

## Module 2 Earth-Shaking Events

### 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 consists of the lists of 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 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 language 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 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 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*

You have seen on television and have read in magazines and newspapers several earth-shaking events that happened in some parts of the world. Could you still remember the bombing of the Twin Towers in New York and Hurricane Katrina? And in our country, the landslide in Southern Leyte? These events have brought misery to countless people. In this module you will know some more of such earth-shaking events. You will learn how to use correct expressions in giving opinions and reactions. Likewise, this module will also help you how to summarize a news story.

## What You Are Expected To Learn



1. Listen to determine feeling/ reactions
2. Express one's opinions/reactions on a given topic.
3. Determine the correct word of a given meaning
4. Summarize a news story
5. Determine and write good topics for research
6. Analyze how the environment influences a person's character and actions

## How Much Do You Know



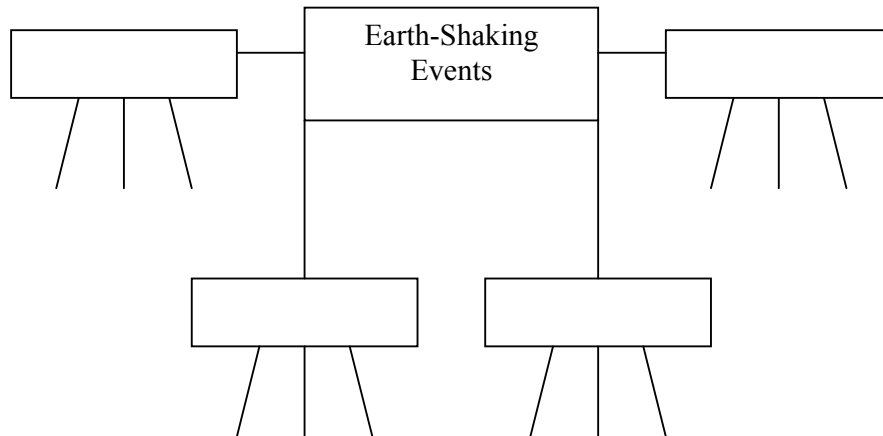
- A. Write the correct word for the given meaning in each of the following phrase.
- \_\_\_\_\_ 1. one who lives in the mountain
  - \_\_\_\_\_ 2. a land area found below the mountains
  - \_\_\_\_\_ 3. a violent tropical cyclonic storm
  - \_\_\_\_\_ 4. electrical discharge from the atmosphere
  - \_\_\_\_\_ 5. state of fear and submission to it
- B. Write (+) if the following expressions are used in giving opinions (reactions and (-) if they are not
- \_\_\_\_\_ 6. I think so
  - \_\_\_\_\_ 7. Yes it is.
  - \_\_\_\_\_ 8. I wonder if.
  - \_\_\_\_\_ 9. I agree
  - \_\_\_\_\_ 10. Never heard
  - \_\_\_\_\_ 11. I don't know.
- C. Write P if the feeling expressed is positive; N if it is negative
- \_\_\_\_\_ 12. I was so angry.
  - \_\_\_\_\_ 13. I got excited with the news.
  - \_\_\_\_\_ 14. My mission is accomplished.
  - \_\_\_\_\_ 15. He cried when he lost his money
  - \_\_\_\_\_ 16. I jumped for joy when I passed the interview.
- D. Choose the most appropriate word inside the parentheses
- \_\_\_\_\_ 17. The essay is written in prose form. (It, They) is either formal or informal.
  - \_\_\_\_\_ 18. The topics discussed in the open forum were irrelevant. (They, It) failed to convince the participants.
  - \_\_\_\_\_ 19. His parents scolded him for being late because (they, I) were worried about his safety.
  - \_\_\_\_\_ 20. The honest taxi driver returned the bag containing a big amount of money. (He, We) should be rewarded for his honesty.

# Listening



## A. Pre-Listening Task

Ask yourself, “What is meant by earth-shaking events? Do you have something in mind? Now come up with a word web



(Ask or request your friend/ classmate to check your answers)

You are about to listen to an interview. While listening, be able to answer the following questions

1. What earth-shaking events took place on Sept 11, 2001?
2. Who was believed to have done it?
3. How did people all over the world react to this earth-shaking event?

The listening text will be read to you by your friend; or any relative the first time. Just listen, the text will be read again. Take note of the grid and its contents.

Listen to the interview again to fill in the grid with the feelings/reactions of each interviewee. Check under the appropriate column whether the speaker is in favor of or against getting back at the terrorists

SPEAKER	FEELINGS/REACTION	SHOULD GET BACK AT THE TERRORISTS	SHOULD NOT GET BACK AT THE TERRORISTS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

## Speaking

Express your reactions/opinions to the following topics:

- a. The government stand on acts of terrorism committed by the MILF against the Armed Forces
- b. The killing of some media personalities
- c. The lifting of the death penalty by President Arroyo to life imprisonment.

## Key Points

The following expressions are used in giving reactions/opinions:

I think I should...

I agree/ disagree...

In my opinion...

I believe that...

## Reading

### A. Pre- reading Activity

Motivation: What earth-shaking event took place last February 3, 2003 in the United States?

What space travel disaster did the US have recently?

### B. Vocabulary Development

#### Activity 1 Word Search

Hidden among the letters in the graphics below are six words which are found in the selection. Copy each of these words on your paper as you find them. Their meanings are given below. Enclose in a rectangular graphic every word that you find.

A  
S  
T  
R  
O  
N  
A  
U  
T

A	E	C	D	W	T	R	O	P	N	O
B	E	D	S	T	H	Q	R	C	O	U
D	S	P	A	C	E	C	R	A	F	T
R	A	G	G	E	R	V	Y	S	L	E
A	P	O	D	R	M	I	P	T	V	R
B	A	A	S	N	A	S	A	R	U	S
M	I	S	S	I	L	E	R	O	R	P
I	N	E	P	G	L	A	M	N	P	A
L	L	N	I	H	I	L	S	A	O	C
A	E	T	L	T	P	E	T	U	L	E
N	S	S	L	D	T	D	E	T	I	B

1. Space beyond the extreme lines of the earth’s atmosphere
2. A vehicle designed for research, exploration of travel in outer space
3. Hot or warm
4. One who travels in space
5. A guided object discharged to a specific location
6. National Aeronautics and Space Administration

**C. Reading Proper**

**Fiery End for Shuttle**

The deaths of shuttle commander Rick Husband, Michael Anderson, David Brown, Kalpana Chawla, Laurel Clark, William McCool and Lian Ramon brought renewed grief to the Americans, already anxious about terrorism in the wake of Sept. 11 and the looming war against Iraq.

The tragedy struck almost 17 years to the day when the Challenger space shuttle exploded on Jan, 28, 1986, killing all seven aboard.



NASA appointed an independent commission to investigate, but officials made clear that there was no sign of terrorism—the shuttle was out of range of any surface- to-missile, they said.

The age of the Columbia, NASA’s oldest shuttle launched in 1981, was cited as a cause of concern. It was on its 28<sup>th</sup> mission, and reports emerged yesterday that NASA had considered retiring it in 2001.

Problems during re-entry seemed the most likely cause for the tragedy. Take off and re-entry into earth’s atmosphere are the most dangerous parts of a space mission. But in 42 years of US manned space flight, there had never been an accident during a descent or landing.

The initial focus of investigation has turned to a piece of insulating foam on the shuttle’s external fuel tank, which became loose shortly after lift-off on Jan. 16 and was believed to have hit the left wing of the shuttle. NASA officials judged then that the damage was minor and had not affected the spacecraft’s critical heat shield.

**Think and Answer**

1. How many were on board the Challenger space shuttle?

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2. When did the tragedy happen?

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3. What does NASA stand for?

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4. What are the most dangerous parts of a mission?

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5. What is the most likely cause for the tragedy?

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The shuttle has more than 20,000 thermal tiles made of a carbon composite. Loose, damaged or missing tiles can alter the aircraft's aerodynamics and allow heat to warp or melt its aluminum frame. This could cause nearby tiles to peel off in a chain reaction.

Too many tiles lost in critical spots give rise to overheating.

In Columbia's case, the shuttle broke up while being exposed to maximum heat of 1,648 degree Celsius on the edge of its wings while traveling at 18 times the speed of sound.

Television footage showed a bright light followed by white smoke plums streaking diagonally across the clear sky. Debris appeared to break off into separate balls of light as it continued downward.

Here is NASA's account of what happened 16 minutes before touchdown.

**8:08 a.m. Saturday**

(9:08 pm Philippine time, Saturday)

NASA Mission Control in Houston gives the Columbia Space Shuttle the OK to come home. Mission Commander Rick Husband acknowledges the message.

**8:56 a.m.**

First hint of trouble: Mission Control engineers notice that temperature sensors in the shuttle's left wing are no longer sending data.

**8:56 a.m.**

Now, no signals from temperature sensors in the left main landing gear. Houston sends an electronic screen message to the crew and the message is acknowledged. Houston continues routine landing reports, noting that the shuttle is crossing the New Mexico-Texas border at an altitude of more than 60 km and speed of 21,000km. There is a muffled blurt on the radio from the crew. Then, nothing.

**8:59 a.m.**

Houston calls the crew: "Columbia, Houston. We see your high pressure messages and we did not copy your last." Commander Husband: "Roger, uh, buh..." His last message is not finished.

**9 a.m.**

"That was when we lost all vehicle data. That's when we began to know that we had a bad day," said Milt Heflin, chief flight director.

**9:06 a.m.**

Over Texas: Eyewitnesses hear deafening booms and see flaming pieces of metals shooting through the blue sky.

**9:16 a.m.**

At the Florida landing strip: No sign of the Columbia.

Think and Answer

6. Describe the composition of the shuttle.

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7. What happened to the Columbia space shuttle?

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8. What are the possible causes of the accident? What are its effects? Fill in the grid below with these causes and effects.

CAUSES	EFFECTS
a. _____ _____ _____ b. _____ _____ _____	a. _____ _____ _____ b. _____ _____ _____

9. Based on NASA's account of what happened 16 minutes before touchdown, what do you think were the causes of the tragedy?

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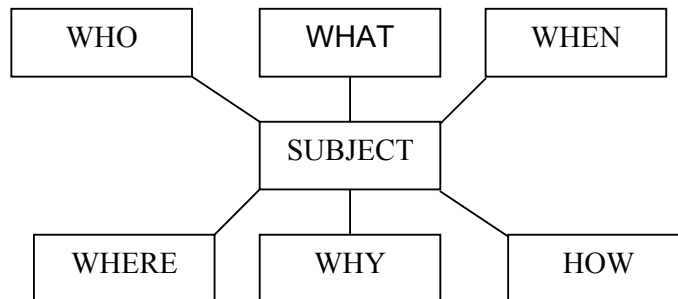


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D. Summarize the news story by answering the 5 W's and H from the organizer below




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# Grammar



## Activity 1: Presentation of the target structure

### Elicitation Stage

Compare the pair of sentences below to observe consistency in point of view.

Inconsistent: I watched in disbelief the shocking images on television of the Space Shuttle Columbia accident and a person cannot help but sympathize with the astronauts. (Shift from 1 to a third person).

Consistent: I watched in disbelief the shocking images on television of the Space Shuttle Columbia accident and I cannot help but sympathize with the astronauts.

1. How can you avoid awkward and confusing structures in sentences and paragraphs?
2. What changes did you notice from the 1<sup>st</sup> to the 2<sup>nd</sup> sentences?



## Key Points

To avoid awkward and confusing structures in sentences and paragraphs, observe consistency in point of view. Do not shift unnecessarily from 1<sup>st</sup> to 2<sup>nd</sup> to 3<sup>rd</sup> person.

## Activity 2

Choose the most appropriate word inside the parentheses.

1. The United States was plunged into another day of mourning for the loss of Columbia. However, (it, we) will continue with the search for the answers for the disintegration of the space shuttle.
2. I saw it coming across the sky bright and shiny. (I, We) thought it was the sun shining off an airplane.
3. World leaders telephoned Pres. Bush to express their sympathies. (We, They) urged him not to let up its quest to explore space.
4. U.S. government should not be discouraged to continue its space exploration. (You, It) should continue to journey into space.
5. The astronauts did not die in vain. (We, They) should be honored for what they had done.

### Activity 3

Complete the following statements logically. Observe consistency in point of view.

1. I believe that the tragedy struck for a reason but \_\_\_\_\_.
2. I don't think that the terrorists had anything to do with the tragedy because \_\_\_\_\_.
3. An astronaut had to undergo rigid training before he is sent to outer space, otherwise \_\_\_\_\_.
4. India paid homage to Kalpra Chawla for \_\_\_\_\_.
5. U.S. government will never give up searching for the answers to the tragedy until \_\_\_\_\_.

### Activity 4

Reports said that NASA had considered retiring Columbia in 2001. Could the tragedy be prevented if Columbia, NASA's oldest shuttle was not allowed to explore the outer space? Give your opinion. Observe consistency in point of view.

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#### A. Pre-Writing Activity

When you choose a topic for research, you have to read several references. You include these references in your bibliography. In Module 1, you learned how to write the correct format in a bibliography. This activity will allow you to recall the lesson.

#### ACTIVITY 1

Write the following references as correct bibliography entries

- a. Article: Can Love Career Go Together?  
Source: Mod Magazine  
Date: February 13, 1988  
Volume: XXV  
Page: 15-18

- b. Book: A Complete Course in Freshmen English  
 Author: Harry Shaw  
 Publisher: Harper and row Publishers  
 Date: 1990  
 Place: New York
- c. Book: Science and Technology Chemistry Book for Third Year  
 Author: Amelia P. Mapa, Trinidad Fidelino, Lilia Rabago  
 Publisher: SD Publications, Inc.  
 Date: 1999  
 Place: Metro Manila
- d. Article: The Great Wall of China  
 Source: The World Book Encyclopedia  
 Date: 1990 ed.
- e. Article: Landscaping Ideas and Mouthwatering Varieties  
 Author: Maria Cristina Angeles  
 Source: Malaya  
 Date: January 28, 2003  
 Volume: XXII No. 2  
 Page: 20

**ACTIVITY 2** Choosing a Topic

1. What are the things that you would consider in choosing a topic for research?
2. What subjects should be avoided?

**ACTIVITY 3** Study the grid. Then answer the questions found below.

<b>VERY BROAD</b>	<b>BROAD</b>	<b>NARROW</b>
War	Middle East War	The Effects of Middle East War on the Filipino Overseas Contract Workers
Tragedy	The Tragic Diana	The Mystery behind the Tragic Death of Princess Diana
Space Tragedy	Columbia Space Tragedy	Columbia Space Tragedy: Its Effects on the United states

1. How were the topics narrowed down?
2. What information was added to make the topics more specific?

## B. Writing Proper

Below are suggested topics which are broad in scope. Narrow down or limit each. Then choose one you like most to be developed into a research paper. The first one is done for you.

BROAD	NARROWED
1. On Fatal Diseases	Aids is a fatal disease
2. The hazards of Using Fertilizers	
3. Dropouts in Secondary Schools	
4. Cell phones	
5. Computers	

*Literature*



### A. Previewing the text

“The Flood” a, chapter from “Without Seeing The Dawn” is considered to be the best story written by its author. It gives an idea of how a dirty farmer like Carding had to battle against unkind nature.

#### 1. Improving Your Word Power

Direction. Match the meaning of the words in COL.A with those in COL.B. Write only the letters.

COL.A

- \_\_\_ 1. dotard
- \_\_\_ 2. beast
- \_\_\_ 3. disaster
- \_\_\_ 4. tethered
- \_\_\_ 5. doomed
- \_\_\_ 6. turbulent
- \_\_\_ 7. rippled

COL.B

- a. animal
- b. illness
- c. tied
- d. old man
- e. trembled
- f. violent
- g. destined

## B. Reading of The Selection

### THE FLOOD (Excerpt from Without Seeing The Dawn)

The mountaineer spoke the flood, such as one would drown, the whole wide lowlands, carry away houses and crops and suck in all living things, man and beast and fowl, in its angry swell. He spoke with the low, hushed voiced and manner of the muscular young mountain man which awed and frightened his hearers, and they glanced uneasily at the field of ripening grain.

It was Carding who had seen the mountaineers first. Carding was sitting on the chair which faced the west and that was where the trail which came from the mountain lay. And even at the distance, he knew that it was Caldong, because who among the dirty, smelly mountaineers who came down to the lowland to purchase salted fish on market day had Caldong's height, his proud, haughty bearing and his incredibly long strides?

But Carding did not say at once, "What bring Caldong to the lowlands when it is not yet market day?" because Manong Tinoy was speaking.

Manong Tinoy said, "If I were to guess, I would say that the price paid for the representative's lands will go into his election campaign fund. I do not blame him, however, they are very funny class of people, anyway. Some of them spend all their money and sell all their land and other property in an effort to get elected to a public officer, and the salary does not always recompense their expenses. Sometimes they do not even get elected. To my way of thinking, people who want to be politicians, except those who are so rich they need not count their expenses or so poor that they do not have a centavo to lose, anyway, are brainless as a mudfish."

"It may be as you say it is," Carding said listlessly, "but what I am worried about is how we can make a living after harvest."

"Don't let that worry you," Manong Tinoy cheered him. "A young fellow who is hardworking like you should not find it hard to work as tenant for some land lord. Aye, in no time at all you will find work to do."

Carding had heard that before. And, indeed, he had found work. Giving up the work in the city had not been so hard. Money came easily to him, it was true. But nothing tied him to his work. Working in the field was different. There was a bond between him and the soil. And when he looked back to his little paradise of rolling hills and deep dark fields which had been his for such a short time, he felt hurt. Of course, he would find work.

"I hope what you say is true, Manong," he said. "I am glad that I shall have one good harvest."

"Yes," said Manong Tinoy, gazing fondly at the rice fields. "This year's crop will be one of the best in many years."



The mountaineer's long strides had brought him almost beneath the window. As usual with mountain people, he had no clothes on except for a red G-string. Caldong was young and slit-eyed with high cheekbones. But he was taller than most of them; he had an enormous chest, powerful arms, and long thighs that rippled with muscles.

"Hoy, Caldong," Carding called out, "what bring you here to the lowlands? It is not Tuesday yet."

"Aye, 'Nong Carding, that I know," the mountaineers responded, "But it is not to the market that that I am going. I come to bring fearful news."

"Ha, what it is?" broke in Manong Tinoy, sticking his head out of the window.

"You are there Manong Tinoy?" said Caldong in the high-pitched chatter of the mountain folk. "It is you I am looking for because you are the headman of the nearest lowland village."

"Come up, Caldong," said Manong Tinoy, "and tell as all."

The mountaineer came up, squatted on the floor and began his tale.

"Do you remember Bensay and his wife, Tolya, Manong Tinoy?"

"Yes, they often come down to the lowlands with you on market day."

"And Bongsod, Manong Tinoy?"

"Yes, yes. Isn't he the toothless old man who you told me lives alone and is already a dotard because he wants to chase the pretty girl of the village around the anthill? Why?"

"They are all dead," said Caldong sadly.

Manong Tinoy shook his head. "That is too bad," he said, clocking his tongue to show his sympathy. "But did you come down just to tell us that?"

"No, Manong Tinoy," said Caldong. "The evil spirit that lived in the mountain became angry. They pushed down the mountainside and Tolya and Bantay and Bongsod were buried underneath."

Manong Tinoy stood up. "Come," he said the mountaineer. "I will give a ganta of the rice to the children of Bantay and Tolya."

"But that is not all, Manong Tinoy," said Caldong.

It was then that he spoke of the water and of dam. "I climbed to the highest mountain top and what did I see? The river does not flow big now because the mountain side has fallen and blocked the river. Behind the dam, the water has risen until the topmost branches of the tallest trees on the mountain side cannot be seen anymore. So that headman of our village said to me: "Go, because you are the fastest.

Go and tell our brothers of the lowlands of the danger. Tell them to run to the hills while there is yet time. So here I am.”

His story finished, Caldong folded his arms across his breast.

Manong Tinoy and Carding looked at each other. And when they looked away, each of them glanced furtively at the reddening fields.

“Come, Caldong,” said Manong Tinoy and his faced was pale. “Come, let us tell the town mayor.”

“We are going up to the mountain tomorrow,” said Manong Tinoy, “ to see for ourselves how big is that water.”

“Should the flood come,” said Tonio, “we can run to the hills.”

But Manong Tinoy said sadly, “That is true, my son. But our palay – it cannot.”

That was what was topmost in the minds of everybody – the grains in the fields which were not yet ready for the harvest. That night Carding could not sleep. He prayed silently over and over again. “Dear God, do not send the flood until after the crops are gathered in.”

In the morning Carlos Concepcion, the eldest son of the mayor and member of the town council, arrived with Bastian and Berlong, two young cocks of the town whose roosts were the billiard hall near the street crossing whose feeding place, if they had any money, was the *pancit* shop in the corner of the town market. Together with Manong Tinoy and Carding, they followed Caldong, who was the guide. First, they followed up the wide, stony course of the river. For a whole day, they marched, resting only to eat their midday meal.

And Carlos Concepcion, whose knees were already quaking with fatigue asked, “Hoy, mountaineer, is it still far?”

“Ah, no,” said Caldong, moving his arm in a wide area: “it is just over there.”

Then they resumed their walk, the mountaineer leaping from stone to stone with the nimbleness of a monkey while the others lagged behind. And he led them up, up where the banks of the river were two smooth cliffs, where there was no footpath or toehold over the water. So they had to strip and swim the deep. Upward still they climbed and entered places where the vines and shrubs grew profusely on the banks and strange, orange-colored snakes crept noiselessly through the banks foliage. Once more, they came out to the light where large, black lizards, mottled with specks of green and yellow and red, sunned themselves upon the wide boulders.

“Do not harm them.” warned Caldong as Bastian picked up the stone.

“They belong to the spirits of the river who will visit you with strange, incurable illnesses, if you harm their pets.”

Presently, they turned from the river and took unused paths up the side of the mountain where they had to dig their toes into the earth in order to gain a foothold, and they grasped at the vines and the protruding roots which crawled on the face of the bellies like lizards creeping upon their prey.

In the place called Toyongan, Caldong pointed out to them the empty hut of Tolya and Bantay. They had been digging sweet potatoes in the clearing near the base of the mountain, the mountaineers said, when the slide buried them under. Bantay could have escaped, said Caldong, but he ran to save his wife and so was buried with her.

There were other huts built squat and low under the tall trees. They had the thatched roofs of lives and cogon grass and walls of the bark of trees.

“This was our village,” Caldong said.

“Where have your people gone to?” asked the mayor’s son.

“Up,” said the mountaineers. “Up where the water cannot reach them.”

“Let us sleep here,” said Carlos.

Early the next morning, even as the mists were low in the grass, the party started once more. They entered the cold, sunless forest carpeted with wet fallen leaves. It was a dead quiet forest and in it no birds sang. Rotting logs dissolved into pulpy nothingness under their feet and many leeches clung between their toes and sucked their blood. Overhead, high upon the branches of the silent trees, perched rare orchids like slim, green birds with a plumage of brilliant white.

They reached the site of the landslide in mid-morning. High upon that mountain top they saw, way down below them, the three tributaries of the Jalaur River, Makan, Lumanan, and Agbutuan, like the forks of a giant trident, swollen and choked with muddy water. From where they stood, they could see the riverbank and that it was still rising. And the dam of loose earth, boulders, mud, and sand that held back the incredible water looked none too strong.

They wondered fearfully how long it would hold.

Back in the barrio, the people gathered excitedly around them and asked, “What did you see?”

The mayor’s son said, “We saw the river as deep as the sea. The water beating against that dam is enough to flood all Calinog, even Passi. Perhaps, it may even reach Duenas, who knows?”

“What shall we do?” the woman asked, trembling with fright.

“It is best that you go to the hills.”

They looked at Manong Tinoy for guidance and he said, “At daytime, it will be dangerous enough. If it breaks at nights, heaven help us all.”

Day after day, the village folk gathered to speculate about the flood and to listen to Olang Rufo, the medicine man, reminisce about the flood of 1882 when Calinog was a little Spanish pueblo.

“Yes,” the little old man would say for perhaps twelfth time, blinking his weak, bleary eyes, “ that was a flood we old folks always remember with horror. When it was over, the people caught eels and mudfish inside the church. Ten people perished in that flood. Maybe, twenty.”

There were those who did not linger to listen to Olang Rufo’s tales of Floods. There were those who piled their household goods, their palay, and their children upon their *carozas*, put their chickens into bamboo coops, and drove off to the hills while their sons dragged squealing pigs behind.

But there were others for whom it was hard to leave, to whom the fields were like ailing members of their families and they could not bear to abandon in times of illness or disaster. And they leaned out of their windows and looked wistfully at their neighbors who were evacuating to the hills and hoped in their hearts that the signal would be given on time.

The signal would be a shot. The townspeople had been warned of this. The two young men, Beriong and Bastian had stayed behind in the mountains with provisions. They made a hut in the mountain top. They were to be the first watch. The moment the dam broke, they would set off a shot like the ones which furnished the noise when the “Hallelujah” was being sung during the celebration of the High Mass on the day of the town fiesta. That shot would be the signal for everybody to run to the hills.

Came the time when the grains were ripe enough to harvest and everybody old enough to work, even those who had, and descended upon the fields. Still there were not enough harvesters because each one wanted to harvest his own crop first. And the harvesters who usually came from other towns had not arrived because they were afraid of the tales about the coming flood.

“Come and help me harvest my palay,” Carding said to a carpenter who had no field of his own, “and I will give you a sheaf for every eight sheaves you gather.”

The carpenter was a fast harvester. He moved like a machine among the ripened paddy, leaving in his wake only broken palay stalk and long grass stubble. His nimble fingers danced about, snatching swiftly at the clusters of grain. By midday, he and Carding had harvested half of the first wide plot.

One day. The next. And the next. Already at the base of the hillside, stacks of harvested palay had sprung up like enormous toadstools, waiting for the thresher’s feet. And on the fifth day, Manong Tinoy and all his family came to help harvest Carding’s rice.

“The threshers are already erecting the threshing stands of our palay,” they said. “God grant that the flood does not come until after the harvest is measured and gathered in.”

At noontime, the harvesters went to Carding’s house to eat the midday meal which Lucing had cooked. They were all light-hearted and gay.

“Harvest has come and it’s almost gone,” said Manang Petra, sucking at a chicken bone,” and no flood has come.”

“Perhaps you were only teasing us, eh, Tinoy?” said Manang Juliana.

Manong Tinoy and Carding looked at each other.

“Think nothing of it,” said Manong Tinoy, making his voice light. “It might never come until we are all through with the harvesting and threshing.”

Barely had he ceased talking when they heard the shot. They stared at each other for a frozen moment. Then they ran to the west window, upsetting the platter of rice and the plates full of chicken soup.

Lucing seized Carding’s arm and whispered hoarsely as he pointed, “Look!”

In the fields, they saw the harvesters run away toward the hills, heedlessly spilling their baskets and sacks which were full of harvested grain. They trampled on the paddy and leaped over the high dikes in great confusion.

From where the river carved the hill in the west, they saw the flood and rush toward them with a mighty roar, rolling out over house and work animal and growing field like an incredible sheet of dirty canvas, dashing against the dikes with a sibilant hiss and enveloping everything on its path in a deadly embrace.

“Mother of God!” Manang Juliana shrieked and she leaped down the stairs, followed by the men and Manang Petra, who kept crying as she ran, “Run Lucing! The baby!”

But already Lucing had snatched the sleeping baby from its mat on the floor and was hurrying down the stairs, Carding at her heels. In the yard, Bag-o was running round and round the tree to which he had been tethered, snorting madly, and his eyes were bloodshot.

“Run on ahead,” Carding shouted over the roar of the onrushing flood. “I’ll free the carabao first.”

But she clung to his arm.

“No! No!” she gasped. “You’ll drown if you stay.”

So Carding abandoned the doomed beast. He took the child from his wife’s arms and they ran toward the hill. They ran on and on, sometimes stumbling sometimes falling like people drunk, and their breaths came out hot and shorts, and

their hearts in their breasts pounded like these heavy pestles upon a mortarful of palay.

Only the broad field of tall, unharvested rice separated them from the safety of the hill when Lucing stumbled and broke her ankle. Lying in their in enfolding couch of grain, her twisted ankle pulsating with pain, she become delirious and happy all at once, and she found it hard to fight off a desire to close her eyes and sleep.

Then she heard his voice calling.

“I’m here, Carding,” she called back. “I can’t walk anymore, Carding. Run with the baby to the hill. And come back – if there is still me.” She knew that there would be no time for him to come back for her. She knew that by the time she reached the safety of the hills, she would have been devoured by the flood. Two tears rolled down her cheeks.

But he ran back, brushing aside that tall grain, and knelt beside her and tried to lift her to her feet.

“No,” he said shakily. “It must be the three of us-together.” But Tonio came running toward them, cutting a wide swatch in his mad rush. He had seen them from the hill and had guessed their plight.

“I’ll take the baby,” he gasped. “Carry her.”

With the baby in his arms, Tonio raced back toward the hill once more like a frightened young carabao. Carding lifted his wife and she was strangely light in his arms.

From the corners of their eyes, they saw roofs and walls of houses breasting along the flood like a boy’s paper boat sailing on a turbulent gutter. Huge stumps of fallen trees and trees uprooted by the force of the current rode along the swirling flood and snagged the branches of the other trees.



Many people were already standing on the hill, mutely watching as the flood the flood swallowed their crops, their houses, and their work animals. Manong Tinoy and the other men ran down and helped Carding and Lucing as the water swept at their feet. Manang Petra, her broad, usually ruddy face now pale with fear, was holding Crisostomo in her arms.

When Carding looked down at the valley, he saw that the site of his fields and his house was a wide, muddy sea. He could not bear to look at it so he hid his face in his arms. He felt his wife's hand on his shoulder and heard her voice in his ear:

“He was a lazy old carabao, wasn't he? And Carding, you can build a bigger and stronger house, you know. That old house was getting a little too crowded for us, anyway. Don't you know? We are a growing family.”

He heard his son whimper and cry. There was Manang Petra's voice soothing the child, singing, “Sleep, little baby, sleep. Your mother is not here. She has gone to market to buy bread. Sleep, little baby.”

It was then that he began to cry unashamedly, unmindful of all those woeful people.

C. Understanding the selection

Answer the following questions

1. Who are the main characters? Describe each of them

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

2. Why did Carding go to the lowland when it was not yet market day?

\_\_\_\_\_  
\_\_\_\_\_

3. What was the sad news related by Caldong?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What would happen if the flood would come?

\_\_\_\_\_

5. Why were the people very afraid just in case the flood would happen?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. The people were caught by surprise when the flood came. Were they able to save their stacks of palay? What happened to their houses?

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7. This is a story of local color creating the atmosphere of Filipino rural life. Cite or give character sketches which reflect character traits of the rural folk.

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8. Write some passages taken from the selection showing the following:

- a. love for the land
- b. superstition
- c. religious faith
- d. family ties
- e. neighborliness
- f. hope

9. What does harvest represent in the life of man? What does flood represent?

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*Keep up the good work!*

*How Much Did You Learn*



A. Match the words in the left column with their corresponding meaning in the right column.

- |                   |                                  |
|-------------------|----------------------------------|
| ___ 1. crevices   | a. proud                         |
| ___ 2. shuddering | b. broken in the pieces          |
| ___ 3. haughty    | c. a quay of wood on a roadstead |
| ___ 4. fiery      | d. trembling with fear           |
| ___ 5. shattered  | e. hot                           |
| ___ 6. wharf      | f. cracks                        |



- B. Complete the following statements logically. Observe consistency in point of view
- C. Summarize the news story by answering the 5 W's and H using the organizer (11 – 16)

**NEWS STORY**

**Gov't turns to TV to Train teachers in English, Math**  
By SANDY ARANETA

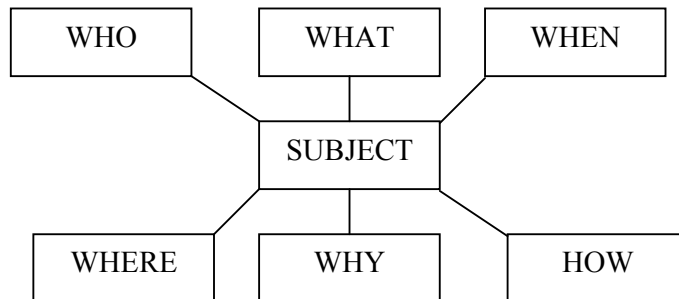
The government has turned to television for help in training public school teachers in English, Science, and Mathematics.

The so-called idiot box will be used particularly to reach teachers in remote areas who have difficulty going to the training centers where skills enhancement programs are held.

In a statement, the Department of Education (DepEd) and the government run *NBN-4* said they have launched “Teleserye Para Kay Ma’am,” a weekly training program for public school teachers.

DepEd officer-in-charge Undersecretary Fe Hidalgo said *NBN-4* will be broadcasting the first episode of “Teleserye Para Kay Ma’am” tomorrow, April 30, from 1-2 pm.

The *teleserye* is aimed at enriching and upgrading the skills of teachers in English, Science and Math, Hidalgo said.



- D. What feelings are expressed by the following lines? Write P if positive, N if negative.

- \_\_\_ 17. I shudder at the thought of death
- \_\_\_ 18. Carding saw a glimmer of hope when they reach safely on the seashore
- \_\_\_ 19. I wandered lonely as a cloud.
- \_\_\_ 20. She shouted with glee as the balloons went up in the sky.

# Check Yourself



## How Much Do You Know

- |                    |          |     |
|--------------------|----------|-----|
| A. 1. mountaineers | B. 6. +  | 11. |
| -                  |          |     |
| 2. lowland         | 7. -     |     |
| 3. hurricane       | 8. +     |     |
| 4. lightning       | 9. +     |     |
| 5. shock           | 10. -    |     |
| C. 12. N           | 15. N    |     |
| 13. P              | 16. P    |     |
| 14. P              |          |     |
| D.                 |          |     |
| 17. it             | 19. they |     |
| 18. they           | 20. he   |     |

# Listening



SPEAKER	FEELING/REACTION	Should get back At Terrorist	Should not get back at the terrorist
1. A	Angry	✓	
2. B	Pity or answer may vary	✓	
3. C	Had second thoughts		✓
4. D	Does not want to retaliate		✓
	Afraid		
5. E	Americans will not take	✓	
6. F	the vent as is	✓	
	Hopeful		
7. G	humility		✓
8. H			✓

## Speaking

Reaction/Opinions may vary

## Reading

## B – Vocabulary

1. outerspace
2. spacecraft
3. temperature
4. astronaut
5. missile
6. NASA

### C. Reading Proper

1. 7
2. Jan. 28, 1986
3. National Aeronautics Space Administration
4. Take off and re-entry into the earth's atmosphere
5. problems during re-entry
6. The shuttle has more than 20,000 thermal tiles made of a carbon composite
7. The Columbia broke up while being exposed to maximum heat of 1, 648 degree celsius on the edge of its wings while traveling at 18 times the speed of sound.
- 8.

CAUSES	EFFECTS
a. too many tiles lost in critical spots	a. give rise to overheating
b. missing tiles can alter the aircraft's aerodynamics and allow heat to warp or melt its aluminum frame	b. could cause nearby tiles to peel off in a chain reaction

9. Based on NASA's account, the cause of the tragedy might have been the exposure of too much heat so that the temperature sensors failed to send data.

#### D. Summarize the news story

Subject : Fiery End For Shuttle  
WHO : Death of 7 astronauts  
WHAT : The spaceship COLUMBIA  
WHEN : Jan. 28, 1986  
WHERE : Outerspace  
WHY : Exposure of too much heat  
HOW : Blown up into the outerspace



#### Activity 2

- 1.it
- 2.I
- 3.They
  
4. It
- 5.They

#### Activity 3

1. I still have doubts ( or your answer may vary
2. They were not involved in the space flight.
3. he might not endure the intricate details of space flights
4. for his accomplishments
5. it is solved

**Activity 4** – Answer to this will depend on your own opinion



- a. “Can love and Career Go Together?” Mod Magazine.  
Vol. xxv, February 13, 1998, pp. 15-18
- b. Shaw, Harry. A Complete Course in Freshman English.  
New York: Harper and Row Publishers, 1990
- c. Mapa, Amelia P. et al. Science and Technology Chemistry Book for Third Year. Manila : SD Publication, Inc, 1999.
- d. “The Great Wall of China”. The World Book Encyclopedia. 1990 ed.
- e. Angeles, Maria Cristina. “Landscaping Ideas and Mouthwatering Varieties.”  
Vol. xxii No. 2 January 28, 2003, p. 20

## B. Writing Proper

BROAD	NARROWED DOWN
2. The Hazard of using Fertilizers	2. The Hazards of using Fertilizer with Vegetable
3. Dropouts in Secondary School	3. Causes of Dropouts in Secondary schools (Public)
4. Cellphones	4. Advantages and Disadvantages of Cellphones
5. Computer	5. The use of Computer in Science and Technology (you may have your own topic for this)

## Literature



### Improving Your Word Power

1. d
2. a
3. b
4. c
5. g
6. f
7. e

### Understanding The Selection

- 1.a. Carding – farmer who loves to till the soil  
b. Caldong - mountaineer  
c. Manong Tinoy – headman of the village  
d. Lucing – wife of Carding
- 2.to bring the fearful news and to tell them the death of Tolya’s family who got buried by the landslides
- 3.to warn the people in the lowland
- 4.the river would overflow and there would be landslide
- 5.because their stacks of palay would be washed away including their house
- 6.they were not able to save their stack of palay. The houses were carried away by the flood ,including their crops and work animals.
- 7.Character traits of the rural folks
  - a. spirit of helping one other
  - b. very much concerned as to the welfare of their neighbors
  - c. they have a very caring attitude

- 8.
- a. love for the land – Manong Tinoy grazing fondly at the ricefield
  - b. superstition – the evil spirits that live in the mountain became angry. They pushed down the mountainside and Tolya and Bantay were buried underneath.
    - They belong to the spirits of the river who will visit you with strange, incurable illness, if you harm their pets.”
  - c. religious faith – “Dear God, do not send the flood until after the crops are gathered in.”
  - d. family ties – “He felt his wife’s hand on his shoulder and heard her voice in his ear  
“No,” he said shakily. “It must be the three of us – together”
  - e. neighborliness – “the other men ran down and helped Carding and Lucing as the water swept at their feet.
  - f. Hope – God grant that the flood does not come until after the harvest is measured and gathered in.  
It might never come until we are through with the harvest and the threshing.

9. Harvest represent life, itself, health, prosperity,

Flood represents the inconveniences, trials, suffering

## *How Much Did You Learn*



- A.
  1. f
  2. d
  3. a
  4. e
  5. b
  6. c
- B. –
  7. because I think (you may give own reason)
  8. otherwise you might be charged or sued
  9. First, he has to consider many things or he has consult his family.
  10. he has to undergo another examination.

C. Summarize a news story (Nos. 11 - 16)

Subject – Gov't turns to TV to train teachers in English, Math  
WHO – teachers of English and Math  
WHAT – train public school teacher in Science, English and Math  
WHEN – April 30, 2006  
WHERE – NBP – 4  
WHY – to reach teachers in remote areas who have difficulty going to the training center.  
HOW – By way of Television – “Teleserye para kay Ma'am”

D. –

17. N

19. N

18. P

20. P

**Listening text**

The September 1, 2001 attack on the symbol of American's military might and economic strength killed thousands of innocent people. The incident captured worldwide attention since many thought that America was vulnerable to any form of attack. An interview was conducted asking how they feel after the horrific attack.

Speakers A: Let's not allow this to happen again. They should pay for what they had done.

Speaker B: To see how desperate people felt that the only way they could escape was to jump from the 90<sup>th</sup> floor was terrifying. An eye for an eye and a tooth for a tooth.

Speaker C: At first, I was so angry. I was thinking they should be bombed. But after I thought about it, I didn't know what kind of problem that would make us no better people than they are.

Speaker D: It was senseless and all that anyone could do was sit and watch. But, I don't think we should go and bomb them because they we're being as coward as they are, and it's like what monkey see, monkey do.

Speaker E: It's scary. We're not going to be the same country after this. This is the day New York died. The war is on.

Speaker F: Helpless. But helpless is not a word Americans like to apply to themselves. America's sense of who we are has been challenged in a very serious way. We're not going to give them satisfaction. We have to fight back.

Speaker G: We can be strong, calm and good Americans. We can recover. Disaster can never pull people together. We will show the world that we will pass this act. The action we take will be that of our leaders. We will support them.

Speaker H: Our illusion of invincibility, security, power, self-sufficiency, we as shattered. The series of events reminded us of our humility—our inability to control events. We became aware of our need to pray. Let God take care of everything.

#### Questions

1. Why do you think there are two types of reactions to the incidents? What are the possible explanations for these differences?
2. Whose stand would you take?