

Module 5

Interaction with Ideas

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



What This Module Is About

As one grows older, he realizes the truth in...
“For yesterday is but a dream
And tomorrow is only a vision,
But today, well lived, makes every yesterday
A dream of happiness
And every tomorrow
A vision of hope...”

Whether one walks through life in ease and comfort or in difficulties and challenges does not matter. What is important is that he comes out stronger and more alive than ever. Let us live that each day finds us better persons than we were yesterday. Each day must make us more loving, more understanding, more worthy in the eyes of God and man.

In this module, you and I together, will learn how to deal with our ideas as well as those of others.



What You Are Expected To Learn

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

- Listen to note significant details
- Listen to appreciate the melody and meaning of a song
- React critically to what is read
- Analyze imaging for both surface and deeper meaning of words
- Summarize the points read into one topic sentence
- Arrive at meaning of words through context clues
- Explain reasons for people’s behavior and attitudes
- Synthesize ideas stated in a poem
- Supply details to support a main idea
- Observe unity and coherence in writing a paragraph

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 the topic sentence in the following paragraph.
1. Just as the air we breathe is not free from impurities, the water in rivers and streams are not clean and sparkling anymore. Large amounts of waste waters coming from homes and factories find their way into rivers and seas.
 2. Communication is the opening up of yourself to another or to a group. Once it is established, it gradually increases in depth and leads to understanding and cooperation.
 3. Propagandas is any kind of systematic effort to spread information – facts, beliefs, or opinions. The information may be valuable. But sometimes, information is spread to promote one’s own cause or discredit another’s cause.

B. Read the poem below and answer the questions that follow:

Pippa's Song

The year's at the spring;
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lake's on the thorn;
God's in his heaven—
All's right with the world!

Comprehension Check

1. What does Pippa sing about?
2. How does she feel? Do you get the same feeling?
3. Is Pippa the kind of girl you would like to have for a friend? Why?
4. What is her philosophy of life?
5. Are there people like Pippa in your school? Tell something about her.



Activities

A. Pre listening

1. Have you ever felt the need to be alone? When does this happen? Why do you need to be alone? When you engage in this kind of activity, you go through the process of INTROSPECTION.
2. What do these lines mean?
 1. Live and let live.
 2. Life is not a race. It is a journey.
 3. Live each day at a time.

B. Listening Proper

1. Listen to the song by Barbara Streisand.
2. List down what the singer does while waiting for sleep to come.

C. Post Listening

1. Answer the following questions:
 1. To whom does You in the title of the song refer?
 2. From whose point of view is the song written?
 3. What is the “I” going through as expressed in the first stanza?
 4. What can you infer about the kind of life that the “I” lived?
 5. Does he have regrets? Which stanza tells you this?
 6. What implications are there that speak of the writer’s relationship with GOD? Which lines tell you this?
2. Reflect on: When are the times you need to be alone? What are some of the things you think about?

Reading



Activities

A. Pre reading

B.

1. Vocabulary



Get their meaning through context. Read the sentence where the phrase is found and get its meaning

1. temper of the will
 2. wires are all down
 3. snows of pessimism
 4. ice of cynicism
2. Recall people in your community who have done admirable deeds.
 3. Study the life of the author.

About the author

General Douglas MacArthur graduated at the head of his class at the U.S. Military Academy at West Point. He was also a service officer in their corps of cadets.

During the Second World War, he was made the Supreme Commander of the Allied Forces in the Pacific. After the surrender of Japan on September 2, 1945, he supervised its reconstruction and the establishment of a democratic form of government.

When North Korean Communist troops crossed the 38th parallel and invaded South Korea in June 1950, MacArthur was put in charge of the UN forces. Despite heavy odds against him, he was finally able to stop the Communist advance.

He returned to the United States in 1951 and returned to private life after having been placed on the active list for life as general.

C. Reading Proper

Read the selection silently.

Live with Enthusiasm

By General Douglas MacArthur

Some people who are advanced in years feel that they are still young. On the other hand, some who are young in years feel that they are already old, what could be the reason for this? The selection below gives an explanation.

Youth is not a time of life. It's a state of mind. it's the temper of the will, a quality of the imagination, a vigor of the emotions, a predominance of courage over timidity, of the appetite for adventure over the love of ease.

Nobody grows old by merely living a number of years. People grow old only by deserting their ideas. Years wrinkle the skin, but to give up enthusiasm wrinkles the soul.

Worry, doubt, distrust, fear and despair—these bow the head and turn the growing spirit to dust.

Whether 60 or 16, there is in every being's heart the love of wonder, the sweet amazement at the stars and the star like things and though, the undaunted challenge of events, the unfailing appetite for what—next and the joy of the game of living.

You are as young as your faith, as old as your doubt, as young as your self—confidence, as old as your feat, as young as your hope, as old as your despair. So long as your heart receives messages of beauty, cheer, courage, grandeur and power from the earth. From man and from the infinite, so long are you young.

When the wires are all down, and all the central places of your heart are covered with the snow of pessimism and the ice of cynicism then, only then are you grown old indeed, and may God have mercy on your soul.

“Live everyday of your life as though you expect to grow forever.”

D. Post Reading

1. Comprehension Check.
 1. What is the meaning of the first two statements?
 2. What is the author's definition of youth? Of old age?
 3. Describe how one can live with enthusiasm.
 4. What is inspiring in the essay?
 5. Would you recommend this essay for reading by young people only? Or old people only? Or both? Why?
2. Complete the line: I can live my life to the fullest by _____.
3. What is a topic sentence?
4. Reflect on this passage.

We can find much inspiration around us to make us live life with enthusiasm. It is sad sometimes, we do not open our minds, our hearts, our very own eyes to it. We only need to see, to understand and feel it in our soul and we can find it.



- A.
1. Study the following:

What is a paragraph?

A paragraph is a connected series of sentences developing a single topic.

There are (3) three principles for writing a good paragraph. These are:

1. Unity- this requires that the ideas should about a single topic.
2. Coherence- this requires that the ideas should flow smoothly from sentence to sentence.
3. Emphasis- this demands that the paragraph must have system and preparation in its development.

Example:

Soap is a kind of detergent. With aid of water, it washes away dirt. Soap products are found in different forms like: bar, paste, powder, or liquid. Soaps have different purposes, too. There are soaps with cleansing effects for the body, for clothes, for dishes. There are also soaps for washing impurities in wood, tiles glass and metal products.

Answer the following:

1. What is the central idea of the paragraph?
2. Which is the topic sentence of the paragraph?
3. Does every sentence contribute to the idea of soap as a kind of detergent?
4. How is each sentence related to one another?
5. What is a paragraph?

What is a topic sentence?

The topic sentence is the central thought developed in a paragraph. This may be found at the beginning or at the end of the paragraph.

The example in task 1 illustrates a topic sentence found at the beginning of the paragraph.

The following example illustrates a topic sentence found at the end.

Some people are cheerful. Others are habitually depressed. Some are generous and find happiness is giving and sharing with others; others are possessive and it would break their hearts to give anything away. Indeed, we encounter different kinds of people on our everyday life.

1. What is the central idea in the paragraph?
2. What details are there to suggest the central idea?

A. Exercises

Read the following paragraphs. Pick out the topic sentences and enumerate the details that support the central idea.

1. With a broad education and through training you get a better chance of getting ahead. You cannot afford to take chances in inviting a whole lifetime in some occupation that seems easy and in which someone also made good. You will face increasingly stiff job competitions. Only with effective career planning and preparation will you able to look forward to a successful and rewarding career.

Topic sentence:

Supporting details:

2. Common laborers are needed everywhere as much as the workers at any other level. Workers at this level do most of the material jobs that don't need a lot of judgment and skill. What is required is a chance to enter another level with a little more training and planning. Unskilled workers work as common laborers in any field.

Topic sentence:

Supporting details:

3. One of the first steps in planning a career is to study the many different occupations. Let us take a look at a cross- section of the occupational life in the different fields. There are roughly six general levels of workers found in all occupation divisions. These are: (1) unskilled laborers; (2) semi-skilled workers; (3) skilled craftsmen; (4) professional and technical specialists;; (5) executives; (6) proprietors.

Topic sentence:

Supporting details:

B. Extended activity/Writing practice

1. When is a paragraph said to be a good one?
2. What principles for paragraph writing should the writer bear in mind?

For writing practice, choose one of the following topics and develop it into a paragraph.

1. I did my best, but it wasn't enough
2. A habit I want to change
3. People seem to misunderstand me all the time
4. With such a comrade, such a friend.
5. A pain would walk till journey's end

Key Points



1. Put only one thought into each paragraph.
2. Make each sentence contribute to the development of the thought directly or indirectly.
3. Use a topic sentence to express the main thought of the paragraph.
4. Most topic sentence are placed at the beginning of the paragraph. However, they may be placed at the end for suspense or variety.
5. Use connectives or transition words that will establish connection between sentences.
6. Arrange your details according to time or space sequence.
7. After the topic sentence, arrange your ideas from the least to the most interesting.

Literature



Activities

A. Pre reading

1. Scan the text to locate the vocabulary words.



Vocabulary

Here are some experiences which you will find in the poem “A Psalm of Life.” Determine the most suitable meaning of each expression after you have read the poem.

1. in the bivouac of life
a. an encampment with no shelter
b. the watch of a whole army
2. a hero in the strife
a. violet conflict
b. a contest for a desired goal
3. make our life sublime
a. grand or exalted in thought
b. elevated in character
4. o'er life solemn main
a. end, purpose, object
b. manifesting great strength

B. Reading Proper

Read the poem aloud.

A Psalm of Life

Tell me not in mournful numbers,
Life is but an empty dream
For the soul is dead that slumbers
And things are not what they seem
Life is real! Life is earnest!
And the grave is not its goal,
Dust thou art, to dust returnest,
Was not spoken of the soul.
Isn't enjoyment; and not sorrow,
Is our destined end or way?
But to act, that each tomorrow
Find us farther than today.
Art is long, and Time is fleeting,

And our hearts though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad fields of battle,
In the bivouac of life,
Be not like dumb, driven cattle!
Be a hero in the strife!
Trust no Future, how're pleasant!
Let the dead Past bury its dead!
Act—act in the living Present!
Hear within, and God o'erheard.

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints, that perhaps another
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother
Seeing shall take heart again.

Let us, then, be up and doing,
With a heart for any fate,
Still achieving, still pursuing,
Learn to labor and to wait.

Comprehension check

1. Why does the poet say that “life is but an empty dream?” what instances in your life tell you that there is something in you that keeps you alive? What is it that makes you move ahead and accomplish something meaningful?

2. What is meant by “dust thou art, to dust returnest?” Does it also apply to the soul? Explain your answer.

3. What is man's end or goal in life? (Refer to stanza 3)

4. What do these phrases express?

fleeting time _____
muffled drum _____
field of battle _____
bivouac of life _____

5. Why does he suggest that we “act in the living present?”

6. How can we live meaningful life?

7. Name some great men/women whose lives have served as inspiration to us.
What is meant by “footprints on the sands of time?”

8. What is the message of the poem?

C. Post reading

A. Reflect on the message of the poem. What is your Psalm of Life?

B. Compose a short verse expressing your idea on how to live a meaningful life.

Evaluation

A. Read the poem below, then answer the questions after it.

Where the Rainbow Ends

Where the rainbow ends
There's going to be a place, brother
Where the world can sing all sorts of songs
And we're going to sing together, brother,
You and I, though you are white and I'm not
It's going to be a sad song, brother,
Because we don't know the tune,
And it's a difficult tune to learn
There's no such tune as black tune,
There's no such tune as a white tune,
There's only music, brother,
And it's music we're going to sing
Where the rainbow ends

Richard Rive

B. Think it through

1. Who is the persona in the poem? _____

2. What does he want to do? Where? When? _____

3. Explain why "it is difficult time to learn."

4. Describe the kind of world he wants, how do you know?



A. Pre Writing

1. Recall pointers for writing a good paragraph.

2. Read the paragraph.

It was a terribly hot day. The men had taken off their shirts in the machine shop where Papa works. Perspiration rolled in little rivulets down their torsos. Not a breath of air entered the large enclosure where the men worked.

3. Answer the following questions:

1. What is the topic sentence? Answer (sentence 1).
2. What details are there in the sentences that support the central idea. "it was a terribly hot day!" Answer: (take off the shirts; perspiration rolled; not a breath of air).

[Unity in a composition means having a sense of oneness. All details to be included in the paragraph should contribute in developing its central idea. All irrelevant ideas and digressions should be left out. It is important to remember that omitting necessary details is as disastrous as including unnecessary one.]

4. Add two sentences to the above paragraph. Be sure the sentences will contribute to support the central idea.

What is the law of coherence? How is it applied in a composition?

Coherence means sticking together. The flow of ideas from sentence should be made clear by the use of **connectives, reference words, transition words**.

It will help to maintain a single point of view. Observe how the following devices are used for coherence purposes, example:

1. I met her for the first time during the entrance test at the high school. She looked very young, then. (time reference device)
2. He felt very uncomfortable in his new shirt, so he took it off. (transition word device)
3. The suspect argued that he was not the one who assaulted the lady. He said that he was across the street and he witnessed how another fellow had assaulted her. (word reference device)

B. Writing Proper

Choose and develop a unified and coherent paragraph.

1. Exercise is important.
2. Street crimes have increased in the last two years.
3. Basketball is an exciting sport.
4. Filipinos love to eat god food.
5. My mother/father is a great cook.

C. Post writing

1. Submit your work to your teacher for evaluation.
2. Revise your work based on the suggestion given.
3. Submit final copy.



How Much Did You Learn

- A. Pick out the topic sentence in the following paragraph noting down the supporting ideas that make it so.
- B. 1. Read the poem below. Identify a very critical world problem expressed in the poem.

Signature
Candace Thumber Stevenson

My fathers wrote their names in sweat
On forest and farming land.
Each of the plowshare, hard to get,
Spelled out a purpose in their hand.

My brothers wrote their names in steel,
Huge buildings rose at their desire;
They hatched explosion to a wheel
And lightning to a wire.

On air my children wrought their will,
Gaily they rode from cloud to cloud
And if they dropped destruction, still
They liked their writing and were proud.

Their children sign their name in yet
More grimly catastrophic terms—
An elemental alphabet
Of splintered atom, stalking germs.

2. Comprehension check

1. Identify the four generations mentioned in the poem. What is the “signature” of each generation?
2. Give the historical fact or economic or social change that forms the basis of the statements in each stanza.
3. What is the author’s opinion about the splitting of the atom? Is it something to be proud and happy about or is it something to be feared? Explain.



Check Yourself



How Much Do You Know

1. The water in rivers and streams are not clean and sparkling anymore.
2. Communication leads to understanding and cooperation.
3. Paragraph is any kind of systematic effort to spread information.

B. Comprehension Check

1. That everything's right about the world
2. Happy. Yes
3. Yes because she is naturally cheerful.
4. That if God is in his heaven then all's right with the world.
5. Yes



Listening

Suggested answers

A.

1. Yes. When I have a problem. So I can think about it.
2. Live and let others live.
Travel life gradually, not in a heavy.
Take each day as it comes.

B. 2. Reciting the word I've said or should have said

The poems that need rewriting
The smiles I never answered
Doors I should have opened.

C. Post writing

1. God
2. first person
3. rewriting what she should have done
4. a relatively good life
5. a few; third stanza
6. a close relationship with God;
The last three lines

Reading



C. Post writing

1. That some people do not feel their age.
2. Youth is a state of the mind. Old age is reached when no ideas are left.
3. Live everyday of your life as though you expect to grow forever.
4. It makes one realize that age does not really matter.
5. Yes. Everyone should read it young or old.
6. Gen. Mac Arthur had a happy hopeful outlook on life.

Grammar



B. Exercises

1. Only with effective career planning and preparation will you be able to look forward to a successful and rewarding career.
2. Common laborers are needed everywhere
3. One of the first steps in planning a career is to study the different occupations.

Literature



A. Pre reading

1. a
2. b
3. b
4. a

B. Post reading

1. Life is short but an empty dream if one does not act for himself.
2. It means when we die our earthly bodies turn to dust. It does not apply to the soul because the soul is eternal.
3. To act that each tomorrow finds us together then today.
4. Fleeting time- time moving fast
muffled drum- heartbeat
field of battle- life
bivouac of life- life's journey
5. Because it is now.
6. By living as we were meant to live
7. Mother Teresa, the heroes and heroines footprints in the sands of time – legacy
8. To live fully and meaningfully

Evaluation

1. a black person
2. to write as me, the black and the whites
3. because there is war going on
4. a peaceful world; because he hopes to find peace where the rainbow ends.

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 Great I Now that you've completed the activities in this module, you're ready to start work on a new module. But first, 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 6 is about non – verbal interaction, translating and interpreting maps, graphs or charts.