

Quarter Two: I, as a Learner

Week 8

LOOKING FORWARD TO THE FUTURE



WHAT THE MODULE IS ALL ABOUT

The module, if properly done, will give you insights on what you've done for nature, for other people and for yourself. It will also prepare you for the future where life will move faster than it does now. You will therefore need knowledge and skills that will put you at par with the youth in all parts of the world.

Remember that in the "new world," knowledge is the key for advancing personally and helping your countrymen achieving their goal of achieving a better life.

As a learner, you will also understand the importance of education.



WHAT YOU ARE EXPECTED TO LEARN

After working on the module, you will be able to-

- note down important details in articles read
- make predictions and anticipations
- formulate and modify hypothesis based on information given in a text
- widen vocabulary and increase one's command of the language through reading
- categorize words through level of meanings
- use the future perfect tense in expressing predictions about the future
- write a summary of a reading selection
- single out events that form the plot of a story
- state the theme of a selection
- write a composition about the heroic traits and/or feats of people.

HOW TO LEARN FROM THIS MODULE

As you read this module and do the exercises, you will develop many skills, which hopefully, make you a better learner. Before you start your work, however, there are a few things you need to remember:

1. Read carefully the first two sections of this module. The first section tells you what this module is all about and what to expect from it. The second section tells you what you are expected to learn.
2. Never move on to the next page unless you have done what you are expected to do, in the previous page.
3. Before you start working on the activities, take the pretest in the **Pretest Section**.
4. Take note of the skills that each activity is helping you develop.
5. After each activity, go over the **Self-Check Section** that follows to find out how well you understood the activity. Take note also of the items you have missed.
6. Work on the Posttest in the **“How Much Have You Learned”** section.
7. At this point you are now ready for a conference with your teacher. This is the time when you should ask her about any difficulty or confusion you may have.
8. Finally, prepare and collate all your outputs. You are expected to submit them to your teacher in **“What You Are Expected”** to produce section. This usually is a learning portfolio, containing the following:
 - All your tests
 - Your semantic web and/or graphic organizers
 - Your compositions and Journals.

HOW DO YOU WORK ON THIS MODULE?

Now that you know the different parts of this module, you will benefit from it if you follow these steps.

1. Read the module title and the module introduction to get an idea of what the module covers.
2. Read the section “**What You Are Expected to Learn from this Module**” to have an idea of the skills you are to develop in this module.
3. Take the Pre-Test. Check your answer against the Key to Corrections on the Self-Check section at the back of the module. Keep a record of your scores.
4. Do the activities. For the exercises, you are to check your answers against the Self-Check section. Indicate the activities such as Activity 1, Task 1, etc.
5. Take the Post-Test after you are done with all the activities in the module. Remember to check your answers against the key to correction on the Self-Check section.

You are to write all your answers to the module, test and exercises on a separate notebook. For this purpose, you should have an English notebook or journal. Please do not write on the module itself. Your notebook is an important record of your accomplishments for English.

Good luck as you begin this module!

LOOKING FORWARD TO THE FUTURE



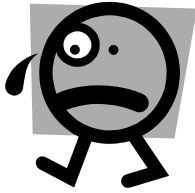
You have read in the previous modules, that we live in a fast-changing world. Therefore, you, as a young person preparing for the future, need to study hard and work hard in order that you will be prepared for what the future will bring.

Basically, you will need to hone your skills, especially in English. You need to have good grammar, correct pronunciation and intonation. You also need to be a good listener and speaker. Do you think you can achieve all these? Yes, if you take the modules seriously, read diligently and do all the activities to the best of your ability.

As a citizen of the country, it is your duty to help your countrymen rise above the shackles of poverty and ignorance. It is therefore a must that you develop yourself intellectually, physically, emotionally and spiritually. Some parts of the module will try to develop all these.

You will also read issues about environment protection and conservation. We need to do our share in doing what every good citizen of this country should do in preserving our natural resources.

So work on this module to the best of your ability. Good luck. We hope you'll enjoy studying the module and doing all the required activities.



Before you proceed to the activities found in this module, do the pre-test below:

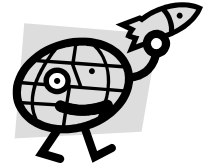
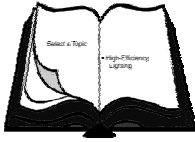
A. Here are some acronyms used in science. Can you guess their meanings?

1. AIDS
2. DNA
3. PC
4. ATM
5. IT

B. Study the randomized list of words below. These are words commonly used in Science. Place them in the boxes where they rightfully belong.

Oil rig	Clone	In vitro fertilization
Galaxies	AIDS	Monitor
Hot springs	Immune System	Comets
E-mail	Heredity	Modern
Personal Computer	Microchips	Fuel
DNA	Genes	Bit
Chromosomes	Power	Diesel
Electricity	Oil	Asteroids
Mouse	Stars	Rockets
Mars	Cells	Astronaut
Milky Way	Constellations	Internet
Unleaded	Geothermal	ATM

ENERGY	OUTER SPACE	COMPUTERS	BIOLOGY



Activity 1: Reading

Do you know that there are many talented Filipinos? All over the world, many of our fellowmen have excelled in their respective fields. Every year we read about many Filipinos who excel in various fields. We are certainly very proud of them!

In this module, we will read about talented and ingenious Filipinos. We hope that someday, you will be one of them.

Task 1

Directions: Read the announcement below and note down the important details. Then answer the questions that follow.

Wanted: Talented, Adaptive, Indigenous Filipinos*

It's count down time to the 21st century, the Third millennium or the Third Wave!

Are you ready for it?

1. There is a need for excellence and competitiveness. Do you have the talent to pursue excellence and to do your best despite the odds?
2. There is a need for an adaptive work, force scientists, engineers, mathematicians, technology managers; workers grounded in science and technology.
3. There is a need for citizens who have knowledge of computers and computer power, and telecommunications; the 21st century is the age of Information Technology (IT).
4. There is a need for citizens who are effective knowledge workers; knowledge that is constantly renewed and enhanced.
5. There is a need for citizens who do not only aspire for excellence and do not remain only in the books, or in the four walls of the classroom but is exemplified in a lifestyle that reflects respect for the law, honesty, freedom, and tolerance for others.

Do you think you can become this citizen? Then get ready. You are wanted for the 21st century!

Directions: Read the announcement once more and identify the characteristics that the Filipino of the 21st century should possess and put them inside the columns on the left and their meanings on the right.

CHARACTERISTICS	MEANING

Task 2

Directions: Answer the following questions about the announcement.

1. What is there to expect in the 21st century that makes the above characteristics necessary?
2. The 21st century begins in the year 2000. What are the other terms used for this period?
3. What jobs will be available for the work force of the 21st century?
4. What are the values that the Filipinos of the future should have?

Task 3

After doing the activities about the announcement, interview some people that you know, and listen to their views on the values that Filipino citizen of the 21st century should possess.

Task 4

Directions: Look at the Filipino values listed below. Write ways about how you can practice these values in your life.

1. Respect for the Law
 Meaning:

 Examples:
 a.
 b.
 c.

2. Respect for Honesty

Meaning:

Examples:

- a.
- b.
- c.

3. Respect for Freedom

Meaning:

Examples:

- a.
- b.
- c.

4. Tolerance for Others

Meaning:

Examples:

- a.
- b.
- c.

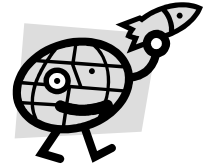
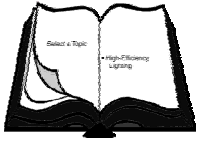
5. Respect for Environment

Meaning:

Examples:

- a.
- b.

How did you fare? Take note of the points you've missed if there are any. Did you enjoy the exercise in Activity 1? Let's now proceed to the next set of exercises in Activity 2. Hope you enjoy working on them.



Activity 2: Reading (2)

Have you heard about floods caused by typhoons last year, which killed many of countrymen and destroyed our natural resources? Illegal logging caused all these. We lost many trees due to this practice and therefore we should all do our best effort to protect the environment. In Activity 2, you will read about environmental protection.

Before Reading

“Time Magazine’s” special issue on the environment should be made compulsory reading in classrooms around the country since the children are the ones who will inherit a world they never made but whose ecological problems they will have to solve.”

Task 1

Directions: Predict which topics will best suit the next selection and place a check before it.

- _____ 1. The children will inherit the earth.
- _____ 2. The environment is a special issue.
- _____ 3. The world’s ecological problems will have to be solved.
- _____ 4. Man is irresponsible and will continue to damage the environment.

Task 2

Directions: State the reason why you chose that topic.



I chose topic no. _____ because

VOCABULARY DEVELOPMENT

Task 3

Directions: Arrange the following words in a line. Set A is done for you.

SET A

<u>Obnoxious or liable</u> <u>Filthy or obscene</u> <u>Dirty or soiled</u> Littered

Directions: On the left are four words. Arrange them in a line to show ascending order of intensity.

SET B

Poisonous
 Irresponsible
 Contaminated
 Dangerous

Task 4

Directions: Categorize the words below according to their group by filling out the table with the appropriate words according to the three (3) categories.

NATURAL ENVIRONMENT	MAN-MADE ENVIRONMENT	ADJECTIVES OR DESCRIPTIVE WORDS
High-rise building Shopping malls Water Factories Rivers and creeks	Marine life Indiscriminate Rain forest Land and soil polluted	Destroyed Devastated Irresponsible Golf course Irrigation system

After having done the previous exercises in this activity, you are now ready for our reading selection.

While Reading

Directions: Read the selection, "No Man is an Island" and be able to answer the questions found after the selection.

No Man is an Island

TIME magazine's special issue on the environment should be made compulsory reading in classrooms around the country since it is the children who will inherit a world they never made but whose ecological problems they will have to solve. It becomes imperative that we all realize now that we are not an island nation unconnected to the rest of the world, free to do whatever we want, and that our responsible actions have no effect elsewhere.

The environmental disasters facing mankind stem mostly from man's refusal to recognize his responsibility to see beyond the self. We can observe these attitudes in our own country where a few profited from the destruction of our forests that made whole species extinct before they were even catalogued. The erosion wrought by indiscriminate logging in turn caused floods and landslides killing thousands over the years.

But we are not the only ones guilty of destroying our rain forests, if that was any consolation. In Russia, West and Central Africa, Indonesia, Alaska, Western Canada and Brazil, deforestation continues unabated. As the man-made forest fire in Indonesia proves to be true human illness, pollution and ecological destruction to neighboring countries will be rampant elsewhere.

At home the drive towards industrialization have devastated our rivers and canals, wreaking havoc on people's livelihood and sources of water. The government may have favored industry over the environment in order to provide employment, but the death of the Calumpit River, for instance, from poisonous chemicals emitted by a factory shows the danger of shallow solutions without regard for consequences.

There are barely any river left uncontaminated by industrial waste and untreated sewage. Ecologically dead rivers and streams polluted by dioxins and other chemical by-products of manufacturing can cause birth defects, cancer and other ailments. Mounting cases of dengue, H-fever and cholera should prod us to safeguard water sources. The most obvious is the repair of leaking pipes, recycling of wastewater for rural irrigation and punishing water waste. Are the officials of local government units up to the challenge?

Even as part of the country goes dry, more and more golf courses are being built. High – rise buildings continue to be constructed, drawing from meager waterbeds. The volume of water worldwide remains the same as it was during Roman times, but about 80 million more people are born every year and they need this life-giving resource, which cannot be replenished. As study shows that “humans use more than half of all accessible surface fresh water and have driven one quarter of the world’s species of birds into extinction.”

Do we even know more or care how many of the 70 million Filipinos have access to clean drinking water or proper toilet facilities and sewerage as long as we ourselves are unaffected? We can see that our water supplies are “wasted, mismanaged and polluted on a grand scale.” Yet we have remained unconcerned.

Our food production is also dependent on irrigation. Although we have not been hit by a destructive civil war like Somalia or Serbia, many of our children are malnourished due to problems of distribution and production, not necessarily poverty. We have been importing rice, yet more and more of the land is being carved up into industrial and residential; subdivisions, malls and golf course. We can’t rely on seafood for our seas have been depleted by environmentally unsound methods such as trawl fishing and the use dynamite and cyanide. Thus, the cost of fish in urban areas has become prohibitive.

We have also discovered that dumping more fertilizer and pesticides eventually causes erosion of the soil. Time supports the drive to switch to the use of manure and compost for fertilizer. The article cites India where millions of farmers have joined cooperatives that shun the Green Revolution and now surprisingly produce more at less cost.

In their desire to copy the western model of economic success, poor countries may have caused irreparable damage to the environment. While governments search for solutions, it is necessary that children learn from the mistake of the past so that they will have a future.

Sense and Sensibility

Bambi L. Harper

Philippine Daily Inquirer

November 8, 1997

After Reading

Task 5

Directions: Answer the following questions about the essay you have just read.

1. What is the selection all about?
2. To whom is the selection suited? Why?
3. What is the purpose of the author for having that article?

Task 6

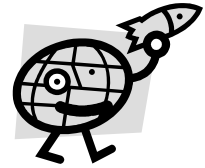
Directions: Complete the chart below with information from the reading passage. The first one was done for you.

NATURAL ENVIRONMENT	CAUSES OF ENVIRONMENTAL PROBLEMS	EFFECTS
Rain forests	Indiscriminate logging	Erosion

Task 7

Directions: Write a short summary of the reading text, "No Man is an Island". Include important points in your conclusion, like what the problem mean to you as a young person looking forward to the 21st century; and what it means for a man to develop a sense of community or love for his country.

Write your summary in your notebook, to be submitted to your teacher later.



Activity 3: Grammar (Future Perfect Tense)

You have studied tenses in the last few modules. You will continue studying them in this module. You already know that good grammar is a characteristic of an educated person. So let us continue studying grammar and be counted as one of the educated persons that our country can be proud of.

Task 1

Directions: Study the short selection inside the box and answer the questions that follow.

1. 80 million people are born every year in the world, so by the year 2000, 160 million shall have been added to the world's population.
2. Since humans use more than half of the accessible surface freshwater and have driven one quarter of the world's species of birds to extinction, by the 21st century, more than half of the world's species of birds shall have become extinct.
3. If human beings continue to abuse our environment, the future generation shall have no place to live by the time their generation comes.

Now, answer the following questions.

- a. What do you call the underlined phrases in each sentence?
- b. When do you think these verbs happen – in the past, in present or in the future?
- c. Will the actions be completed?
- d. What is their tense called?

After, answering the questions, here are some points you need to know, in order that you will be able to answer the exercises that follow.

> What is TENSE?

TENSE is the term used to show relationship between time and other conditions and the form of verb.

> What is the PRESENT TENSE?

PRESENT TENSE expresses an action in the present time. This is associated with the S-form and no-S form.

> What is FUTURE PERFECT TENSE?

FUTURE PERFECT TENSE expresses an action that will be completed before the occurrence of a definite action in the future. This tense is often associated with the preposition by or "by the time that

> How is it formed?

The future perfect tense is formed by adding WILL or SHALL + HAVE + the PAST PARTICIPLE of the main verb (will/shall have Written).

Did you learn something new? Let's now work on some activities using tenses correctly. You may need to read magazines or newspapers to be able to finish the sentences below:

Task 2

Directions: Finish the second sentence using the ideas stated in the first sentence.

1. Peace and war (locally and globally)
By the year 2007,.....
2. the oil crisis
By the year 2006.....
3. housing
By the year 2005,

4. food (insufficiency or storage)
By the year 2006,
5. world population (or the Philippine population)
By the year 2006,
6. the space program
By the year 2007,
7. Asia in relation to the rest of the world
By the year 2009,
8. land resources (rural, agricultural, and urban)
By the year 2005.....
9. the seas and oceans
By the year 2009,
10. the fresh water systems
By the year 2009,.....

Task 3

Directions: Write either the future perfect form or the present form of the verbs in the parentheses.

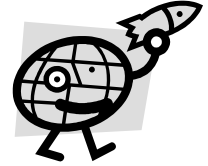
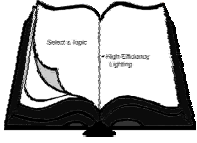
1. With effective management and community cooperative, we **(see)** our fish stock improve, so that by the year 2007, fish **(become)** plentiful again.
2. With the implementation of the Clean Air Act, the country **(establish)** biological diversity conservation and sustainable development activities by the new century **(turn)**.
3. The continuous community-based livelihood projects by the local government **(provide)** alternative ways to minimize the dependence of human to environment by the time new ecological projects of the national government **(implement)**.
4. The business community with the support of the government **(carry out)** ways to make the citizen environment-conscious, otherwise the country **(become)** devastated by the end of the century.

5. Young people (**learn**) environmental education so that by the 21st century, the (**practice**) their knowledge and training for a better quality of life for their generation.

Task 4

It's now time for you to create your own sentences. Here is an exercise which will help you become more creative. Write a short composition on how, you, as the student of today help in our country's effort to save the environment.





Activity 4: Reading (3) My Agenda for 2020

Surely, you have dreams you really want to have in your life. List them down and think of some ways about how you will be able to achieve them. Place them in the chart below.

Task 1

Directions: Using your answers on the chart, write five (5) sentences using the future perfect tense.

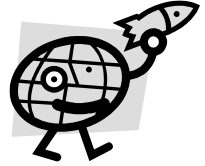
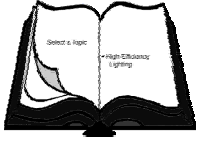
MY DREAMS	WAYS ON HOW TO ACHIEVE THEM
e.g. get high grades -	study harder
have a big house -	work harder/earn money

MY DREAMS	WAYS ON HOW TO ACHIEVE THEM

Task 2

Directions: Write a short paragraph on what you really will have accomplished by the year 2020. You may consider what you have done in the previous activity.





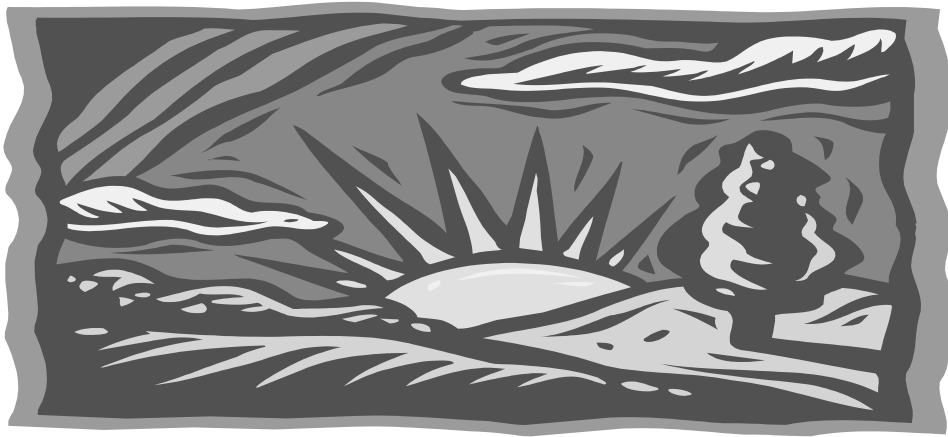
Activity 5: Reading 4 (“As Long as the Grass Grow”)

Have you been to a place where the grass grows tall and very green? During the summer months, they turn brown. When the rains come in June and July, they start to re-grow very fast. Isn't it a wonder? What are your feelings about the grass?

In Activity 5, you will read about grass. You will also start to understand the beauty of literature.

Task 1

Directions: Look at this picture of this grassy place and reflect on the questions below.



1. How do you describe the place?
2. How will you relate grass to human life?
3. Do you consider grasses important? Why or why not?

Task 2

Directions: From the word pool below, choose the correct terms that correspond to the definitions that follow.

Word Pool

Perturbed edelweiss taboos sweet peas	depression poppies immigrants taunted	ridicule Bunk house languidly
--	--	-------------------------------------

1. _____ white woolly plant
2. _____ bright snowy flowers
3. _____ climbing plant with fragrant flowers
4. _____ the people who settle down in another country
5. _____ a separate building where workers sleep
6. _____ make fun
7. _____ lacking vigor
8. _____ insulted
9. _____ having low spirit
10. _____ or conventional social restriction
11. _____ confused

Now that you have finished with the previous activities, it's time for another reading selection. It's entitled, "As Long as the Grass Shall Grow". It's written by Carlos Bulosan. Hope you enjoy it.

As Long as the Grass Shall Grow Carlos Bulosan

About the author:

Carlos C. Bulosan wrote his book at twenty-five and died a lonely expatriate in America at forty-one. He published two volumes of poetry: *Letter from America* and **The Voice of Bataan**. He has two long works of prose: **The Daughter of My Father** and **Ameica is in the Heart**. In addition to innumerable short stories and essays.

Words to remember from the author:

“I will go on teaching like you as long as the grass shall grow.”

“Some men are good, others are bad, but all evil is not confined to one race or people. All goodness in another. There is evil in every race, but there is goodness in every other. And yet all the goodness belongs to the whole human race.”

As Long as the Grass Shall Grow

In the middle of that year when we were picking peas on the hillside, I noticed the schoolchildren playing with their teacher in the sun. It was my first time to see her, a young woman of about a twenty-five, with brown hair and a white dress spotted with blue. The blue sky seemed to absorb the white colour of her dress, but from where I stood she appeared to be all clothed with light blue. The blueness of the sea at the back of the schoolhouse also enhanced the blue dots of her dress. But my eyes were familiar with the bright colours on the hillsides, the yellowing leaves of the peas, the sprouting green blades of the summer grass, the royal white crowns of the edelweiss, and the tall grey mountains in the distance, and the silent blue sea below the clear sky.

I have arrived in America, the new land three months before and had come to this farming town to join friends who had years ago left the Philippines. I had come in time to pick the summer peas. I had been working for crops a month now with a crew of young Filipino immigrants who followed the crops and the seasons. At night when our work was done and we had all eaten and scrubbed the dirt off our bodies, I joined them in dress suit and went to town to shoot pool at a familiar place.

Then I saw the children. They reminded me of a vanished time. I used to stop at my work and watched them singing and running and screaming in the sun. One dark-haired boy in particular, about eight, brought back acute memories of a childhood friend who died a violent death when I was ten. We had gone to the fields across the river that afternoon to fly our kites because it was summertime and the breeze was just strong enough to fly our playthings to high altitudes. Suddenly, in the midst of our sport, a ferocious carabao broke loose from its peg and came plunging widely after us, trapping my friend and goring him to death. That night when I went to see him, and realized that he was truly dead. I ran

out of the house and hid in the backyard where the moonlight was like a silver column in the guava trees. I stood sobbing under a guava, smelling the sweetness of the papaya blossoms in the air. Then suddenly nightingales burst into a glorious song. I stopped crying and listened to them. Gradually, I became vaguely comforted and could accept the fact that my friend would not come back to life again.

So this dark-haired boy in a far-away land many years afterwards, stirred a curiosity for the unknown in me that had been dimmed by time I walked to the schoolhouse one morning and stood by the fence. The children ran to me, as if they knew me, I can't now remember my exact feeling when they reached out their little hands to me. But I knew that I started gathering suddenly the red and yellow poppies growing abundantly on the hillside. Then the teacher came out on the porch and called the children back to their classes.

I returned to my work, watching the schoolhouse. In the early afternoon when the children had gone home, I saw the teacher walking towards the hill. She came to me.

"Were you the boy that was at the schoolhouse this morning?" She asked.

"Yes, ma'am," I said.

"How old are you?"

I told her. She looked for a moment toward my companions, who had all stopped working to listen to her.

"You are too young to be working," she said finally. "How far have you gone in school?"

I was ashamed to admit it, but I said, "Third grade, ma'am."

"Would you like to do some reading under me?"

"I'd love to, ma'am." I said softly. I looked at my companions from the corner of my eyes, because they would ridicule me if they knew that I wanted some education. I never saw any reading materials at our bunkhouse except the semi-nude pictures of women in movie magazines. "I'd love to study some, ma'am" I said. "But I can read only few words."

"Well, I'll teach you," she said. "What time do you go home?"

"Six o'clock, ma'am." I said.

She said. "I'll be at your bunkhouse at eight. That will give you two hours for dinner and a bath. Tell your friends to be ready, too."

“Yes ma’am. I said. I will tell them. Some of them went to hi school in the islands, but most of us stopped in the primary grades.”

“I’ll teach those who are willing,” she said. “So be ready at eight sharp.”

The teacher came at the appointed time. She has put on a pair of corduroy pants and an unpressed blue shirt. It was the first time I saw a woman dressed like a man. I stole glances at her every time she turned her face away. She brought a story book about ancient times which she read slowly to me. But I was disappointed because my companions did not want to study with me. I noticed that five stayed home and played poker; the others went to town to shoot pool. There was one in the kitchen who kept playing his guitar Finally the lesson was over. I asked her what her name was, and she said “Helen O’Reily.”

Miss O’Reily came to our bunkhouse every evening after that night. She read stories of long ago, and pages from the history of many nations. My companions slowly joined our course and in two weeks only three of the whole crew stayed away. She took a great interest in her work.

Miss O’Reily was a good teacher. We started giving her peas and flowers that we picked on the hillside when we were working. Once we thought of buying her a dress, but one of the older men said that it was improper. So we put the money in a large envelope and gave it to her when she came one evening. She did not want to accept it, but we said that it was a token of gratitude. She took it then, and when she came again she showed us a gabardine suit that she had bought with it.

But one evening, she came to tell us that some organization in town had questioned her coming to our bunkhouse. She told us to go to the schoolhouse when our work was done and study there like regular pupils.

I could not understand why any organization would forbid her to work where she pleased. I was too newly arrived from the islands, too sheltered within my group of fellow Filipinos to have learned the taboos of the mainland, to have seen the American doors shut against us. But I went to the schoolhouse every night with my companions and started writing short sentences on the blackboard. I stood there and looked out of the window. I saw the silent sea and the wide clear sky. Suddenly I wrote a poem about what I saw outside in the night. Miss O’Reily started laughing because my lines were all wrong and many words were misspelled and incorrectly used.

“Now, now,” Miss O’Reily said behind my back, “It’s too soon for you to write poetry. We will come to that later.”

“What made you do it?” she asked.

“I don’t know, Miss O’Relly,” I said. “I didn’t even know it was poetry.”

“Did you ever read poetry before?”

“No, Miss O’Relly,” I said.

She looked at me with some doubt. Then she went to her table and started reading from the Bible. It was the Song of Solomon. I liked the rich language, and beautiful imagery, and the depth of the old man’s passion for the girl and vineyard.

“This is the best poetry in the world.” Miss O’Relly said when she finished the chapter. “I would like you to remember it. There was a time when some loved deeply and were not afraid to love.”

I was touched by the songs. I thought of the pea vines on the hillside and the silent blue sea not far away. And I said to myself: *Some day I will come back in memory of this place and time and write about you, Miss O’Relly. How gratifying it will be to come back to you with a book in my hands about all that we are feeling here tonight!*

Miss O’Relly shoved the Bible into my pocket that night. I read it over and over. I read all the school books also. I was beginning to think that when I could save enough money, I would live in another town and go to school. We still had the peas to pick and after that the tomatoes on the other side of the hill.

Then Miss O’Relly told us she was forbidden by the school board to use the building at night. The directive was for us, of course. Miss O’Relly did not tell us that, but some of my companions knew what it was all about. When she invited us to go to her boarding house, only a few of us went.

“Come one by one in the dark,” she advised us. “And go up the steps very quietly.”

So we went to her room at night where we read softly. She told us that there was a sick old woman in the house. One night a man knocked on the door and asked Miss O’Relly to step out in the hallway for a moment. When Miss O’Relly came back I saw that she was perturbed. She looked at us in a maternal way and then towards the hallway with a forgiving look. We resumed our reading, and at our departure, Miss O’Relly told us not to mind anything.

I went again the following night. But I was alone. My companions dropped out. Miss O'Reilly seemed about to tell me something, but she let it drop. I forgot about her uneasiness as we read to each other, but when I left and she accompanied me to the door, she turned suddenly and ran to her room. I thought she had forgotten to give something, but when her lights went out I went on my way.

I had gone two blocks away when four men approached me in the dark street. Two of them grabbed me and pushed me into a car. Then they drove me for several blocks, turned to a field of carrots, and stopped under a high water tank. They got out of the car then and started beating me. I was kicked and struck until I lost consciousness.

When I regained my senses, it was past midnight. The sky was as clear as the day. I did not know where I was for a moment. I saw the full moon hanging languidly for a moment. I opened my swollen eyes a little and the golden lights of several stars appeared in the depth of the sky. Slowly, I realized what had happened. And then, when I understood it all, tears rolled down my cheeks..

It was the final warning. When I reached the bunkhouse, my companions were crowded into the kitchen reading a roughly written message that had been thrown into the place that night. The men who had beaten me had driven to the bunkhouse when they were through with me.

One of the older men, who had known darker times in this land, took me by the arm and secreted me in the outer house, saying, "I could have told you these things before, but I saw that you were truly interested in educating yourself. I admire your courage and ambition. May I shake your hand?"

I said, taking his, "thank you."

"Some men are good, but others are bad," he said again. "But all evil is not confined in one race of people, nor all goodness in another. There is evil in every race, but there is also goodness in every other. And yet all the goodness belongs to the whole human race."

Miss O'Reilly did not appear that night. Nor any other night. Then I knew that she had moved to another house because during the day I saw her in the school yard. Sometimes she stopped and waved her hand toward us. I waved mine, too. And that went on for days. And then she disappeared.

I often wondered what had happened to her. Another teacher took her place. But the new teacher did not even notice us. So at night and on

our days off we went to town and looked for our teacher in separate groups. But we did not find her. We finished picking the peas and we transferred to the other side of the hill to harvest the tomatoes. Now and then we stopped to look toward the schoolhouse, but Miss O'Relly did not come back. Then one day in June the schoolhouse closed its door and we watched the children slowly walk home. It was the end of another school year, but it was only the beginning of my first year in the new land.

One day, toward the end of the tomato season, Miss O'Relly appeared. She looked a little thinner. I noticed a scar on her left wrist.

"I was in the hospital for a while," she greeted us. "I have been ill."

"You should have let us know," I said. "We would have sent you some flowers from the hill."

"That is nice of you," she said to me. "But now I am leaving. Going to the big city."

"Will you come back some day, Miss O'Relly?" I asked.

"I hope so," she said. "But when you come to the big city, try to look for me. I think I'll be there for a long time."

"Are you going to teach in another school?"

"I don't know," she said. "But I will try to find an assignment. Yes, there must be a vacancy somewhere." And then, kindly, she put her hand on my head, saying, "I will go on teaching people like you to understand things as long as the grass shall grow."

It was like a song. I did not know then what she meant, but the words followed me down the years. That night, we gave Miss O'Relly a party at our bunkhouse. We roasted a pig in the open air. The men tuned up their musical instruments and played all night long. The moon was up in the sky and the sea was silent as ever. The tall mountains were still there; above them were stars shedding light to the world below. The grass on the hill was beginning to catch the morning dew. And then we took Miss O'Relly to her car and bade her goodbye.

I wanted to cry. Tenderly, she put her hand on my head.

"Remember," she said, "When you come to the big city, try to look for me. And now, goodnight to all."

And she drove away. I never saw her again.

I went away from that town not long afterward and worked in many big cities. I would work for a long time in one place, but when the leaves

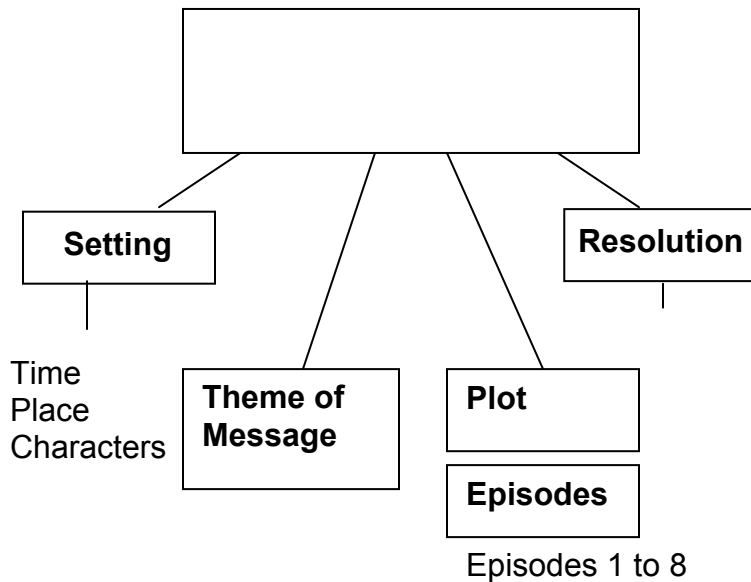
of the trees started to fall, I would pick up my suitcase and go to another city. The years passed by very swiftly.

One morning, I found I had been away from home for twenty years. But where is home? I saw grass of another spring growing on the hills and in the fields. And the thought came to me that I had Miss O'Relly with me all the time, there in the board fields and verdant hills of America, my home.

Did you enjoy the story? Now, let's have some tasks to do.

Task 3

Directions: Based on the story you have just read, fill the boxes below with some information asked for.



Task 4

Directions: After reading the selection, answer the following questions.

Do you still remember some figures of speech? Try the exercise below.

1. What figure of speech would identify the following sentences?
 - The calm sea was like a polished mirror.
 - The tall mountains on the horizon were like castles.
 - The moonlight was like a silver column.
2. Is racial discrimination still exists in some parts of the world today?
Explain your answer.
3. Discuss the theme or message. Is the theme still relevant today?
4. Explain these quotations:
 - a. "I will go on teaching people like you to understand things as long as the grass shall grow."
 - b. "Some men are good, and others are bad, but all evil is not confined in one race of people, nor all goodness in every other. And yet all the goodness belongs to the whole human race."

After doing all the activities in this module, let's see if you still remember some points.



Post Test

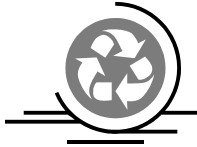
A. WHAT I HAVE LEARNED

SECTION/STORY	ACTIVITIES	CONCEPTS LEARNED	SKILLS DEVELOPED	VALUES EARNED

B.

Directions: Listen to a news broadcast or read any news article and pick out the details. Then answer the following questions.

- What issue is discussed?
- What are the two sides of the issue?
- How is each side explained and supported?
- Which seems to be the most popular side?

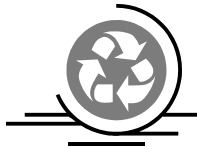


Self – Check for Pretest

A.

1. Acquired Immune Deficiency Syndrome
2. Dioxyribonucleic Acid
3. Personal Computer
4. Automatic Teller Machine
5. Information Technology

Energy	Outerspace	Computer	Biology
Oil rig	Galaxies	E-mail	DNA
Hot springs	Mars	Personal Computer	Chromosomes
Electricity	Milky Way	Mouse	Clone
Unleaded	Stars	Microchips	AIDS
Power	Constellations	Monitor	Immune System
Oil	Comets	Modem	Heredity
Geothermal	Asteroids	Bit	Genes
Fuel	Rockets	Internet	Cells
Diesel	Astronauts	ATM	Invitreo-fertilization



Self-Check for Activity 1

Task 1

CHARACTERISTICS	MEANING
1. Excellence and competitiveness	* talent to pursue excellence and to do one's best despite the odds
2. Has adopted work force	* professionalism, being a professional
3. Has knowledge of computers and computer power and telecommunications	* computer literate
4. Effective knowledge worker	* one's knowledge is renewed and enhanced
5. Aspire for knowledge exemplified in a lifestyle that reflects for the law, honesty, freedom and tolerance to others.	* a good citizen

Task 2

The 21st century is the age of Information Technology (IT) so workers should be computer literate, adaptive and show professionalism.

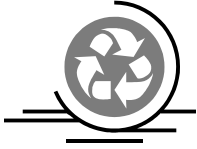
1.
 - a. 21st century
 - b. third millennium
 - c. age of information technology (IT)
2.
 - a. scientist
 - b. engineers
 - c. mathematicians
 - d. technology managers
 - e. workers grounded in science and technology
3.
 - a. lawfulness/respect for the law
 - b. honesty
 - c. freedom
 - e. tolerance to others

Task 3

Consult your teacher about your answers.

Task 4

Consult your teacher about your answer.

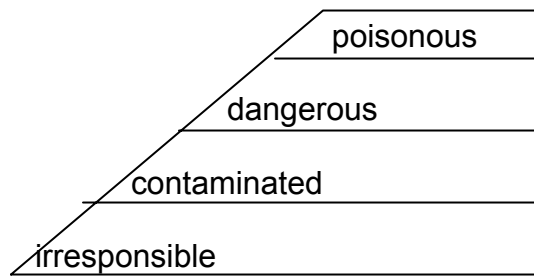


Self-Check for Activity 2

Tasks 1 and 2 Consult with your teacher about your answers.

Task 3

VOCABULARY DEVELOPMENT



Task 4

Natural environment	Man-made environment	Adjectives or descriptive words
Water	High-rise building	Indiscriminate
Rivers & creeks	Shopping malls	Polluted
Marine life	Factories	Destroyed
Rain forests	Golf course	Devastated
Land and soil	Irrigation systems	Irresponsible

Task 5

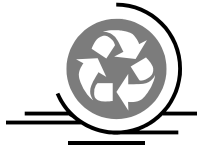
1. The selection is about the damage done by the people to nature, and their effects.
2. The selection is suited for all of us, especially for those who bring serious damage to nature because this presents the bad effects these damage do to us all.
3. The author created the selection to serve as eye opener for us to know what might happen if we do not do something about the damage people do to nature.

Task 6

Natural Environment	Causes of environmental problems	Effects
Rain forests	indiscriminate logging	erosion
	Man-made forest fire and deforestation	human illness, pollution and ecological destruction
Rivers and canals	Industrialization	Wrecking havoc on people's livelihood and sources of water
	Chemicals	danger of shallow solutions
	Industrial wastes and untreated sewage; Dioxins and other chemical by-products of manufacturing	birth defects, cancer and other ailments, dengue, H-fever and cholera

Task 7

Show your teacher the summary that you have written for her comments and suggestions.



Self-Check for Activity 3

Task 1

- a. verbs
- b. in the future
- c. yes
- d. future perfect tense

Task 2

Consult your teachers about your answers

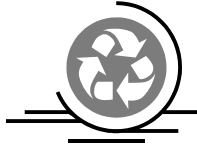
Task 3

- A
 - a. verbs
 - b. in the future
 - c. yes
 - d. future perfect tense

- B.
 - 1. see _____ will/shall have become
 - 2. will/shall have established _____ turns
 - 3. will/shall have provided _____ is implemented
 - 4. will/shall have carried out _____ become
 - 5. learns _____ will/shall have practiced

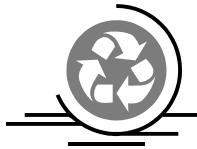
Task 4

Consult your teacher about your answers.



Self-Check for Activity 4

For Task 1, 2 and 3, consult your teacher for her comments and suggestions.



Self-Check for Activity 5

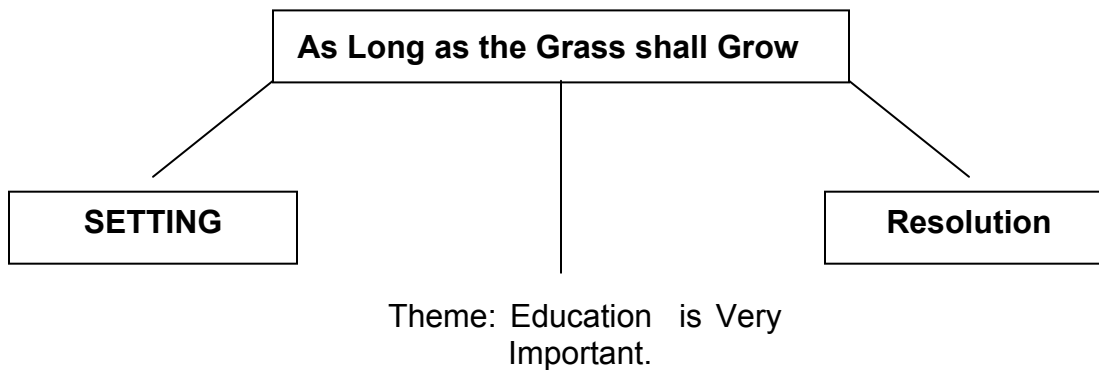
Task 1

Consult with your teacher

Task 2

- | | | |
|---------------|---------------|---------------|
| 1. edelweiss | 6. ridicule | 11. perturbed |
| 2. poppies | 7. languidly | |
| 3. sweet peas | 8. taunted | |
| 4. immigrant | 9. depression | |
| 5. bunk house | 10. taboos | |

Task 3



Setting:
Time: Summertime
Place: America
Characters: A boy telling the story
Miss Helen O'Reily

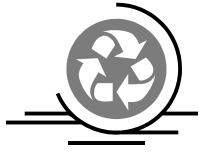
Resolution: He realized that he had been away from home for twenty years. Yet he could not forget Miss Helen O'Reily. Then looking at the broad fields and verdant fields of America is now his home.

PLOT

- Episode 1 In the first part, the speaker recalls his childhood days and how he came to love reading.
- Episode 2 He worked in a bunkhouse and only finished the third grade in elementary. In a much as he wanted to study in school, he had to work.
- Episode 3 He met Miss Helen O'Reily. She helped him learn to read. She goes to their bank house every night to teach her.
- Episode 4 But an organization forbade it, so he and his companions went to school at night.
- Episode 5 There came a time that the school had to be closed so they just went to Ms. O'Reily's house.
- Episode 6 One time, he got in trouble because some people don't want them to go there.
- Episode 7 After that incident, Ms. O'Reily was seen no more but she told him that she would stay in the city.
- Episode 8 He said that he did not see her from that time. But he then learned that she had been with him, through his works.

Task 4

1. Simile
2. Consult with your teacher.
3. Consult with your teacher.
4. Consult with your teacher.
5. Consult with your teacher.



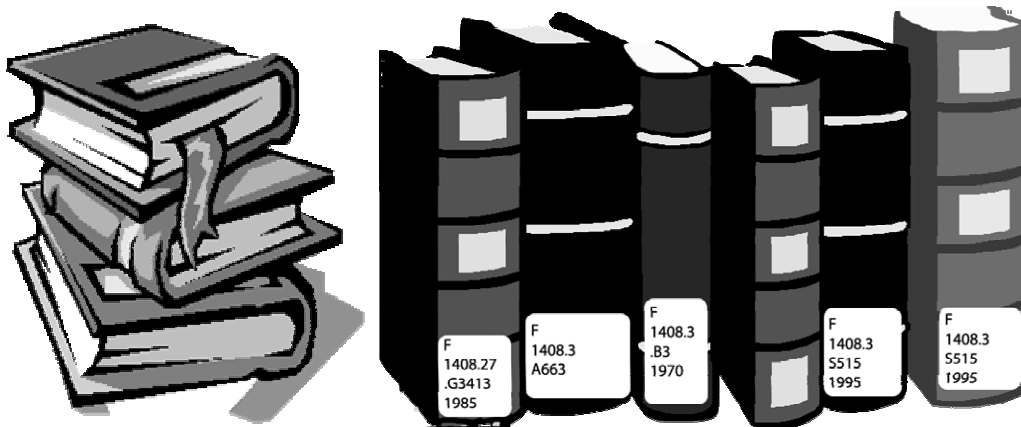
Self-Check for Post Test

- A. Consult with your teacher.
- B. Consult with your teacher.

Did you enjoy answering the activities in this module?

How did you fare?

Congratulations! You are now through with this module. Are you ready for another one?



The following are the things you are expected to have learned and/or produced:

After having worked on the module, and done all the activities you are expected to have-

1. learned how to note down details;
2. made predictions and anticipations;
3. formulated and modified hypothesis based on information given in a text;
4. widened vocabulary and increased your command of the language through reading;
5. categorized words through level of meanings;
6. used future perfect tense in expressing predictions about the future;
7. wrote a summary of a reading selection;
8. singled out events that form the plot of a story; and
9. stated the theme of selection read.

You may now show your work to your teacher.

You probably have done all your tasks well. If there are items you have found difficult, consult your teacher. She will be happy to help you.

You are almost through with the second quarter modules. You will now tackle Module 9.

