

Module 7

Reducing Language Barriers

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 which appears on the first page of the module is represented by the icon on the left. The module number and the title are followed by a picture and a brief introduction which tells you what the module covers. You should read carefully the title and the introduction to give you an idea of the exciting things in store for you.



WHAT THIS MODULE IS ABOUT provides you insights on what you are going to learn. This section encourages you to read carefully the activities you need to work on.



WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE This section lists what you should learn after going through the activities in the module. You can use this list to check your own learning.



HOW TO LEARN FROM THIS MODULE. This section provides the steps that you need to do in accomplishing the activities.



HOW MUCH DO YOU KNOW. Assesses what you already know about the skills you will learn in the module. Do not worry if you fail to answer all the question. After working on the various module activities, you will take similar test.



ACTIVITIES consist of a variety of learning experiences and exercises designed to help you develop the skills and competencies covered in this module. The icon on the left introduces this section. The learning areas are also introduced by a specific icon. The icons and the titles serve as your guide on the languages activities you are to focus on: listening, speaking, vocabulary, reading, grammar, literature and writing. You should not skip any of the activities. They have been sequenced to help you achieve what you are expected to learn from this module. After each exercise, you are invited to check your answer under the **Check Yourself** section.

Following are the specific icons for the specific activities discussed above.



A listening lesson is introduced by this icon.



This icon introduces a speaking lesson.



A reading lesson is introduced by this icon.



This icon introduces a grammar lesson.



A writing lesson is introduced by this icon.



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 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

Languages, seldom develop entirely in isolation, when groups of people engage in commerce or fight with each other, their languages are often affected by their contact.

Words are borrowed from older languages for use in new ones and conquering countries would leave their distinctive mark on the language and culture of the territories they occupy.

Even people who speak the same language may occasionally have trouble understanding one another because of the words or terms they use. For example, among Asians, what a Filipino (who is accustomed to American English) would call gasoline is called petrol (short for petroleum) by a Singaporean or Malaysian who is more accustomed to British English. In this module you will learn to bridge the language gap by being more sensitive to both verbal and non-verbal cues so as to avoid and repair breakdown in communication.



What You Are Expected To Learn

This module will help you to

- A. determine the stand of the speaker on a given issue
- B. use verbal as well as non-verbal communication strategies in face to-face communication
- C. scan for sequence signals and connectives
- D. scan to determine key ideas
- E. write a unified text using cohesive devices

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. LISTENING CRITICAL OR NON-CRITICAL

Tell whether the person is critical or non-critical. Write C for critical, NC for non-critical

1. Why are you late most of the time?
2. It irritates me that I am on time and then have to wait for you to show up.
3. You re horrible at listening.
4. It seems that you are not interested enough to listen to me.
5. You never think about anybody by yourself, you're utterly irresponsible.

B. Each person can be honest and direct without insensitively damaging another's dignity.

You and your friend disagree on how you are going to spend the weekend. You do not want to watch basketball. How do you refuse his invitation?

C. Reading

The following set of sentences belong to one paragraph. Write TS for the Topic Sentence, SS for supporting statement.

- _____ 1. Attempt to learn about other cultures.
- _____ 2. See diversity as a strength.
- _____ 3. Here are some pointers to remove the barriers to understanding.
- _____ 4. Practice effective communication skills.
- _____ 5. Show respect.
- _____ 6. Understand your own biases.

D. Writing

“ Add three example to support the topic sentence.

One definition of stereotype is an “overgeneralization applied to an individual without regard to his or her own uniqueness.” For example, “Women are emotional.”

_____ 1. “
_____ 2. “
_____” 3. “_____.”

E. Pronoun Referents In the following sentences, fill each blank with an appropriate pronoun

Learning about 1 similarity to or difference from others is a never ending story. With each step into the worlds of others, 2 further our understanding of 3 culture. The problem with trying to understand various cultural differences is that, 4 risk perpetuating stereotypes, misconceptions about other groups. 5 is important to remember, that people vary greatly within almost any cultural or ethnic group.

F. Hyponyms. Supply a general word or term for each group of words

- _____ 1. azalea, rose, orchid, morning glory
- _____ 2. tarsier, tamaraw, Philippine eagle, Palawan mouse deer
- _____ 3. Rizal, Bonifacio, Del Pilar, Burgos
- _____ 4. PC, laptop, notebook, desktop
- _____ 5. Brunei, Philippines, Indonesia, Thailand



Listening

A. Pre Listening

You will listen to an interviewer with Gregorio Encina of the University of California about learning another language.

What are the most common reasons for learning a language?

Activity 1

The following terms appear in the lecture, Say the words allowed, Mark the ones you do not know. Later, you will hear these words in the lectures.

- | | | |
|-------------------|------------------------|------------------|
| _____ language | _____ accents | _____ Morse code |
| _____ bilingual | _____ evaluation | _____ foreign |
| _____ volunteered | _____ recorded message | _____ ship |
| _____ devoured | _____ focus | _____ incentive |

Activity 2

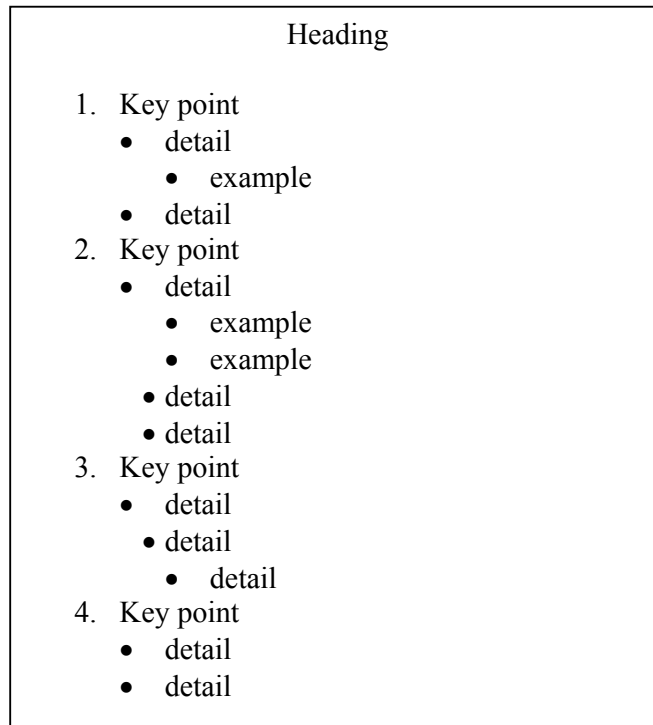
Listen to the lecture, take notes on the most important points

Activity 3 Good lecture notes have three important features

1. **KEY WORDS:** when you take notes, do not write every word. Write only the most important or key words. Most often key words are nouns, verbs and adjectives. **ABBREVIATIONS AND SYMBOLS;** Shorten words or use symbols as much as possible.

INDENTIONS: Indent to show the relationship between main ideas and specific details. Most of the time your notes will have three or four levels of indention

Listen to the interview again if necessary. Add more information to your notes following the format below.



B. Post Listening

Now answer the following questions.

Refer to your notes as needed.

1. Should one learn another language?
2. Do we need to worry about accents?
3. How can we develop an ear for language?
4. How can we learn to speak a language?
5. How difficult is it to learn a language?
6. What is Encina's stand on learning another language?

Turn to the Check Yourself section for the Answer to this selection.

Learning another language

An interview with
Gregorio Billikop Encina
University of California

Interviewer: Why do we need to learn another language?

GBE: Although it is not an easy task, surely there are benefits from learning another language. My oldest son related the following story he heard in Uruguay, “A skinny cat stood for hours waiting for the mouse to walk out from behind the hole, so he could nab him. He was having little success. A fat cat walked by, inquired about the nature of the difficulty, and volunteered to show the skinny cat the ropes. First thing, he had the skinny cat move out of the way where he could not be seen and did likewise himself. Next, he barked, “Woof, woof.” The mouse, thinking a dog had scared the cat away, and it is was safe, ventured out only to be nabbed and devoured by the fat cat. “You see,” explained the fat cat, “it pays to be bilingual.”

Since my nickname is “Uncle Moo” and I love imitating farm animals, I guess that by this definition I would be a multi-linguist. Actually, I have been working on learning a couple of new languages in the past few years. These attempts have given me a better understanding of the challenge of learning a new language when one is older.

Interviewer: Should you worry about accent?

GBE: Some feel that a little bit of an accent may give a person a refined or sophisticated touch. While that may be so, too much of a good thing can be a liability. As a frequent guest speaker, I often had one out of every 30 persons write down in my evaluation, “The guy with an accent, could not understand a word of what he said.” One day I was listening to recorded messages left in my answering machine at home. One of the messages was delivered by a person who had an accent much worse than my own. I felt sorry for the guy. As I listened, I realized that it was my voice leaving a message for my wife. I learned English as youngster, along with my native Spanish. I attribute my strong accent partially to having learned English from people who had an accent, and partially from my interest in reading. To learn how to speak another language it helps if we focus on listening than reading.

Interviewer: How we develop an ear for language?

GBE: A first step is to determine what we want to do with that language. Is it to travel? To read a book in another tongue? Or to communicate with people we work with? If our interest is to communicate with others, then we must focus on listening first. As an amateur radio operator I had to learn Morse Code. The dots and dashes, at first, seemed to come so fast at me that the letters all sounded the same. With time, however, I began to distinguish their sounds and rhythms. A friend gave me some good advice. “Don’t even attempt to learn how to send the Morse Code,” he said. “First, learn how to listen, and when you have learned

how to copy the messages down well, it will take less than a day to learn how to send.” My friend was correct. With foreign language, we deal with additional challenges. Every language sounds different and uses different sounds. Different muscles are employed. The mouth, cheeks, nose, and tongue, along with breathing in or out, may be combined in almost endless ways. Language varies from pronouncing the letter “ene” in Spanish, rolling the tongue to make an “erre” sound, or the various clicking sounds in the African Khoisan language. English speakers take for granted their ability to say “sheep” and not have it sound like “ship.” We shall talk more about developing these skills, below.

Interviewer: How difficult is it to learn another language?

GBE: Learning another language, for most people, is *extremely* difficult and takes much commitment. My wife, for instance, took years of Spanish in High School and College, and yet would refuse to speak it with me (Ok, so I laughed once). Only after her fourth trip to South America did she venture out on her own. Shopping provided the incentive. But when I was present, she reverted back using me as an interpreter.

Setting a goal of learning polite expressions and basic working vocabulary is not so hard, and it can be a lot of fun. A friend recently commented, “I have had more passion about learning Spanish than almost anything I have done for a long time.”



Speaking

1. What do you understand by the word stereotype?
2. Discuss with your friends why stereotypes exist, why they are harmful, and how they can be corrected.
3. Ask three of your friends what they think about people from the places below
 - a. Hongkong
 - b. Singapore
 - c. USA
 - d. France
 - e. Mainland China
4. In the space below list some stereotypes people in your region have about people from other regions of the country.

GROUPS

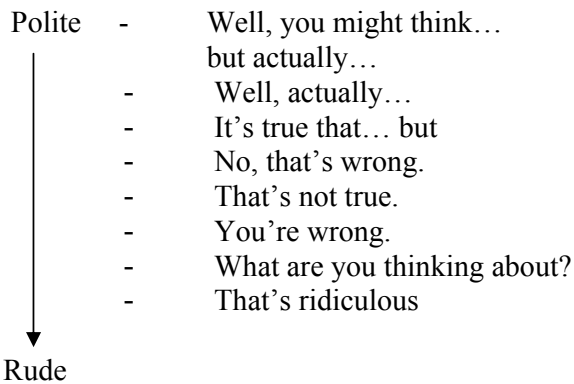
example: Bicol Region

STREOTYPE

Love spicy food

5. Based on your personal experience are the stereotypes you listed “correct”? If not, contradict them using the expressions below

Expressions Used to Contradict or Correct Someone



Now check your answers against the answers to the activities found in the Check Yourself section.



Reading

Before reading

Activity 1 A magazine or newspaper article is designed to catch and hold your interest. Learning how to recognize the organization and format of articles on a magazine page will help you understand even the most complicated articles. Study the sample magazine article as you read each strategy below.

- A. Read the title and other headings to get an idea of what the article is about. The title often presents the main topic. The subheadings written in smaller print than the title introduce the subtopics.
- B. Note text that is set off in some way such as pull quotes, or a passage in a different typeface or type size. This text often summarizes the article.
- C. Study illustrations or visuals photos, pictures, maps. Visuals help bring the topic to life and enrich the text.
- D. Look for special features, such as charts, tables, or graphs that provide more detailed information
- E. Pay attention to terms in italics or boldface. Look for definitions or explanations before or after this terms.

Activity 2

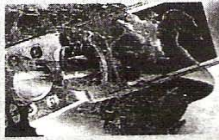
Use the sample magazine page and the tips in Activity 1 to help you answer the following questions.

- 1. What is the article's main topic?
- 2. Why do mobile phone companies need to come up with new designs?

3. For whom are the handsets curved at one end like a marquise-cut diamond intended?
4. List the terms in boldface.
5. What does the pie graph show?
6. What does the bar graph show?
7. Copy the sentence that explains what the article is all about.

MARKETPLACE

WSJ.com



Indonesia turns to technology to speed, improve bird-flu reporting
Small U.S. mobile-phone company teams up with Microsoft to train field workers > Page 30

Money alone doesn't bring a lot of happiness
More leisure time, shorter commute do > Page 31

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In Japanese mobile market, focus turns to design

A Rising competition spurs new handsets that fit any lifestyle

By Yukari Iwatani Kane *Tokyo*
MOST CELLPHONES are just too square for a lady. So Japan's largest mobile operator got help from a fashion designer to make something more feminine.

Momoko Ikuta, best known for children's fashion, created a handset curved at one end like a marquise-cut diamond. That, she decided, was the perfect shape to flatter a woman's face when held to the ear. She added special software, such as a seasonal recipe guide and a menstrual-cycle tracker—and a button that orders up a fake incoming call a few seconds later to cut short a bad date.

"People change their clothes every day, but a cellphone is the object closest to their daily lives," she says.

The phone, which NTT DoCoMo Inc. will start selling in September, is part of the latest trend in mobile technology: the lifestyle phone. Until recently technology was enough to excite most users. They chose the smallest handsets with the most advanced screen, looking for camera resolution, video and music downloads. But many of them have become jaded and perplexed by technological advances and are demanding phones with more simplicity and personality.

The move is also a reaction by providers—who in Japan work carefully with handset makers on the design of phones—to a near-saturated market. About 70% of Japan's population already owns a mobile phone, so the only path to new customers is through products that can peel them away from a rival.

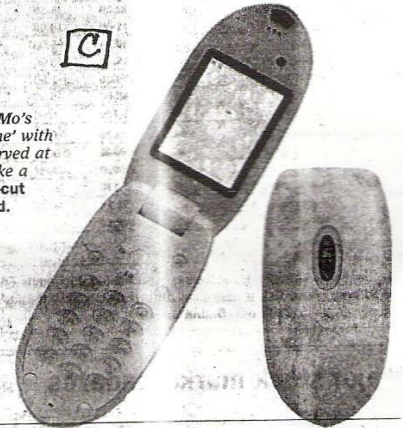
"Competition has grown so intense that you need more variety in terms of design and function," says Kiyohito Nagata, managing director of products at DoCoMo.

That is one reason the lifestyle-phone trend has been most pronounced in Japan. But some U.S. providers are catching on, too. Sprint Nextel Corp., though it hasn't gone as far as the DoCoMo feminine makeover, has launched pink handsets for women in the past four months. Many carriers have started making phones aimed at children. T-Mobile USA Inc. sells a Sidekick phone, tailored for email use and designed in cooperation with casual-clothing brand Juicy Couture and a tattoo artist known as Mr. Cartoon.

Sony Ericsson Mobile Communications, a London-based joint venture between Sony Corp. and Telefont AB L.M. Ericsson, has intro-



C

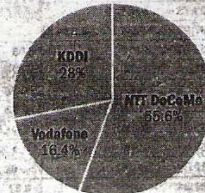


C NTT DoCoMo's 'lifestyle phone' with a handset curved at one end like a marquise-cut diamond.

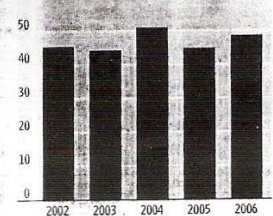
B Fitting phone

Japan's mobile-phone operators are selling phones tailored to specific lifestyles, highlighting the country's competitive telecom market

D Share of mobile-phone users in Japan¹



D Mobile-phone shipments in Japan, in millions of units²



¹As of July 31, 2006. ²Years ending March 31. Sources: Telecommunications Carriers Association; Japan Electronics and Information Technology Industries Association

duced in global markets Walkman phones that double as digital music players and Cyber-shot phones that have higher-resolution cameras. Outside Japan, says Tomokazu Tajima, a Sony Ericsson general manager in Tokyo, "we're just starting to think about what more we can do to grab their attention."

KDDI Corp. kicked off the competition in 2003 with a candy-bar-shaped phone called Infobar. It was lower-tech than other phones at the time and had just a small screen and simple camera. But it grabbed the attention of fashion-conscious Japanese with its glossy red, white and black exterior, and keypads like shiny tiles.

This spring KDDI released a new mobile phone for preteen girls created by industrial designer Fumie Shibata. She designed the phones in the image of desserts like macarons and cakes. The keypads were laid out clearly for beginners, and the speakers were shaped like flowers. To make the phones cheaper for girls with small allowances, Ms. Shibata designed simple stickers to decorate the phone.

"We wanted the phone to fit among the girls' other belongings," says Ms. Shibata.

Customers love the choices. Mayumi Ito, a 23-year-old office worker, thought about a Walkman phone, because she already had an iPod music player. She rejected another model because it didn't have a display on the outside to show date and time, making it "too plain looking" in her opinion.

After a two-week search, she decided on a waterproof, shockproof phone by Casio Computer Co. She isn't planning to use it outdoors in rugged terrain. "The look is most important to me," she says.

Other striking handsets on offer include DoCoMo's "Earth friendly" phone, whose casing is made from natural materials, such as corn and fibers from the kenaf plant. The Vodafone business in Japan, which was recently acquired by Softbank Corp., sells a phone with a television-quality flat-panel screen and built-in digital-TV receiver made by Sharp Corp.

Some phones help the very young or old. Young children can have phones equipped with global-

positioning technology that enable parents to keep track of them from their own phones. For seniors, phones come equipped with louder volume settings, as well as bigger buttons and screen fonts.

"Consumers used to be satisfied with a phone that met just some of their needs," said Koji Otsuka, general manager of product planning at KDDI. "But now that they're on to their second or third phones, their tastes are more sophisticated."

These new models don't necessarily mean bigger profits for their makers and the providers. A greater number of models tends to mean fewer customers for each one. DoCoMo, for example, introduced 38 new models in the fiscal year ended March 2006, compared with 15 models in fiscal 2000. Fewer of its models are selling more than two million units—a benchmark for a best seller—according to DoCoMo product manager Mr. Nagata.

What's more, these phones can be expensive. Some cost operators more than \$400 apiece, and they sell them to consumers at huge discounts. Sony Ericsson's Walkman phone—which features a digital

camera, enough memory to store 630 songs and a battery that can play 30 hours of music—was on sale for just a yen, or less than a penny, to new KDDI customers at a Tokyo consumer-electronics store less than two months after its launch.

But now that the design genie is out of the bottle, customers are getting used to the choice it provides.

The designer of the feminine phone, Ms. Ikuta, went as far as choosing colors common to makeup because they compliment Asian skin and look good when a woman is speaking on the phone—mint green, as used in concealer makeup, an orangey "coral" color often seen in nail polish and blush powder, and white with a touch of pink and "champagne gold" to make skin shimmer.

The curved, pointed shape of the phone was particularly important to Ms. Ikuta, and she insisted that the manufacturer, Mitsubishi Electric Corp., fit square electronic components into it rather than change the shape of the phone.

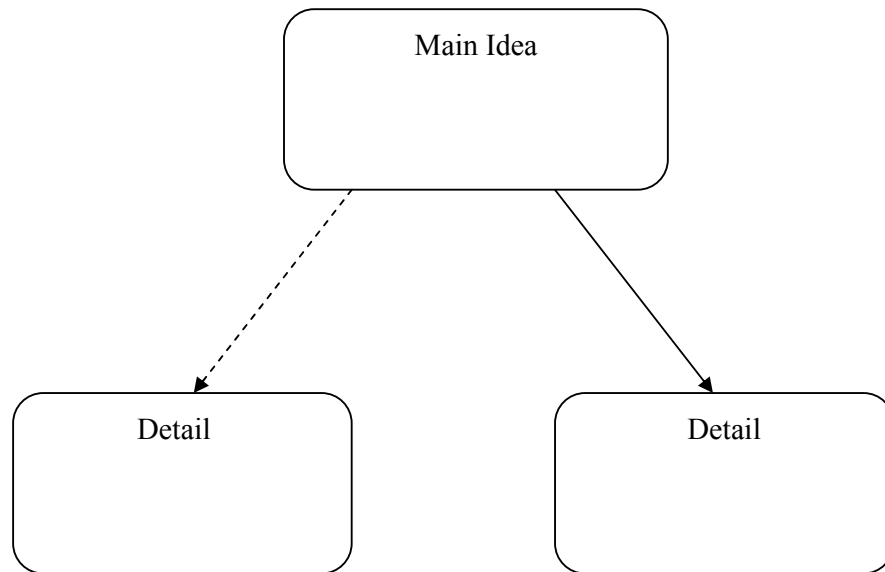
"I thought a lot about what Japanese adult women would want in a phone," says Ms. Ikuta.

—Li Yuan in New York contributed to this article.

POSTREADING

1. What special features can be found in the handsets or cellphones of the following users 1. women 2. leids 3. teen girls 4. Senior citizens 5. sports minded 6. ecology conscious
2. If you were asked to design a mobile phone suited to the lifestyle of frequent travelers, what features would you include?
3. Re read the following paragraph. What is the main idea of the paragraph? What are the supporting statements? Write your answers to the questions in the diagram below

These new models don't necessarily mean bigger profits for their makers and the providers. A greater number of models tends to mean fewer customers for each one. DoCoMo, for example introduced 38 new models in fiscal year ended March 2006, compared with fifteen models are selling more than two million units_ a benchmark for a best seller_ according to DoCoMo product manager Mr. Nagata.



Key Points

The main idea in a paragraph is its most important point. Details in the paragraph support the main idea. Identifying the main idea will help you focus on the paragraph's key point.

Now turn to the Check Yourself section for the answers to the Reading Activities



Grammar

Picture a puzzle with 500 interlocking pieces from a single entity, a portrait of a beautiful woman. When the pieces are taken apart, each separate piece looks undistinguishable from many of the other pieces and it is a challenge to construct the whole puzzle. You are guided by the complete picture on the cover of the box. Keeping the picture in mind you begin to fit the pieces together.

A well organized paragraph is like a puzzle. It is a unified whole, a single idea made from interrelated words. Its purpose gives it unity and all its parts or sentences are fitted to that purpose. When they are put together properly, the sentences have coherence and unity.

Activity 1

Read the following paragraph, what is the main idea of the paragraph? Do the sentences relate to the main idea?

Most people like to talk, but few people like to listen, yet listening is a rare talent that everyone should treasure. Because they hear more, good listeners tend to know more and be more sensitive to what is going around them than most people. In addition, good listeners are inclined to accept or tolerate rather than judge or criticize, therefore they have fewer enemies than most people. In fact, they are probably the most loved of people. However, there are some exceptions to that generality. John Steinbeck is said to have been an excellent listener, yet he was hated by some people he wrote about. No doubt his ability to listen contributed to his capacity to write. Nevertheless, the results of his listening did not make him popular. “Thus, depending on what a good listener does with what he hears, he may pay a price for his talent or go unappreciated in his lifetime.

Activity 2 Evaluate the paragraph for unity using the following set of questions

1. Does the paragraph contain one idea only?
2. Is the topic adequately developed or supported?
3. Is the paragraph unified or coherent?



Key Points

A paragraph is **coherent** if all its sentences are arranged in a clear, logical order

In general, you can arranged the detail according to *time order*, *spatial order* or *sequential order*

Paragraphs arranged in **time order** present events chronologically often in the exact order in which they occurred.

Paragraphs arranged in **spatial order** present details in the order in which they are observed top to bottom, near to far, right to left.

Paragraphs arranged in **sequential order** follow a logical sequence- from least important, general to specific, most familiar to least familiar.

You can improve coherence by using transitional words and phrases that show the connection between sentences.

Activity 4

Look back at the paragraph in Activity 1. List the transitional words and phrases in the paragraph then decide what order- time order, space order, sequential order- the writer chose.

Activity 3

Read each of the following topic sentences carefully. If you were writing a paragraph introduced by the topic sentence how would you arranged the supporting details- in time order, spatial order, or sequential order?

1. My first week at my new job in a call center began badly but ended better than I ever could expected.
2. The layout and design of the room reflects its function.
3. People would get along better if everyone practiced a few important rules of common courtesy.
4. Throughout human history, if messages have been important to pass on, people have found ways of recording them.
5. To appreciate older people, one needs to know something about them.

USING TRANSITIONAL WORDS AND PHRASES

Transitional words and phrases often indicate the relationship among sentences.

The following lists some of the most commonly used transitions

1. Transitions that *add, repeat, or intensify*:

and	moreover	first, second, and so on
also	indeed	to conclude
in addition	in fact	to sum up
besides	as a matter of fact	again
too	to put it another way	once again
another	nevertheless	usually
in other words	finally	habitually
further	after all	anymore
furthermore	to repeat	

2. Transitions that *compare, contrast, or contradict*:

similarly	unlike	in spite of,	on the contrary
like	on the other	despite	nevertheless
	hand	but	nonetheless
likewise	however	yet	then again
in like manner	though	whereas	to put it
by composition	although	even when	another way

as regardless rather than in fact
 as well as
 as, as if

3. Transitions that show a *time* or *space* relationship:

before	earlier	beside
now	at first, last	between
next	then, just then	beyond
after that	until	across
after so much time	soon	over
in time	the next day, night	at
later	while	from, to
following	meanwhile	into
finally	then	outside, inside
eventually	from then on	up, down
since	during	near, far
ever since	beginning, ending	within
even	when	still

4. Transitions that *limit* or prepare for an *example*:

if	that is
unless	namely
when	for example
provided that	for instance
in case	to illustrate
in particular	such as
that	

5. Transitions that signal *cause* or *result*:

because	thus
for	so, so that
for this, that reason	as a result
therefore	consequently

6. Transitions that *assert obvious* truth or *grant opposition*:

no doubt	of course	in fact
doubtless	naturally	granted that
undoubtedly	surely	conceding that
without a doubt	certainly	

Activity 5

Fill in the blank with the transitional word or phrase you think is needed in each sentence.

- A. The Chinese and the Japanese, for all their nationalistic temperaments, are learning the language of the Americans and the British not (1) they are yielding their culture to the West (2) because they have to live with their English Speaking neighbors.
- B. The reason for more English is practical and sound. (1) one academic puts it, there is an anomaly in Malaysia. (2), Commerce and Industry are

conducted mostly in English. Business correspondence usually is in English, (3) in the industrial sector, training materials and manuals are often in English. (4), education is conducted in Malay. At the end, the issue to reintroduce English is good. It will ultimately serve to raise the competitive advantage of the country's workforce.

- C. According to recent studies, more than 1 million Filipinos enter the labor force every year, (1) there are only 500,00 jobs that open annually at home, (2) there are more opportunities both here and abroad (3) one is proficient in English.

More popular local job trends include Business Process Outsourcing (BPO), Medical Transcriptionist, Software Developers, Tourism and International Commerce and Manufacturing Industries, (4) all these requires English Proficiency. The options (5) are much wider than just careers in Customer Service/ Technical Support in Call Centers

USING PRONOUN REFERENTS

Using pronoun referents helps to improve coherence of sentences

Sometimes a pronoun refers to a noun in the preceding sentence. William Taft who served as Civil Governor of the Philippines stressed the vital role of the teacher in nation building. He went on to become the 27th President of the United States

He helps to tie the two sentences together by referring back to William H. Taft. Such words are called **transitional devices**.

Activity 1 Write the sentences below in paragraph form. Substitute pronouns for the *italicized* words or groups of words to provide transitions

1. The 1901 Organic Act of Philippine Education provided for the sending of American Teachers to the Philippines.
2. These teachers arrived in Manila on August 18, 1901.
3. *These teachers* were popularly called "Thomasites" because the ship that brought *these teachers* was named SS Tomasite
4. The Thomasites validated Governor Taft's observations about *the teacher's* crucial role in nation building.
5. It was the *Thomasites* who endeared America in the hearts of many Filipinos
6. Throughout the American Occupation not one of the *Thomasites'* was hurt
7. By the Thomasite's selflessness in teaching the Filipino youth and dedication to the teaching profession, the Thomasites bridged the chasm that divided the colonial government and the people
8. It was *the Thomasites* who planted the American democratic institutions in the country, spread the English language and spread the American public school system which continues to this day.
9. The *Thomasites* demonstrated the tremendous goodwill that could be generated by the teacher.
10. Many years after a Thomasite's tour of duty, *a Thomasites* would return and still receive a warm and sentimental reception from the many Filipinos whose lives *a Thomasite* touched.

NOW CHECK YOUR ANSWERS TO THE GRAMMAR ACTIVITIES. GO OVER THE ONES YOU MISSED BEFORE MOVING ON TO WRITING



Writing

A. Pre writing

A coherent paragraph is one that hangs together because it is planned and arranged deliberately to have order and sequence. To create order within your paragraph, you must first decide what the main topic of your paragraph is. Then you may wish to make a list of supporting points of your discussion. At first your list need be no more complicated than the kind of list you take with you to the market or grocery store. When you make your grocery store list, as a rule, you jot things down as they occur to you. You may do the same with your paragraph list, too, at first so that your mind is free to wander while jot down ideas as they pop into your head. Later, you can put order into your list just as you would to your market list. When you returns home from the store and think in terms of the food you will serve to your guest, you organize your thoughts in other way.

Compare the following lists and decide which is the list you might take to the market and which represents the menu as you might serve it.

I. Food for the Fiesta

bananas
pineapple
water melon
cucumbers
tomatoes
lettuce

fish
prawns
crab
squid
mangoes
celery

carrots
onions

II. Food for the Fiesta

A. Salad

1. Cucumbers
2. tomatoes
3. lettuce
4. onions
5. carrots
6. celery

B. Seafood Medley

1. fish
2. prawns
3. crab
4. squid
5. lobster

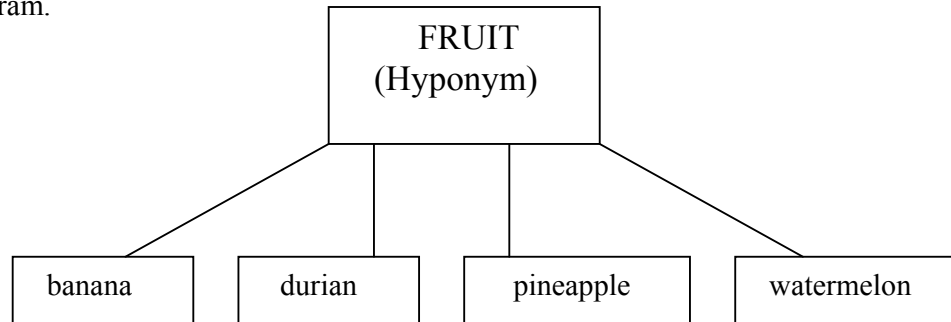
C. Fruits

1. bananas
2. pineapple
3. water melon
4. mangoes

It is apparent that the first list is one made on random. Obviously, the mill will not begin with bananas and end with onions. You may notice another difference in the two lists. The second is organized into categories with main headings (A, B,C,) and under them are subheadings (1,2,3) that show what belongs to each group. This systematic scheme makes the second list is clearer plan or outline than the first. As you begin to think about your paragraph, you may begin with the first

kind of list, but you should end by organizing your thoughts into the more coherent form shown by the second list or outline.

The case of superordinates or hyponyms improves coherence in a paragraph. A word is a hyponym of another if its meaning includes the meaning of the other. Hyponym relationships are hierarchical and can be displayed in the form of a tree diagram.



Activity 1 Hyponyms

Arrange each set of words in a tree diagram to show their hyponymous relationship.

1. mahogany, yakal, hard wood, narra, kamagong.
2. marble, granite, ceramic tiles, flooring, cement
3. anahaw, nipa, galvanized iron, roofing, Spanish tiles,
4. English, Filipino, Spanish, Latin, language
5. literature, novels, short story, poem, play
6. lukewarm, hot, tepid, warm, temperature
7. aunt, uncle, grandparent, relative, cousin
8. trapezoid, parallelogram, square, rectangle
9. north, south, south east west, direction
10. mathematics, geometry, calculus, trigonometry

Activity 2

Go back to Activity 3 under Grammar. Choose one of the topic sentences and prepare a simple outline.



Now that you have completed your outline, you are ready to write your paragraph. Keep in mind that your outline is your plan. Be sure to follow your plan as you put substance into your paragraph.

Post Writing

Use the following Guidelines to check your paragraph

1. Is the topic sentence clearly stated

2. Is the paragraph well developed and organized? does not paragraph contain one idea only.
 - a. Does the paragraph contain the idea only?
 - b. Is the topic adequately developed or supported?
 - c. Is the paragraph have unity and smooth transitions?
3. Does not paragraph contain good sentence structure?
4. Is the word choice effective

Now you're ready do submit your work to your teacher write your paragraph on a clean sheet of paper.

How Much Did You Learn



A. Listening

Tell whether the person is critical or non-critical. Write C for critical, NC for non-critical.

1. "You don't care about how others feel at all.."
2. "I look at this matter very differently than you do, but I understand that you have your own opinion."
3. "Quit staring in space when I'm talking to you."
4. "I have a hard time reaching you when you stare off in space when I'm talking to you."
5. "It must be hard on you when I arrived late and it happens so often."

B. Speaking

You and your brother disagree on what you to give your mother on her birthday. How do you show your disagreement.

C. Reading

The following set of sentences belong to one paragraph. Write TS for topic sentence and SS for supporting statement.

- _____ 1. When my day has been particularly frustrating, when people have hurt or made me mad, then specially I'd like to work in my garden
- _____ 2. when I weed, I not only clean up my garden, I clean up the ugly parts on my day.
- _____ 3. When I dig, I imagine what I would like to have said to some people but couldn't or didn't.
- _____ 4. Sometimes I pulverize the soil, releasing my pent-up energy on weeds and soil.
- _____ 5. I enjoy gardening under most circumstances but gardening when I am up-set emotionally is particularly therapeutic.
- _____ 6. When I water my garden and then sit and look at it, I relax completely.

D. Writing

Add three examples to support the topic sentence.

The neighbors closest to my house are my favorite people in the neighborhood. 1. _____.

2. _____.

3. _____.

_____.

E. Grammar. Fill in each blank with an appropriate pronoun.

What is good Filipino? A good Filipino loves _____1._____ country and _____2_____ people. _____3_____ knows his country's history, understands what his flags stands for. He appreciate the struggles and sufferings of fast men and women who lived before _____4._____. he works hard to utilized properly the riches that God has showered on his nation . he develops and conserve _____5_____ for future generations

F. Hyponyms

Supply a general word or term for each group of words

_____ 1. rice, wheat, oats, barley

_____ 2. warm, hot, cold, cool

_____ 3. dictionary, atlas, almanac encyclopedia

_____ 4. Lawyer, Doctor, Teacher, Dentist

_____ 5. ecru, fuschia, magenta, beige



Check Yourself



How Much Do You Know

A. Listening

1. C
 2. NC
 3. C
 4. NC
 5. C
- CI messages reflect the feelings of the person speaking)

B. Answers will vary

C. Reading

1. SS
2. SS
3. TS
4. SS
5. SS
6. SS

D. Writing

Answers will vary.

E. Pronoun Referents

1. our
2. we
3. their
4. we
5. it

F. Hyponyms

1. flower
2. endangered specie
3. hero
4. computer
5. country



Listening

- Activity 1** Answers will vary
Activity 2 Answers will vary
Activity 3 Possible Answers
 Learning Another Language

- I. Learning a Language
 - A. not easy
 - B. advantages of being bilingual
 - C. Challenging

- II. Worrying about accents
 - A. a little bit may give unified or sophisticated touch.
 - B. too much may be a latinity
 - C. helps to focus on listening rather than reading
- III. Developing an ear for language
 - A. First Learn to listen
 - 1. listen to diff. sounds and rhythm
 - 2. Speech mechanisms use in endless ways.
 - B. Then Learn this code or written language
- IV. Difficulties
 - 1. difficult for most people
 - 2. takes commitment
 - 3. can be form



Speaking

1. A stereotype
2. Stereotypes are misconceptions and hasty generalization about a group. It is harmful because we tend to judge a person simply on the basis of creed, nationality or affiliation.
3. Possible Answers
 - a. Hongkong- unfriendly
 - b. Singapore – disciplined
 - c. USA – fun
 - d. France – cultured
 - e. Mainland China – undemocratic
4. Answers will vary
5. Example

It's true that they tort hot chili in their frock but not all Bicolanos love hot and spicy food.



Reading

Activity 2

1. Japanese cellphones come in different designs.
2. Mobile companies face stiff competition so they need to come up with new designs
3. They are intended for women,
4. NTT DOCOMO, T Mobile USA, AB LM Ericsson, KDDI
5. Mobile Phone Companies Share of
6. Mobile Phone Users in Japan
7. Mobile – phone shipments in Japan