

Module 4

Interaction with Nature

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



What This Module Is About

In our country has been blessed by nature with a lot of valuable gifts. These gifts we should appreciate, love and treasure because they are beautiful and useful. If we don't take care of them, we might lose them, and lose ourselves in the process.

This module would bring to the forefront of our minds the importance of caring for the environment entrusted to us by God. It would make us realize the great responsibility laid on our shoulders as stewards of nature.



What You Are Expected To Learn

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

- listen for specific information from explanation
- listen to infer links and connections between ideas and the situation at hand
- agree/disagree with assertions
- scan text for markers or signals that highlight clues for important information
- interpret concept maps
- single out poetic devices employed by writer
- state message of poem
- write poems, slogans, announcements about the conservation of natural resources
- use single word, phrasal and clausal modifiers as adjectives

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!

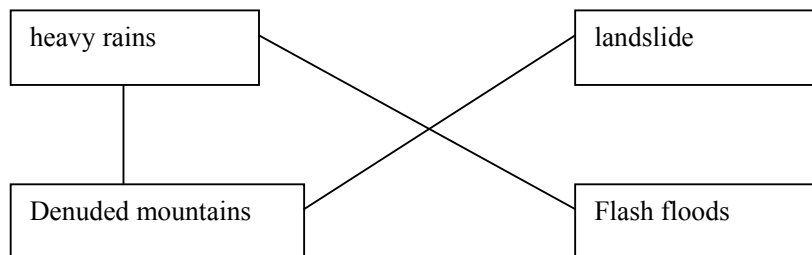


How Much Do You Know

A. Pick out key words in the following sentences.

1. Praise the Lord for the countless blessings He has bestowed upon us.
2. The river gleamed as it wound its way through the village.
3. In a little while, the sky would blossom with glittering diamonds.

B. Interpret this concept map through a statement



C. Give modifiers to describe the following:

1. river, lake, sea, ocean
2. owl, crow, dove, maya
3. hill, mountain, valley
4. pebble, rock, boulder
5. rose, sampaguita, jasmine, camia

Listening



Activities

A. Pre listening

1. What environmental problems are global in scope? All problems about the environment are global. What can each of us do to save the world? Can you imagine what would happen to this one and only planet we call home if we continue to abuse it?
2. All over the world, we can find evidence of wanton destruction of the once beautiful and plentiful nature. There is an alarming lack of concern for things God has given us. Little do we know that the laws of nature will forgive no one.

B. Listening Proper

1. Listen to the tape recorded statements made by environmentalists on the effects of man's wasteful devastation of natural resources.

ENVIRONMENTALIST	COUNTRY	PROBLEM
D.R. Thingdi		
Ishak Manja		
David Black		
Gong Yuyang		

2. Fill in the chart while listening to the tape
3. What was the appeal of each environmentalist?
4. Propose solutions to their problems

C. Post Listening

1. Read the text below.
2. Underline the key words in the text.

David Black of Sydney said, "Japan's annual use of 11 million disposable chopsticks is one glaring example of wasteful abuse of wood. I appeal to the Japanese people to please put some curbs on money hungry companies devastating the world's forest for short-term gain."

3. Establish the connections of the key words.
4. Reword the information gathered without changing its meaning.
5. In your own words, what is the message of the speaker?

Reading



A. Pre reading

Do you believe that we hold the fate of the world in our hands? Why do you think so?

Vocabulary



Pick out the meaning that best suits the sentence.

1. People must take care not to deplete our natural resources.
 - a. lessen the number
 - b. destroy
 - c. use
 - d. deport

2. A family's monthly consumption of food takes the biggest part of the budget.
 - a. food used
 - b. wasted food
 - c. food budget
 - d. cost of food

3. The on-going conflict among our government officials has an adverse effect on our economy.
 - a. unfavorable
 - b. favorable
 - c. adventurous
 - d. beneficial

B. Reading Proper

1. What do you know about the earth's ozone layer? The ozone layer is an atmospheric layer at heights of approximately 20 to 30 miles characterized by high ozone content and relatively high temperature resulting from absorption of ultraviolet solar radiation. This layer of ozone is one of the outer parts of the earth's atmosphere, which partly blocks the harmful rays of the sun.
2. As you read the selection, list down the causes of the depletion of the ozone layer. Now, read the selection.

The Montreal Protocol

Adapted from: *DENR-EMB, Philippine Ozone Desk Calendar 2003*

The Montreal Protocol on substances that deplete the Ozone Layer is an agreement among 129 countries, including the Philippines, that limits the production, application and use of the most common ozone depleting substances, like CFCs and provides for the phase-out of these chemicals.

Under the Montreal Protocol, the Philippines through the DENR-EMB Philippine Ozone Desk is committed to phase out the country's CFC consumption by 50% in 2005, 85% by 2007 and total phase out by 2010. Thus, the Philippines together with the World Bank and the Swedish International Development and Cooperation Agency created the National CFC in the country as stipulated under the Montreal Protocol without creating adverse effect in the economy. The focus of the NCPP is to phase out the remaining CFC consumption in the country specifically in the manufacturing and servicing sector.

The Department of Environment and Natural Resources, through the Environment Management Bureau and the Philippines Ozone Desk, acts as the national coordinator on programs, in drawing up policies and programs for the implementation of the Montreal Protocol.

DENR bans the new application of halons 1211 and 1301 (fire extinguisher) by controlling the import of CFCs and halons. Thus, a project on halon- using sector (fire protection) was formulated to set up a center where halon 1211 recovery and recycling may be done. A such, a Halon Bank was established by the government, through the Extra Trading Corporation, the first, and only enterprise recognized by the DENR to operate a halon recovery and recycling facility in the Philippines.

The mobile air-conditioning systems (MACs) pose a big problem in the country's drive to stop the sale and use of ozone depleting refrigerators since CFC- 12 are still widely used in automobile and air-conditioners. Under the National CFC Phase-out Plan, CFCs will be totally banned by 2010. in the meantime, transitional substances like HC- 134 are recommended as alternative refrigerants for air-conditioners. Given that all car manufacturers completely use HFC—134a by the late 1990s, the thrust of the Philippine Ozone Desk is to closely monitor car service centers to prevent the backward-retrofitting of new cars from HFC-134a aircon to CFC-12 MACs and promote the conversion of CFC-12 air-con to hfc-13a MACs.

Comprehension Check

1. What is the Montreal Protocol about? State its objective

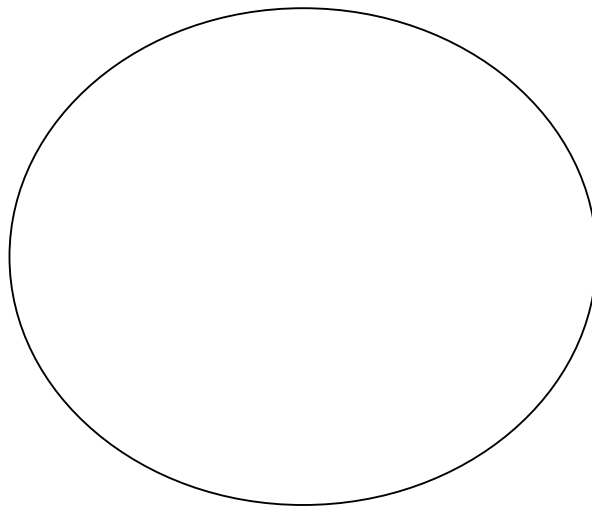
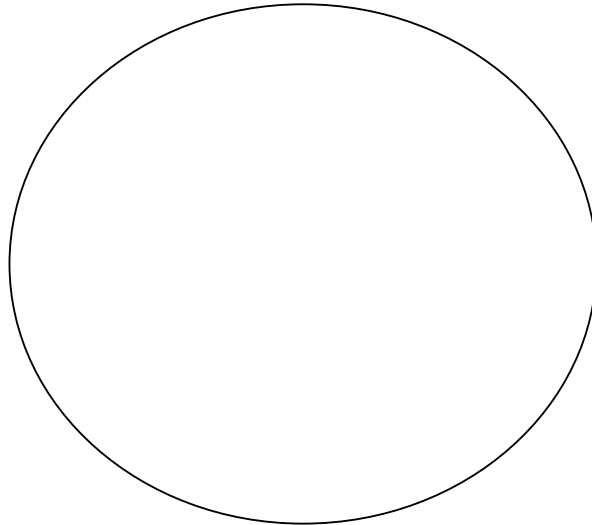
2. What is the participation of the Philippines in this agreement?

3. What does NCPP stand for? What is its role?

4. What are the hazards of ozone depletion? Name everyday household materials that contribute to ozone depletion?

C. Post reading

1. Draw two pictures showing the truth in the saying that “the laws of nature will forgive no one.”



Evaluation

Work on the crossword puzzle below, the words you'll use to fit in the boxes may be found in the selection you're going to read next.

Down

1. That which causes contamination
3. Metallic element added to gasoline
6. Chemical symbol for carbon monoxide
7. Fine materials thrown off by an erupting volcano
8. Chemical symbol for sulfur dioxide

Across

2. Vehicles that emit black smoke
4. Fine dry soil
5. Tiny particle of burnt oil & fuel

B. Read the selection on “The Air We Breathe”. Be able to identify markers that highlight clues for important information.

THE AIR WE BREATHE

The quality of air in Metro Manila today is very poor. According to the study done by the Department of Environment and Natural Resources (DENR) and Asian Development Bank (ADB), the air around Metro Manila contains up to three times the volume of pollutants which can be considered normal or “healthy.”

There are six major air pollutants—particulate matter, lead (Pb), carbon monoxide (CO), nitrogen (NO₂), sulfur (SO₂), and total oxidants.

Motor vehicles are the dominant source of air pollution in Metro Manila. However, not all types of motor vehicles produce the same amount of pollutants. Diesel- fueled vehicles are the primary source of particulate matter. While jeepneys, taxis, trucks, and buses represent only one-fifth of the vehicle population of Metro Manila, they produced almost two-thirds of the particulate matter and nitrogen oxides in the region's air. Gasoline-powered vehicles, on the other hand, are the main source of lead. This is because lead has been added to the gasoline being used in the Philippines today.

Particulate matter is made up of all sorts of tiny particles in the air we breathe. Dust from street diggings and ash particles from Mt. Pinatubo are examples. Particulate matter is also what makes the smoke from the motor vehicles black. What we see coming out of smoke-belching jeepneys and buses are, in fact, millions of tiny pieces of burnt oil and fuel.

Of all the pollutants in the air, particulate matter has been found to be the most damaging to human health. It can cause cancer and pulmonary diseases. Lead poses serious biological hazards, especially to children below three years old. Studies in the United States have show that children with high levels of lead experience more behavioral problems, lower IQ, and decreased ability to concentrate. Lead may also increase the chances of developing high blood pressure and cancer among adults.

All of us who travel or communicate in Metro Manila are in danger of developing health problems described above. The more we are exposed to air pollution, the greater health risk we face.

C. Comprehension Check

1. How bad is the quality of air in Metro Manila? Would the air in other cities be equally poor in quality? What about the air in your place? Explain your answers.

2. Fill in the table below

Pollutant	Damage Done/Problem Caused
1.	
2.	
3	

3. What can you as a student do about these problems on pollution? How about the government officials? Businessmen? Bus and jeepney companies?

Writing 



Activities

A. Pre—writing

Find beautiful pictures of wildlife, seas, nature, forest, fish, birds and, flowers, fruit bearing trees, etc.

1. Group the pictures according to the list
 1. seas and fishes
 2. fruit-bearing trees; flowers; insects
 3. birds and fowls
 4. forest and wildlife
 5. others are to be assigned as: fire, wind, floodwaters, moon, stars; sun
2. Write words, phrase and/or clauses on the chart to describe what are in the pictures
3. Make a list of the happy sound of nature, sad sounds and angry sounds.

Modifiers

SINGLE- WORD	PHRASE	CLAUSE
1.		
2.		
3.		
4.		
5.		

B. Writing Proper

1. Create a poem about your picture. Use the descriptive words you have learned if nature could talk, what would it say?
(Begin by saying...

I am the _____
 (tree, sea, bird, in the sky, flower in the field, forest, etc.)
 I am _____
 I give _____
 But _____
 And it makes me _____
 Could you _____ me please?

Add your own to make another stanza.

C. Post Writing

1. Transfer your bio- poem into a cartolina.
2. Organize classmates/friends to form a choric group to interpret your bio-poem into a choral recitation.
3. In your journal, write a slogan on the preservation of the earth.

Speaking



Activities

A. Preparatory

1. Read aloud your slogan on the preservation of the earth. How does it sound?
2. What do you think will be the reaction of your listeners?

B. Speaking

1. Pretend you are a radio announcer. You want to warn the public about the use of chemicals banned by the DENR, what will you include in your announcement?
2. Prepare a one-minute plug in your program warning the public about these chemicals banned by DENR.
3. Read it aloud and find out how convincing your warning was

C. Post

1. Write a brief public announcement warning the public about the dangers of ozone depleting products. Make the announcement direct to the point but catchy and interesting.

The presentation will be rated using the following criteria:

- | | | |
|--|-------|-----|
| a. Simplicity and directness of language | ----- | 25% |
| b. Audience appeal | ----- | 30% |
| c. Content | ----- | 25% |
| d. Organization and length | ----- | 20% |

2. Through what other means can you advocate the preservation of planet earth?
3. In your journal, write down the importance of enhancing public awareness on the value of showing concern for the environment.

Literature



Activities

A. Motivation

1. Recall the poem on environment you wrote the other day. How did you feel as you described the beauty of nature?
2. Do you know the meaning of
 - a. little cares
 - b. that fretted me
 - c. cast them away?If not, look them up in the dictionary.
3. Why must we preserve up our environment?

B. Reading

1. Read the poem below.
How did the speaker feel while sitting in the fields with God?

Out in the Fields With God

Elizabeth B. Browning

The little cares that fretted me,
I lost them yesterday
Among the birds above the sea,
Among the winds at play;
The rustling of the trees,
Among the singing of the birds,
The humming of the bees.

The foolish fears of what might happen,
I cast them all away
Among the clover-scented grass,
Among the new-mown hay
Among the hushing of the corn,
Where drowsy poppies nod,
Where ill thoughts die and the good are born
Out in the fields with God.

2. Comprehension Check
 1. What do you think are “the little cares that fretted me”? Do you also have “little cares that fret” you?

2. How did the speaker lose those “little cares”?
3. What are the lovely details of nature mentioned in the poem?
4. Why did the speaker in the poem find peace in the fields?
5. Have you tried enjoying nature in order to unload some of life’s pressures? How did it help you? Relate your experiences.

C. Post Reading

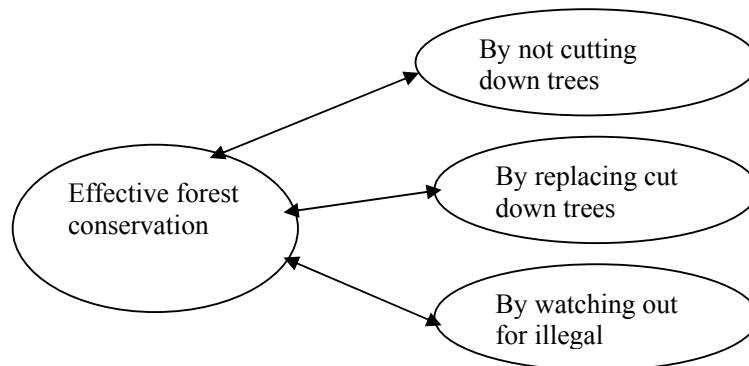
1. Go over the poem again.
2. Analyze author’s craft by answering the following:
 1. To what sense does stanza 1 best appeal? What words or expressions make the stanza appeal to that sense?
 2. To what sense do lines 3, 4, 5 and 6 (stanza 2) best appeal? What words or phrases make lines appeal to that sense?
 3. What figure of speech is used in line 5 (stanza 2) and line 7 (stanza 2)?
3. What is the message of the poem?

“God speaks... in very joyous blossoming thing;
 God’s message come to us
 In lovely dawns, in sunset’s glow
 In caroling birds, and streams that flow.”



How Much Did You Learn

- A. 1. Write a statement interpreting the concept map below.



2. Draw a concept map on this statement

Planted trees should be protected against pests and diseases with the use of insecticides and fungicides for they protect man from the elements and provide them with food and shelter.

B. Fill in the chart with the modifier asked for.

Object	One-word modifier	Phrase modifier	Clause modifier
1. waves	billowing	ranging-angrily	like an angry old lady
2. earthquake			
3. forest			
4. falls			
5. rain drops			

C. Write a slogan reminding people to conserve water.

Check Yourself



How Much Do You Know

- A. 1. praise Lord blessings bestowed
2. river gleamed village
3. shy blossom diamonds
- B. Heavy rains poured upon mountains causing landslides and flash floods.
- C. 1. bubbling river
placid lake
open sea
wide ocean
2. angry owl
black crow
white dove
gay maya
3. tiny hill
black mountain
green valley
4. small pebble
big rock
giant boulder
5. pink rose
fragrant sampaguita
button-eyed jasmine
pure camia

Listening



Listening Proper

1. 2. DR Thingdi
Ishak Manja
David Black
Gang Yuyang

3.

4.

Post Listening

2. David Black of Sydney said, “Japan’s annual use of 11 million disposable chopsticks is one glaring example of wasteful abuse of wood. I appeal to the Japanese people to please put some curbs or money hungry companies devastating the world’s forest for short-term gain.”
3. David Black, Sydney said, “Japanese use of 11 million disposable chopsticks is a waste of wood. I appeal to the Japanese to curb these companies from devastating forest.”
4. David Black appeals to the Japanese not to waste wood on disposable chopsticks.



Vocabulary

1. a
2. a
3. a

Comparison Check

1. The Montreal Protocol is an agreement among 129 countries to limit the production, application and use of the most common ozone depleting substances.
2. Under the Montreal Protocol, the Philippines is committed to phase out the country’s CFC consumption by 50% in 2005, 85% by 2007 and total phase out by 2010.
3. NCPP- National Coordinator on Program and Policies draw up policies and programs for the implementation of the Montreal Protocol.
4. Ozone depletion is the gradual use up of the thin gas in the air that protects the earth from ultraviolet rays of the sun.

Air conditioner
Cosmetic sprays

Literature



Comprehension Check

1. Everyday problem. Yes
2. By giving them up to God
3. Birds above the sea
Winds at play
Resulting of the trees
Singing of the birds
Humming of the bees
Clover-scented grass
New-mown hay
Hushing of the corn
Drowsy poppies rod
4. Because there in the fields is God. Yes. It made me see beauty instead of ugliness and peace instead of chaos.

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

You're doing great! Now that you've completed the activities in this module, you're ready to work on a new module. But before you do, complete the REFLECTIONNARE at the end of this module. You may want to go over the parts you found most interesting, most challenging or most rewarding before moving on to the next module.

Module 5 is about self-talk, you will learn how to deal with your own ideas as well as others.