

Module 1

People Who Make a Difference

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 LEARN 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 question. After working on the various module activities, you will take similar test.



ACTIVITIES consist 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 a specific icon. 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.



Literature is introduced by this icon.



A vocabulary activity is introduced by this icon.

KEY POINTS provides the key terms, concepts and generalization from this module.



Grammar lessons are clearly discussed in this part.



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



CHECK YOURSELF provides the answers to the exercises as well as the answers to **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 pictures. 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 you will learn? What do you think you will 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 on 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

There are countless men and women who made a man for themselves. They discovered some scientific breakthrough that benefited the whole of mankind. Letters gave up their lives in the name of freedom. Some espoused ideas that brought peace and understanding to nations that are in conflict.

In this module you will learn and study some men and women who made a difference in their lives. You will also learn how to use connectives to link ideas in sentences. Further, you will know how to prepare the correct format in a bibliography.



What You Are Expected To Learn

1. Listen for specific information
2. Arrive at the meaning of words through context clues
3. Write direct and implied details
4. Scan for specific information
5. Link ideas in a sentence using coordination and subordinating conjunctions
6. Infer character traits
7. Prepare a bibliography observing correct format, capitalization and punctuation

How Much Do You Know



- A. Get the meaning of each underlined words through context
1. Believing everything what one says makes Ted susceptible to lies.
 - a. yielding readily
 - b. resisting firmly
 - c. stating positively
 2. The total eradication of crime and violence will usher in peace and prosperity.
 - a. erasure
 - b. wiping out
 - c. erode
 3. In some schools today, sex is no longer a taboo subject that it used to be.
 - a. promoted
 - b. presented
 - c. prohibited
 4. My friend offered the beggar food and water to assuage, his hunger and thirst.
 - a. encourage
 - b. ease
 - c. assert
 5. Rice is the staple or in many Asian countries.
 - a. staple
 - b. favorite food
 - c. main food

B. Read the short paragraph and answer the questions that follow.

One day a man met a small boy trudging along, carrying his brother on his back. The man, seeing the boy's burden almost as big as himself asked if it was not too much for him. The boy replied in all childish sincerity: "Aw, he's not heavy; he's my brother."

6. What did the small boy carry on his back? _____
7. Why did the man ask if it was not too much for the boy to carry his brother?

8. Do you think the boy loved his brother very much?
 - a. Yes
 - b. No
 - c. does not say
9. Infer the character trait of the boy from this line "Aw he's not heavy; he's my brother"
 - a. loving
 - b. patient
 - c. foolish
 - d. proud

C. Fill in the blanks with the proper connectives: *and, yet, but, or, furthermore*

10. He really enjoys flying _____ he wants to reach higher levels of flying.
11. Other seagulls just watch him fly everyday _____ they patiently wait for him to go down.
12. He feels happy for his achievement _____ he can hardly wait to share it with others.
13. To be successful, you may decide to be different from others _____ you have to take the risk it will entail.
14. Jonathan gives in to his parents' wishes _____ he comes back to his old ways after a few days.

D. The following are entries in a bibliography. Rewrite them properly observing correct format.

1. Chicago Harper and Row 1973 Osofsky Howard J. and Jay Osofsky The Abortion Experience
2. Hospital Statistics Philippine Obstetrical and Gynecological Society 1995-1996

Listening

A. Pre-Listening Activity



Are you familiar with the pictures above? What information do you already know about her?

B. Listening Proper

You are going to listen to a paragraph about Mother Teresa. (Ask somebody to read the text for you)

As you listen try to find out specific details about her like the following

- a. Facts About Mother Teresa
- b. The Missionaries of Charity
- c. Her belief

LISTENING TEXT

Mother Teresa

One of the world's remarkable women is Mother Teresa of the Missionaries of Charity in Calcutta, India. She was born in Yugoslavia in 1910 and died in 1997. She became a novice in 1928 and for twenty years taught in a convent school in Calcutta. In 1984, she was permitted to live outside the convent and worked in the slums. In 1950, she founded the Missionaries of Charity, which aimed to help the poor, the sick and the dying. The mission has spread throughout the cities of India and in other countries like Ceylon, Rome, Tanzania and Valenzuela.

The Missionaries of Charity looks after schools and dispensaries. It takes care of unwanted babies. Mother Teresa she picks up unwanted babies from the streets or hospitals where their mothers have left them. Some unwanted babies are born of parents serving jail sentences.

This Charitable institution also picks up people dying on streets, old and young alike and treats them, putting them in place where they can die with someone looking after them.

The institution also helps those who are under its care. Mother Teresa goes begging for aid herself. Recognizing the enthusiasm, high state Indian ladies assisted her in her work.

Mother Teresa believes that there is something which science nor medicine could fill. Being unwanted, she believes, is the worst disease that man could ever experience. Unless there are willing hands to serve and loving hearts to love, this disease could never be cured.

C. While listening, you are going to answer the following questions

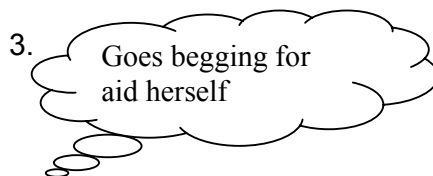
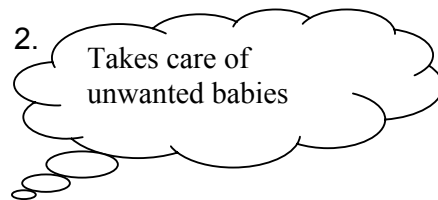
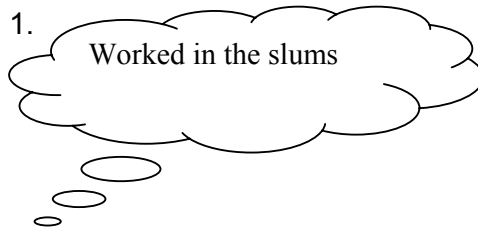
1. Where was she born? _____
2. What religious congregation was founded by her? _____
3. What was the aim or goal of the missionaries of charity?
To _____
4. In what way did she make a difference among the poor in India?

Speaking



A. Mind Map

What do you know about these phrases? Make a mind map and relate these to the life of Mother Teresa.



B. Say Aloud

Read the short poem below then recite it aloud to your friend.

Mother Teresa would go about caring
for the sick, the aged and the
abandoned, in her own quiet and
simple way.
Since most of the poor are barefooted, she
goes about barefooted too.
She feeds the hungry with whatever
donations she receives from
kindhearted souls.

C. Report Your Answers

Read again the same poem and answer these questions briefly. Report your answers to you teacher when you meet next time or ask your classmate to listen to your answers.

1. Why do you think Mother Teresa is also barefooted when she goes to the houses of the poor?
2. From whom does she get the money to feed the hungry?

Reading

A. Previewing the Text

1. Setting the Mood

You are about to read an interesting story of man who made a wonderful discovery that benefited all mankind.

2. Improving Your Word Power

Direction: Give the meaning of the underline words through context clues

- a. There is a man in Paris who knows more about hydrophobia than all the physicians in Europe.
- b. The culture of virus that he had made from the brains of rabid dogs had, when they had been weakened.
- c. This virus had been used to inject dogs that had already been bitten and these dogs had recovered.
- d. As the inoculations increased in virulence according to the pattern worked out in hundreds of experiments, he became more and more anxious.

B. Reading the selection

Read the selection, then answer the questions that follow

Louis Pasteur
Roger Burlingame

Near the town of Meissengot on Alsace, a nine-year old boy used to walk to school by a short cut off the main road. One day as he passed a patch of woods on this path, a dog rushed out, attacked him, and threw him on the ground. The boy covered his face with his hands while the dog bit him several times on his body and covered him with foam from its mouth. A bricklayer, working on a nearby house, heard the child's cries and came to the rescue. He beat the dog off and picked up the boy, who ran home to his parents and told them the frightening story.

Joseph Meister's parents made instant inquiries. Then they took little Joseph to Doctor Weber, their family physician, and asked his advice. The Doctor cauterized the wounds and told them, in effect. "This is all I can do. It is all that physician can do. But there is a man in Paris who is not a physician but knows more about rabies – or 'hydrophobia', as they call it—than all the physicians in Europe, take Joseph to him immediately. If anyone can save the boy, this chemist can do it."

Think and Answer

1. What happened to a nine-year old boy on his way to school?

2. What did Joseph Meister's parents do?

3. What did Doctor Weber advise the family do?

But when Madame Meister came with her boy to the laboratory of this chemist, Louis Pasteur shook his head. The culture of virus that he made from the brains of rabid dogs had, when they had been weakened or "attenuated" as he called it, been used to inoculate dogs that had already been bitten and these dogs had recovered. Again and again they had come back to perfect health. Pasteur was never satisfied with a few experiments; he must make a hundred before he would admit success. Now, he was sure that he could prevent the development of rabied dogs, provided he began his treatment in time and followed an exact procedure in his inoculations. But he had never inoculated a human being. Here, confronted by this desperate mother and her threatened boy, he was forced to the hardest decision of his life.

A less sensitive person would have been less disturbed. Many a physician – especially in those days when the medical profession was relatively in its infancy – would have regarded Joseph as just another patient who must take the consequences of his injury and its treatment. And a doctor who had been successful in so many experiments would hardly have hesitated.

Think and Answer:

4. What was the reaction of Louis Pasteur when Madame Meister came with her boy?

5. Do you think he could treat Joseph?

6. Why did Pasteur hesitate to treat the boy?

But to Louis Pasteur every human being is an individual and his life was precious. The thought that this woman was putting the destiny of her child in his hands was deeply troubling to him. If Joseph had been his own son, Pasteur could have felt no greater concern for him. The fact that, his sixty-fourth year, the name of Pasteur was a byword in every civilized country in the world never entered his mind as he contemplated on the boy before him. But, the story of Pasteur’s fame had been told to Madame Meister and her faith was absolute.

As he stood in the effect of his laboratory revolving the great question in his mind, the sound of dogs barking came from outside. More than two hundred dogs, sick and well, mad and sane, were in the laboratory of Louis Pasteur. The mad dogs were isolated and closely observed in every phase of their illness. In another section lived the healthy dogs; dogs who had been inoculated again and again with the new serum. The place also swarmed with other animals; rabbits, guinea pigs, hens and monkeys. Joseph Meister looked out the window at all these creatures in their pens and laughed at what he saw. Pasteur’s voice breaking the long silence called him back.

Think and Answer:

7. What forced Pasteur to make the hardest decision of his life?

8. Why do you think Pasteur’s laboratory consisted mostly of dogs?

“Yes, Madame Meister, I will do it. This won’t hurt you much, Joseph.” “But is that all?” said Joseph as Pasteur withdrew the syringe. “We have all this way for a little pin pick!”

“No Joseph, you will stay here for a while. I’ll give you a comfortable room to sleep in, and there’ll be a pin pick every day.”

So Joseph spent his days visiting and talking to the animals and sleeping a long, healthy sleep. As the inoculations increased in virulence according to the pattern worked out in hundreds of experiments, he became more and more anxious.

Pasteur (wrote his biographer who was also his son-in-law) was going through a succession of hopes, fears, and anguish an ardent yearning to snatch little Meister from death. He could no longer work. At night, feverish visions came to him of this child whom he had seen playing in the garden, suffocating in the in the mad struggles of hydrophobia. But his experimental genius assured him that hydrophobia was be vanquished, that humanity was about to be delivered from this dread horror – his human tenderness was stronger than all, his accustomed ready sympathy for the sufferings and anxieties of others was centered in “the dear land.”

And the end of the treatment came with Joseph still in perfect health; he went home at last to become famous as the first person in the world to be successfully inoculated against rabies after being bitten by a mad dog. From then on, men, women, and children came from all parts of Europe and even from America to take the treatment at the Institute Pasteur in Paris until our own day. There are branches of this institute now in nearly every city.

The discovery of a vaccine against rabies came as the climax of a long career of usefulness. But can we think of Pasteur as one of the “scientists behind the inventions?” We are inclined to think of an invention as something mechanical or electrical. Yet, the devices that have revolutionized medicine, surgery, and agriculture that have wiped out the diseases that crippled the silk industry, the brewing industry, the manufacture of wine and vinegar, and the raising of sheep, cattle, hogs and poultry are all true inventions. And the scientific discoveries of Louis Pasteur were behind all of these.

Think and Answer:

9. What kind of treatment did Pasteur perform on Joseph?

10. Did Pasteur experience feelings of fear and uncertainties? Cite some lines

11. Was Joseph cured of dog rabies? Support your answer.

12. What was the climax of Pasteur's long career of usefulness?

He grew in the village of Arbois in the Department of Franche-Comte, where his father, a veteran of Napoleon's army, owned a tannery. In his boyhood, his intellectual power seemed dominated by his emotions. In school he was far from the top of his classes, his marks were little better than average.

Perhaps one reason for this was his teacher's annoyance at the boy's constant interruptions. It is said that the science master, driven one day to exasperation, exclaimed, "Who is teaching this class. . . you or I? it is my province to ask questions, not yours!" But his loyalties to his family and from his earliest consciousness, to France were passionate. These retarded the progress of his education.

He wanted education – in Science and Mathematics especially – and wanted early in his adolescence, to become a teacher. The goal of his ambition was the Ecole Normale, the celebrated teachers' college of France. But when at fifteen, he went to Paris to a preparatory school for the great Ecole, his homesickness was so acute that he had to abandon his project and go back to Arbois. This was an early foreshadowing of the conflict that endured in Pasteur as long as he lived, between his affections – his urgent emotional sensibilities – and the hard inexorable work that deep scientific research demanded of him.

As he grew older, Science won out – at least over his almost pathological attachment to home. When he went again to Paris, he stayed. By this time the intense effort of his study was driving sentimental thoughts from his mind as long as books, chemicals, retorts, and a microscope were before him. Work became almost a part of his religions – work and the resolution that had overcome his nostalgia for home.

"To will is a great thing [he wrote to his sister] . . . for Action and Work usually follow Will, and almost always Work is accompanied by success. Those three things – Will, Work, Success – fill human existence."

Think and Answer:

13. Describe Pasteur as a little boy. What's his nationality?

14. What learning areas did he want to study in Paris? What course did he want to take up?

15. What do these lines imply? “his homesickness was so acute that he had to abandon his project and go back to his native village, Arbois.”

16. Was he able to overcome his longing for home?

17. How did the life of Louis Pasteur show his belief in what he wrote to his sister ---
“Will, Work, Success fill human existence”

18. In what way did Pasteur make a difference in our lives? If a scientist has any obligation to humanity what will it be?



Activity 1

The following sentences came from the selection “Louis Pasteur.” Study how the underlined words are used.

1. A bricklayer heard Joseph’s cries and came to the rescue.
2. Pasteur had inoculated dogs in the past but he had never inoculated human beings.
3. Inoculating Joseph would mean two things. Either Joseph would recover or would die from rabies.
4. Pasteur decided to take the risk on Joseph for his mother was putting the destiny of her child on his hands.
5. The boy covered his face with his hands while the dog bit him several times in his body.
6. As the boy was passing a patch of woods a dog rushed out to attack him.
7. Madame Meister took her son to Paris where Louis Pasteur lived.
8. The desperate mother entrusted the life of her son to Louis Pasteur though it was her first time to meet him.

Answer these questions

1. What do you call the underlined words?
2. What is their function in the sentence?

Study the following:

a. Connectives for coordination

for addition	→	and
for alternation	→	or
for contrast	→	but, nor
for cause	→	for
for correlation of	→	either... or, neither... nor...
two parallel elements	→	not only... but also (These always go in pairs.)

b. Connectives for subordination

for time	→	after, a long as, as often as, before, since, until, while
for place	→	where
for purpose	→	in order that, so that, that
for cause	→	as, because, inasmuch as, since
for condition or	→	although, even if, if, provided that
concession	→	provided that, though, whereas, while

Key Points



Connectives and transition devices are bridge for thought, both within and between sentences, paragraphs or larger units of writing. They help you give your spoken English and your writing smoother flow.

The most common connective is a conjunction. Conjunctions, which join together words, phrases or sentences of equal rank, are called coordinating conjunctions.

Activity 2

A. Combine the following sentences by using the coordinating conjunction in parenthesis.

1. Our barangay has enforced stricter laws on stray dogs.
They want everybody to obey them. (and)
2. Perla should receive an anti-rabies vaccine.
She dies because of rabies. (either... or)
3. Mr. Tan's neighbors couldn't sleep well at night.
They were disturbed by the dog's noise. (for)
4. They complained to the barangay.
Nothing was done about it. (but)
5. The dogs were noisy.
They were also allowed to roam the streets freely. (Not only... but also)
6. He must lock his dogs.
They are impounded. (or)
7. Ging has many dogs in her house.
She takes care of them all. (and)
8. Reemee has many dogs.
He cannot take care of them. (but)

B. Below is a list of some subordinating conjunctions. From the list, pick two different connectives that will logically connect each of the following pairs of sentences

in order that	so that, although
even if	provided that
as long as	since
inasmuch as	because

Example:

Justine buys dog food in the supermarket near their place. It is sold at a lower price there.

- a. Justine buys dog food in the supermarket near the place where it is sold at a lower price there.
- b. Justine buys dog food in the supermarket near their place because it is sold at a lower price there.

1. Ofel believes that children must have pets.
Taking care of pets will make them responsible.
2. Mel has trained his dog well.
He could leave the house without fear.
3. Fani's dog is very loyal to her.
She does not take care of her dog well.
4. Joy's mother allowed her to bring home the stray dog.
She personally takes care of them.
5. Dog food is expensive.
Ching trained her dog to eat rice and fish.

Activity 3

Choose the correct connective in each of the following sentences.

1. Jose Rizal's forceful pen aroused fear as well as hatred among the Spaniards during the Spanish regime. The great Filipino hero has long been gone, (and, but, or) his works live and have continued to influence the Filipino mind and soul.
2. When Romeo finds Juliet in the tomb of Capulets (and, but, or) thinks her dead, he makes a heart-breaking speech. This is a scene in William Shakespeare's tragic drama Romeo and Juliet.
3. A word can (either, neither) indicate an object (or, nor) suggest an emotional attitude toward it.
4. The Missionaries of Charity founded by Mother Teresa cared for the sick (and, but) also the dying.
5. Louis Pasteur was not a physician (and, but) he knew more about rabies.

Activity 4

Read this paragraph and pick out other connectors that signal additional information.

There are many ways of showing our love for our Creator. One way is by taking time out to visit him in church or any place of worship. Likewise, we show love for him by visiting the sick and those in prison. In addition, we can always pray to him, thanking him for all the blessings he has given us.

Writing



A. Pre-writing Activity

1. Study the entries given in each set. Observe the arrangement of names and punctuation marks used.

Books

- a. Single author
Mandino, Og. The Gift of Acabar. New York: Bantam Books, 1990.
- b. Two authors
Holtzclaw, Henry F., and Robinson, William R. General Chemistry.
USA: D.C Heath, 1990
- c. More than two authors
Lorenzo, Elizabeth L. et al. Communicate Effectively Through Literature. Makati: Basic Media Systems, Inc., 1993
- d. No author but with an editor
Weil, B.H., ed. Technical Editing. New York: Reinhold Publishing Corporation, 1990.

Activity 1

Take note of the bibliographical entries for periodicals. Compare entries for magazines and newspapers with those of books. What are your observations?

Periodicals

1. Magazine
McKinnon, Ian. "The Rare Woman."
Newsweek, New York: Tomes Printers
Pte. Ltd., Vol CXL, No. 20.
2. Newspapers Column
"Four Nations Keep Small Pox Virus," Inquirer LIBRE. Vol.1, No. 249.
November 6, 2002.

Question:

1. What punctuation marks are used to distinguish the title of an article from the name of the magazine?
2. What punctuation mark is used after the title of an article?
3. What punctuation mark is placed between the volume and the number of the periodical?
4. Give the arrangement of the name(s) of the author in the books.
5. What is placed after the name of an editor?
6. What punctuation mark separates the author's surname from his first name?
7. The author from the title?
8. What mark is used with the title of the book?
9. What punctuation mark is placed after the title of the book?

10. What punctuation mark separates-
- The place of publication from the publisher?
 - The publisher from the copyright date?

Key Points

1. Comma is used to separate the author's surname from his first name
2. Underline the title of the book
3. Period is placed after the title of the book
4. Colon is used to separate the place of publication from the publisher
5. A comma is placed between the volume and the number of the periodical

Activity 2

The following are entries in a bibliography. Rewrite them properly observing correct format.

1. Manila
Rex Bookstore, 1990
New Horizons in Learning English
Helen Ponce De Leon Ladera
Edna Montano-De la Cruz
Manila

3. Colliers Encyclopedia
"White Slavery"
1997 ed

2. "Don't Play God"
Vol. 2 – No. 48
Libre Inquirer
January 27, 2003

4. Asia Magazine, 26
Riddle B.
January 10, 1988
"Blood and Ballots"

Literature

A. Setting the Mood

What do you think could be the greatest sign of a person's love for another?
Read the selection and find out what that sign is.

B. Improving your word Power

Direction: Give the meaning of the underlined words through context clues.

1. To her, it was a call to serve especially the destitute in Calcutta.
2. The man looked so filthy but Mother Teresa offered to shake his hand.
3. Pope John Paul II was the most revered Roman Catholic Pope.
4. Delegates gave her a standing ovation three times. Their continuous clapping lasted for several minutes.
5. The President enjoins us to be vigilant against terrorists attacks.

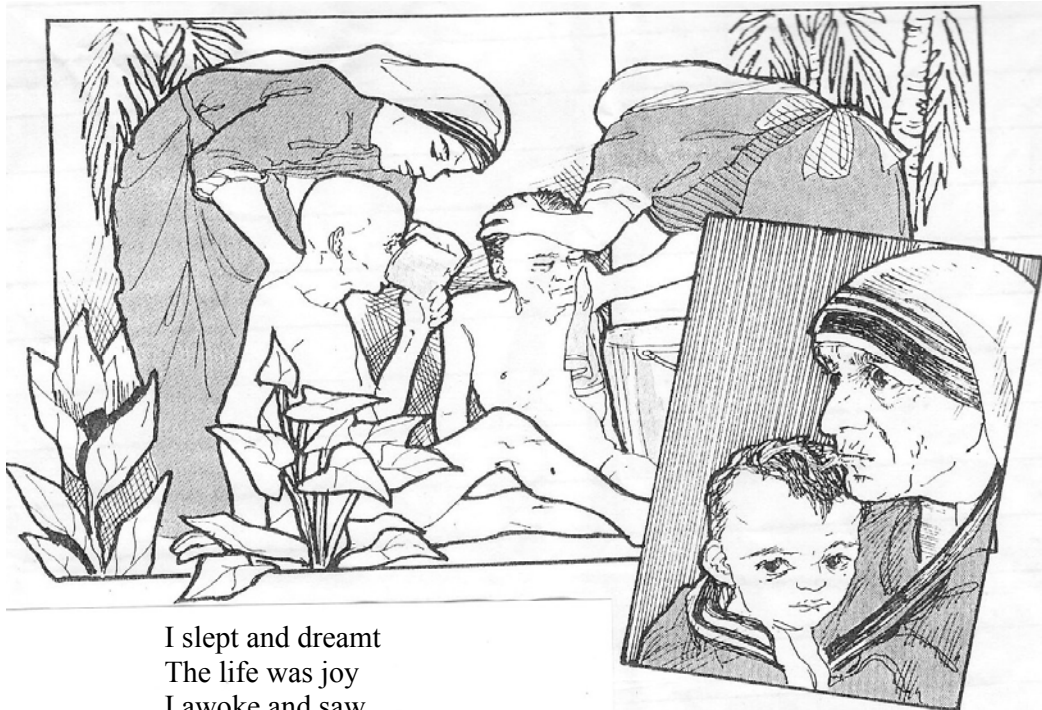
C. Reading the Selection

Mother Teresa – The Living Saint

Ethel Soliven – Timbol

Adapted from the Manila Bulletin. November 17, 1984

Once the great Bengal poet, Rabindranath Tagore of Calcutta, wrote:



I slept and dreamt
The life was joy
I awoke and saw
That life was duty
I acted and behold
Duty was joy.

This in essence reveals how the tiny gray-eyed French Roman Catholic nun, Mother Teresa, looks upon life. To her, expressing love is putting it into living action by attending to the needs of the “poorest of the poor.”

Even at the age of 12, she wanted to be a missionary – to go out and give the love of Christ. However, it was only in September 1946 that she heard a call from God. She described it as a “call within a call” because at that time she was already a nun. To her it was a call to serve especially the destitute in Calcutta – the skin-and-bone starving, the leprous, and the dying.

In Calcutta she and her followers gathered the dying from the streets so that they may pass away in peace among friends. They searched for abandoned newborn babies in garbage heaps and nursed them back to health. They washed and fed the sick and gave temporary shelter to the homeless and jobless- the rejects of society, not only in India but in the Philippines and other parts of the world as well.

Mother Teresa puts in about eighteen hours a day caring for the unfortunate, the only people who have never known or have forgotten how it is to be loved, and share with them the joy of loving. And this would say. “After all God created us all in His image- you, me, that hungry child, that beggar on the street, that alcoholic, the drug addict, that dying man.” She enjoins us to open our eyes to them and share with them the joy of loving. She requests us to put love into living action by giving and sharing. For Jesus said, ”Whatever you do to the least of my brethren you do it also to me.”

To her, hunger is not only a need for bread but a hunger for love: to be homeless means not only needing a roof over your head but to be with loved ones: to be naked means not only a need for clothing but the loss of human dignity’

When Mother Teresa, a Nobel Prize winner for peace, came to the Philippines in 1984 during the Rotary International Asian Regional Conference at the Philippine International Convention Center, her message was that of peace through love. And this comes from her favorite verses in the Bible on how “God so loved the world that He gave His Only Begotten Son” for man’s salvation. She said, “Jesus spent His time on earth teaching us how to love just as God loved us.” It is something we can learn to do by starting with small things – like a smile or even a handshake.

And speaking of the handshake she recalled a beggar she encountered in London. The man looked so filthy and lonely that when she went to shake his hand the beggar exclaimed, “At last after a long time, I feel the warmth of a human hand!”

What the world really needs now, more than ever before, is love but it must be a love expressed in living action.

During this conference, Mother Teresa appealed to Rotarians to save the “unborn child” a mother chooses to reject. She said, ”thousands of little ones are being murdered because they have no voice.” She, therefore. pleaded to the Rotarians to help in giving them a chance to live and be loved. She also advised parents to teach their children to pray and to pray with them for family that prays together. “When there is peace in the home,” she said, “there will be peace in the world.” Touched by the message of the world’s revered living saint, the over a thousand delegates at the PICC Plenary Hall gave her a standing ovation three times. And this recipient of several world honors and awards responded with bowed head and prayerful gesture.

Such is the life of this over 78-years-old saint – to whom “Life is duty and duty, joy!”

D. Understanding the selection

1. When did Mother Teresa start her missionary work? Why?

2. How does she describe the “call”?

3. To Mother Teresa who are the hungry? The homeless? The naked?

4. What does she enjoin us to do with them? Why?

5. What was Mother Teresa’s message when she spoke during The Rotary International Asian Regional Conference held at the Philippine International Convention Center in 1984?

6. What advice did she give the Rotarians during the conference? The parents?

7. Why Mother Teresa called a living saint?

How Much Did You Learn



A. Get the meaning of the underlined word in each sentence through context.

1. The young terrorist viewed. The young soldier’s body whom they had ambushed.
2. What her mother earns as a vendor is too meager to support their family.
3. Deeply touched by the soldiers letter, he felt an upheaval.

4. The battered bus pulled up at the curb outside.
5. This was only a part of the whole land of unspoiled, forests, where every stream ran pure.

- C. Read the selection then answer the questions by noting direct and implied details.

Birds engage in definite forms of courtships during the mating season. Occasionally, it is the female who does it. Sometimes, however, both sexes play almost equal part in courtship ritual.

Prairie chickens gather on their communal dancing grounds during the mating season. The males strut about, they dance vigorously, producing a series of booming sounds as they inflate their neck pouches at the same time, they spread out their tail feathers and extend. Their pointed head feathers.

The great bird of paradise sways from one side to the other, with the flank of plumes raised behind the wings. At the end of the display, the plumes are erected to their fullest extent.

The male tern, a sea bird related to the sea gull, presents a fish to a courtship gesture. If the fish accepts the fish, the male knows he has been accepted as a suitor. He then prepares the nest by making a hole in the sand.

6. The “courtship” season among birds is
 - a. planned
 - b. instinctive
 - c. artificially individual
7. Who generally makes the first move during- The courtship period?
 - a. the female
 - b. the male
 - c. any of the two
8. Where do the courtship activities of prairie chickens take place?
 - a. in their communal dancing ground
 - b. in their roosting places
 - c. in their feeding grounds
9. What does the male tern do after he has been accepted as a suitor?
 - d. He pecks the female bird endearingly
 - e. He flips his wings joyously
 - f. He prepares the nest by making a hole in the sand
10. While not directly stated, it is implied in the selection that
 - the male tern is a tropical bird
 - birds engage in definite forms of courtship ritual anytime of the year
 - sometimes, both sexes play almost equal roles in the courtship ritual

C. Fill in the blanks with the proper connectives

11. I love nature (and, or, but) I enjoy feasting on its beauties.
12. Nature is full of loneliness (and, or, but) some of us are indifferent to it.
13. I loved to watch nature,(for, so, yet) at gives me inspiration.
14. Animals have their own sleeping habits (and, or, but) in various ways they are similar to humans.
15. Nature is beautiful ; (however, furthermore, consequently,) it is also a threat to man.
16. Mt. Mayon is beautiful; (likewise, so, however) it can be dearly.

D. The following are jumbled entries in a bibliography. Rewrite them properly observing correct format.

17.

New York
The modern library, 1951
The Red Bridge of Courage
Stephen Crane

19.

Phil. Panorama
Feb. 7,2006 p.6
Twilight of the Clans
Jamil Maidar Flores

18.

New Directors 1950
Norfolk Corn.
Russell, Peter ed.
An Examination of
Ezra Pound

20.

Manila Bulletin
Feb.28,2003 col.5
pp. 1 and 15
Santiago Bans Solicitation

Check yourself



How Much Do You Know

A.

1. a
2. wiping out
3. prohibited
4. to ease
5. main food

B.

6. his brother
7. he is as big as the small boy
8. a
9. a

C.

10. and
11. and
12. but
13. furthermore
14. but

D.

1. Osofsky Howard J. and Jay Osofsky. The Abortion Experience. Harper and Ron 1973
2. Philippine Obstetrical and Gynecological Society. Hospital Statistics: 1995-1996.

Listening



C.

1. Yugoslavia
2. Missionaries of Charity
3. to help the poor, the sick and the dying
4. Mother Teresa devoted her time and energy to help the poorest of the poor in India

Speaking



A. Mind Map

1. Kind
2. patient
3. selfless

B.

1. Because most of the poor are also barefooted
2. Donation from kindhearted souls

Reading



A. 2. Improving Your Word Power

- a. rabies
- b. weakened
- c. inject
- d. harm

B. Think and Answer

1. He was attacked by a dog.
2. They took him to Doctor Weber, their family physician.
3. Dr. Weber advised them to bring him to Pasteur who was not a physician but who knew more about rabies.
4. Louis Pasteur shook his head
5. no
6. Because he had treated only dogs but not human beings.
7. He was confronted by the desperate mother and the plight of the boy
8. He conducted his experiments mostly on dogs.
9. Pasteur did pin prick every day on the boy
10. Yes.
“Pasteur was going through a succession of hopes, fears, and anguish, an ardent yearning to snatch the boy from death.”
“At night feverish vision came to him of this child.”
11. Yes, Joseph was cured. He was in perfect health; he went home to become famous as the first person in the world to be successfully inoculated against rabies after being bitten by a mad dog
12. The discovery of vaccine against rabies
13. He was an emotional boy. He's French
14. Science and Mathematics. He wanted to take up Education
15. He was too emotional
16. Yes
17. His strong will and determination to work became almost a part of his religion.
18. He was able to discover the vaccine against rabies without which mankind up to this day would die after bitten by dogs. So, a scientist has an obligation to help alleviate suffering through his inventions and discoveries

Grammar



Activity 1

1. connectives
2. join or link ideas in a sentence

Activity 2

A.

1. Our barangay has enforced stricter laws on stray dogs and want everybody to obey them.
2. Fither Perla should receive an anti – rabies vaccine or dies because of rabies.M
3. Mr. Tan’s neighbors couldn’t sleep well at night for they were disturbed by the dog’s noise.
4. They complained to the barangay but nothing was done about it.
5. The dogs were not only noisy, but they were also allowed to room he streets freely.
6. He must lock his dogs or they are impounded.
7. Ging has many pet dogs in her house and takes care of them all.
8. Reemee has many dogs but cannot take care of them.

B –

1. because, since
2. so that, that
3. although, even if
4. as long as, provided that
5. In as much as dog food is expensive
Because dog food is expensive

Activity 3

1. but
2. and
3. either, or
4. and
5. but

Activity 4

Likewise, in addition

Writing



Activity 1

1. open and close quotation marks
2. period
3. comma
4. author, title of the book, Place of Publication, Publisher date of publication
5. comma
6. comma
7. underline

8. period
9. color, comma

Activity 2

1. Ladera Ponde de Leon Helen et al. Now Horizons in Learning English. Manila; Rex Bookstore, 1990
2. "Don't Play God". Libre Inquirer. Vol 2, No. 48. January 27, 2003
3. "White Slavery." Colliers Encyclopedia 1997. ed.
4. "Blood and Ballots." Asia Magazine, 26 Riddle B. January 10, 1988.

Literature



B. Improving your word power

1. poor
2. dirty
3. honored
4. continues
5. instructs

D.

1. At the age of 12. To go out and give the love of Christ
2. She described it as call within a call" because at that time she was already a nun
3. hunger is not only a need for bread but a hunger for love; to be homeless not only needing a roof over your head but to be with loved ones; to be naked means not only a need for clothing but the loss of human dignity
4. She enjoins us to open our eyes to them and share with them, the joy of loving.
5. Her message was that of peace through love
6. She pleaded with the Rotarians to help the children in giving them a chance to live and be loved. And to the parents to teach their children to pray and to pray with them.
7. Mother Teresa is called a living saint because she spent and dedicated her life helping the poor, the destitute. She was so selfless in her missionary work although she encountered difficulties and sufferings.

How Much Did You Learn



A.

1. Killed
2. small
3. internal turmoil
4. old
5. unharmed

B.

- 6. b
- 7. a
- 8. a
- 9. c
- 10. c

C.

- 11. and
- 12. but
- 13. for
- 14. and
- 15. however
- 16. however

D.

- 17. Crane, Stephen. *The Red Badge of Courage*. New York: The Modern Library, 1951
- 18. Russel, Peter. ed. *An Examination of Ezra Pound*. Norfolk, Conn: New Direction, 1950
- 19. Jamil Maidar Flores, "Twilight of the Clans," *Philippine Panorama* (February 7, 2006), p. e
- 20. "Santiago Bans Solicitations," *Manila Bulletin* (February 28, 2003) Col. 5, pp. 1 and 15