, I fly, I love, I can't believe the beauty of the wonderful earth. I go to a waterfall sprinkling droplets on my face. I think I will remain airborne and pure.

Can you tell what the passage is about? What is it? What clues suggest it is an angel? As you read through the passage, do you see clear images? Can you picture them in your mind?

Write down the clues and draw what the passage describes. Compare your drawing with what you have in your mind.

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Who is talking in this passage?

Of course, it is an angel.

What made you think that it is an angel? What words in the passage gave you hints that it is indeed an angel?

“...white feathers”, “silk satin”, pure, lifting airborne”, “I love” and others.

These words lead you to picture what an angel is, don't they? These are clues that help you guess what is described in the passage.

What point of view is used in it?

When a reading text uses “I, me, my, mine,” the point of view is first person. The angel describes itself and what it does.

What words lead you think that the angel enjoys life?

Some of these words are: choking with happiness ”I leap. I fly.

I love. ...the beauty of the wonderful earth...”

Have you experienced boarding an airplane? Have you experienced this wonderful feeling of flying enjoyed by an angel?

A critical reader can experience what the character or the author experiences in a reading passage. He/she can feel what he/she feels. Thus, he/she can guess and feel the character's feelings. This is what we call **vicarious experience**.



## Let's Read

Starting a stamp collection can be quite a challenging task. It takes a lot of preparation and planning. First of all, you have to prepare the materials that you will need. For a stamp collection, you would need to have an album to place your stamps in.

Then, you need to plan your collection. Are you going to focus on a theme or topic? Some stamp collectors only collect stamps that depict a particular subject like flowers. Some collect only stamps that show faces of people. Others just collect stamps regardless of themes or topics. Like in any other hobby, stamp collecting is a worthwhile activity but you need to plan before engaging in it.



What conclusion about stamp collection as a hobby can you draw from this page?

If your answer is similar to the statement below. You're right.

Stamp collection, as in any other hobby, needs to be planned well before engaging in it.

This concluding statement gives the readers a final thought about hobbies.

Why is there a need to draw conclusions from your readings?

Conclusions must be drawn from readings to summarize the information or messages they convey. Is it important that you get the author's key ideas and his conclusions? What should you do with these?

Key ideas and conclusions are important. They can affect the way we think and respond to a similar situation. Key ideas and conclusions should be analyzed carefully for clarity and better understanding. How are you going to analyze or evaluate them?

You can evaluate key ideas and conclusions by comparing them with your own experiences. You can create an entirely new set of ideas and conclusions.



## Let's Try This

This is the story of Kitty Redscape, her grandmother, the Prince and the Bear. Kitty Redscape's grandmother lives in the woods and Kitty always goes there to have a snack with her. Read the following bits of story. Sequence the events by writing the correct number before each. In sequencing the events, indicate the order in which they happened.

The first event is done for you.

- \_\_\_\_\_ a. One day, on her way to visit her grandmother, Kitty Redscape saw a handsome prince.
- \_\_\_\_\_ b. So he rode away, sadder, but not wiser,
- \_\_\_\_\_ c. "Oh shut up, you silly old woman," he said.
- \_\_\_\_\_ d. The bear, who, by this time was fed up with being ignored, followed the prince into the forest and ate him.
- \_\_\_\_\_ e. At that moment, the prince rode by and rushed into the garden.
- \_\_\_\_\_ f. I'm sure you were," said the prince. "Come on, let's get away from that silly old lady and go to my castle for lunch."
- \_\_\_\_\_ g. "I have come to save you, young maiden. He cries, knocking the grandmother down in his hurry to be at her side.
- \_\_\_\_\_ h. Her heart skipped a bit or two, but the prince hardly noticed her as he rode by.

- \_\_\_\_\_ i. “Hey! Watch what you’re doing! Said Kitty Redscape’s grandmother.
- \_\_\_\_\_ j. Thank you for coming to our rescue,’ Kitty Redscape said to the prince’ though I have a gun and was quite capable of looking after myself.’
- \_\_\_\_\_ k. That silly old lady is my grandmother, actually,’ said Kitty, and I didn’t like the way you spoke to her. And now, that I see you close. I can’t imagine why I thought you were good-looking. Why don’t you rejoin your hunting spree?
- \_\_\_\_\_ l. By the time she got to her grandmother’s house, Kitty had forgotten about the prince. But she was horrified to see the old lady being attacked by a bear.

As you read these bits of the story, can you tell it to someone? Can you predict what happened to Kitty? To the prince? To the bear and to the grandmother?

Before you can do this, you need to sequence the events from beginning to the end. Now, compare your answers with those in the *Answer Key* on page 34.

Now, rewrite the events of the story according to the sequence above. Read it. Does it make sense now? Can you now tell this story to someone? Let’s compare your version of the story with the version written below.

Kitty Redscape goes to visit her grandmother in the woods. One day, on her way to her grandmother’s house, Kitty sees the Prince. She thinks he is very attractive. The prince does not notice her.

When Kitty arrives at the cottage, she sees her grandmother being attacked by a bear. Just then, the prince rides into the garden to save Kitty. He saves her, but is rude to her grandmother.

The prince invites Kitty for lunch in his castle, but she declines because she doesn’t like the prince’s treatment of her grandmother. She loses interest in him. She suggests that the prince go back to his hunting spree and leave them alone. The prince does it. He goes into the forest to hunt. The bear follows him and eats him.



## Let’s Think About This

Have you ever tried predicting the ending of a story while reading its beginning? Or do you always predict something based on the sequencing of events?



## Let's Read

“Education is the passport to success.”

“Education is the real solution to our problem of poverty.”

Do you believe these statements?

Why or why not?

1. A passport is a document that is required whenever you travel between countries. Like a passport, education allows a person to achieve success, to reach the goals he/she has set in life. However, some people become successful even without finishing college. They achieve wealth and power through sheer determination and hard work.
2. Education can help solve poverty because it can increase our chances of being employed in a good job. However again, some people can overcome poverty and even become rich without education.

The two statements seem to agree. However, a critical thinker does not readily accept whatever information comes his/her way. He/she actively analyzes the information given and judges its applicability.

In this case, although education can help greatly in achieving success, a critical thinker knows that there are also other ways of achieving success.

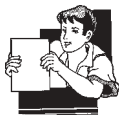
A critical reader does not just accept generalizations without looking into supporting details or evidences to prove their worth.



## Let's Think About This

Do you accept general statements without proving their worth? Do you believe statements without looking for supporting details?

What happens when somebody challenges you to prove the worth of these statements?



## Let's Learn

### ***The Read-aloud Approach***

One of the strategies that you can use to become a critical reader is the **read aloud approach**. This will help you understand better what the author is trying to say. In this approach, you will be asking questions, making comments and drawing your own ideas and conclusions as you read.

Below is a sample text with a read-aloud approach. Read it silently first. When you come to the words in parentheses, read aloud and reflect (think) .

Beware of what you expect, (*Why?*) for your expectation may become a **self-fulfilling prophecy**. (*What is a self-fulfilling prophecy? Ah, I need to read further to see if I can get the meaning of this term.*)

Self-fulfilling prophecy occurs when a person's expectation of an event makes the outcome more likely to happen. (*O.K. Now, I understand self-fulfilling prophecy. But I need to know more about it. I need more examples to understand it better.*)

For example:

1. You expected to become nervous and botch the job interview and later did so. (*What is the meaning of the word **botch**? Can I find a clue here? Is nervous a clue for botch? Let me check with the dictionary. Oh, yes, It means "clumsy". When I'm nervous, I tend to be clumsy, don't I?*)
2. You anticipated having a good time ( or terrible time ) at a social affair and found that your expectations were met ( *What is the meaning of anticipated? Ah, the author used expected in sample number one, maybe it has a similar meaning. I'll look it up in the dictionary... Yes it is.*)
3. Your boss explained a new task to you saying that you probably would not do well at first. You didn't do well. (*Well, the first time is always a trial and error experience. If I will be given enough time and specific instructions on how to do it with full support from my boss, I think I can make it right the first time.*)
4. A friend described someone you were about to meet, saying that you wouldn't like the person. This turned out to be correct. (*In this example, I think the person has passed judgment on that certain someone before he/she met him/her. His/her prejudice (dislike) made her expectation come true. Well, I think, I should not pass judgment before seeing that someone. I should never judge that person using other people's description. It will be unfair on the part of that person, won't it)*

However, if the prediction is good, make it the way it shows be.

In each of these cases, there is a good chance that the event happened because it was predicted. You needn't have botched the interview, the party might not have been boring, if only you helped in making possible. In other words, what facilitated the taking place of the event was the expectation that it would happen exactly that way. (*So, are you saying that I should be careful about what to expect to happen? Because if I do, I can help in making it happen? Well, that's not a bad idea after all. I want the best to happen in my life so I will always expect the best and do my best, too.*)

After reading the text using the read aloud approach in parentheses and italics, what comes to your mind?

Isn't it better to read using this approach than doing a plain reading activity? What makes you think so?

Yes, it is better to read as if you are talking to the author. You reflect on what she/he says and come up with your own ideas. But there are times when you cannot always use this approach.

You may prefer to read the selection aloud or read the words in parentheses silently if you can think better that way. What is important is that you should reflect on the idea presented.



## Let's Remember

You have learned concepts and skills to make you a critical reader. Some of these skills are:

- ◆ inferring purpose, point of view, thoughts and feelings of the author or characters;
- ◆ identifying details or particulars to justify a conclusion;
- ◆ drawing your own conclusions as reader;
- ◆ predicting outcomes from sequences of events; and
- ◆ drawing generalizations from a set of details, examples and evidences.

You were given several reading passages to make you understand some concepts in critical reading. Apply these to the next lesson.

Now, you are ready to practise what you have learned in this lesson. So prepare yourself for we shall explore longer reading texts.



## Let's See What You Have Learned

Now, you are about to complete Lesson 2 of this module. Before we come to a close, answer the following questions with.

- a. *I can do this.*
- b. *O.K., but I need more practice.*
- c. *I can't do this yet.*

Write the letter of your answer on the blank spaces provided after each question.

1. Can you identify imperfect information? \_\_\_\_\_
2. Can you identify information with incomplete data? \_\_\_\_\_
3. Do you check and recheck information obtained and shared with others?  
\_\_\_\_\_

4. Can you identify passages containing exaggerations? \_\_\_\_\_
5. Can you identify illogical presentation of details in a passage? \_\_\_\_\_
6. Can you look for clues to arrive at an accurate inference or conclusion?  
\_\_\_\_\_
7. Can you tell the purpose of the author in his/her writing? \_\_\_\_\_
8. Can you infer (guess) the author's or character's feelings from the text?  
\_\_\_\_\_
9. Can you draw conclusions from a set of details in the reading texts?
10. Can you compare your own conclusion with the author's? \_\_\_\_\_
11. Can you create an entirely new set of ideas that enrich, widen and deepen those that you and the author held originally? \_\_\_\_\_
12. Do you ask probing questions on the generalizations which everybody accepts? \_\_\_\_\_
13. Do you use supporting evidences or details to draw out generalizations?  
\_\_\_\_\_
14. Do you sort the texts that you read based on your needs or purpose?  
\_\_\_\_\_

Give yourself 2 points for every **a** answer, 1 point for every **b** answer and 0 for every **c** answer. Find the sum of your points to compute for your score.

If you obtain a score of **22-28**, you are on the way to becoming a critical reader.

If you obtain a score of **15-21**, you are on step one of developing critical reading skills.

If you obtain a score of **0-14**, you need to go through this module carefully again and seek help from your instructional manager.

## Evaluating the Relevance and Worth of Ideas

We need to evaluate the ideas we get from reading so that we can use them effectively. We evaluate them to have a basis for testing, judging, and finally deciding to use or not use them. We need to develop our skills in evaluating the reading materials we read every day to make us critical readers and thinkers.

In the past lessons, you learned about different kinds of information that make it difficult for you to get the most out of what you read. These are:

- ◆ imperfect information;
- ◆ unsupported generalizations; and
- ◆ exaggerations.

Will you allow these kinds of information to affect the way you think? Or should you consider them as opportunities to challenge your mind to be more critical?



### Let's Try This

Below is a list of words describing information and ideas. Read them aloud.

If there is a word you do not understand, look up its meaning in the dictionary. Ask your instructional manager to lend you one. You may also check the Glossary on pages 37–38.

- |             |            |             |            |           |
|-------------|------------|-------------|------------|-----------|
| logical     | irrelevant | useful      | complete   | useless   |
| imperfect   | coherent   | weak        | illogical  | workable  |
| interesting | adequate   | appropriate | unworkable | defective |

Group the words. Write the words with positive connotations ( meanings ) under column 1 and the words with negative meanings under column

Positive	Negative

Which words on your list may be used to describe ideas that can negatively affect our thinking?

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Yes. The words “imperfect”, “irrelevant”, “weak”, “illogical”, “unworkable”, and “defective” describe information that can negatively affect our thinking.

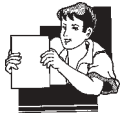
Which words on your list help us make choices and change our course of action? Write them down.

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Yes. the words “logical”, “interesting”, “coherent”, “adequate”, “useful”, “appropriate”, “complete” and “workable” describe information that can help us make choices and change our course of action.

Can you look up these words in the dictionary? You may consult a thesaurus if you know how to use it. If not, ask your Instructional Manager to teach you how to use it, if you can secure one.



## Let's Learn

### ***Checking The Value of What You Are Reading***

How could you tell whether an idea you read has value? Or is relevant? Read the guidelines below.

#### **Criteria for Evaluating the Worth or Relevance of Ideas in a Reading Text**

1. Are the ideas in the reading text arranged in a logical order?
2. Is there any imperfect information in the text?
3. Is the presentation of ideas so interesting that it can hold your attention and make you want to read on?
4. Are there irrelevant details?
5. Are the ideas from beginning to end coherent or understandable?
6. Are there adequate details to support the generalizations?
7. Are the ideas useful to you as a reader?
8. Are there weak points which you want to discuss with the author?
9. Are the words used appropriate?
10. Are the data or details enough for you to make sense of the text?



11. Are there ideas which you find illogical so that you can't predict the outcome or ending of the events?
12. Are there ideas that are defective and questionable?
13. Are they workable when applied to real life situations?

The reading text has great value if the answers to the questions above is **yes**, except for numbers **2, 4, 8, 11** and **12** which should be **no**.



## Let's Try This

Clip an editorial or a news story from a newspaper and evaluate it. Use the words, which you have learned from this lesson. Use the criteria found in the criteria sheet below to evaluate your reading materials.

### Criteria Sheet for Evaluating Reading Materials

**Title of Reading Material:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Topic Discussed:** \_\_\_\_\_

**Answer the following questions after going through the reading material.**

1. Are the ideas in the reading texts arranged in a logical order?
2. Is there any imperfect information in the text?
3. Is the presentation of ideas so interesting that it can hold your attention and make you want to read on?
4. Are there irrelevant details?
5. Are the ideas from beginning to end coherent or understandable?
6. Are there adequate details to support the generalizations?
7. Are the ideas useful to you as a reader?
8. Are there weak points which you want to discuss with the author?
9. Are the words used appropriate?
10. Are the data or details enough for you to make sense of the text?
11. Are there ideas which you find illogical so that you can't predict the outcome or ending of the events?
12. Are there ideas that are defective and questionable?
13. Are they workable when applied to real life situations?

As a whole, what can you say about the material?

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What new ideas have you developed or drawn from the reading material?

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Show your answers to your Instructional Manager for further discussion.



## What Have You Learned?

Now that you have done the last lesson of this module, you are now ready to take this post test. Read the passage below and answer the questions that follow.

*(1) Nowadays, every young person dreams of a bright future. (2) They often aim to have good jobs and earn a lot. It seems that the most logical way to do this is to get a good education which means finishing a four year college course. However, this is not the only way to achieve success. (3) Many young people now are enjoying success even though they have not finished college. They are able to achieve this by training in vocational programs.*

1. What is the main idea of the passage?

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2. In what statement is the main idea found?

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3. What is the purpose of the passage?

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*(4) TESDA means Technological Skills Development Authority. It is a government agency that handles livelihood training programs (5) Examples of livelihood skills training are baking, handicraft making, TV repair, drafting and hair culture. (6) Skills training or vocational programs are short-term*

*courses that train students to develop their skills that could be a source of livelihood. (7) This skills training is usually available in government agencies like TESDA.*

Answer the following questions.

4. What can you say about the above passage? Are the sentences logically arranged?

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5. Can you rearrange the sentences to make the passage more logical? Write the proper order of the sentences below. Indicate only the numbers.

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Read the next part of the passage below.

*(8) Education is very important, although it can take on various forms. (9) A four year college education is the only way to achieve success.(10) Vocational skills training like the ones offered by TESDA programs can help young people achieve success.*

Answer the following questions.

6. What can you say about the above passage?

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7. Were you able to identify conflicting information? Can you point it out?

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8. How can you make this passage better?

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*(8) Education is very important although it can take on various forms.(10) Vocational skills training like the ones offered by TESDA programs can help young people achieve success.*

Read the continuation of the passage.

*(11) Take for example the case of Romy, a young person like you. Romy was unable to finish high school because of his family's inability to support his studies. (12) He heard about vocational skills training programs offered by TESDA when he was 18 years old. (13) He realized that it could help him achieve success. (14 ) He applied for skills training as a draftsman and was able to finish with flying colors. ( 15) Romy is now 24 years old and working abroad in an architectural firm. (16) He is earning around thirty thousand pesos a month, more than most college graduates do. (16) Romy is very ecstatic that he was able to train under TESDA. This helped him achieve the success he is enjoying now.*

Answer the following questions.

9. Was the use of an actual case effective in convincing you to consider vocational skills training program as an option?

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10. Why is this so?

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11. Were you able to understand all the words used in the passage?

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12. The word "ecstatic" in sentence # 16 could be new to you. Look it up in the dictionary and write its meaning below.

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13. If a dictionary is not available, can you infer the meaning of the word ecstatic by reading the other sentences in the passage? What details give you an idea of what an ecstatic person is?

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Read the concluding part of the passage.

*(17) Like Romy, you too can become successful even if you were not able to finish a four-year college course. (18) In fact, everybody who has completed*

*vocational skills training is successful and is rich. ( 19) So if you want to become successful, always remember that there are other options aside from college. (20) You can contact your nearest TESDA office to inquire about the programs they offer. (21) What are you waiting for? (22) Make the move towards success now!*

Answer the following questions:

14. What can you say about the above passage? Was it a good conclusion for the subject discussed?

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15. What makes you say so?

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16. Can you identify an unsupported generalization in the above passage? In what sentence can you find it?

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17. Was there an exaggeration? In what sentence can you find it?

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18. How can you make the passage better? Write your version of a better passage in the space provided below.

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Now read the passage in its entirety on page 30.

*Nowadays, every young person dreams of a bright future. They often aim to have good jobs and earn a lot. It seems that the most logical way to do this is to get a good education which means finishing a four-year college course. However, this is not the only way to achieve success. Many young people now are enjoying success even though they have not finished college. They are able to achieve this by training in vocational programs.*

*Skills training or vocational programs are short-term courses that train students to develop skills that could be a source of livelihood. Examples of livelihood skills training would include baking, handicraft making, TV repair, drafting and hair culture. This skills training is usually available in government agencies like TESDA. TESDA means Technological Skills Development Authority. It is a government agency that handles livelihood training programs.*

*Education is very important although it can take on various forms. Vocational skills training like the ones offered by TESDA programs can help young people achieve success.*

*Take for example the case of Romy, a young person like you. Romy was unable to finish high school because of his family's inability to support his studies. He heard about vocational skills training programs offered by TESDA when he was 18 years old. He realized that it could help him achieve success. He applied for skills training as a draftsman and was able to finish with flying colors. Romy is now 24 years old and working abroad in an architectural firm. He is earning around thirty thousand pesos a month, more than most college graduates do. Romy is very ecstatic that he was able to train under TESDA. This helped him achieve the success he is enjoying now.*

*Like Romy, you too can become successful even if you were not able to finish a four-year college course. In fact, a lot of skills training graduates are now successful in their own fields and some are even very rich. So if you want to become successful, always remember that there are other options aside from college. You can contact your nearest TESDA office to inquire about the programs they offer. What are you waiting for? Make the move towards success now!*

After reading the complete passage, answer following questions.

19. What can you say about the passage?

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20. What can you say about the last two statements? Were they effective in encouraging you to consider vocational skills training as an option to a college degree?

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21. Did the passage offer useful information? Was it worth reading?

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22. What did you learn about the qualities of a critical reader based on this exercise? Write these qualities down.

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This post-test required an application of what you have learned about the skills of a critical reader based on the lessons covered in this module. Check your answers using the *Answer Key* found on pages 34–36. If you were able to get most of the answers correct, you are on your way to becoming one. If you missed the answers to some questions, review the lessons in this module again.

Becoming a critical reader is not easy. But through constant reading and practice, you can develop the skills of a critical reader. Read more stories, passages and articles. Develop your skills. Continue learning from what you have read. Soon, you will see yourself transforming into a reader who does not only read for reading's sake, but a reader who reads with intelligence. That's what a critical reader is. You are on your way towards becoming one.

Good luck! Happy reading.



## Answer Key

### A. Lets See What You Already Know (pages 2–3)

1. If your answer is sentences 1 and 9, you got the correct answer. Well done, you receive two points. Sentences no. 1 and 9 contain the main idea of the passage.
2. If your answer is sentence 10, give yourself two points. This is the correct answer. Try to read the passage again without reading sentence 8. Does it still make sense? It does, doesn't it?
3. If your answer is found in sentences nos. 3, 4 and 9, give yourself six points. You got the right answer. It is important to process new and difficult information. It helps you remember and recall what you read. It guides you in making decisions; and it makes your reading experience significant and this, purposeful.
4. If your answer is yes, and found in sentence 6 (page-by-page or section-by-section or “logically”), give yourself eight points. You are indeed a keen reader.
5. If your answer is found in sentence 7, i.e., “global” and “bird’s eye view” you got the correct answer. Give yourself, four points.
6. The correct answer is “important”. If you have this as your answer. Give yourself two points.
7. If you write by using either “logical” or “global” technique or both, you got the right answer. Give yourself, two points.
8. If your answer is sentence 10, give yourself two points. This sentence is unsupported. It contains an exaggeration, i.e. “miserable”. This is the author’s opinion and it may not necessarily be true or has no basis.

### B. Lesson 1

*Let’s Try This (page 9)*

When we got to the hospital, my mom was worried. But when we saw that grandma was awake, smiled. And when grandma hugged me, my heart beat fast.

*Let’s See What You Have Learned (pages 12–13)*

1. different
2. incomplete
3. details to support the main idea



4. wrong
5. exaggeration
6. irrelevant
7. decide
8. illogical

### **C. Lesson 2**

*Let's Try This (page 19)*

- a. 1
- b. 11
- c. 7
- d. 12
- e. 4
- f. 8
- g. 5
- h. 2
- i. 6
- J. 9
- k. 10
- l. 3

### **D. What Have You Learned? (pages 31–36)**

1. The main idea of the passage is to introduce the reader to vocational training as an alternative to formal education as a way to achieve success.
2. This is shown in statement # (3) *Many young people now are enjoying success even though they have not finished college.*
3. The purpose of the passage is to encourage the reader to try vocational training as an alternative to a formal college education as a way to achieve success.
4. The above passage is not logically presented. The sentences are presented in a way that the ideas are not in proper order.

5. To make the passage more logical, you need to rearrange the sentences. The proper order of sentences should be 6, 5, 7, 4.

*(6) Skills training or vocational programs are short term courses that train students to develop their skills that could be a source of livelihood. (5) Examples of livelihood skills training would include baking, handicraft making, TV repair, drafting and hair culture. (7) This skills training is usually available in government agencies like TESDA. (4) TESDA means Technological Skills Development Authority. It is a government agency that handles livelihood training programs.*

6. The above passage contains conflicting information.
7. Sentence 9 and 10 present information that do not agree with each other.
8. To make the passage better, Sentences 9 and 10 should be rewritten, thus: *“A four year college education is not the only way to achieve success. Vocational skills training like the ones offered by TESDA PROGRAMS help young people achieve success.*
9. Presenting an actual case as an example was effective because it provides details that support the main idea.
10. It helped in convincing us to consider vocational skills training is an alternative to formal education.
11. Ideally, we should be able to understand all the words that we have read. But this is not always the case. We still need to look up the meaning of the words that are unfamiliar.
12. Ecstatic means very happy.
13. In this case, the word ecstatic would very happy. Romy is now earning a lot even if he wasn't able to finish college. This certainly is a good outcome.
14. The passage have been a good conclusion for the entire selection.
15. Because it supports the main idea that we have previously identified.
16. Sentence # 18. Vocational skill training is a good vehicle for progress however, not everybody is guaranteed to become successful.
17. The line “are very rich” is an exaggeration.
18. (17) Like Romy, you too can become successful even if you were not able to finish a four-year college course. (18) In fact, a lot of skills training graduates are now successful in their own fields and some are even very rich. ( 19) So if you want to become successful, always

remember that there are other options aside from college. (20) You can contact your nearest TESDA office to inquire about the programs they offer. (21) What are you waiting for? (22) Make the move towards success now!

The passage could have been a good conclusion for the entire selection because it supports the main idea that we have previously identified. However, an unsupported generalization and exaggeration are present in statement # 18. Certainly, much as a vocational skill training is a good alternative to formal college education in achieving success, certainly not everybody is guaranteed to become successful. There simply are too many factors to consider before success is achieved. The line “are very rich” is an exaggeration. Again, not everybody who had undergone skills training is very rich now. A critical reader would have spotted that right away.

19. The passage is logically presented and sounds very sensible.
20. The ideas were well-developed. The last two statements were effective in encouraging the reader to consider vocational skills training as an option because it is well supported by relevant information and other details.

In this case, the word ecstatic would very happy. Romy is now earning a lot even if he wasn't able to finish college. This certainly is a good outcome

21. The passage had provided useful information because it discusses an issue that is relevant to a lot of young people like us.
22. Based in this exercise, a critical reader studies the main idea of the passage and looks for details that support it. He is also able to spot conflicting and incomplete statements. A critical reader understands the words found in statements. If an unfamiliar words is met, he find ways to know their meanings. A critical reader also studies the worth of the information provided by a passage and makes his/her own ideas based on what he/she has read.



## References

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## Glossary

**Appropriate** Fit, adequate, apt

**Airborne** Up in the air

**Arthritis** Inflammation of the joints

**Author** One who wrote a reading material

**Birds eye view** A general view, with no emphasis on details

**Botch** Clumsy

**Bounty** Graces

**Bursting at the seams** A metaphor that means overflowing

**Coherent** Understandable

**Crossroads** Place where two or more roads meet

**Defective** With damage

**Ecstatic** Overjoyed, happy

**Exaggerated** Overly done

**Exclusive** For a few or for a privileged group

**Flowery** Elaborate

**Global** Applicable to a big group (such as the world)

**Inaccurate** Not true

**Inference** A conclusion or guess  
**Irrelevant** Not important  
**Leap** Jump  
**Literary** From literature  
**Logically** Orderly, intelligently  
**Metaphor** A comparison, like or as is not used  
**Miserable** Sad, unhappy  
**Passport** A document needed for international travel  
**Poverty** State of being poor or deprived  
**Simile** A comparison, uses the words “like” or “as”  
**Torso** Body or trunk  
**Vocational** Related to crafts and trade  
**Underneath** Below  
**Workable** Easily done