



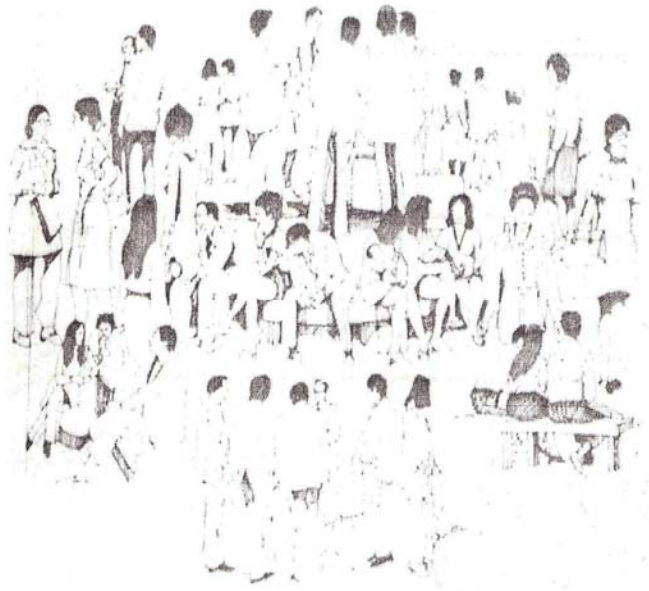
Department of Education  
**Bureau of Secondary Education**  
**CURRICULUM DEVELOPMENT DIVISION**  
Meralco Ave., Pasig City



# Project EASE

(Effective Alternative Secondary Education)

## ENGLISH III



*Quarter 2 INTERACTIONS*  
*Module 1*  
*Informal Interaction with People*

# Module 1

## *Informal Interaction with People*

### TO THE STUDENT

Welcome to this module! You must be very eager to start with the learning activities. The activities in the module have been designed to provide you with rich and stimulating learning experiences that will help you communicate better in English! Familiarize yourself with the different sections of this module.

*What are the parts of this module?*

The different sections of the module are presented by the following headings and icons.



**MODULE NUMBER AND TITLE** appears on the first page of the module is represented by the icon on the left. The module number and the title are followed by a picture and a brief introduction which tells you what the module covers. You should read carefully the title and the introduction to give you an idea of the exciting things in store for you.



**WHAT THIS MODULE IS ABOUT** provides you insights on what you are going to learn. This section encourages you to read carefully the activities you need to work on.



**WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE** This section lists what you should learn after going through the activities in the module. You can use this list to check your own learning.



**HOW TO WORK FROM THIS MODULE** This section provides the steps that you need to do in accomplishing the activities.



**HOW MUCH DO YOU KNOW** assesses what you already know about the skills you will learn in the module. Do not worry if you fail to answer all the questions. After working on the various module activities, you will take a similar test.



**ACTIVITIES** consists of a variety of learning experiences and exercises designed to help you develop the skills and competencies covered in this module. The icon on the left introduces this section. The learning areas are also introduced by specific icons. The icons and the titles serve as your guide on the languages activities you are to focus on: listening, speaking, vocabulary, reading, grammar, literature and writing. You should not skip any of the activities. They have been sequenced to help you achieve what you are expected to learn from this module. After each exercise, you are invited to check your answer under the **Check Yourself** section.

Following are the specific icons for the specific activities discussed above.



A listening lesson is introduced by this icon.



This icon introduces a speaking lesson.



A reading lesson is introduced by this icon.



This icon introduces a grammar lesson.



A writing lesson is introduced by this icon.



This icon introduces a literature lesson.



A vocabulary activity is introduced by this icon.



**KEY POINTS** provides key terms, concepts, generalizations you learned. *Grammar* lessons are clearly discussed in this part. Read this portion carefully.



**HOW MUCH DID YOU LEARN** After you have work on all the activities in the module, check on how much you have achieved. It has the same icons as the **HOW MUCH DO YOU KNOW**.



**CHECK YOURSELF** provides the answers to the exercises as well as the answers to the **HOW MUCH DO YOU KNOW** and **HOW MUCH DID YOU LEARN**. After checking your answer, go over the topics or items you missed.

## *How To Learn From This Module*



1. Study the cover. Read the title. What does it mean to you? Look at the picture. What do you see? From the title and the pictures what do you think is the module about?
2. Go over the pages of the module. What are the different parts? What do you think will you learn? What do you think will you be doing?
3. Read the sections, **What This Module Is About** and **What You Are Expected To Learn**. Were your guesses right? Are you clear now on what you will learn and do?
4. You will find exercises to work on. **Write you answers to these exercises on a separate sheet or in your English notebook.**
5. Check your answers to each exercise against **Check Yourself**. Read carefully the sentences that explain the answer.

Good Luck!



## *What This Module Is About*

Whenever we talk to other people, we interact with them. Interactions, as you know, may be informal as when we talk with our friends, our classmates, our brothers and sisters and our peers; or formal as when we talk to someone older than we are, like our parents, our teachers, and persons of authority.

In this module, you will be exposed to formal interaction where the young speak with respect when addressing the old, agreeing or disagreeing without sounding arrogant.

## *What You Are Expected To Learn*



After undergoing all the activities in this module, you are expected to:

- Listen for specific information
- Elicit information through questions
- Agree/disagree with statements and observations made by panelists expressing varied outlooks on an issue
- Use conversational gambits to express modified agreement in face to face interaction
- Give a short talk to inform/to convince
- Skim to get a general grasp of information
- Read closely to get the meaning of implicitly stated information
- Transform text to visual form
- Make inferences, conclusions and judgments
- Write an essay of comparison and contrast

## *Listening*



## *Activities*

### **Pre listening**

What is the secret for getting along well with others? How would you foster a close and harmonious relationship between you and others?

In this lesson, you will learn how to interact with people around you, how to reach out to people, make friends, or take part in a conversation. You will also find valuable suggestions to aid you in expressing your ideas clearly and concisely through combining sentences.

### **Activity 1**

How will you express yourself?

1. Someone pays you a compliment. What would be your reply?
2. You are out shopping with a friend who wants to buy a dress. She asks what you think. The dress looks quite alright but it doesn't suit your friend's personality. What will you tell her?

### **Activity 2 Listening Proper**

Do you agree that you can be assertive yourself without being aggressive? The article you will listen to will make you understand better how to behave in situation that calls for assertiveness.

- A. First Listening  
Listen to get the main point
- B. Second Listening  
Note down important data about Pam, Joe, Shelly and Ginny.
- C. Answer the following questions.
  1. Describe the dominant characteristic of Pam, Joe, Shelly and Ginny.
  2. Is Pam assertive? Why or Why not?
  3. Describe Joe as a student. What is the consequence of his being aggressive?
  4. Describe Shelly and Ginny. Why do they behave the way they do? How can they improve the way they respond to the situation?

### **Activity 3 Post Listening**

- A. Answer the following.
  1. Cite instances when aggressiveness can be wrong.
  2. Is trying to please everyone also wrong? Why?
  3. What should you remember about being assertive?
  4. Do you think being assertive will improve your relations with other people? How?
- B. When are persons aggressive? When are they assertive? When are they non assertive? Make a table in your journal note book, and fill it out with description of aggressive, non assertive people, and assertive people.

AGGRESSIVE PEOPLE	NON-ASSERTIVE PEOPLE	ASSERTIVE PEOPLE

C. Write your reaction to this statement.  
Communicating is the beginning of understanding

What concepts did you learn about being aggressive, non-assertive and assertive? State the concept in one sentence.



*Activities*

**Activity 1 Pre reading**

Vocabulary Development

Chose the word / group of words that best expresses the meaning of the underlined words

- He worked hard. It isn't easy to establish confidence when you wear an alien face.
  - wear a mask
  - look different
  - come from Mars
  - wear a foreign dress
- My goodness, I'd be proud to see a pupil of mine win the national spelling bee.
  - catch a bee
  - spell bee correctly
  - contest
  - race
- I don't want to win. She put the knowledge into a rush of words speaking in Cantonese.



- (a) hunting words
  - (b) kind words
  - (c) sweet nothing
  - (d) rapid flow of words
4. After three rounds in the Blueback, six contestants.
- (a) three stages of the contest
  - (b) three balls
  - (c) three circle
  - (d) running three times
5. Ellen rushed into the hall. She wished the tears would quit coming in her eyes.
- (a) run into the hall
  - (b) went into the hall
  - (c) walked quickly to the hall
  - (d) walked quietly to the hall
6. Sometimes we need to trust our hunches.
- (a) have faith
  - (b) follow your dreams
  - (c) believe in rumors
  - (d) rely on our instincts
7. She wrapped her self on her cloak of language.
- (a) language problem
  - (b) sign language
  - (c) native language
  - (d) second language
8. Only a nitwit wouldn't want language.
- (a) a fool
  - (b) genius
  - (c) deaf-mute
  - (d) nervous person
9. Ellen betrayed her talent for spelling.
- (a) showed her ability
  - (b) pretend not to know how
  - (c) forgot to show
  - (d) covered her mistake

## Activity 2    Reading Proper

Read Silently

### Spelling Bee

Laurence Chambers Chinn

With the closing of the door, Ellen left one of her lives behind and entered into the other. She moved slowly down the long flight of stairs that flanked the restaurant and turned left toward the hotel.

“No use eating dinner there,” Mama had protested. “You can eat at home and go later.”

“We are supposed to have dinner at the hotel, Mama,” Ellen spoke the word mama in the Cantonese way, as if it were two words, with a quick, light stress on the second half, “When you are in America, do as Americans do.”

“No harm being Chinese,” Mama said.

Mama wasn’t going to the high school with her tonight. Mama never went with her. On the street, Ellen shut out the world of home this is easy when you speak Cantonese in one world and American in the other. Still, when you have won the country spelling bee; you can’t help wanting your mother to watch you in the regional match...

A big bus carried the thirty-five country champions from the dinner at the hotel to the high school. At eight o’clock the curtain parted, revealing the audience to the boys and girls on stage. Thirty-five boys and girls on stage, thought Ellen, feeling a little bit sad, and thirty-four mothers in the audience. Henry was there, with his girlfriend, Dorothy. Now that father was gone, Henry was head of the family. It ought to be enough that her brother was in the audience.

The teacher said, “Botany,” and smiled at Ellen. They had finished with the sixth-grade spelling books and were starting on the seventh. Twenty-eight girls and boys were still on the stage.

“Physician,” said the teacher. Henry was a physician. Less than a year ago, he had been an intern. He worked hard. It isn’t easy to establish confidence when you wear an alien face.

“Intensity,” Miss Kinsman said. If mama had learned to speak English, maybe she wouldn’t be so intensely shy. Mama wrapped herself in her black sateen Chinese coat and trousers, wrapped herself also in her cloak of language, and refused to leave her kitchen even to buy groceries or a hat. Did Mama own a hat? Yes, Henry had bought one for her to wear to their father’s funeral.

“Tragedy,” said Miss Kinsman. They were in eight-grade spelling now, and only nineteen contestants remained.

Henry’s face paled. His eyes turned from Ellen’s and met Dorothy’s. Ellen rushed into the hall. She wished the tears would quit coming in her eyes. She knew what she could do. She wouldn’t win, but she would stay as long as she could have won...

After three rounds in the Blueblack, six contestants remained Miss Kinsman turned to the Difficult to Spell section at the back. “Abeyance,” she said. Ellen was relaxed. She’d work hard on this part.

Acerbity. Ache. Acquiesce. Amateur... Queer spelling remind you of other peoples in other times who have used these word in other ways. Language is a highway, linking all people and all ages. Mama was wrong to use language as a wall.

Caprice. Carouse. Catastrophe.

Three contestant remained. Miss Kinsman turned to a page of words of seven and eight syllables. Henry was alone at the back now. Maybe Dorothy had got bored and gone home. Ellen thought of her mother. Thirty-four mothers had driven in from thirty four neighboring countries, and Mama hadn't come so blocks to see the contest.

"Incomprehensibility," said Miss Kinsman. It was a lonely word. Things build up inside a person that other people don't comprehend. And people comprehend the shyness of a foreign-born mother.

"Indestructibility," said Miss Kinsman. Ellen had risen, but she wasn't listening. Two people had come in at the back. One was Dorothy. The other was utterly familiar, yet, in the hat and dress, utterly strange. They went to sit beside Henry, and mama was smiling at Ellen on the stage. Ellen had lived all her life with the familiar, loving smile.

"I'm sorry I didn't hear the words." Turning to Miss Kinsman, Ellen raised her voice for the proud announcement, "My mother just came in."

"Indestructibility," said Miss Kinsman.

Ellen spelled the word clearly. Mama couldn't understand, but this was a beginning. Mama had found the courage to come. Mama would find future courage – enough to be come American. She had to win, now and take Mama with her to the national's capital. She and Mama would look at the buildings and the memorials. After such a trip, Mama would never hide away in her kitchen again.

If Mama could think of what she had done tonight, Ellen could keep her wits about her for as long it might take to be winner.

"Tragedy," said Ellen, smiling at Miss Kinsman, "T-r-a-g-e-d-y."

Mrs. Dorothy had begun helping her after school when she became school champion, and they redoubled their labor after she won the country spelling bee. Mrs. Dillard had said, "Barring an accident, you might even win and represent our region at the national Spelling Bee in Washington."

Now after an hour in the eight-grade speller, with fewer than a dozen champions still on stage, Ellen was beginning to think Mrs. Dillard might be right. Ellen might win. Only a nitwit would not want to win. Well, then she was a nitwit.

One of the judge rose. "Perhaps it is time to go into the old Blue back" she suggested.

A sigh rippled up among the contestant. Mrs. Dillard had taken Ellen all the way thought the Blue back. “Trust your hunches,” Mrs. Dillard said, and her eyes had grown dreamly. “My goodness, I’d be proud to see a pupil of mine win the national Spelling Bee!”

The teacher was smiling at Ellen. “Deign”. Ellen recalled the section, a group of word with silent g’s. Ellen spelled, “D-a-n-e”. She turned blindly to leave the stage. She had betrayed her talent for spelling, and she had betrayed Mrs. Dillard, she had betrayed Henry.

“Just a minute,” said Miss Kinsman. “I wanted you to spell d-e-l-g-n, meaning a condescend, but you have correctly spelled its homonym, and capital letters aren’t necessary by the rules of the contest.

“O-o-o-h,” wailed Ellen. It’s a fine thing when you try to miss a word and can’t. “Could I – could I have a drink, please?” she gulped.

With a whoop the champions scattered. Ellen hurried down the aisle toward Henry and Dorothy. Dorothy hugged her. “I had no idea you were so smart, little genius.”

Henry said, “I’d be very proud to see you win, Ellen.’ “I don’t want to win.” Suddenly, she knew why. She put the knowledge into a rush of words, speaking in Cantonese. “To go to Washington without my mother would advertise that she is old-fashioned and very shy and goes nowhere with me.”

## Reading 2

Read the poem “When People communicate’ and find out the difference between talking and communicating.

### When People Communicate

When people talk, they simply talk  
Of things not so important  
They tell or give or plainly state  
Their feelings and emotions.

When people start to communicate  
You can be sure they are serious,  
Their hearts and minds must meet and match  
Their thought must be harmonious.

For talking is a different thing  
From real communication;  
The first is just a one – way street  
The second is crossing.

## A. Comprehension Check

1. What is simple talk?

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2. What is real communication?

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3. Which of the two factors bring about a harmonious relationship with people? Why?

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4. In what way does talking set the atmosphere?

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5. How does communicating make the deal?

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### Taking Part in a Conversation

The most young people like you, have many interesting things to say but lack skill in managing a conversation. Let the following pointers help you.

1. Always contribute something of value: an addition, a comment, or even funny remark related to the situation.
2. For conversation openers, try these starters:
  - a. Let the occasion of the meeting suggest a topic. If you meet in an exhibit room, refer to the project that you see around.
  - b. Mention something unusual that you have recently read or observe. “Do you know that Jose Rizal is not known in Heidelberg where he stayed for some time writing the Noli?”
  - c. Ask someone’s opinion.  
“Do you think the Kabataang Barangay will be able to carry out its project/
  - d. Comment favorably on something in the room .  
“Isn’t that an unusual paperweight! I wonder what part of the country it came from.”
3. Inspire confidence with a friendly smile, a direct glance, and an erect posture. Don’t let your appearance distract your listener from what you want to say.

4. Speak loud enough to be heard and clear enough to be understood. A conversation is often spoiled when people have to ask repeatedly. “What was that, please?” “Would you say that again?” or “I beg your pardon.”
5. A good listener is a necessary ingredient in a successful conversation. Listen attentively to others.
6. Be guided by courtesy and good taste. Don’t hesitate to say “Thank you, “Would you mind. . .”, “If you please “, “I’m sorry”, and other polite expression.
7. Adopt your speech or language to suit the occasion and the audience. Just as you might wear different kinds of clothings for different kinds of activities, you change your way of speaking to fit the different people you speak to.

2. Image that you are explaining to your mother why your teacher scolded you. Write down the conversation that would take place. Consider the pointers given to you earlier.

\_\_\_\_\_ : \_\_\_\_\_  
 \_\_\_\_\_ : \_\_\_\_\_  
 \_\_\_\_\_ : \_\_\_\_\_  
 \_\_\_\_\_ : \_\_\_\_\_  
 \_\_\_\_\_ : \_\_\_\_\_

3. Here are three situations for study. Write a conversation for each situation.

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Situation 1

\_\_\_\_\_ : \_\_\_\_\_  
 \_\_\_\_\_ : \_\_\_\_\_  
 \_\_\_\_\_ : \_\_\_\_\_

Situation 2

\_\_\_\_\_ : \_\_\_\_\_  
 \_\_\_\_\_ : \_\_\_\_\_  
 \_\_\_\_\_ : \_\_\_\_\_

Situation 3

\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_

In which situation does communicating take place instead of merely talking? Why?

Reading activities

1. Read the verse below. Interpret it and relate it your own experience.

***It's Very Lonely, Lord***

It's not that  
I'm unattractive  
I'm ugly.

Sandra was big  
With heavy shoulders  
And thick arms  
That seemed to sag  
In a heap

In fact  
She call her self. "The Heap"  
Her clothes seemed to  
Dislike her  
And slid everywhere.

When she laughed,  
her eyes closed  
and her whole body sang.

But at hours  
Sandra didn't laugh,  
Instead she felt the pains  
Of being fifteen.

**Norma C. Habel**

1. Who is Sandra? Describe her?

\_\_\_\_\_

2. Why didn't she laugh at home?

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3. Through all the seasons of the year in Sandra's life, What did she see? What particular emotion did it reveal?

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4. If you were in Sandra's shoes, what would you do?

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5. If you have personal encounters with persons like Sandra, how would you treat them?

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6. What positive insight have you a gained from reading the poem?

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### Reinforcement Exercises

Act out a situation:

1. a. You and some friends are planning a picnic together.  
You and your friends are planning a picnic with your teacher.
2. Your teacher scolded you for something you didn't do, and you are trying to explain this:
  - a. to a classmate
  - b. to the principal

Added Tips:

1. Closely examine each important idea. Ask yourself: Do I agree with the person's view or opinion? If I do, what must I say/ if I don't, how shall I to say?
2. Be courteous when expressing your reaction. Don't just say "The speaker is wrong." Say instead, "The speaker may be right but my observation are different. Show that you agree by saying "I agree" or "I think we have the same idea."





## Activities

### I. Elicitation

To communicate effectively, you often need to combine several statements into a single sentence, fitting thoughts together according to their relative information. You can do this either by coordination or by subordination.

Coordination is joining words, phrases and sentences of equal rank or importance with the use of coordinating conjunctions.

Study the following sentences.

1. I enjoy the beauty of nature and I learn lessons from them.
2. Nature is all around us, but many of us ignore it.
3. Nature can be an inspiration to man; however, it can also be a threat to him.
4. I am fascinated by the beauty of the sunset; so I make it a point watch it every now and then.

### II. Highlighting of Form

How were the ideas in the sentences above connected?

1. and in sentence 1 is a coordinating conjunction since it connects two clauses of equal rank.
2. But in sentence 2 is also a coordinating conjunction connecting two simple sentences with contrasting ideas.
3. However in sentence 3 is a conjunctive adverb connecting two simple sentences with contrasting ideas.
4. So in sentence 4 is a conjunctive adverb connecting a simple sentence to another simple sentence.

Two main clauses (simple sentences) linked by a conjunction adverb must be separated by a semi-color. If they are not separated by a semi-color, the result is a comma splice in which the words that must be separated by commas for clarity of thought are joined together.

## Key Points



A conjunction is a word used to connect words, phrases, or clauses in a sentence.

St. Peter and St. Paul suffered martyrdom. (words)

Sugar cane grows in the Philippines and in Hawaii. (phrases)

We are tired but we are not discouraged. (clauses)

Coordination is the process of joining two ideas of equal rank into one sentence.

A coordinator or coordinating conjunction is used to join the ideas.

Coordinators may communicate ideas of addition, contrast, choice, consequence or reason.

Sentences joined by coordinators are called compound sentences.

A comma (,) may or may not be used before a coordination, depending on the circumstances.

Coordinator	What it communicates
And (also, while)	An additional idea
Yet (but, still)	A contrasting idea
So (hence, therefore)	A conclusion
Or (nor)	An alternative or choice

### III. Practice

- A. Choose the coordinating conjunction or conjunctive adverb in parenthesis that accurately expresses the relationship between the two thoughts of each compound sentence. Write the answer on your paper.

Here are words that may be used as substitute.

- Instead of and to indicate addition: also, to in addition, likeness, further, as well as, moreover.
  - Instead of but to indicate contrary ideas : however, on the contrary, yet, still, nevertheless, through, notwithstanding, on the other hand, at the same time.
  - Instead of if to indicate condition: in the event that, provisionally, provided unless, in case.
- I love nature (and, or, but) I enjoy feasting on its beauties.
  - Nature is full of loveliness (and, or, but) some of us are indifferent to it.
  - I love to watch nature, (for, so, yet) it gives me inspiration.
  - Animals have their own sleeping habits (and, or, but) they are similar to humans in many various ways
  - Animal language may be in the form of songs and noises (and, or, but) it may be poses, scents and touch.
  - Miracles of nature surround us (and, or, but) we are fascinated by them.

7. Nature is beautiful; (however, furthermore, consequently) it is also a threat to man.
8. The weatherman announced fair weather; (thus, nevertheless, moreover) we had a stormy day.
9. Mt. Mayon is beautiful; (likewise, so however) it can be deadly.
10. Do you find nature inspiring (and, or, but) do you find it boring.

B. Add your own ideas to the following:

1. Young people in all barangays are encouraged to visit their community and (similar ideas) \_\_\_\_\_  
 but (contracting ideas) \_\_\_\_\_  
 if (condition) \_\_\_\_\_.
2. Participating in national building can be challenging  
 and \_\_\_\_\_  
 but \_\_\_\_\_  
 if \_\_\_\_\_.
3. Any new adventure can be inspiring  
 and \_\_\_\_\_  
 but \_\_\_\_\_  
 if \_\_\_\_\_.
4. Proposals for changes would benefit all  
 and \_\_\_\_\_  
 but \_\_\_\_\_  
 if \_\_\_\_\_.

### Activity 3 Post Grammar Activities

- A. Compose a dialogue for an informal encounter between you and peer or between you and any of your parents. Use the markers showing agreement and disagreement. Write at least five exchanges between the speakers.
- B. Fill in the blanks with the appropriate coordinator.
  1. Come with us \_\_\_\_\_ enjoy the sights.
  2. Shall we go ahead \_\_\_\_\_ shall we wait for them?
  3. Some like to be alone \_\_\_\_\_ others like to be with friends.
  4. Those flowers are beautiful \_\_\_\_\_ you are not allowed to pick them.
  5. Mother Nature is generous \_\_\_\_\_ man should be grateful.
  6. Illegal loggers have been warned \_\_\_\_\_ they continue violating the law.
  7. The sea breeze is medicinal, \_\_\_\_\_ he is advised to go to the seaside often.
  8. There are trees in our school grounds, \_\_\_\_\_ more birds songs are heard here.
  9. Miss Williams is a psychologist \_\_\_\_\_ she cares a lot about our environment.
  10. Our farmers should not use too much pesticide \_\_\_\_\_ many will die from poisoning.
- C. Form compound sentences by coordinating the ideas in column I with those in column II. Use the correct coordination.

I	I
1. There are those who help clean the ground	a. the birds are singing.
2. People prayed for rain	b. we are proud of it.
3. They wanted a bumper crop	c. The rains come.
4. It was harvest time	d. The rice plants would grow.
5. It's a cool sunny morning	e. The fields were yellow with golden grains.
6. The farmer rejoiced	f. The storm was over
7. The narra tree wears a crown of golden flowers	g. They got what they wanted.
8. our school ground is always clean	h. We smell its fragrance everywhere.
9. Students never throw piece of paper anywhere	i. They are also litterbugs.
10. The sun come out	j. They will be asked to sweep the grounds

D. Give an advice as a response to each statement.

1. I'm sleepy.  
Response: Go to bed early so you won't be late for classes tomorrow.
2. I can't read very well in these glasses.
3. We are going to the beach on Saturday.
4. I think I'm losing weight.
5. I always make mistakes in my Math homework.
6. I must buy that dress.
7. If nobody wants to come with me, I'll go swimming alone.
8. I can't read and speak English quite well.
9. Nilo needs our help.
10. The boys were fined for littering.

## Check Yourself



- B. 1. and  
2. or  
3. while  
4. but  
5. therefore

6. yet  
7. hence  
8. hence  
9. so  
10. or

- C. 1. I but  
2. d so  
3. g so  
4. e and  
5. a and

6. f for  
7. h and  
8. b so  
9. j or  
10. c yet

D. Answer may vary

2. Have your eyes checked so you can have new glasses.
3. Apply sun lotion or you might get sunburn.
4. Eat well or you may get too weak to move.
5. Be more careful so you could avoid mistakes.
6. Save some money so you could avoid buy that dress.
7. It isn't safe to go swimming alone so wait for a time when you will have company.
8. Practice reading aloud so you will get used to speaking well.
9. We are Nilo's friends so let's help him.
10. Littering is wrong, therefore the boys should really be fined.

# Literature



## I. Preview

A. Picture of a teacher in front of her class.



B. Study the picture above, then answer the questions below.

1. What is the teacher doing? How does she teach the class?

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2. How about the students, how do they show their understanding of the lesson?

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3. What word you use to name what the teacher is doing?

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4. Can you give a word to describe what the teacher and her students are doing when inside the classroom?

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## Activity 2 Writing

Combine the sentences in the following passages by using coordinating conjunctions or conjunctive adverbs and punctuation marks.

1. Perhaps there is not greater wonder on earth than the miracle of the sunshine. Sunlight touches a leaf. The silent mystery of photosynthesis begins to make the food we eat air we breaths. A sunbeam slants through the window. Flower petals slowly swing open. Particles of dust, previously invisible, suddenly dance a phantom ballet. The miracle of the sunbeam is at play.

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## Activity 1 Pre Writing

English is the language for global communication. We now realize how with the knowledge of English, communication with other people of the world become easier.

- A. Add your own ideas to the following:
  1. Young people in all barangays are encouraged to participate in community development.  
and \_\_\_\_\_  
but \_\_\_\_\_  
if \_\_\_\_\_
  2. Participating in nation building can be challenging  
and \_\_\_\_\_  
but \_\_\_\_\_  
if \_\_\_\_\_
  3. Any new adventure can be inspiring  
and \_\_\_\_\_  
but \_\_\_\_\_  
if \_\_\_\_\_
2. The world is full of wonders. Man has always been fascinated by them. There is the marvel of the butterfly. There is the mystery of the bees in their beehives. There is the incredible artistry of the spider's web. There is the baffling intelligence of the common monarch butterfly. No ones knows where their eggs are laid in the winter. No one knows where the pupae are developed.

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### Activity 3 Post Writing

## How Much Did You Learn



Combine the following sentences by supplying a coordinating conjunction.

1. The boys had been working in the garden for two hours. They were very tired.
2. The principal told them to rest for a while. They said they would finish their work before resting.
3. The girls wanted to help the boys. The work was too hard.
4. Lorie was absent for a week. She easily caught up with the class.
5. She is an honor student. She doesn't pay any tuition fee.
6. Her brother Lito does not study very hard. He gets good grades.
7. Their father wanted to transfer him to another school. Lito refused.
8. Astronauts are bold men. They are not afraid to go to the moon.
9. Their work is thrilling. It is dangerous.
10. They go up in space. They are not always sure of coming down.

## Check Yourself



1. The boys had been working in the garden for the two hours and they were very tired.
2. The principal told them to rest for a while but they said they would finish their work before resting.
3. The girls wanted to help the boys but the work was too hard.
4. Lories was absent for a week yet she easily caught up with the class.
5. She is an honor student therefore she doesn't pay any tuition fee.
6. Her brother Lito does study very hard and he gets good grade.
7. Their father wanted to transfer him to another school but Lito refused.
8. Astronauts are bold men, hence they are not afraid to go to the moon.
9. Their work is thrilling but is dangerous.
10. They go up in space yet they are not always sure of coming down.

### Your Score

- |                    |  |
|--------------------|--|
| 21 – 25 Excellent. | Keep up the good work!                             |
| 16 – 20 Very Good. | You're doing fine                                  |
| 11 –15 Good job.   | Go over the ones you missed                        |
| 6 – 10 Fair        | Try to do better next time.                        |
| 0 – 5 Needs help.  | Triple you effort                                  |
|                    | Ask the help of your brother or sister or a friend |



## **CONGRATULATIONS**

Good job! Now that you're done with the activities in this module, you're ready to move on to the next module. But first complete the Reflectionnaire at the end of this module. You may want to go over the parts you found most interesting, most challenging or most rewarding before moving on to the next module.

Module 2 will help you to become more proficient in using formal expressions in a parliamentary procedure and giving a persuasive talk.