

Module 5

Being Concerned About People

Overview

When people speak of being concerned about others, what comes foremost to your mind? Remember how happy and lighthearted you feel every time someone says, “I know you care because you’re concerned and that really matters.”

Showing concern to others sounds great! But when and how do you do it? Can you think of some ways to put it into action? Think about how you act to show concern as you come in contact with others. Do you think, feel and say, “Let’s talk about it and do something”? This is one of the biggest challenges you have to face so what’s the key?

It’s so simple! You’ll find that this module offers grand ideas, which can help you to be on top rate in showing concern about others. You’ll also be able to answer some if not all of the questions mentioned above.



Objectives

After studying and working on all the activities in this module, you will be able to:

1. agree/disagree to assertions made
2. clarify meaning of words through clues
3. interpret meanings, traits, feelings, motives based on actions, words and values presented
4. use two-word verbs with *cut*
5. use special expressions that signal agreement or disagreement
6. use gerunds in giving advice, suggestions
7. state intentions, wishes, plans and feelings by using gerunds
8. write a reaction to an advertisement

Instructions

1. Do not write anything on this module as several students will be using it. Do all your work in your notebook. **Be sure to label your work by the module number and title.** Keep a separate notebook for your Reflective Journal.
2. Read each section carefully. If you have not read the first two sections, go over them first.
3. Each module begins with a brief introduction or **Overview** followed by a list of **Objectives** you are expected to learn.
4. Before working on the activities, answer the **Pretest** first. Find out how well you did by checking your answers against the answers given under the **Self-check** of the pretest.
5. As you work on the activities, try to relate them to the objectives of this module. What skill or strategy does the activity develop?
6. After each activity go over the **Self-check** that follows to find out how well you fared in that activity. Pay attention to the items you missed. Learn from your mistakes.
7. After working on all the activities take the **Posttest**.

Good luck!!!

You are now ready for the next part.
Let's try this one!

Pretest

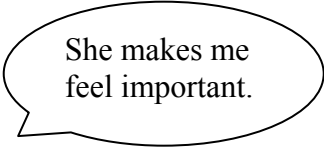


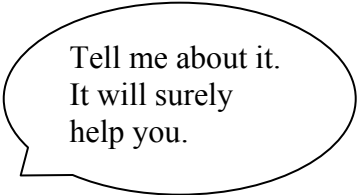
- I. Hunt for eight words which suggest being concerned about people. Trace the letters horizontally, vertically, diagonally, backwards or any other way to form eight words. Write your answers in your notebook.

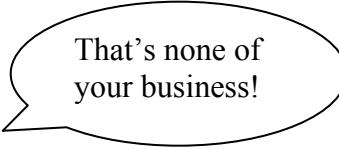
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

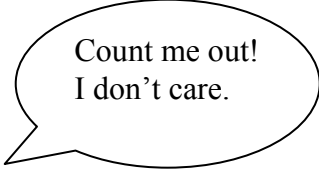
S	R	O	G	N	I	R	A	C	S	P	X	D
H	X	R	X	R	X	S	X	R	S	T	R	H
A	P	P	R	E	C	I	A	T	I	N	G	E
R	X	G	E	C	G	A	I	N	G	E	X	L
I	R	R	S	N	R	S	M	L	R	P	X	P
N	G	N	I	T	R	O	F	M	O	C	D	I
G	R	X	O	N	P	M	L	K	G	F	X	N
S	O	S	R	O	S	O	O	T	H	I	N	G
L	X	G	N	I	E	B	C	D	N	M	R	X
G	N	I	D	N	A	T	S	R	E	D	N	U

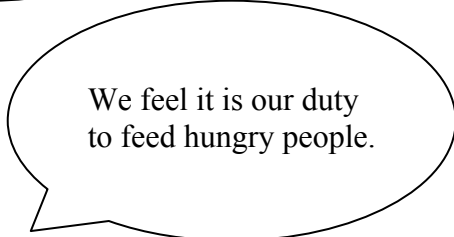
II. Read the following expressions in speech balloons. Find out which expresses concern about people and which does not. Write C if the sentence shows concern to people and write N if it does not.

_____ 1. 

_____ 2. 

_____ 3. 

_____ 4. 

_____ 5. 

III. Read the following article. Then choose the letter of the expression that best completes each sentence after the article.

1.) What is more wonderful from the feeling that we become stronger every time we move closer to others as we try understanding, helping, caring, comforting, supporting and living harmoniously with them? 2.) Understanding people means living harmoniously with them. 3.) It's absolutely right that young persons have much need for being concerned not only with themselves and members of their families but also with the rest of society. 4.) Well, it follows that not only the youth but all of us must cut out from the idea of serving only ourselves. 5.) The point is showing concern to these "other" people, next to observing them on the streets, in church, on buses, in offices, in the fields, on the farms, awake or asleep, working or resting, being good or being bad, needing help or giving services – is one good way of making us feel that we need each other's support and care.

1. The main point of the article is _____.
A. young people are much concerned only about themselves.
B. we need each other's help.
C. being concerned about other people gives a wonderful feeling.
D. understanding others is one best way of showing concern for people.
2. The sentence that best supports the main idea is number _____.
A. 2 B. 3 C. 4 D. 5

3. "Living harmoniously" as used in Sentence 2 suggests that we live to _____.
 - A. accept others as they are
 - B. coordinate and unite with others
 - C. associate only with the adults
 - D. serve only ourselves
4. As used in the article, one expression that shows agreement is _____.
 - A. absolutely right
 - B. more wonderful
 - C. the point is
 - D. well
5. Cut-out as used in Sentence 3 means to _____.
 - A. depart
 - B. display
 - C. limit
 - D. reduce
6. The word "understanding" in Sentence 1 is an example of a/an _____.
 - A. gerund
 - B. infinitive
 - C. participle
 - D. verb
7. The writer's attitude on being concerned about people is one of _____.
 - A. appreciation
 - B. gratitude
 - C. selflessness
 - D. support
8. The main purpose of the writer is to _____.
 - A. describe a situation
 - B. make a stand about an issue
 - C. inspire people
 - D. tell a story

Self-check



Check your answers against these answers.

I. Here are the expressions which illustrate showing concern to people (in any order)

- | | |
|-----------------|------------------|
| 1. appreciating | 5. loving |
| 2. caring | 6. sharing |
| 3. comforting | 7. soothing |
| 4. helping | 8. understanding |

- II.
 1. C → The feeling of importance makes the speaker comfortable.
 2. C → The speaker is ready to listen and this shows concern for others.
 3. N → The speaker is excluding herself from any obligation.
 4. N → The speaker doesn't want to be involved.
 5. C → The feeling of concern and care are clearly expressed by the speaker.
- III.
 1. C → The whole article focuses on being concerned about "other" people.
 2. D → Sentence 5 enumerates some possible ways of showing concern about other people.
 3. B → "coordinate" and "unite" are two words which bring out harmony.
 4. A → expression "absolutely right" signals agreement.
 5. A → "cut out" as used in Sentence 3 means "to depart."
 6. A → "understanding" is a verbal noun (V + ing) and is specifically used as a subject of the sentence.
 7. A → The whole article clearly shows how the writer appreciates the idea of being concerned about other people.
 8. C → The writer shares an inspirational message.

Your Score:

You surely feel great now, don't you?



If you got a perfect score, you're simply fantastic.
If your score is 18-20, that's great.
If it is 10-17, you need to study more.
If it is below 10, all the more, you need to improve.

As you continue working on this module, you may go back, read and re-check your answers over a few times.

You will do some activities now.

Reading Adventure



Pre-reading

You believe in the importance of being concerned about people, right? Let's read what others say about this.

The passage you'll read is entitled "An Open Attitude of Goodness." Based on the title, what questions do you think will likely be answered in the passage? Choose the questions from the list below and write them in your notebook.

1. What are the keys in showing concern for others?
2. What is an open attitude of goodness?
3. When is the right time to exercise open attitude of goodness?
4. What does open attitude of goodness require from us?
5. Who will be benefited if we practice this?
6. How can we show our concern for others?
7. Why do we need to have an open attitude of goodness?
8. Where can we find a man with an open attitude of goodness?



While Reading

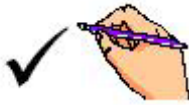
Read the passage and find out if the questions you chose are answered in the text. Put an X on those which are not answered or touched in the passage.

An Open Attitude of Goodness

Caring for and helping others are the prime keys of showing concern to others. We can start showing concern to others by serving them with an open mind and an open attitude of “goodness”. This open attitude requires us to be closer to people and we can show it in small but meaningful ways. Greeting them warmly with a smile, helping them in

times of need, understanding their activities, attitudes and behavior, giving allowances to their mistakes, making them feel important in our lives, listening to their wishes, whims and intentions, encouraging them to go on, guiding them to follow the right path are some practical and easy ways that work wonders.

Self-check



The questions answered in the passage are the following:

1. What are the keys in showing concern for others?
4. What does open attitude of goodness require from us?
6. How can we show concern for others?

Post Reading



Read the passage again. Write brief answers to the three questions. Be sure to write complete sentences.

Self-check



1. The keys in showing concern for others are caring for and helping others.
4. An open attitude of goodness requires that we become closer to others.
6. We can show concern for others by:
 - greeting others warmly
 - helping others in time of need
 - understanding their actions, attitudes and behavior
 - giving allowance to their mistakes
 - making them feel important
 - listening to others
 - guiding them

Pre-reading



Read the following expressions inside the heart. Copy in your notebook at least ten words or expressions which you are likely to meet in the next selection entitled “Seeing With the Heart.”



Self-check



All of these expressions are mentioned in the text. They may come in any order.

- | | |
|---------------|---------------|
| 1. care | 6. heart |
| 2. lucky | 7. blind |
| 3. happiness | 8. selfish |
| 4. positive | 9. depression |
| 5. I love you | 10. Thank you |

Words Unlocked

Study the number and letter code below. Using it, write the words described in the boxes in the puzzle. It is understood that you will copy the crossword puzzle in your notebook.

1 = E	7 = O	13 = U
2 = I	8 = D	14 = V
3 = A	9 = P	15 = Y
4 = T	10 = R	16 = X
5 = N	11 = L	17 = F
6 = S	12 = G	18 = C

Description

e x a g g e r a t e d

- 1. overstated → (1+16+3+12+12+1+10+3+4+1+8)
- 2. time without end → (1+4+1+10+5+2+4+15)
- 3. opposite of what is being said → (2+10+7+5+2+18+3+11+11+15)
- 4. sympathy → (9+2+4+15)
- 5. feeling down → (8+1+9+10+1+6+6+2+7+5)
- 6. thankful → (12+10+3+4+1+17+13+11)
- 7. dream → (14+2+6+2+7+5)

Note: The first letter of each word is given.

¹ E			³ I			
	² E				⁶ G	
				⁵ D		
						⁷ V
			⁴ P			



Does your crossword puzzle look exactly like this?

¹ E			³ I			
X			R			
A	² E		O		⁶ G	
G	T		N	⁵ D	R	
G	E		I	E	A	⁷ V
E	R		C	P	T	I
R	N	A	⁴ P	R	E	S
A	I	L	I	E	F	I
T	T	L	T	S	U	O
E	Y	Y	Y	S	L	N

Maybe, you are ready for another puzzle. Try this one. Complete the following question by supplying the missing words. Each missing word is written in back-to-front style.

As the years rolled ⁽¹⁾ D R A W N O, do you find ⁽²⁾ F L E S R U O Y
more ⁽³⁾ C I T E H T A P M Y S and ⁽⁴⁾ T N A R E L O T, with higher ⁽⁵⁾ E
C N E R E V E R for the ⁽⁶⁾ E R A F L E W of your fellowmen?

Self-check



Here are the missing words.

- | | | |
|-------------|----------------|--------------|
| 1. onward | 3. sympathetic | 5. reverence |
| 2. yourself | 4. tolerant | 6. welfare |

Therefore, the question should read: *As the years rolled onward, do you find yourself more sympathetic and tolerant, with higher reverence for the welfare of your fellowmen?*

Let's move on!

While Reading



Read the article entitled "Seeing With The Heart" by Barbara Jeanne Fisher. Find out how the preceding question is answered in the selection.

Seeing with the Heart

Nothing in life is so hard that you can't make it easier by the way you take it.

-Ellen Glasgow



I was blind! It was only for six weeks, but it seemed an eternity.

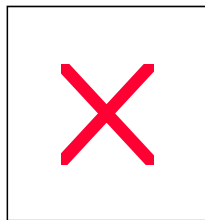
During that time, I was in Columbus hospital, very scared, very alone, and extremely homesick for my husband and five kids. I am sure that darkness exaggerated these feelings even more. I spent hours, even days, wondering if I would ever be able to see my

children again. I had spent so much time feeling sorry for myself that when the nurse announced I was getting a roommate, I was far from excited. Ironically, I didn't want anyone to "see" me this way. Like it or not, within a short time, my roommate moved into the bed on the other side of the room. Her name was Joni.

Despite my best efforts to dwell in self-pity, I almost immediately started liking Joni. She had such positive attitude, was always cheerful, and never complained about her own illness. She often sensed my fear and depression and somehow convinced me that I was lucky not to be able to see myself in the mirror during this time. My hair was a mess from lying in bed for a week, and I had gained several pounds from the cortisone IV's. Joni could always get me to laugh at her crazy jokes.

When Joe, my husband, came to visit, he sometimes brought all five kids with him. Can you imagine dressing five kids under six years old? It often took hours to find ten shoes and socks that matched. I had coded the kid's cloths in those days, and all you had to do was match a Pooh Bear top with a Pooh Bear bottom, and your child was in style! Well, Joe didn't know this, so the kids came to visit in quite a mixture of costumes. After they were gone, Joni spent hours telling me what each one had worn. Then she read to me all the little "I love you's" and "Please get well soon, Mommy's" from the cards they had brought. When friends sent fresh flowers, she described them to me. She opened my mail and told me how lucky I was to have so many friends. She helped me at mealtime to find my mouth with the food. Again, she convinced me that just for the moment perhaps, I was lucky that I couldn't see the hospital food!

One evening, Joe came alone. Joni must have sensed our need to be alone; she was so quiet I wasn't sure she was in the room. During his visit, Joe and I talked about the possibility that I might never see again. He



assured me that nothing could change his love for me, and that somehow, no matter what, we would always have each other. Together we would continue to raise our family. For hours, he just

held me in his arms, let me cry, and tried to make my dark world a tiny bit brighter.

After he left, I heard Joni stirring in her bed. When I asked her if she was awake, she said, "Don't you know how lucky you are to have so many people loving you? Your husband and kids are so beautiful! You are so lucky!"

At that moment, I realized for the first time that during our weeks together in the hospital, Joni hadn't had a husband or child visiting her. Her mother and minister came occasionally, but they only stayed a very short time.

I had been so wrapped up in myself, I hadn't even allowed her to confide in me. From her doctor's visits, I knew she was very sick, but I didn't even know with what. Once, I heard her doctor call her illness by a long Latin name, but I had never asked what it meant. I hadn't even taken the time to inquire. I realized how selfish I had become, and I hated myself for it. I turned over and started to cry. I asked God to forgive me. I promised the first thing the next morning, I would ask Joni about her illness, and I'd let her know how grateful I was to her for all she had done for me. I'd tell her that I did indeed love her.

I never got the chance. When I awoke the next morning, the curtain was pulled between our beds. I could hear people whispering nearby. I strained to hear what they were saying. Then I heard a minister repeating, "May she rest in eternal peace." Before I could tell her I loved her, Joni had died.

I learned later that Joni had come to the hospital for that very reason. She knew when she was admitted that she would never return home. Yet she had never complained and had spent the final days of her life giving hope to me.

Joni must have sensed her life was ending that last night when she told me how lucky I was. After I had cried myself to sleep, she had written me a note. The day nurse read it to me that morning and when my vision later came back, I read it time and again:

My friend,

Thank you for making my last days so special! I found great happiness in our friendship. I know that you care for me, too, "sight unseen." Sometimes to get our full attention, God must knock us down, or at least make us blind. With my final breath, I pray that you will soon be seeing again, but not especially in the way you think. If you can only learn to see with your heart, then your life will be complete.

*Remember me with love,
Joni*

That night, I awoke from a deep sleep. As I lay in bed, I realized I could vaguely see the brightness of the tiny light along the baseboard. My vision was coming back! Only a little bit, but I could see!

Yet even more important, for the first time in my life, I could also see with my heart. Even though I never knew what Joni looked like, I am sure she was one of the most beautiful people in the world.

I have lost my vision several times since, but thanks to Joni, I will never allow myself to "lose sight" of the important things in life... things like warmth and love and sometimes even sorrow.

Barbara Jeanne Fisher

Post Reading



Now read and answer the following questions by filling in the blanks with the correct word. Copy the puzzle in your notebook and write your answers inside the boxes.

Questions:

1. Why was the narrator feeling sorry for herself?
She was _____.
2. Who taught her a meaningful lesson in life?
It was _____.
3. What did Joni say to her about living a complete life?
"If you can only learn to see with your _____ then your life will be complete."
4. When did the narrator realize how selfish she had become?
It was when Joni told her how _____ she was to have so many people loving her.

5. How did she react to what Joni taught her about care and love for others?
Barbara was so _____ to Joni for all she had done for her.
6. According to Joni, who must knock us down sometimes to get our full attention?
It is _____.
7. For the narrator, which is more important than her vision?
She could see with her _____.
8. What did she say about important things in life?
There are three important things in life like warmth, love and _____.

1							
2							
3							
4							
5							
6							
7							
8							

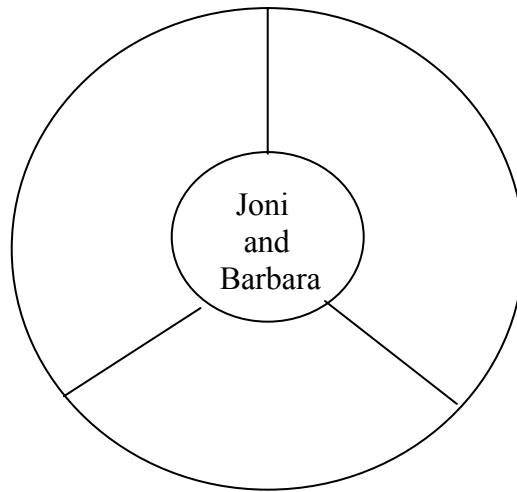


Did you fill up your puzzle in this manner? If so, you're doing great. Continue.

1	B	L	I	N	D			
2	J	O	N	I				
3	H	E	A	R	T			
4	L	U	C	K	Y			
5	G	R	A	T	E	F	U	L
6	G	O	D					
7	H	E	A	R	T			
8	S	O	R	R	O	W		

Making a Character Wheel

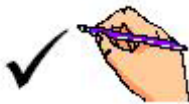
One way to understand the characters in a story better is to think about what they say, do, think, and feel. A special way to do this is to create a character wheel like the one below.



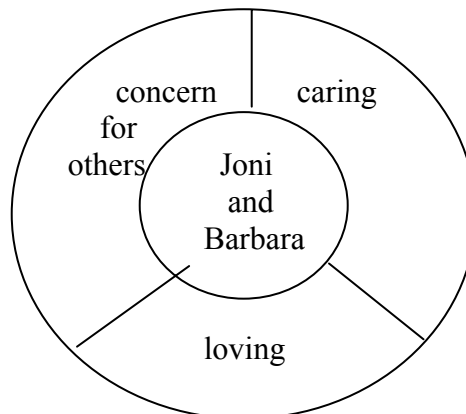
Now, think about the character's major traits or characteristics. Choose two to three traits of Joni and Barbara that you think are important and fill in the character wheel. Choose from the box below.

- being concerned about others
- caring
- loving
- cheerful
- convincing
- friendly

Self-check

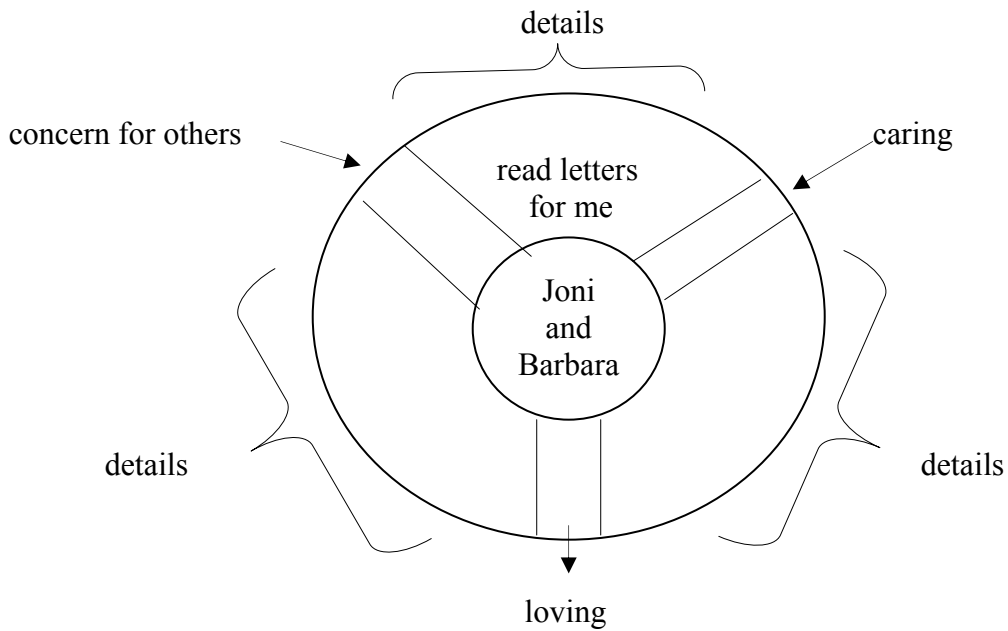


Check if your Character Wheel is the same as the one below.

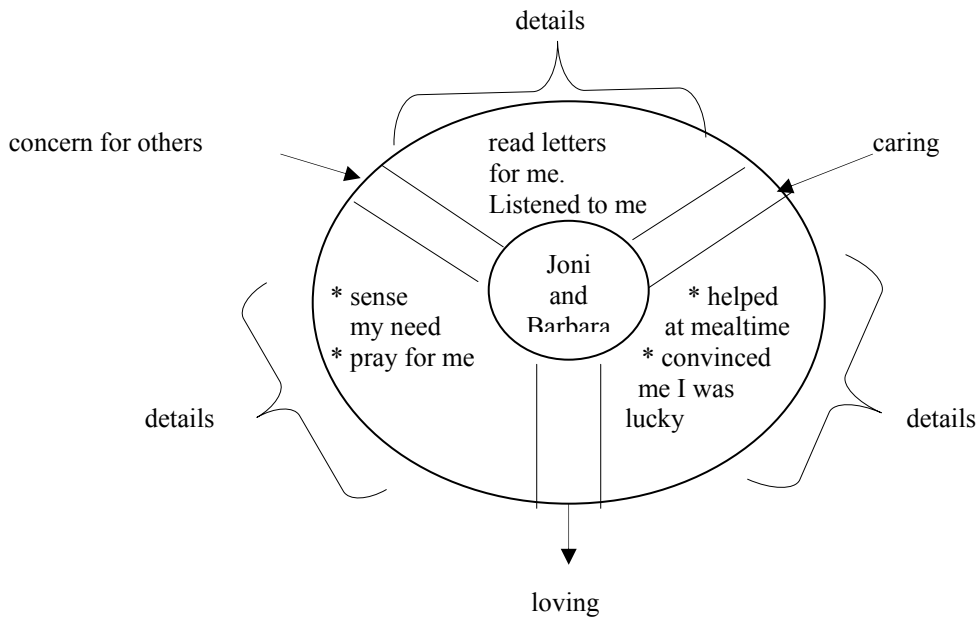


If so, you're on the right track. Move on for more challenging activities.

Look back through the story to find details that show the traits in your character wheel. Copy these details that go with each trait. Write them on the wheel between the spokes. One detail is given.



If your character wheel is similar to the wheel below, you're terrific. Congratulations!



Move on to the next portion of your module.

Language Focus



Conversation in Context

When other people approve of or agree with what you think, feel, say and do, you feel joyous. This is also the time you want others to feel how comfortable you are with them. Most likely you use special expressions to signify agreement. What are these expressions?

Let's try this one!

Activity 1

Read the following dialog and spot five words or phrases expressing agreement. Copy them on your paper.

- Elsa: The other night certainly was an interesting one, wasn't it?
Ben: Of course! You enjoyed it, then?
Elsa: Immensely. I don't think I've ever been with such stimulating and most caring people.
Ben: They are very much concerned about life, aren't they?
Elsa: I was certainly touched! I think it was great!
Ben: I find that's true with me, too.
Elsa: Will the group be meeting soon?
Ben: That's for sure.
Elsa: Well, let me know when you're going to meet again. I'd like to join you.
Ben: Don't worry, I feel the same way.

Self-check



These are expressions signaling agreement.

1. Of course!
2. Immensely.
3. That's true.
4. That's for sure.
5. I feel the same way.

Activity 2 Agreeing/Disagreeing

Below are some expressions that signal agreement and disagreement. Decide which ones show agreement and disagreement and write them in your notebook. Copy words which signal agreement in one box and words which suggest disagreement in another box. Label your boxes.

- * Right.
- * I think so too.
- * That's a good point.
- * That's not the point.
- * I believe you, but...
- * Yes, but I'm not sure.
- * Absolutely.
- * I think so too.
- * Isn't it incorrect?
- * So do I.
- * Definitely.
- * I'll have to disagree.
- * I beg to disagree.
- * That maybe true, but...
- * Exactly.

Self-check



Your boxes should contain the same expressions as those below.

(Agree)
Right. Definitely. Absolutely. That's a good point. I think so, too. I believe you. So do I. Exactly.

(Disagree)
I'm not sure. I'll have to disagree. I beg to disagree. That's not the point. Isn't it incorrect? That maybe true, but...

Activity 3

Here is an incomplete mini-dialog. Fill in the blank with an expression of agreement or disagreement from the word pool.

RJ: The point is you must hurry to help someone in need.
Liza: (1) _____

Edda: Something is terribly wrong if you show him you care.
Paolo: (2) _____

Liberty: Do you believe that serving others makes me feel happy?
Sonny: (3) _____

Cris: Our parents are always concerned about us.
 Josie: (4) _____
 Rey: (5) _____
 Vicky: We have agreed to disagree.

Words Expressions Pool

I disagree with you.
 How can you disagree with that?
 That's a good point
 You can say that again.
 But of course I believe that!



Here are the expressions that complete the five dialogs.

Liza: That's a good point.
 Paolo: I disagree with you.
 Sonny: But of course I believe that!
 Josie: You can say that again.
 Vicky: How can you disagree with that?

At this juncture, you will study about constructing good sentences by observing the agreement between subject and verb.

A basic rule in grammar is that a subject and its verb must agree in number.

Here are the rules on Agreement of Subject and Verb:

1. A third person singular subject takes a singular verb, and a plural subject and the singular pronouns I and You take a plural verb.

He works.	They work.
I work.	You work.
2. *There is/was* is followed by a singular noun; *there are/were* is followed by a plural noun.

There is only one God.	There were mistakes in your work.
------------------------	-----------------------------------
3. The indefinite pronouns, *each, either, neither, one, everybody, no one, nobody, anyone, anybody, someone*, are singular.

Everybody is invited.	Each student has a book.
Is somebody home?	Nobody wants to lose.

4. The words *a few, many, both, several* take plural verbs.
 Many Filipinos go abroad. Both parents are working.
5. The number of the subject is not changed by a prepositional phrase after the subject.
 One of the guests is late. The windows of the house are small.
6. When the word *none* refers to a mass noun, the singular inflection is used; when *none* refers to a plural noun, either the singular or plural inflection is used.
 None of the food was eaten.
 None of the children wants to go home.
 None of the children want to go home.
7. When *all* and *some* are followed by a mass noun, the singular inflection is used; when *all* and *some* are followed by a plural noun, the plural inflection is used.
 All of the money was spent. Some of the property was sold.
 All of the men work hard.
8. Nouns plural in form but singular in meaning such as *news, series, physics, mathematics, measles, economics* take a singular verb.
 Measles is contagious. No news is good news.
 Physics is a subject in the fourth year.
9. Agreement with a compound subject
 - a. A compound subject connected by *and* generally takes a plural verb.
 Pat and Jake are neighbors.
 - b. Compound subjects that are closely related or that refer to the same person or thing take a singular verb.
 My friend and neighbor has a new pet.
 Cake and ice cream was served to the guests.
 - c. A compound subject involving the use of *each* or *every* takes a singular verb.
 Each boy and girl has a partner.
 - d. Compound subjects joined by *either-or* and *neither-nor* take singular or plural verbs depending upon the nearer subject.
 Either my brother or my sisters are going with me.
 Either my sisters or my brother is going with me.
10. Intervening words like *together with, in addition to, along with, as well as, including* and similar constructions following the subject do not affect the number of the subject.
 Larry, along with his friends, plans to work.
 The man, not his children, is being accused.
11. Words or phrases expressing periods of time, weight, measurement and amounts of money are usually regarded as singular.
 One million pesos is the first prize. (money)
 Five years is a long engagement period. (time)
 Ten kilometers is not really far. (distance)
12. Fractions may take singular or plural verbs depending on the of-phrase.
 Two-thirds of the population speaks English.
 Two-thirds of the children are in grade school.
13. Collective nouns take singular verbs when they are used to denote a unit; they take plural verbs when used to refer to the individual members of the group.
 The committee plans to raise funds.
 The committee are discussing their plans.

14. When the subject and the predicate noun are of different numbers, the verb agrees with the subject, not with the predicate noun.
 The truck's cargo **is** in onions. Onions **are** the truck's cargo.
15. The expression *the number* takes a singular verb; the expressions *a number* takes a plural verb.
 The number of applicant **is** big. A number of applicants **are** very young.
16. The title of a book, story or article, and the name of an establishment, even when plural in form, takes a singular verb.
 The Fugitives **is** a long novel. *BSP Enterprises* **is** owned by Mr. Ringor.
17. Arithmetical operations take the singular.
 Two plus two **is** four. Two minus one **is** equal to one.
 Two times three **equals** six.
18. Adjectives used as subjects take plural verbs.
 The brave **are** honored.

Activity 1. Is or Are?

Fill in the blanks with *is* or *are*.

1. The patient _____ conscious.
2. The bottles of medicine _____ a bestseller.
3. The book of jokes _____ a bestseller.
4. Monday and Wednesday _____ his busy days.
5. My classmate and best friend, Vernie, _____ here.
6. The Lord _____ our protector.
7. Connie or Bernie _____ the winner.
8. Either you or he _____ going.
9. Neither her height nor her features _____ noticeable.
10. The jury _____ preparing its decision.
11. That _____ all for now.
12. These _____ our expenses.
13. Someone _____ objecting to the plan.
14. The Board of Judges _____ deliberating on the scores.
15. Everybody _____ welcome.
16. Many _____ called, but few _____ chosen.
17. None _____ absent today.
18. *The Agony and the Ecstasy* _____ her favorite movie.
19. The captain, together with his crew, _____ abandoning the ship.
20. A number of delegates _____ early.
21. The number of enrollees _____ big.
22. Ten pesos _____ all I have.
23. Twenty years _____ such a long, long time.
24. One-third of the pie _____ for Ruth.
25. One half of the delegates _____ here.
26. Both of you _____ needed in the office.
27. The good _____ rewarded.
28. Eight times seven _____ fifty six.

29. A group of employees _____ asking for a salary increase.
 30. His pair of jeans _____ faded.

Activity 2. It Pays To Know

Fill in the blanks with the correct form of the verbs in parenthesis. Write your answers in your notebook.

A. Our Continent Asia

Asia, the largest of the continents, has an area of more than 44 million square kilometers. It _____1_____ (be) bigger than North America and South America put together.

Of all the continents, Asia _____2_____ (have) the greatest contrasts. In the mountain range of the Himalayas it _____3_____ (have) the world's highest peak, Mount Everest. The water-line of the Dead Sea, between Israel and Jordan, _____4_____ (be) the lowest point on the earth's surface.

More than half of all the people in the world _____5_____ (live) in Asia. The continent _____6_____ (have) many of the world's largest cities, including Tokyo, and Peking. About 40 other cities _____7_____ (have) several million inhabitants each. Yet vast areas of Asia _____8_____ (be) uninhabited, or very nearly so. Scarcely any people, for example, _____9_____ (live) on the steppes' and in desserts of the central regions. Nine-tenths of the continents' population _____10_____ (be) crowded together on one-fifth of the land where it _____11_____ (be) possible to grow crops and build cities and other settlements.

Asia _____12_____ (be) often called the Cradle of Civilization because it _____13_____ (be) in Asia that men began to develop the skills and ideas on which civilization _____14_____ (be) build. People also _____15_____ (believe) that Asians _____16_____ (be) the first to construct permanent houses and settlements. It _____17_____ (be) in Asia that men learned to put copper, tin and iron to use, that the art of writing _____18_____ (be) developed, and that alphabets _____19_____ (be) devised. Paper, gunpowder, and crop irrigation _____20_____ (be) among other Asian inventions and ideas. And it _____21_____ (be) in Asia that most of the world's major religions had their origin.

B. Indonesia

- Indonesia _____ (consist) of more than 13, 600 islands, which _____ (lie) along the equator.
- It _____ (rank) fifth in the population among all countries.
- About three-fifths of all the Indonesians _____ (live) on Java, which _____ (cover) about 70% of Indonesia's total area.
- The capital _____ (be) Jakarta, its largest city.
- Most Indonesians _____ (be) Malay peoples whose ancestors came from the mainlands of Southeast Asia.
- To help unite the various peoples of Indonesia, the Indonesian language _____ (be) made the official language.
- The great majority of Indonesians _____ (be) farmers who _____ (live) in small villages.
- Life in most the villages _____ (be) controlled by *adapt*, a system of local customs stressing cooperation.

9. Javanese villagers _____ (celebrate) important personal or family events with ceremonial feast called a *selamatan*.
10. Many Indonesians, especially those born in Java, _____ (have) only one name, including Sukarno, its first president and Suharto, who became president in the late 1960's.
11. About 90% of the Indonesians _____ (be) Muslims, and about 5% are Christians.

C. Malaysia

1. Malaysia _____ (be) a tropical land, much of which _____ (be) covered by dense rain forests.
2. It _____ (rank) as the world's largest producer of natural rubber and tin.
3. Malays and Chinese people _____ (make) up most of the country's population.
4. Kuala Lumpur _____ (be) the capital and its largest city.
5. Malaysia _____ (be) a constitutional monarchy.
6. A Parliament _____ (make) the country's laws, and prime minister and Cabinet _____ (carry) out the operation of the government.
7. A king _____ (serve) as head of state, but his duties _____ (be) largely ceremonial.
8. Malays _____ (make) up the most powerful group in Malaysian politics, but the Chinese _____ (control) much of the nation's economy.
9. Bahasa Malaysia is used by most of the Malays and _____ (be) the official language.
10. The majority of the country's Malays _____ (live) in rural areas where they _____ (work) as farmers and _____ (live) in settlements called *kampongs*.
11. Most of Malaysia's Chinese people _____ (live) in cities where they _____ (work) in stores, banks or business offices.

D. Thailand

1. Thailand's other name _____ (be) Siam.
2. Its official name, in the Thai language, _____ (be) Muang Thai, which _____ (mean) Land of the Free.
3. The capital and largest city _____ (be) Bangkok.
4. It _____ (be) the only country in Southeast Asia that _____ (have) never been ruled by a European country.
5. Thailand _____ (be) a land of rivers, so many people _____ (live) on or near the riverbanks.
6. The Siamese cat _____ (be) a native of the region.
7. Siamese twins, or twins physically joined together, _____ (be) so named because of a famous pair born in Siam in 1811.
8. The Thai people _____ (be) descended from the Mongol stock.
9. Few of the people _____ (be) rich, but most _____ (have) comfortable homes and enough food and clothing.
10. Each village _____ (have) a *wat*, a group of buildings used as a religious and social center.
11. A favorite sport of the people _____ (be) kite fighting, the object of which _____ (be) to knock the opponent's kite out of the sky.

E. Singapore

1. Singapore, a small island country, _____ (lie) near the Southern tip of the Malay Peninsula.
2. The name Singapore, which _____ (mean) Lion City _____ (have) been used for the island since 1100. A.D.
3. The name _____ (be) probably given because of the many tigers mistakenly called lions in the island.
4. It _____ (be) once a British colony, then became a member of the Federation of Malaysia before it became independent.
5. The majority of Singapore's people _____ (be) Chinese; Malays _____ (make) up the largest minority group.
6. Singapore _____ ((have) 4 official languages – Chinese, English, Malay and Tamil.
7. About two-thirds of the schools _____ (use) English as medium of instruction.
8. Singapore _____ (be) a free port, which _____ (mean) that goods can be unloaded, stored and reshipped without payment of import duties.
9. Cricket and soccer _____ (be) among the most popular sports.
10. The city's economic activity _____ (help) make Singapore one of the most prosperous countries in Asia.

F. Brunei

1. Brunei _____ (be) the newest member of the Association of Southeast Asian Nations or ASEAN.
2. It _____ (be) located on the northwestern coast of Borneo.
3. It _____ (be) once under British rule.
4. It _____ (cover) an area of 5,765 sq. km. and _____ (have) a 121 km. coastline.
5. It _____ (pride) itself for being prosperous despite its small size.
6. The city of Bandar Seri Begawan _____ (be) the capital.
7. A large majority of people _____ (be) Muslims.
8. Brunei _____ (derive) most of its wealth from petroleum, its chief product.
9. Other important products _____ (be) rubber and hardworks.
10. The sultan, a council of ministers and a legislative council _____ (direct) the government.
11. Its sultan, who _____ (live) in a magnificent palace, _____ (be) considered the richest man in the world.

Activity 3. Do you know that...

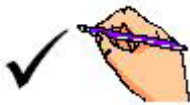
1. 1990 _____ (be) the year of the horse in the Chinese calendar?
2. A peanut _____ (be) not a nut but a legume?
3. There _____ (be) 47 different kinds of headaches.
4. It _____ (take) 250 pounds of roses to make an ounce of attar, a perfume base.
5. A fish _____ (have) such poorly-developed nervous system it _____ (feel) no great pain when it _____ (be) hooked.
6. Roughly two-thirds of the total body weight _____ (be) made up of water.
7. The hummingbird's heart _____ (beat) 615 times a minute.
8. The Titanic _____ (be) described as “the unsinkable lifeboat” and “the world's safest ship” before it sank on its maiden voyage in 1912.

9. No ship _____ (be) launched on a Friday.
 10. the Romans _____ (be) the first people to use silver widely as money.

Activity 4. Make four sentences based on the situation given. The first one is done for you.

1. The Franistas are a happy family.
 - a. Both parents are hardworking and persevering.
 - b. Neither father nor mother gambles or drinks.
 - c. Either the father or the mother discusses family matters with the children.
 - d. All the children are obedient and diligent in their studies.
2. The school basketball team is always losing.
 - a. Either _____.
 - b. Both _____.
 - c. Neither _____.
 - d. All _____.
3. Marietta and Sylvia used to be friends, but now they don't see eye to eye.
 - a. Both _____.
 - b. Either _____.
 - c. Neither _____.
 - d. All their classmates _____.
4. Mr. Tinio's restaurant is small but very popular.
 - a. Both _____.
 - b. Every _____.
 - c. All _____.
 - d. None _____.

Self-check



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

Activity 1. Is or Are?

- | | | | | | |
|--------|--------|---------|--------------|---------|---------|
| 1. is | 6. is | 11. is | 16. are, are | 21. is | 26. are |
| 2. are | 7. is | 12. are | 17. is | 22. is | 27. is |
| 3. is | 8. is | 13. is | 18. is | 23. is | 28. is |
| 4. are | 9. are | 14. are | 19. is | 24. is | 29. are |
| 5. is | 10. is | 15. is | 20. are | 25. are | 30. is |

Activity 2. It Pays to Know

A. Our Continent Asia

- | | | | | |
|---------|---------|--------------|----------|--------|
| 1. is | 6. has | 11. is | 16. were | 21. is |
| 2. has | 7. have | 12. is | 17. is | |
| 3. has | 8. are | 13. is | 18. was | |
| 4. is | 9. live | 14. are | 19. were | |
| 5. live | 10. are | 15. believes | 20. are | |

B. Indonesia

- | | | | |
|------------------|--------|--------------|----------|
| 1. consists, lie | 4. is | 7. are, live | 10. have |
| 2. ranks | 5. are | 8. is | 11. are |
| 3. live, covers | 6. was | 9. celebrate | |

C. Malaysia

- | | | | |
|-----------|-----------------|------------------|----------------------|
| 1. is, is | 4. is | 7. serves | 10. live, work, live |
| 2. ranks | 5. is | 8. make, control | 11. live, work |
| 3. make | 6. makes, carry | 9. is | |

D. Thailand

- | | | | |
|--------------|-------------|--------------|------------|
| 1. is | 4. is, has | 7. are | 10. has |
| 2. is, means | 5. is, live | 8. are | 11. is, is |
| 3. is | 6. is | 9. are, have | |

E. Singapore

- | | | |
|---------------|--------------|-----------|
| 1. lies | 5. are, make | 9. are |
| 2. means, has | 6. has | 10. helps |
| 3. was | 7. use | |
| 4. was | 8. is, means | |

F. Brunei

- | | | | |
|--------|----------------|------------|---------------|
| 1. is | 4. covers, has | 7. are | 10. direct |
| 2. is | 5. prides | 8. derives | 11. lives, is |
| 3. was | 6. is | 9. are | |

Activity 3. do you know that...

- | | | | |
|--------|-------------------|----------|----------|
| 1. was | 4. takes | 7. beats | 10. were |
| 2. is | 5. has, feels, is | 8. was | |
| 3. are | 6. is | 9. is | |

Everyday Expressions

Surely you know what the word cut means. But combined with prepositions, the word takes on another meaning.

Here are sentences with two-word verbs signaled by the verb “cut”.

Read the sentences inside the hearts. Give the meaning of the italicized expressions. Choose from the word pool below.

a. stop	d. reduce
b. to exclude	e. act noisily
c. limit	f. thrust oneself between others

1.

Our best course of action is *cut down* on our expenses and use our savings to help those in need.

2.

Life is short, so I don't want to *cut out* the opportunity to help others.

3.

Don't *cut back* on love.

4.

I'm lucky I reached the *cut off* score.

5.

We were surprised when a man *cut in* and said, "You make me feel important!"

Self-check



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

1. limit
2. exclude
3. reduce

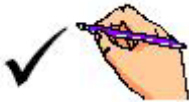
4. stop
5. interrupt

Activity

Substitute the following underlined words with appropriate two-word verbs. Use *cut-back*, *cut in*, *cut out*, *cut off* or *cut down*.

- _____ 1. Why are you in a hurry to stop him from doing good?
- _____ 2. We don't need to lessen our good deeds.
- _____ 3. Lonely people exclude themselves from some activities.
- _____ 4. During our meeting someone suddenly interrupted our conversation.
- _____ 6. We put a limit on our social activities during class days.

Self-check



1. cut off → means to stop
2. cut back → suggests reduction
3. cut out → means to exclude
4. cut in → means to interrupt
5. cut down → means to put a limit

Write Thing



Advertising is everywhere. Television and radio ads bombard your eyes and ears. Magazine or newspaper ads draw you in with pictures and bold words. All these ads have one claim – to grab your attention and convince you to buy or want something – their product.

How do ads do it? They use certain techniques that have proved successful like: their product is the best with facts to support the claim; it promises you health, beauty or comfort; it suggests a problem and offers to solve it; it quotes a famous person who recommends the product or service. These techniques are always obvious in an ad.

In writing reaction to an ad you need to figure out how these techniques are being used to your advantage.

Activity

It's time for you to read the statements below. Find out if you agree or disagree with each. Write your answers in your notebook.

- _____ 1. Ads must present the truth and show concern to consumers.
- _____ 2. Every time I see ads I feel like buying their products.
- _____ 3. Ads quickly turn luxuries into necessities.
- _____ 4. Ads should include truthful information.
- _____ 5. Ads misled consumers instead of helping them.

Self-check 


1. Agree. This is true
2. Disagree. Ads must not give false hopes.
3. Agree. Ads offer luxuries not basic necessities.
4. Agree. Truth should be presented.
5. Agree. Most ads are not offering help to consumers.

Activity

Look closely on the following ad. Figure out how the parts of the ad are presented. Note how the headline, information and illustrations are used to catch your attention. Complete the following table with appropriate entries.

This machine communicates over hundreds of words per minute across oceans at less than 1 ½ cents per word.

We're concerned primarily about your comfort because we care!



And it is capable of listening, reacting, charming, sympathizing, pleading, apologizing, soothing, informing, explaining and doing whatever else it takes in showing concern to people.
Calling us is making the difference.

Product	Headline	Information	Illustration
Fax Machine			



Compare your answers with these.

Product	Headline	Information	Illustration
Fax Machine	We're <u>concerned</u> primarily about your <u>comfort</u> because we <u>care!</u>	Communicates over hundreds of words per minute across oceans at less than 1 ½ cents per word; capable of listening, reacting, etc.	A smiling man enjoying the use of machine

Activity What do you think of the Ad?

Look closely at the ad again and write what you think of it. Choose your reaction from the box.

- sounds fun
- appears interesting
- moves people to act
- offers necessity
- gives happiness / contentment
- emphasizes luxury more than necessity
- present twisted truths / facts
- presents short, direct and catchy headline
- uses information that appeals to the audience
- uses illustrations that make you stop and reads it closely.

Write your reaction in your notebook. Begin this way.

I like this ad about _____ and I strongly believe that it _____. Also it _____ etc.

Self-check



Check out your work against these guidelines.

1. Did I state my stand at the beginning of my paragraph?
2. Did I use additional statements to support my stand clearly?
3. Did I present evidence to make my point clear and to have a sound agreement?
4. Did I check my spelling, punctuation and capitalization?

If you diligently do all the activities in this Module, you deserve a pat on the shoulder.

Now, you're ready to take the Posttest.

Posttest



A. Read the article below. Choose the letter of the expression that best completes each sentence.

1.) You surely agree that being concerned about people is a prime virtue which can be identified with some easy but meaningful acts you do moment by moment, little by little, day by day. 2.) You probably can illustrate it by listening with a heart, stretching out a hand, whispering a word of encouragement, attempting to understand a lonely person, showing sympathy to the weak, supporting others, helping the needy, leading others to the right path, showing appreciation of life and many others. 3) It is true that it is not a smart move to cut off what you can do in showing concern for others. 4.) However, there is no better time to act on it than NOW and cut it up after having made the promises. 5.) You must agree completely that it is the greatest influence for good that you can hope to wield in the world.

1. The whole article talks about _____.
 - a. showing appreciation for life.
 - b. easy and meaningful acts we do moment by moment.
 - c. being concerned about how other people influence us.
 - d. being concerned about other people is a virtue we need to practice.
2. The word "it" in Sentence 2 refers to _____.
 - a. acting moment by moment
 - b. being concerned about people
 - c. doing meaningful acts
 - d. identifying the easy acts
3. A man's virtue is his strongest tool to find meaning in life. The word virtue means _____.
 - a. clear imaginations
 - b. moral power
 - c. inner thoughts
 - d. easy sacrifice
4. The writer feels _____ about being concerned for other people.
 - a. excited
 - b. inspired
 - c. unsure
 - d. satisfied

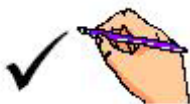
5. The expression “listening with the heart” suggests _____.
 - a. hearing the correct sounds of words
 - b. understanding the meaning of what is heard
 - c. giving importance to the message being shared
 - d. both B and C
6. To wield in Sentence 5 means to _____.
 - a. act
 - b. bear
 - c. exercise
 - d. extend
7. The two-word verb “cut-up” in Sentence 4 suggests _____.
 - a. act noisily
 - b. limit
 - c. stop
 - d. trim
8. _____ is a two-word verb which means to stop.
 - a. cut in
 - b. cut down
 - c. cut off
 - d. cut up
9. We can infer that the writer is _____ about his intention.
 - a. generous
 - b. open minded
 - c. sincere
 - d. serious
10. Most probably, the writer intend to _____ the readers about being concerned with people.
 - a. describe his feelings
 - b. give advice to
 - c. inspire
 - d. share his knowledge to

B. Read the article for the second time. Complete the table below with expressions that show agreement / disagreement.

Special Expression Showing	
Agreement	Disagreement

C. Read the article again. Copy at least six expressions which are used as gerunds.

Self-check



A.

1. D → this expresses the main idea.
2. B → this refers to the main idea.
3. B → this is the meaning of virtue → moral power
4. B → it is clear the writer shares his inspiration.
5. D → B and C express the meaning of “listening with the heart”
6. C → to wield means to exercise
7. A → cut up means act noisily
8. C → cut off means to stop
9. C → the writer sincerely expresses his thoughts and feelings.
10. B → the writer gives advice about showing concern for others.

B. Compare your answers with these.

Agreement	Disagreement
1. You surely agree 2. It is true that 3. You must agree	However

C. Did you answer it this way?




All of these V + ing are used as gerunds or verbal nouns. (They may come in any order.)

1. being
 2. listening
 3. stretching
 4. whispering
 5. attempting
 6. showing
- supporting
helping
leading
sharing

You're done with this Module. Clap your hands and say "Congratulations!!!" to yourself. You're now ready for the next Module.

Before you put aside this module, spend some time reflecting on what you have learned from it. Use this format in your reflective journal. Check the column that best describes your feeling about the activities you did. For the last column, give your reason.

What I think of the activities in this module

<i>Things I Did</i>	<i>How I liked them</i>		
	 <i>(Very much)</i>	 <i>(Just fine)</i>	 <i>(Not so much because)</i>
<i>What I liked best?</i>			

