

Module 2 Formal Interaction

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 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.



This icon introduces a literature 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. The purpose of the CHECK YOUR SELF is to help you determine if your responses are correct, and to provide you with feedback. If you are able to answer correctly all the items in the exercise, you may proceed immediately to the next learning activities. If you are unable to answer most of the topics, you may need to go back and review the lessons which you have not understood well.

After checking your answer, go over the topics or items you missed.



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; of 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 the formal form of communication 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 from explanation
- Use formal expressions in a parliamentary procedure
- Elicit information through questions
- Agree/disagree with statement and observations made by panelist expressing varied outlook 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 have 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

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 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!

How Much Do You Know



- A. Give a polite response to the following statements expressing agreement or a disagreement.
1. The country's economy is one of the lowest in the world.
 2. One of our responsibilities as a good citizen is to report to the authorities any crime we see in our barangay.
 3. As children of our parents, we are bound to obey them at all times.
 4. Anyone can learn even outside the classroom.
 5. Life is meaningless without love.

B. Describe the speaker.

1. All of you must believe in God only in believing in Him will you be saved.
a. passionate b. compassionate c. angry d. amused
2. Wow, isn't life wonderful?
a. irritated b. angry c. happy d. nervous
3. Oh my God, what shall I do with this guest?
a. nervous b. amused c. happy d. angry
4. Goodness, this is a mess. Whom should I believe in?
a. confident b. confused c. annoyed d. joyful
5. Would you rather believe in someone whose life has not been an exemplary one or in someone who has always been looked up to and respected?
a. self-satisfied b. glad c. worried d. nostalgic

C. Construct questions which would elicit the following information.

1. direction
2. opinion
3. agreement
4. viewpoint
5. assistance

D. If you were to preside in a formal meeting, how would you say

1. that the table for nomination is open?
2. that Ms. Villa is nominated?
How would the club members
3. close the nomination?
4. expressed agreement to the closure?
5. end the meeting?

Listening



Activities

Activity 1 Pre listening

Interacting with people follows some rules. Language behavior changes as the topic, the setting and the participants in a communication situation also change. Thus, we can be informal or casual with friends, brother and sister or below our peer group but when we communicate with our superior, or change to a formal setting or topic we become much more formal in our language.

Activity 2 Listening Proper

A. Listen to a recorded conversation between

1. a student and another student in school/outside the school
2. a student and a teacher at school/outside school
3. a brother and a sister at home/in school

B. Answer this question:

What difference does it make in your language behavior when you talk to your fellow student in school and your friends outside the school?

Activity 3 Post Listening

A. Elect a leader.

There is a pressing need to act immediately on the campus garbage disposal problem. Each class is to send its homeroom officers to a meeting of the Supreme Student Council. You need to elect your class representatives. Here are the expressions to use in the parliamentary procedures.

- The table is now open for nominations.
- I respectfully nominate...
- Mr./Mrs. _____ has been nominated.
- I move that the nomination be closed.
- I second the motion.
- Motion to close the nomination is seconded. Let us proceed to voting.

B. Get down into business

[The elected president takes the lead in discussing with his classmates the possible solutions to their campus garbage problem.]

Expected question:

- How do we help keep our school clean and healthy?
- What should be the participation of students in the maintenance of the school environment?
- Must campus litterbugs be penalized? If so, how?
- Should students be advised to bring home their own garbage? Why?

Other questions may be asked

C. Prepare a two-minute talk. Pretend to be one of the following:

1. A principal telling the students how to maintain a conducive place for learning in school.
2. A visitor from the City Health-Office to speak on personal hygiene.
3. A student leader on a room-to-room campaign for peace and order in the Campus.
4. A Red Cross Patrol Leader inviting volunteers to participate in the Red Cross Project SAGIP.
5. A campus journalist who is calling on all students to contribute to the dissemination of information in the school and in their community.

Speaking 
 *Activities*

A. Ask Them...

1. Do you realize how much valuable information you can gather when you ask the right question?

Do you agree that... why?
Can you give us some information on...
Why do you think...
Whom can we possibly ask why...
Do you believe that...

B. Tell Them

To deliver their proposal in a two-minute talk

C. Have Them

Ask questions after each talk for clarification of for added information

Key Points 

Reminder:

When pertinent questions are asked
pertinent answers are received.

Reading



A. Pre reading

1. How is an issue different from a problem?

An issue is _____
A problem is _____

Examples:

Issues: _____

Problem: _____

2. What is the difference between an explicit and implicit statement?

Explicit: _____

Implicit: _____

Key Points



Issue : a point or matter under dispute

Problem : a question or matter to be thought about or asked out

Explicit : clearly stated or expressed

Implicit : suggested or to be understood though not plainly expressed.

B. Reading Proper

1. Read silently

A Post- Industrial Society

Chairperson: Good evening ladies and gentlemen. It's nice to see so many of you here.

Well, I'd like to introduce our two guests this evening: Mr. Andrew Frobisher, who has spent many years in Malaysia in the 1950s and 60s and knows the country very well indeed. And, on my right. Dr. Harry Benson, who's an agricultural economist!

Benson: Good evening.

Frobisher: Good evening.

Chairperson: The purpose of this evening is to find out more about that fascinating substance, rubber, and effects that it has on the fascinating country, Malaysia... I believe Mr. Frobisher... that Malaysia is at the same time an extremely rich and rather poor country. How is this possible?

Frobisher: Yes, well that's quite true, Monica. Per head... on paper the citizens are richer than those of the UK. But...

Benson: but of course that wealth is not so evenly distributed. In fact in 1981, it was estimated that 37% of the population were below the poverty line...

Frobisher: Yeah, well... whatever that means... and... anyway Shouldn't be below the poverty line.

Benson: Yes of course. Sorry, Andrew.

Frobisher: Yeah, well... em... as I was saying, er... much of Malaysia's wealth is based on rubber. Now I remember my planting days...

Benson: Yes, yes, yes, yes you're quite right there, Andrew. Rubber represents about 20% of the Gross National Product and 30% of export earnings. This puts Malaysia in a very good example of what we might call a "post- industrial society."

Frobisher: What do you mean by that? I ...

Chairperson: Excuse me... yes, what does that mean?

Benson: Most manufacturing industries are based on fossil fuels, for example, coal and oil. Now, the problem is that these will run out! Now, rubber is a natural product. The energy source involved in its creation is sunlight. Now sunlight, we hope, will outlast coal and oil, and best at all, sunlight is free. So, it is much cheaper to produce than natural rubber, which as we all know comes from trees, that to use up all those fossil fuels, both as fuel and as raw materials in making synthetic rubber in factories. Rubber is one of the world's synthetic products, so you can see what a good position Malaysia is in, and it would help is she could produce more.

Chairperson: Well, what stands in the way then?

Frobisher: Well, it is the way they go about cultivating it. You see, I remember in my day just after...

Benson: Yes, most people have this images of vast estates, centrally run, but that's just not the case, even if almost a quarter of the population is involved, one way or another, with the production of rubber.

Frobisher: Yeah well, that's if you count the families.

Benson: Oh yes, almost 3 million people are involved, but the picture is a very fragmented one. Do you realize that there are 2 million hectares of land under cultivation for rubber in Malaysia, but that 70% of this area is divided among smallholders-half a million of them—who between them produce 60% of the country's rubber?

Fribisher: Well, there's nothing wrong with that... in terms of quality of life.

Benson: Yes, quite right. But being a smallholder does present problems. For example, when it comes to replacing trees—in about 30 years, this can cause financial problems for the small farmer. The problem is being tackled, however, by some very enlightened insurance schemes available to the small holder which can give him help through the difficult years to mature and start producing rubber.

Chairperson: Yes, I see. That's really very clear.

Benson: Now for the second and really major problem.

Frobisher: And may I ask what that is?

Benson: Boredom and fatigue.

Frobisher: Boredom and fatigue? What?

Chairperson: What do you mean by that?

Benson: Well, as with many societies, the young people are leaving the land for the cities, leaving no one behind to carry on their parent's business. The root cause seems to be simply, boredom. Rubber is just not that entertaining product to be involved with. It is labor intensive in the extreme. Each tree on a plantation has to be tapped, by hand every other day

Chairperson: Tapped?

Frobisher: Yes, well, we...

Benson; Yes. The trunk is cut and the latex that comes out is collected in a cup. This is collected on the next day. 400 treesper day, per worker, which means 800 trees under the care of each worker, ten hours a day. Now, as is said previously, the main problem is

that of boredom. The work is not only hard, it is also mind-blowing tedious.

Frobisher: So, have you got any suggestions to make things more interesting for them?

Benson: Well, the Malaysians are doing very good work in this field. One idea is to make the work on the plantations more varied, and profitable, by introducing other products which are compatible while continuing to grow rubber trees

Chairperson: For example?

Benson: Well, the most promising line seems to be to encourage small holders to raise livestock which can live amongst the trees.

Frobisher: Yes, yes I heard they've started trying raising chickens and turkeys.

Benson: At first sight, chicken seems ideal! After all, they did originate as jungle birds. So far the turkeys seemed an excellent choice since it could live amongst the trees living very well on the seeds of the rubber trees, which he scattered all over the forest floors and the are put to no other use.

Frobisher: Yes, yes... but, the turkey, it's hardly an established part of the Malaysian diet!

Benson: Exactly! So far the most successful candidate has been the sheep.

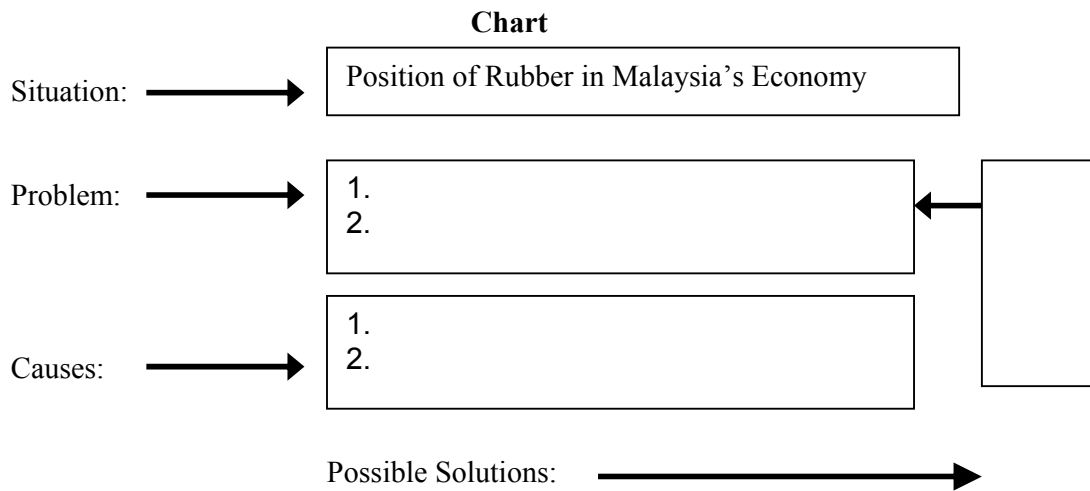
Frobisher: Sheep?

Benson: Now... Sheep. Sheep will eat the weeds which will save the cultivator money and work, and they are a source of meat which is acceptable to Hindus and Muslims.

Frobisher: Yes, of course...

Chairperson: Thank you very much to both our guests... well, what lies ahead for Malaysia? Can her researchers and scientist continue to find ways of increasing rubber yield? Can the labor-intensive and tedious life of the rubber plantation be made interesting and varied enough to capture the young people's interest and stop the migration to the cities? Well, I'm sure we have all enjoyed and learned a lot from what both our guests have had to say. We look forward to the next meeting in the series "Other lands, other problems, which will be on Monday next." That's at 8:15 and do please come in time.

2. Study the chart. Scan for information that will fill in the boxes



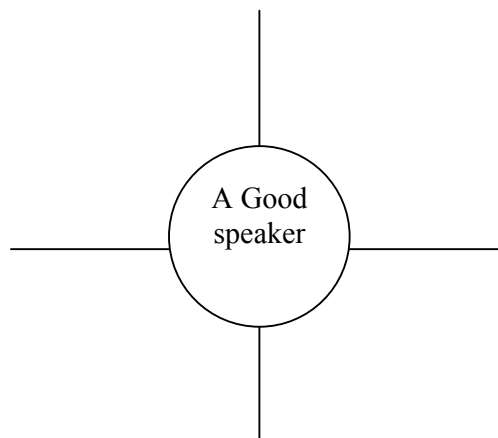
3. Recall the exchanges between Dr. Benson and Mr. Frobisher.

Dr. Benson and Mr. Frobisher were clearly not fond of each other. Recall examples of how they showed it. Write in the grid.

	DR. BENSON	MR. FROBISHER
1. Interruption		
2. Nasty Comments		
3. Others		

Which of the speaker would you rather be?

4. What makes a speaker interesting and worth listening to? Describe a good speaker.



C. Post reading

1. Pretend you're Dr. Benson.

In as many ways as you can, respond to the following statements such that you will not sound nasty or offensive.

- Frobisher: Now I remember my plantings days...
Benson: _____
- Frobisher: What is post industrial society?
Benson: _____
- Frobisher: Overhead projector? There wasn't anything wrong with the black board in my time, you know...
Benson: _____

2. Share your thoughts and feelings

If I were Dr. Benson, I would...

If I were Mr. Fobisher, I would...

3. Recognizing Tone and Attitude

There are three speakers: the chairperson (a woman) and two experts (both men), Andrew Frobisher and Dr. Harry Benson.

Which adjective describes the attitudes and motions of the speakers. Check the box to answer.

	CHAIRPERSON	MR. FROBISHER	DR. BENSON
Passionate			
Nostalgic			
Relieved			
Nervous			
Scornful			
Irritated			
Pompous			
Confident			
Annoyed			
Resentful			

Amused			
Worried			

1. Read the selection silently.

Swimming Against the Current

Jesus P. Estanislao

WHEN WISDOM FAILS

Many of those we consider “wise” follow the intellectual vogue of our times. They are globally interconnected. They attend the most selected conferences. They are members of the most exclusive clubs. And they sit as advisers in the elite board. For all intents and purposes, life has been kind to them, and they have already made it big, very big, very big in fact, to a point where their influence is always great, no matter who is on top of our government.

And yet, even among these “wise” sons sometimes wisdom fails them and they are left barking up a wrong tree.

Take the obsession a few of these “wise” persons have regarding the dangers of population growth. These dangers have been debated for several centuries. And within the past generation (about 3-4 decades) that debate has continued unabated.

But even as the debate continued, although at lower intensity than in the 1960s and 1970s, the world has moved on. Many countries have found out the lowering population growth brings dangers of its own, and these can be more serious than those on the other side of the population growth divide, where rates of growths remain high. Most of Europe, Japan and a few parts of Asia, together with many countries in Latin America have found this out.

In our case, we have found – as rhetoric and basic they have been claiming – that a growing population can be the greatest economic resources. It also happens to be the ultimate resources. Without the earnings of our OCWs and other professionals who have migrated to work outside the country, our economy would have been in worse difficulties than what we could have cope with.

Despite all this, we still have a few of our “wise” persons insisting that our population is one of our most serious problems. They claim it is flittering away the net gains we could have made through the real increase in our GDP. They complain that we remain poor because we have not insisted on birth rate as Europe or Japan or Singapore – precisely the countries which are now wishing for a better demographic profile that what they ended with through several decades of population control.

The debate about population growth would continue in our country for as long as we have a few “wise” persons who persist in spreading their wisdom. But some of the facts from other countries as well as from our own experience indicate that their

wisdom may not be such as sure and clear guide. Slowing population growth considerably can bring enormous pressures on any economy. It could also deprive an economy such as ours of earning Power from banking on population is the most productive, most secure ultimate resources of the economy.

When such “wisdom” fails, it may be more than prudent to be guided by the sure and clear principle about population that have served humanity so well for countries.

2. After reading, fill in the boxes with the information called for.

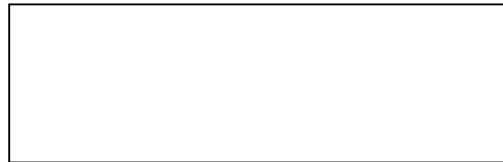
Situation
(Paragraphs 1-3)



Problems
(Paragraph 4)



Attempted
Solution



Result/
Effect



Proposed
Solution



A. Read the paragraph below, then answer the questions that follow.

Among the great men of the Renaissance, many were artists, like Raphael, Titian, Michelangelo, Van Dyke, and Rembrandts. Others were poets, such as Spencer, Shakespeare, Tasso and Ronsand. Still others were

pioneers in science: Galileo and Kepler in astronomy, for instance, Vessalius and Harvey in medicine.

1. What is the paragraph about?
2. Is the topic sentence given?
3. If the topic sentence was not given, how did you know what the paragraph is about?
4. What do you call a topic sentence that is given in the paragraph? How about the topic sentence which is not given in the paragraph?



Activities

1. What are some ways of expressing your agreement to what is being said?
When you disagree, how will you say it?
2. Here are some expressions of agreement and disagreement

TO AGREE, SAY:	TO DISAGREE, SAY:
1. Thanks, I didn't think of that.	1. I can hardly believe that.....
2. Of course, you are right!	2. On the contrary, may I
3. That's a splendid idea!	3. Wouldn't it be better if ...
4. So be it!	4. Isn't it possible to ...
5. That's what we expect.	5. Are you sure?
6. I share your opinion.	6. Won't you change your mind about ...
7. Wonderful!	7. Maybe, you could shed more light to it...

3. Write a brief dialogue using expressions of agreement and disagreement

4. Are you familiar with the parts of a newspaper? Let's see if you can answer the following questions.
1. What is an editorial column? _____

 2. Where do you usually find it? _____

 3. What information does it give? _____

5. Is the information always stated? If not, how does the reader find it?

6. Read the editorial on the "Return to English" by Cerge M. Remonde. Be able to answer the questions that follow

The Return to English

Cerge M. Remonde

The order of president Gloria Macapagal Arroyo on the use of English as medium of instruction in schools is a step in the right direction, that is, in fact long overdue.

The return of English as medium of instruction will help us recover some lots ground in oral and written English proficiency that has been our competitive edge in the globalizing economy.

While it is said that many Filipinos have to go out of the country to look for work, the truth of the matter is that our overseas workers have been preferred because they speak and understand English.

For as long as English remains as the international *lingua franca*, it will always be advantageous to be proficient in the language.

In fact, it is ironic that while governments of other countries like Singapore have encouraged their citizens to learn and speak English, we "De-Englicized" ourselves in the past.

President Gloria Macapagal Arroyo was, therefore, only righting a grievous blunder of the government's past pronouncements.

The issue here is not nationalism. It will not be less nationalistic of Filipinos to be proficient in English for as long they have the interest of the country foremost in their hearts.

That, after all, is the essence of nationalism. Anything else, including language, are just trappings.

Besides what Filipino language are the critics of the President talking about? It's not really "Filipino." It's Tagalog. Forcing Tagalog upon a populace whose majority speaks something else is not nationalism. It is "internal imperialism." The cultural imperialism of the residents of the capital.

It is a matter of fact that there are more Filipinos who have the "Visayan language at birth." "Visayan" is spoken in most of the Visayas and Mindanao. Tagalog is native only to Manila and the immediate Tagalog region.

The order of the President to return to English as medium instruction is welcome news in the Visayas and Mindanao. The pupils in these areas have long suffered from the ignominy of being forced to learn through a language more foreign than English.

Tagalog, or Filipino as a language, will not die with the Presidential directive. It will continue to evolve. After all, it is the language of the capital. As such, it is the language of movies and television which are among the most pervasive medium in the country today.

In time, Tagalog can truly evolve as the language of choice of the nation as it is assimilated in the cultural mainstream. It will evolve better if not inflicted on the populace by being a medium of instruction.

In the meantime, let us support the move of the president. In a globalizing economy, it is the step in the right direction.

Manila Bulletin, February 2003

A. Comprehension Check

1. What is the situation being impressed?
2. What reasons does the author give to support his stand or position on the issue?
3. What objections does he raise regarding the use of Filipino as medium of instruction?
4. Does the writer restate his stand or position at end of the paragraph?
5. Do you agree or disagree with the writer? Why? Why not?
6. How does the writer conclude his article?

B. Study the pros and cons of the issue on "The Return to English" by Cerge Remonde. Write your own opinion on the side you want to take.

Writing



Activities

A. Pre Writing

When are interactions with people informal? When are they formal? Cite examples of each.

B. Writing Proper

1. Compare and contrast formal and informal interactions with people by writing two short dialogues between two people, one informal, the other formal.

Formal

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Informal

_____ : _____

_____ : _____

_____ : _____

_____ : _____

2. Write an essay comparing and contrasting the interaction between a son/daughter and his/her parents with the interaction between a son/daughter and his/her friends.



How Much Did You Learn

A. Respond to the speaker by giving an expression of agreement and disagreement.

1. Teacher : As a good student, you must follow the school's policies.
Student 1: _____
Student 2: _____
2. Class President: We need funding for our project, so we must ask for contributions from all the members of our class.
Ronnie : _____
Linda : _____
3. Team Leader : Let us go out of town to test our investigatory project!
Member 1: _____
Member 2: _____
4. Barangay Chairman : the biggest problem in our barangay is drug addiction and we can only solve this if all of us here will help eliminate this menace.
Member 1: _____
Member 2: _____
5. Mang Serapio : Our government is not doing anything to help us poor people.
Mang Daniel: _____
Aling Loring 2: _____

B. Identify the attitude expressed by the speaker.

1. You're wrong. That's not how I look at the issue.
 - a. irritated
 - b. gentle
 - c. nervous
 - d. happy
2. I am very sorry, my dear, but you have disobeyed your father and for that you have to be punished.
 - a. angry
 - b. firm
 - c. happy
 - d. nervous

3. My God, what could have happened to those children?
 - a. angry
 - b. worried
 - c. amused
 - d. confident

4. We must always believe in the goodness of man.
 - a. irritated
 - b. gentle
 - c. passionate
 - d. angry

5. I know I have the talent so I will win in this contest.
 - a. confident
 - b. amused
 - c. nervous
 - d. irritated

C. What question would you use to elicit these information?

1. location of a museum you've never visited
2. someone's idea of a good government
3. your mother's opinion about your new friends
4. where you can get the best vegetable in town
5. the reference material you need

D. Use parliamentary procedures in

1. formally opening a meeting
2. nominating someone to a position
3. dividing the votes
4. ending the meeting
5. announcing the next meeting

Check Yourself 



How Much Do You Know

- A. All responses may be accepted provided they politely express agreement or disagreement.
1. a. Yes, I believe you are right.

- b. No, I don't think ours is the lowest in the world.
2. a. That is right.
b. I believe it is the duty of the law enforcement people to watch out for any crime.
 3. a. Yes, that is true
b. No, I don't have to obey them at all times
 4. a. Yes, we learn more outside the classroom.
b. No, I don't agree. Only in the classroom can we obtain knowledge.
 5. a. Yes, I believe it is love that makes life meaningful.
b. Sorry, but we can't always expect love to dominate our life.
- B.
1. a passionate
 2. c happy
 3. a nervous
 4. b confused
 5. a self-satisfied
- C.
1. Can you tell where the nearest drugstore is?
 2. What do you think of their government initiative?
 3. Would you agree with me when I say that we shall all look after ourselves?
 4. How do you view the charter change they are advocating?
 5. Would you mind helping us out with our project?
- D.
1. The table is open for nominations.
 2. Ms. Villa has been nominated.
 3. I move that the nomination be closed.
 4. I second the motion.
 5. I move for the adjournment of the meeting.

Listening



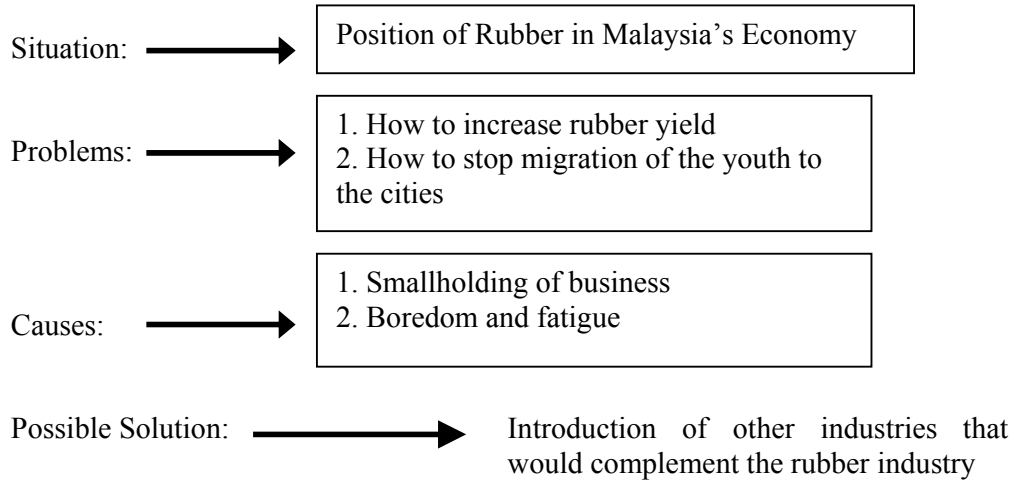
Your language behavior changes when you talk to you fellow student outside the school. You become more free to express yourself and your opinions. You are more open and are willing to accept your fellow student's opinion of you.

Reading



2. Information

Chart



3. Interruption: Dr. Benson kept interrupting Mr. Frobisher whenever he speaks.

Nasty Comment: Dr. Benson did not give any nasty comment, however, he made it look as though Mr. Frobisher did not know anything.

4. A good speaker:

- knowledgeable without sounding arrogant
- assertive without resorting to nastiness
- interesting
- commands respects

C. Post reading

1. > Benson : Yes, those were wonderful days when people were all interested in rubber.
2. If I were Dr. Benson. I would have given Mr. Frobisher the chance to speak for himself.

If I were Mr. Frobisher, I would have shared my experiences with the audience despite the interruptions made by Dr. Benson.

3. Recognizing tone and attitude

Passionate:	Dr. Benson
Nostalgic:	Mr. Frobisher
Relieved:	Chairperson
Nervous:	Mr. Frobisher
Self- satisfied:	Dr. Benson
Scornful:	Dr. Benson
Irritated:	Dr. Benson/ Mr. Frobisher
Purpose:	Dr. Benson
Confident:	Dr. Benson
Annoyed:	Mr. Frobisher/Chairperson
Resentful:	Mr. Frobisher
Amused:	Chairperson
Worried:	Mr. Frobisher

Swimming Against the Current

- Situation: Some wise men advocating for the control of population growth
- Problem: Lowering population may bring about danger to our economy.
- Attempted Solution: Growing population can be the greatest economic resources
- Result/ Effect : Slowing population growth can despite our economy of earning power from banking
- Proposed Solution: Wise men should be guided by wise and clear principles about population.

A.

1. about the great men of the Renaissance
2. no
3. from the names that were mentioned
4. explicit; implicitly or implied

Grammar



4.

1. express the stand of the paper on an issue
2. inside page
3. the stand of the paper on a certain issue
4. number by reading the whole article

Comprehension Check

1. The use of English as a medium of instruction in schools

Yes. That it is long overdue

2. Recover some lost ground in oral and written English proficiency
3. He says that it is not Filipino but Tagalog that is being forced upon the Filipino.
4. Yes
5. Yes, because his agreement is sound.
6. By persuading the readers to support GMA's move.

Writing

A. Pre writing

Interaction with people is informal when the gathering is informal, when the topic is informal and interacting in a casual, easy, unceremonious or relaxed mood.

Formal interaction takes place when the people involved are bound by set rules of society.

B. Writing Proper

1. Formal interaction via a dialogue/ discussion on a serious topic between/ among people bound by set rules of society.
Informal interaction between two people who know each other and have a casual, easy manner with one another.
2. Essay of comparison and contrast

How Much Did You Learn



A.

1. Student
 - 1: Yes, M'am, I agree.
 - 2: Sorry, M'am, but I don't think we must follow all the school's policies.
2. Ronnie: Of course, you're right
Linda : On the contrary, I don't think the members of the class should shoulder the funding of our project.
3. Member 1: That's a splendid idea.
2: Wouldn't it be better if we do the testing here in school?
4. Member 1: Yes, it's what we expect.
2: Are you sure we can eliminate this menace?

5. Mang Daniel: That's right. I share your opinion.
Aling Loring: Maybe you could shed more light to this issue.

B.

1. a irritated
2. b firm
3. b worried
4. b gentle
5. a confident

C.

1. Could you direct me to the Palawan Museum, please.
2. What is your idea of a good government?
3. Mother, how did you like my new friend?
4. Would you mind pointing out the market where I can get the best vegetables in town?
5. Madam, where do you suggest we look for the text on dinosaurs?

D.

1. The meeting will please come to order.
2. I respectfully nominate Noel Santos for class president.
3. All those who agree, say aye. Those who disagree, say nay.
4. The meeting is adjourned.
5. The next meeting is Saturday, May 11, 2006.

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 in this module.

Module 3 is about the role of technology in our lives.