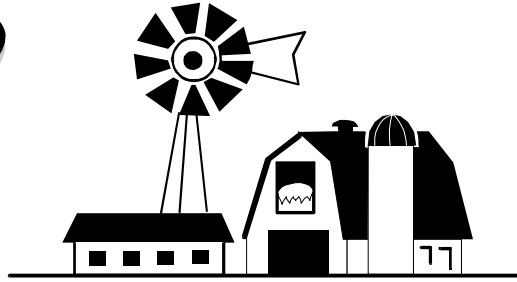
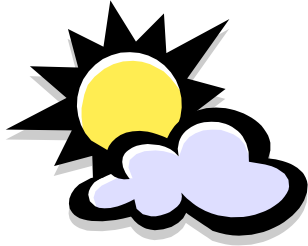


*Unit III*  
*Module 4*  
*Responding to Uncertainties and Changes*



*Overview*

The need to foster global awareness among today's children and youth is urgent. The human race faces a number of critical concerns that if left unresolved are likely to result in the destruction of life -- environmental pollution, poverty, over-population, famine, world hunger, the spread of AIDS and other diseases. The solution to these problems requires global cooperation.

The urgency of teaching about the state of the planet and developing responsible world citizens was expressed by Robert Muller, the former Assistant Secretary General of the United Nations:

“A child born today will be faced as an adult with problems of a global interdependent nature, be it peace, food, the quality of life, inflation or the scarcity of resources. He will be both an actor and a beneficiary or a victim in the total world fabric, and he may rightly ask: ‘Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate my behavior as a member of an interdependent human race?’ It is therefore the duty and the self-enlightened interest of governments to educate their children properly about the type of world in which they are going to live.”

All of us are participants in the global arena. The question is the degree to which our participation is informed and enlightened. How willing are you to take an active role in these global concerns?

## Objectives

After going through the activities in this module, you will be able to.

1. increase your awareness of social, environmental and economic problems confronting people today.
2. respond creatively to the reading text by graphically representing the ideas in
  - a) a graphic organizer
  - b) an outline
3. figure out the meaning of unfamiliar words by using context and word structure
4. combine two or more related sentences by compounding sentence parts
5. combine two or more related sentences by subordinating ideas of lesser importance
6. write a paragraph explaining how to do something or how something was (is) done

## Instructions

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

Now you are ready to take the *Pretest*.



### A. Vocabulary

Fill in the blank with the correct preposition

up                      down                      over                      of                      about

1. Think \_\_\_\_\_ the advantages of moving to the city as well as its disadvantages.
2. Now, think \_\_\_\_\_ a good title for your essay.
3. I suggest you think it \_\_\_\_\_ before you decide to move again.
4. The plane will touch \_\_\_\_\_ at 8:00 in evening.
5. You will need to touch \_\_\_\_\_ the scratches on the surface of your dining table.

## B. Reading

Read the article “Global Warming”, then write the letter of the word or group of words that completes each sentence below.

### Global Warming

In a variety of ways, most of us rely on carbon-based fuels. We drive cars and other vehicles powered by gasoline or diesel fuel. We use electricity generated by power plants that consume coal, natural gas, or oil. We burn wood, charcoal, natural gas, and coal to cook or keep warm. All these activities add carbon dioxide to the atmosphere. This gas traps heat from the sun.

We also add other heat-trapping greenhouse gases to the atmosphere. Nitrous oxide is added from nitrogen fertilizers used in agriculture. Methane is emitted by rice paddies and cattle feedlots. Chlorofluorocarbons (CFCs) result from

the manufacturing of plastic foams and from other industrial processes. CFCs not only trap heat but also destroy the earth’s stratospheric ozone layer.

With the exception of CFCs, which are now regulated, these heat-trapping gases are being emitted into the atmosphere at ever-increasing rates. This is due, in part, to the growing numbers of people on earth, along with the growth of energy use, industrial activity, and agriculture. According to the Washington-based Environmental Protection Agency, humans presently spew six billion tons of carbon dioxide.

6. Activities that add carbon dioxide to the atmosphere include
  - a. driving cars fueled by diesel.
  - b. drying clothes in the sun.
  - c. using windmills to generate electricity.
  - d. heating water with a solar heater.
7. Heat trapping greenhouse gases present in the earth’s atmosphere include
  - a. nitrous oxide.
  - b. methane.
  - c. chlorofluorocarbons.
  - d. all of the above.
8. The effects of chlorofluorocarbons are
  - a. trap heat from the sun.
  - b. destroy the earth’s ozone layer.
  - c. deplete non-renewable sources of energy.
  - d. both a & b.

9. The increasing amount of heat-trapping gases in the atmosphere is caused by
- a. growth in population.
  - b. use of renewable sources of energy.
  - c. nuclear weapons build-up.
  - d. solar energy.
10. Global warming is an entirely natural phenomenon.
- a. Yes
  - b. No
  - c. Can't tell

### C. Outlining

Fill in the gaps with facts from the article.

- I. Human activities that contribute to global warming.
- A. Driving cars powered by gasoline.
  - B. Using electricity generated by power plants using coal, natural gas or oil.
11. C.
- II. Other heat-trapping gases added to the atmosphere.
- 12. A.
  - 13. B.
  - 14. C.
- III. Two things scientists are sure of.
- A. Greenhouse gases in the atmosphere have increased.
15. B.

### D. Grammar

Fill in the blank with the appropriate connector chosen from the list.

but                      however                      that                      when                      since

16 \_\_\_\_\_ climatologists predict a future greenhouse effect, they rely on models run by the world's fastest and most powerful computers. 17 \_\_\_\_\_ the earth's climate is determined by an extremely complex interaction of the earth's rotation, atmosphere, oceans, ice, land features and the sun. Sunlight warms the earth, 18 \_\_\_\_\_ the heat 19 \_\_\_\_\_ is created cannot escape the atmosphere. 20 \_\_\_\_\_ there is so much debate about the extent of the problem of global warming, it is not surprising that there are differing views on the problem.

## Self-check



### A. Vocabulary

1. about      2. of      3. over      4. down      5. up

### B. Comprehension

6. a      7. d      8. d      9. a      10. b

### C. Outlining

11. Burning wood, coal for cooking or warming.
12. Nitrous oxide.
13. Methane.
14. Chlorofluorocarbons.
15. The average surface temperature of the earth has increased.

### D. Grammar

16. When      18. but      20. Since  
17. However      19. that

## Your Score:



- 20 - Perfect. Congratulations!  
16 - 19 - Very Good. Go over the ones you missed.  
12 - 15 - Good  
8 - 11 - Fair  
4 - 7 - Try to do better  
0 - 3 - Need help

## Words Unlocked

What words can you find to help you guess the meaning of the words under the column for unknown words? Locate these words in the selection, "Ethical Dimensions of the Ecological Crisis." Use different strategies such as searching for context clues and looking for prefixes, suffixes and rootwords to fill in the "Clues," and "Guess" columns. Use the glossary, dictionary or thesaurus to check your guesses. The first one is done for you. P stands for paragraph.

Unknown word	Clues	Guess	Check
crisis P1	problem	unstable condition	crucial situation
grim P1			
predecessors P1			
distressed P2			
nuisances P3			
sole P4			

Now find out how you fared in the preceding exercise. Check your answers against the table below.

**Self-check** 

Unknown word	Clues	Guess	Check
crisis P1	problem	unstable condition	crucial situation
grim P1	disasters	serious	hard, harsh
predecessors P1	pre=before (successors must be the opposite)	those who come before	people who come before
distressed P2	stress	worried	troubled
nuisances P3	inconveniences	disturbing situation	annoyance troubles
sole P4	solo=one	the only	by one person alone

# Reading Adventure



## Pre-reading

Reading a textbook is different from reading your favorite newspaper or magazine. It is different from reading a pocketbook or print ads, too. Reading a textbook is a different “ballgame” and many students find it a more difficult “ballgame”. Many find it more difficult because in reading textbooks, concentration is needed.

### Activity 1. Prepare to Concentrate

The table on the next page identifies some of the reasons for poor concentration. Can you think of some solutions to these problems?

Write in your suggestions for improving concentration.

*Reasons for Poor Concentration*

*Your Solutions*

I'm hungry.

---

I'm tired but I must finish this assignment.

---

I'm worried about money.

---

I'm thinking about him/her.

---

I don't enjoy studying.

---

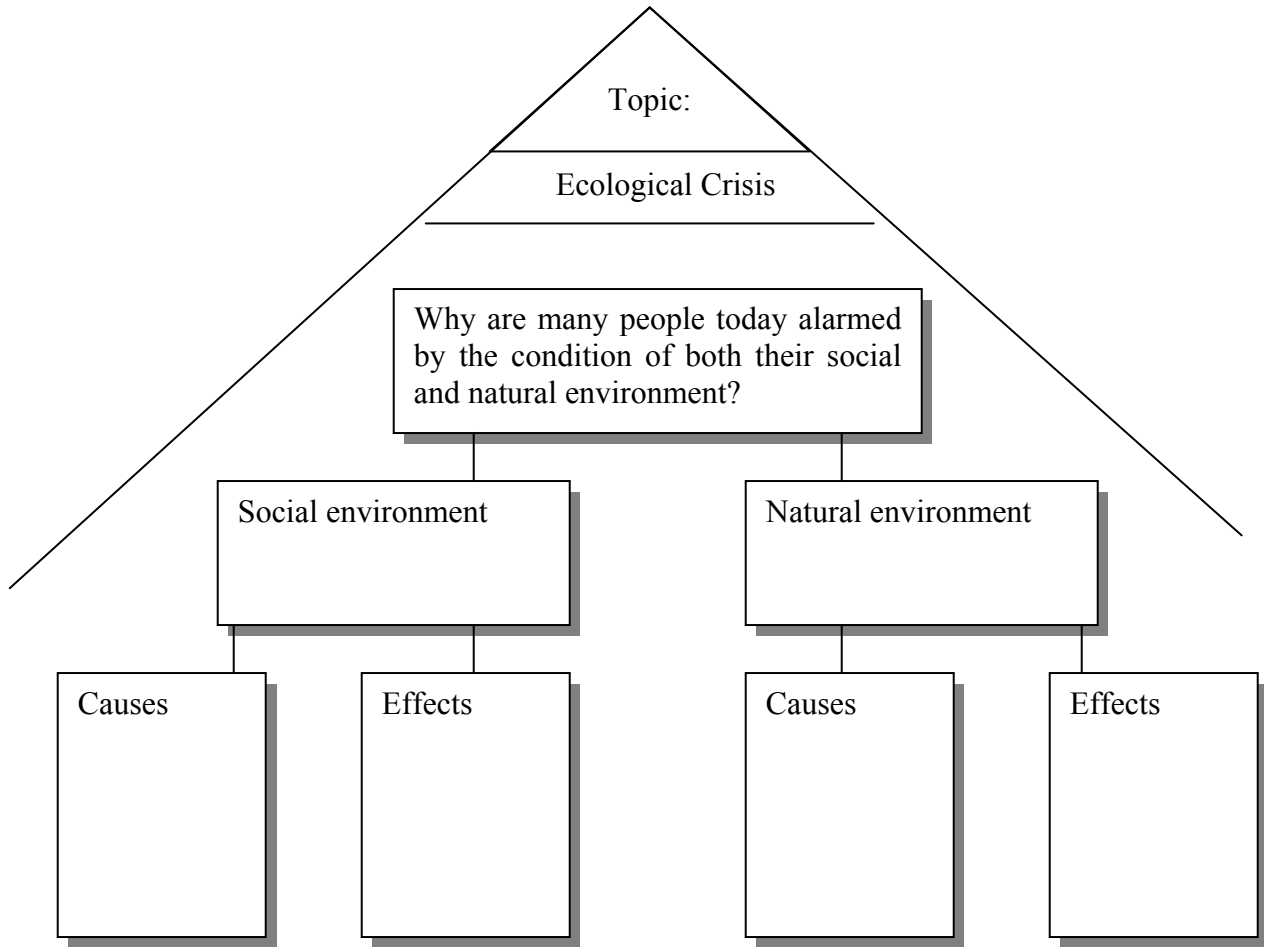
It is hard work.

---

As you can see, there are many personal factors that affect concentration. The successful reader needs to find solutions to these problems. But finding solutions to the problems may not be enough. There are other factors that affect comprehension such as not knowing the meaning of words, not being able to get the point of the passage, not being able to organize details, not being able to relate the text with what is already known. The following strategy will help you to get more out of what you are reading. Read carefully.

### Activity 2. What do you already know?

To prepare yourself for the reading selection that follows, find out what you already know about environmental problems. Complete the following map by filling in the blanks with words or phrases related to environmental problems



## While Reading



### Activity 3. Getting the Main Idea

Read the passage the first time without expecting a complete understanding. Look only for the general idea. Then when you read it the second time, the pieces will fit together. Good readers often read a text several times.

### Activity 4. Reading paragraph by paragraph

Read each paragraph carefully. Use the questions after each paragraph as guide. They will help you to identify the main idea and relate the details to the main idea. Then answer the questions.



## ETHICAL DIMENSIONS OF THE ECOLOGICAL CRISIS

As with so many of the major problems of society, the precise extent and nature of the environmental crisis is not entirely clear. On the one hand are those who prophesy that humankind is facing global disaster in the near future. Our civilization as we know it will die or be disfigured beyond recognition unless we drastically change our ways. Grim predictions of potential global disaster are so widely broadcast that the present generation of young people have literally been warned on these dire warnings. On the other hand are those who do have faith in the future. They submit that the human species is too great a biological success to end so abruptly and so soon. A species that can learn from the experiences of its predecessors, and in so doing fashion for itself a world unlike any experienced before, can continue to build new knowledge, achieving thereby still higher levels of attainment. Which view will be correct cannot be determined with certainty, at least not now.

### Pause and Reflect

#### *Paragraph One*

1. Two views are presented. What phrases introduce each one?
  - a.
  - b.
2. What are some phrases related to “global disaster”?
  - a.
  - b.
3. What are some key phrases related to “faith in the future”?
  - a.
  - b.

Regardless of one’s view, many people today are deeply distressed with the condition of both their social and natural environments. A large number of individuals have become apprehensive to the point of feeling threatened in a fundamental way. For example we do not know how much wider the gap can grow between the rich and poor nations before Armageddon, but we do know there is a limit to how much suffering and oppression people can and will tolerate. We do not know the extent of the world’s nonrenewable natural resources, but we do know the world is running out of gas. We do not know how much pollution this earth can absorb before it lashes back at its human antagonists, but we do know that the air is bad, sometimes the water may be unsafe to drink, and toxic substances are being let loose in the land (over 100,000 of them, according to a recent EPA report).

## Pause and Reflect

### Paragraph Two

4. *Regardless* is a linking expression that means “despite everything or whether one believes in View A or View B, what other word in the sentence links the second paragraph with the first?”
5. *Armageddon* is a Biblical allusion. It is the place where the final battle will be fought between good and evil. So, any great armed conflict. Between what two forces does the writer foresee an armed conflict?

Thus to many, the environmental crisis goes far beyond the inconveniences and nuisances of modern living – the noise, ugliness, and unpleasantness; it goes to the most fundamental levels of concern about the future of our species on this planet. Our greatest danger is not that humans will become extinct. That is probably quite unlikely barring some unforeseen catastrophe. The extraordinary adaptability of the human organism leads to the conclusion that at the very least some will survive somewhere. The basic fear is that cultural values which make us human may be lost. For example, in our attempts to manufacture the good life, we have deprived ourselves of some fundamentally important aspects of living, such as clean air and water, open natural areas, serenity, individual purpose, and opportunities to perceive beauty. Furthermore, altruistic love and concern for others is difficult to achieve when one’s own existence is in peril or is marred by a deteriorating and stifling environment. The basic structure of our relationship to the world seems to be out of order in this our highly technological age.

## Pause and Reflect

### Paragraph Three

6. Why is the extinction of humans not the greatest danger?
7. What is the basic fear?

What is the *right* relationship? A resolution to this question will involve a redefinition of humans’ relation to other humans as well as their relationship to nature. Earlier notions of humans opposed to nature or humans as the exploiter of nature will have to be replaced by the more inclusive concept of humans in nature, or humans with nature. Nature, now as never before, depends on us; our activities have become determiners of nature’s future. So powerful have we become that human activity has become the equal of a geological force in our capacity to work profound changes in the earth’s waters and atmosphere. Ecologically, *Homo sapiens* is the dominant life-form on this planet, its most successful species, occupying a greater variety of habitats, over a greater geographic range, than any other species. But it is also we who are the sole cause of the population explosion and the ecological crisis.

## Pause and Reflect

### *Paragraph Four*

8. What is man's "relationship to the world"?
9. How are the phrases "a new ethical stance" and a future oriented ethic related?

In acquiring the present position of dominance, humans have snatched the control of their destiny from the processes of nature to which they were once forced to submit. "Whole landscapes are now occupied by man-dominated fauna and flora." We can climb mountains, eliminate disease, transplant organs, and explore the moon. However, according to biologist Daniel Kozlovsky, this power has placed us on the brink of extinction. Attempts to clean the air and water, recycle cans and bottles, fighting power plants and dams and highways are worse than useless in that they merely prolong the agony. "Until there are fundamental changes in the social order," he goes on to state, "accompanied by equally fundamental changes in our view of man and of reality, such measures are stop-gap only." Our current knowledge enables us to do miraculous things, but we are still ignorant about whether accomplishing these things would be in our or our planets' best interests. What is needed is a different base to guide our activities with and in nature – a new philosophical and ethical system.

## Pause and Reflect

### *Paragraph Five*

10. What phrase in the first sentence links this paragraph with the preceding one?
11. What are some stop-gap measures that man has undertaken in response to the environmental crisis?

Dr. Kozlovsky may or may not be right, but his appraisal of our present plight has many followers. We simply cannot reach a future for our kind if we continue in the way we are going now. As to the need for a new ethic, most thoughtful people heartily agree. Today's ecological problems demand a new ethical stance toward the natural environment – a future-oriented ethic which stresses the humanity of persons and community with nature. People who care about the present and the future earth must find ways of creating a "totally new form of human society." Our present plight is not hopeless; we still have a little time left and we can act constructively and effectively in the present crisis.

## Pause and Reflect

### Paragraph Six

12. The paragraph summarizes the main theme of the preceding five paragraphs.

## Post Reading



### Activity 5. Summarizing what you've read

Writing a summary is a strategy to help you remember what you have read. In a summary, you give the author's main ideas but use your own words as much as possible. A good technique for summary writing is to underline the topic sentence of each paragraph while reading the material. Then go back and take notes on a separate piece of paper, restating the topic sentence in your own words.

Write a summary of "Ethical Dimensions of the Ecological Crisis" by answering the following questions.

1. What two views do people seem to hold about the precise extent of the environmental crisis? (paragraph 1)
2. What are some fundamental concerns about the future of man on this planet? (paragraph 3)
3. What has been the result of *Homo sapiens* dominant position? (paragraph 4)
4. What seems to be needed to solve the crisis? (paragraph 5 and 6)

### Activity 6. Outlining

Taking good notes is an important and useful study skill. Taking notes while reading helps you to remember what you read. One note-taking device you can use to sort out main ideas and major details is an outline. List each main idea. The main ideas are indicated by Roman numerals. Jot down major details under each main idea. The major details are indicated by capital letters. The major details in turn are developed by minor supporting details or examples. The minor supporting details are indicated by Arabic numerals.

Fill in the missing parts of the outline.

## ETHICAL DIMENSIONS OF THE ECOLOGICAL CRISIS

- I. Two views regarding the extent of the environmental crisis.
  - A.
  - B.

- II. Why people feel apprehensive and threatened by their environment
  - A. Issues which they “do not know.”
    - 1.
    - 2.
    - 3.
  - B. Issues which they “do know.”
    - 1.
    - 2.
    - 3.
    - 4.
    - 5.
  
- III. Fundamental concerns about the future of man in this planet.
  - A.
  - B.
  
- IV. Results of man’s dominant position.
  - A. Man has snatched the control of their destiny from nature.
    - 1.
    - 2.
    - 3.
    - 4.
  - B. Man needs to create fundamental changes in the social order and in his values
    - 1.
    - 2.

### Comprehension Check

1. Which statement best expresses what the whole selection is all about?
  - a. Today’s ecological problems call for a redefinition of men’s relation to other men as well as their relation to nature.
  - b. Humans are the root of all the natural and social problems today.
  - c. Humans control their environment.
  - d. Humans are an endangered species.
2. What are two commonly held views about the extent of the environmental crisis?
3. Which is NOT an example of an environmental problem?
  - a. Depletion of the ozone layer.
  - b. Pollution.
  - c. Political oppression.
  - d. Dwindling energy resources.
4. Why do some hold that humans will not become extinct?
  - a. Man can build new knowledge and attain higher levels of achievement.
  - b. Man’s extraordinary adaptability to changing conditions insures his survival.
  - c. Man’s survival instinct is highly developed.
  - d. All of the above.

5. Why is there a danger that man will lose his cultural values?
  - a. Man's preoccupation with material success.
  - b. His changing attitude towards life.
  - c. Deteriorating environment.
  - d. All of the above.

## Self-check



### *Activity 1*

Here are some solutions that have worked for other students.

#### *Reasons for Poor Concentration*

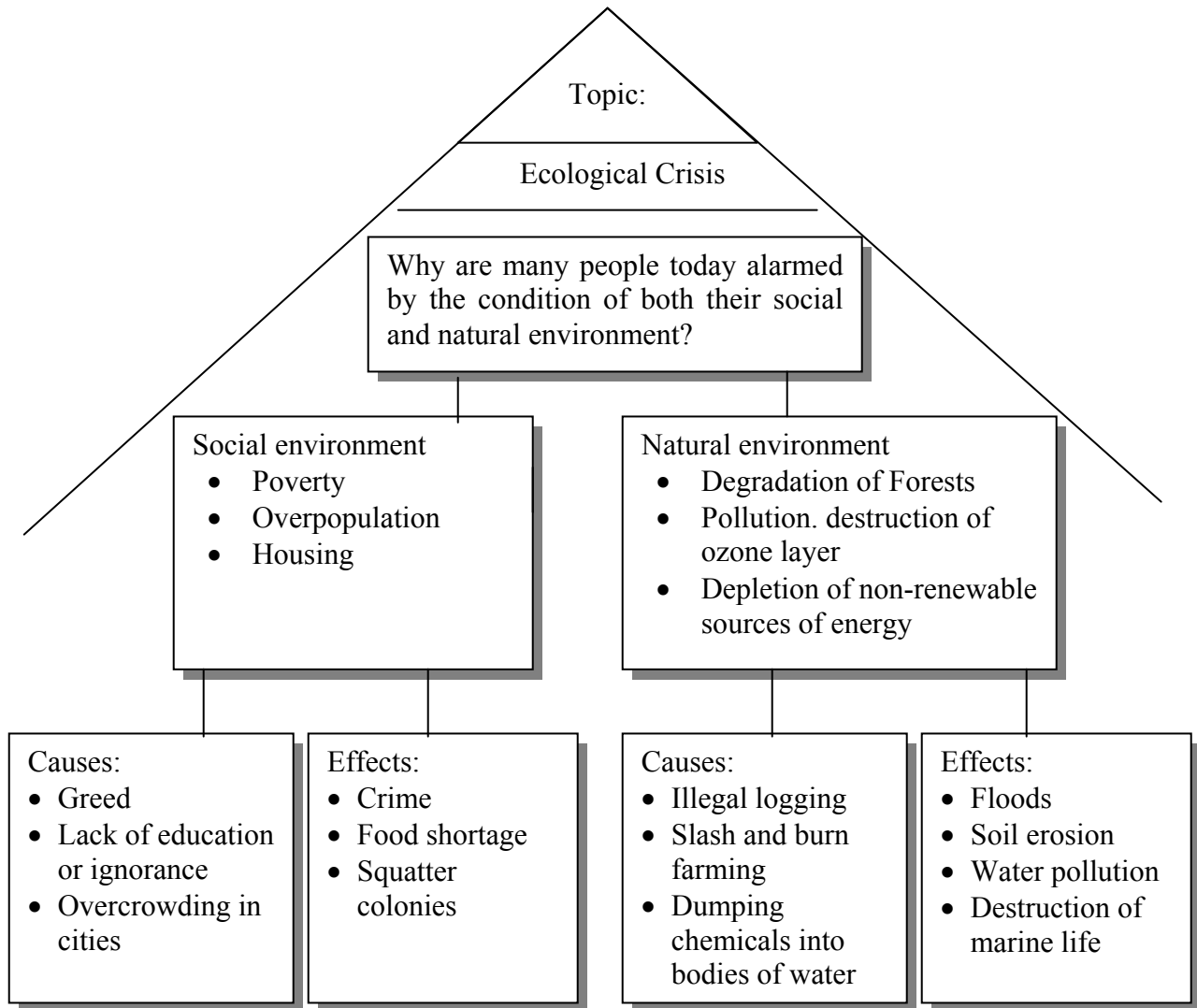
1. I'm hungry.
2. I'm tired but I must finish this assignment.
3. I'm worried about money.
4. I'm thinking about him/her.
5. I don't enjoy studying; it is hard work.

#### *Solutions*

- Take a snack before doing your assignment. Reward yourself for finishing your assignment. Take a break from your studies and have a light snack such as a candy bar, cookies, and peanuts.
- Make time for reading. Plan for it as you would any other task. Determine how long it will take you to complete a reading assignment. Decide when to do the reading and set aside enough time for you to be able to read at a comfortable rate. Keep a weekly schedule and stick to it. Many experts recommend that you treat study time as a fixed time. If you're too tired to read at night, then do it in the early morning.
- Tell someone you trust and who can understand you. Look for a weekend job.
- Learn to control your thoughts and feelings instead of letting them control you.
- Learn to recognize your own negative thoughts about reading, studying and learning then replace them with positive thoughts that show you are bent on overcoming your negative thoughts and you are doing the best you can to accomplish your task. Developing and maintaining a positive attitude will make concentration easier.

*Activity 2*

Answers will vary. Here are some ideas concerning the ecological crisis.



*Activity 3*

The main idea of the selection concerns man's responsibility towards his fellowmen and his environment. The solution to our present environmental crisis calls for a more enlightened and more concerned society that will work towards the preservation of man and of mother earth.

*Activity 4*

1. a. On the one hand  
b. On the other hand
2. a. Die, be disfigured  
b. Grim predictions, dire warnings

3. a. A biological success, a species that can learn from the experience of its predecessors  
b. Build new knowledge, achieve higher levels of attainment.
4. Environments
5. Between the rich and the poor
6. No
7. That the cultural values which makes us human will be lost.
8. Man holds the position of dominance
9. Both phrases refer to the same thing – the solution to today’s ecological problems.
10. “The present position of dominance”
11. “Clean the air and water, recycle cans and bottles, fight power plants”

### *Activity 5*

There are two views held by people about the precise extent of the environmental crisis. On the one hand there are those who present a bleak future for men coupled with dire warnings. On the other hand, there are those who keep faith in the future believing that men can find the solutions to the present ecological problems. A basic concern about the future of man is the fear that we might lose the cultural values that make us human. With the Homo sapiens’ dominant position, he now holds the existence of this planet in his hands. To solve the crisis there is a need to rethink man’s relation to his fellowmen and to nature.

### *Activity 6*

- II. Two views regarding the extent of the environmental crisis.
  - A. Prediction that humankind is facing global disaster in the near future.
  - B. Faith in the future.
- II. Why people feel apprehensive and threatened by their environment
  - A. Issues which they “do not know.”
    1. How much wider the gap can grow between the rich and poor.
    2. Extent of the world’s nonrenewable natural resources.
    3. How much pollution this earth can absorb.
  - B. Issues which they “do know.”
    1. There is a limit to how much suffering and oppression people can and will tolerate.
    2. The world is running out of gas.
    3. The air is bad.
    4. Water may be unsafe to drink.
    5. Toxic substances are being let loose in the land.
- III. Fundamental concerns about the future of man in this planet.
  - A. Cultural values that make us human may be lost.
  - B. Altruistic love and concern for others is difficult to achieve in the face of danger and deteriorating environment.
- IV. Results of man’s dominant position.
  - A. Man has snatched the control of their destiny from nature.
    1. We can climb mountains.
    2. We can eliminate disease.
    3. We can transplant kidney.
    4. We can explore the moon.



- B. Man needs to create fundamental changes in the social order and in his values
1. A new ethical stance toward the natural environment.
  2. A totally new form of human society.

*Comprehension Check*

1. a
2. There are those who predict a grim future for men. On the other hand, there are those who have faith in the future.
3. political oppression
4. d
5. d

*Language Focus*



Study the following set of sentences. How many ways can you combine these sentences?

My father works as a lawyer. My brother serves as his legal assistant on weekends.

There are many ways to combine sentences. The following are some of the ways you can combine these sentences to make your writing smoother, more varied and more mature.

My father works as a lawyer; my brother serves as his legal assistant on weekends.

My father works as a lawyer; and my brother serves as his legal assistant on weekends.

**Remember:**

If you intend to communicate two equally important and closely related ideas, place them together in a compound sentence (two or more independent clauses). When you combine two sentences by using a coordinating conjunction, drop the period, change the capital letter to a small letter and insert a comma before the coordinating conjunction.

## Generalizations

### A. Coordination

1. When you combine two sentences with equally important and closely related ideas use a comma and a coordinating conjunction.

The following words may be used to combine sentences by compounding.

and	(shows coordination) Ostriches can run fast on their long legs and they rarely get caught.
or	(shows choice) The elephant can use its trunk to break off twigs and leaves to eat or it can use its trunk to squirt water into its mouth.
but	(indicates contrast) Cheetahs are smaller than tigers, but they are the speediest of all land animals.
yet	(indicates contrast) Gorillas are the largest of all the monkeys and apes; yet, they are shy and gentle.
so	(shows purpose or reason) A hermit crab has no hard shell of its own so it moves into a shell left by another sea animal.
for	(shows cause or reason) A hermit crab moves into a shell left by another sea animal for it has no hard shell of its own.
nor	(used only with compounded negative sentences) Ostriches cannot fly nor can penguins fly.

2. When used for compounding, all of the connectors (*and, or, but, yet, so, for, nor*) are called coordinating conjunctions.

### Activity 1. Compounding Sentences

Write the following in paragraph form, combining sentences 2 and 3; 4 and 5; 6 and 7; 8 and 9; 10 and 11, using appropriate conjunctions.

1. There are many different kinds of energy.
2. Some of them are renewable.

3. Others are non-renewable
4. Coal, natural gas, or oil are non-renewable fuels originating from organic matter formed during the Paleozoic Era.
5. They are estimated by most scientists to run out during this century.
6. Coal, natural gas, and oil supplies will be depleted
7. Renewable, alternative sources of energy with well-developed technology have to be implemented.
8. Among these is solar energy.
9. It will require international cooperation for renewable energy sources such as solar energy to be exploited on a wider basis.
10. Large hydroelectric plants (large dams that block rivers) and traditional biomass (firewood and charcoal) were excluded from World Energy Council's focus
11. They often cause environmental problems and other negative effects.

## **Activity 2. Auxiliary words as predicate substitute**

When two sentences with similar predicates are combined, the second predicate may sometimes be shortened.

Study the following examples

### Basic Sentences

Coal is non-renewable.  
Natural gas is non-renewable.

### Combined

Coal is non-renewable, and neither is natural-gas.

### Basic Sentences

Inflation is widespread in developing countries.  
Poverty is widespread too.

### Combined

Inflation is widespread in developing countries, and poverty is, too.  
Inflation is widespread in developing countries and so is poverty.

Combine the following sentences using one of the methods shown above.

1. Warmer temperatures could put forests and wetlands at risk.  
Changes in rainfall could affect forests and wetlands.
2. Nitrous oxide, a heat-trapping greenhouse gas is emitted by nitrogen fertilizers into the atmosphere.  
Methane is emitted by rice paddies and cattle feedlots into the atmosphere.

3. Everybody talks about the weather.  
Nobody does anything about it!
4. Oil companies use their funds and influence to downplay the threat of global warming.  
Automobile manufacturers use their funds and influence to downplay the threat of global warming, too.
5. The sun and the atmosphere are not alone in determining climate.  
Oceans and ice caps, surface minerals and vegetation, the earth's orbital mechanics also determine climate.
6. Buying in bulk can save you money.  
Learning the art of food preservation can help you save money.
7. Bali evokes visions of tropical paradise, sunny beaches and balmy trade winds.  
Camiguin Islands evoke visions of a tropical paradise, sunny beaches, swaying palm trees and balmy air.
8. Concern about pollution has given operators of alternative energy plants added public support.  
Global warming has given operators of alternative energy plants added public support.
9. Most automobiles burn fossil fuels.  
Commercial airplanes burn fossil fuels.
10. Renewable energy technologies do not contribute to air pollution. Renewable energy use does not contribute to global warming.

## **B. Subordination**

If you have two ideas that are closely related, but one is secondary or dependent on the other, you may want to use a complex sentence. A sentence with an independent clause and one or more dependent clauses is called a complex sentence.

He is well paid because he is very competent.

Although he was away, he communicated daily with his family.

The underlined words in the preceding sentences are subordinate conjunctions. A subordinate conjunction connects a dependent clause to an independent clause.

Frequently used subordinate conjunctions are the following:

after	because	since	when
although	before	so that	whenever
as	how	though	where
as if	if	till	while
as though	in order that	unless	why

An adjective clause may be attached to the word it modifies by a relative pronoun – who, whose, whom, which, and that.

The news that reached us was surprising.

### Activity 3. Joining two clauses

Combine a clause in I to another clause in II to form a complex sentence.

- | I   | II  |
|---|---|
| 1. The wisest man is he                             | a. that wasps are valuable in the control of other insects. |
| 2. The bee and the praying mantis are the insects   | b. as much as a medium truck.                               |
| 3. 1001 Questions Answered about Insects points out | c. science considers most useful to man.                    |
| 4. A hippopotamus may weigh                         | d. why you don't believe AI.                                |
| 5. Tell me  | e. who thinks himself the least so.                         |

### Activity 4. Why

Answer the following questions using appropriate connectors.

1. Why do fossil fuels cause air pollution?
2. Why should forests be protected?
3. Why is water essential to our body?
4. Why was the price of gasoline raised?
5. Why should dynamite fishing be prohibited?

### Communicative Activities

#### Activity 5

Read the following conversations. Continue the conversation by giving a rejoinder. The first one is done for you.

1. A: Orchids are expensive  
B: and so are anthuriums.  
C: and bromeliads are, too.
2. A: The price of gasoline has gone up again.  
B:  
C:
3. A: The sarimanok is a mythical bird.  
B:  
C:
4. A: The tamaraw is an endangered species.  
B:  
C:

5. A: Philippine eagles have been raised in captivity.  
B:  
C:
6. A: Logging has been banned in Quezon province.  
B:  
C:
7. A: Smoke has made the air unbearable.  
B:  
C:

### Self-check



#### *Activity 1*

There are many different kinds of energy. Some of them are renewable but others are non-renewable. Coal, natural gas, and oil are non-renewable fuels originating from organic matter formed during the Paleozoic Era and they are estimated by most scientists to run out during this century. Coal, natural gas, and oil supplies will be depleted so renewable, alternative sources of energy with well-developed technology have to be implemented. Among these is solar energy but it will require international cooperation for renewable energy sources such as solar energy to be exploited on a wider basis. Large hydroelectric plants and traditional biomass were excluded from World Energy Council's focus for they often cause environmental problems and other negative effects.

#### *Activity 2*

1. Warm temperatures could put forests and wetlands at risk and so could changes in rainfall.
2. Nitrous oxide is emitted into the atmosphere and so is methane.
3. Everybody talks about the weather yet nobody does anything about it.
4. Oil companies use their funds and influence to downplay the threat of global warming and so do automobile manufacturers.
5. The sun and the atmosphere are not alone in determining climate, oceans and ice caps, surface minerals and vegetation, the earth's orbital mechanics do, too.
6. Buying in bulk can save you money and so can learning the art of food preservation.
7. Bali evokes visions of tropical paradise, sunny beaches and balmy trade winds and so do Camiguin Islands.
8. Concern about pollution has given operators of alternative energy plants added public support and so does global warming.
9. Most automobiles burn fossil fuels and so do commercial airplanes.
10. Renewable energy technologies do not contribute to pollution, neither do they contribute to global warming.

Activity 3

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

Activity 4

Possible Answers

1. Fossil fuels cause air pollution because they emit noxious gases.
2. Forests should be protected because they provide shelter to countless animals.
3. Water is essential to our body inasmuch as 80% of our body is made up of water.
4. Prices of gasoline have gone up again because the price of gasoline in the world market has increased.
5. Dynamite fishing should be prohibited because it destroys the natural habitat of fishes.

Activity 5

Possible Answers

2. B: and so has diesel.  
C: and LPG has, too.
3. B: and so is the Adarna bird.  
C: and the Phoenix is, too.
4. B: and so is the Palawan mouse deer.  
C: and the Palawan mouse deer is, too.
5. B: and so have tarsiers.  
C: and tamaraws have been, too.
6. B: and so has *kaingin*.  
C: and *kaingin* has been, too.
7. B: and so has SMOG, too.  
C: and the heat has, too.

## Everyday Expressions

Study these idioms and their meanings.

<i>think about</i>	-	consider
<i>think of</i>	-	call to mind
<i>think over</i>	-	give one's mind to; think again
<i>think twice</i>	-	hesitate
<i>touch down</i>	-	land
<i>touch up</i>	-	repair

## Activity 1

Practice using the idioms in the box by filling in the blank in each sentence with the correct expression. Be sure to use the correct form of *think* or *touch*.

1. Let's \_\_\_\_\_ Ely's suggestion before we act.
2. You have heard my opinion about the issue, so please \_\_\_\_\_.
3. Don't worry about the scratches on the furniture, they can easily be \_\_\_\_\_.
4. The plane \_\_\_\_\_ at the Ninoy Aquino International Airport (NAIA) at exactly 8:15 last night.
5. I know the person you're talking about, but I cannot \_\_\_\_\_ his name.
6. You should \_\_\_\_\_ before you trust strangers.

## Activity 2

Rewrite each of the following sentences by using the correct form of the two-word verb in the box.

1. Mr. Diego is considering moving his family to the province.
2. I suggest that you think again before accepting his marriage proposal.
3. Maybe, we can now consider our plans this coming summer.
4. They landed at Davao airport at 10:30 A.M.
5. We couldn't call to mind the names of the towns we visited last year.
6. The wall needs repainting. Let's get someone to repaint it.
7. I heard that you want to quit schooling. I suggest that you think again.

## Self-check



### Activity 1

- |                  |                 |                |
|------------------|-----------------|----------------|
| 1. think about   | 3. touched up   | 5. think of    |
| 2. think it over | 4. touched down | 6. think twice |

### Activity 2

1. Mr. Diego is thinking about moving his family to the province.
2. I suggest that you think twice before accepting his marriage proposal.
3. Maybe, we can now think about our plans this coming summer.
4. They touched down at Davao airport at 10:30 A.M.
5. We couldn't think of the names of the towns we visited last year.
6. The wall needs repainting. Let's get someone to touch it up.
7. I heard that you want to quit schooling. I suggest that you think it over.



# Write Thing

## A. Pre-Writing

Writing that explains or informs is called expository writing. One of the most common types is a process analysis essay. Process analysis essays are of two types – directive and informative.

Directive process analysis explains how to do something, while an informative process analysis tells you what has occurred or is occurring. You will be writing the second type – an informative process analysis. Choosing an appropriate topic is the first step.

Do the following strategies to help you find a suitable topic.

1. **Invisible Ink.** Place a piece of carbon paper between two pieces of typewriting paper. Write on the top sheet with a ball pen that has ran out of ink on changes that you have observed in your community or in the country. After five minutes look at what you have written down on the carbon copy. Circle a word or phrase that suggests a topic.
2. **List.** Begin with a simple list such as materials or steps. Itemize each part of the list, generating specific details for each part of the list.

## B. Writing

### 1. *Drafting*

Once you have gathered your details, you need to put them in some kind of order. Explaining the steps in time order will help readers follow the logical sequence. Use a timeline to organize details. Putting details on individual notecards, you can arrange the steps in order and add steps as needed. As your writing takes shape, you may find parts that need more details.

Look for places where adding more details will make your essay more precise.

Consider using this form for the informative process.

- I. Background or context
  - A.
  - B.
  - C.
- II. Change or development (chronological)
  - A.
  - B.
  - C.
  - D.

## 2. *Revising*

Reread your essay looking for ways to improve or polish it. Use details from your notes that remind you why you decided to write the topic. Use these to make your introductory paragraph an attention grabber then focus on each individual paragraph to determine the words or phrases you may need to revise to make your meaning clear.

Review, summarize or briefly comment on the process in your concluding paragraph.

## 3. *Editing and Proofreading*

Errors in spelling, punctuation, grammar or usage can create confusion. Proofread your essay.

## C. Post Writing

Make a poster of your topic, with pictures of each step at the activity. Copy your essay and cut the paragraphs apart so you can place them in appropriate places in the poster.

### *Posttest*



### I. Vocabulary

Fill in the blank with the correct preposition

about

down

of

over

up

1. Don't worry, Helen can touch \_\_\_\_\_ the paint that has peeled off.
2. The plane will touch \_\_\_\_\_ at Runway 8.
3. Think \_\_\_\_\_ the things you can buy if you win the lotto.
4. Consider all factors. Think it \_\_\_\_\_.
5. Give me more time. I'll think \_\_\_\_\_ it.

### II. Comprehension

Read the article "The Coming Climate" then answer the questions that follow.

The pollution of our atmosphere is but one of the environmental problems that humans have created. Others include massive deforestation, the destruction of animal species, and the pollution of rivers, lakes, and oceans. Each of these problems has been made to correct them. Since the problems are global, they call for global solutions. There is widespread agreement on the problems and what might be done to correct them. Year after year, we hear calls to action. Year after year, little is done. All too often policy makers lament the problems and agree that something must be done but add, in effect, “not by us, not right now.”

6. Environmental problems humans have created include
  - a. drug trafficking.
  - b. human trafficking.
  - c. massive deforestation.
  - d. economic development.
7. The problem calls for
  - a. local action.
  - b. no action.
  - c. global action.
  - d. violent action.
8. The response to the problem is characterized by
  - a. indifference.
  - b. enthusiasm.
  - c. condemnation.
  - d. fear.
9. Policy makers believe that
  - a. nothing needs to be done.
  - b. something has to be done right now.
  - c. there's nothing to fear.
  - d. something needs to be done but “not by us, nor right now”.
10. There is widespread agreement on the problem.
  - a. Yes.
  - b. No.
  - c. Can't tell.

### III. Outlining

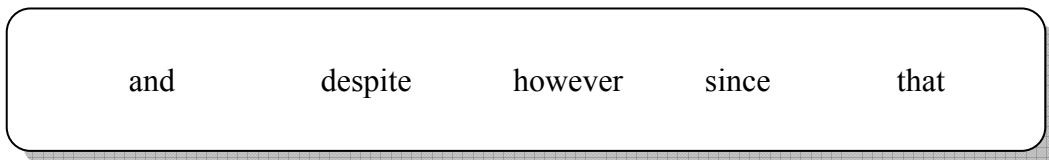
Fill in the gaps with facts from the article.

- I. Environmental problems
  - A. Air pollution
  11. B.
  12. C.
  13. D.

14. II. What have been done  
 A. The problems have been carefully analyzed  
 B.
15. III. How policymakers have reacted to the problem?  
 A. Lament the problem and agree something must be done  
 B.

#### IV. Grammar

Fill in the blank with the appropriate connector chosen from the list below.



Political leaders yearn to be viewed as friends of the earth. 16 \_\_\_\_\_, they also keep an eye on the consequences 17 \_\_\_\_\_ change may bring into the economy. 18 \_\_\_\_\_, according to The Economist Magazine, 90 percent of the world relies on carbon-based fuel, to move away from using it would bring big changes; 19 \_\_\_\_\_ the cost of the change if fiercely debated. 20 \_\_\_\_\_ calls by the environmentalists for immediate action, there are powerful industries that use their considerable funds and influence to downplay the threat of global warming.

#### Self-check



##### I. Vocabulary

1. up      2. down      3. of      4. over      5. about

##### II. Comprehension

6. c      7. c      8. a      9. d      10. a

##### III. Outlining




11. Massive deforestation  
 12. The destruction of animal species  
 13. Pollution of rivers, lakes and oceans  
 14. Proposals have been made to correct them  
 15. But “not by us, not right now”

##### IV. Grammar

16. However      18. since      20. despite  
 17. that      19. and

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

*What I think of the activities in this module*

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

