

Module 8

Language of Power

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 consists 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 lesson.



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.** 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

English is an international language that links many men and nations. It is the language of diplomacy, business and industry. Nowadays to be globally competitive one must have the facility to use English. It is also the best means to scientific and technological knowledge.

Do you speak in Filipino English? In this module you will know more about it and other interesting things about English and language in general. You will learn to agree or disagree on a given topic and use correct expression of agreement and disagreement. The readings and exercises will give you helpful ideas about language.



What You Are Expected To Learn

1. determine the stand of a speaker on a given issue listened to
2. note the use of emotion-laden terms to express opinions
3. agree or disagree to assertions made
4. use expressions of agreement and disagreement
5. distinguish positive values as humility, resourcefulness, self-reliance and the ability to look into oneself, and accept one's strengths and weakness
6. write a persuasive paragraph on a given topic.

How Much Do You Know



Before you work on this module, find out how much you already know. Try your best to answer this activity

- A. Write T before the number if the sentence is true; F it is false
- _____ 1. Learning English can lessen one's nationalism
 - _____ 2. The ability to speak and to communicate in English is very advantageous to those who are going abroad.
 - _____ 3. A child should know his/her native language before learning English.
 - _____ 4. Filipinos are easily employed in other countries because of their facility of the language.
 - _____ 5. English is the language of diplomacy.

- B. Give the meaning of the underlined words through context clues.
6. Let us not bother ourselves with petty or small problems in life.
 7. The inner world is as real and veritable as the outer world.
 8. Life can become so absurd that some people find it foolish or useless to go on striving.
 9. Monks meditate a lot and are used to a life of deep and serious thinking.
 10. There seems to be no end to his work. He ceaselessly works from morning till night.
- C. Change the following sentences into the inverted order
11. The sun shines throughout the day.
 12. I am proud of my Malayan race.
 13. In the morning of my life I shall look to the sunrise.
- D. Write A before the number if you agree with the following ideas; D if you disagree
- _____ 14. That abortion be legalized
 - _____ 15. The abolition of the death penalty
 - _____ 16. English to be the medium of instruction in all subject areas
 - _____ 17. The imposition of curfew hours to minors.
 - _____ 18. The total log ban in the country.
 - _____ 19. The implementation of the 5- year high school program.
 - _____ 20. The study of Spanish must be taught to high school students.

Listening



Activities

A. Motivation

Language is mankind's most important tool. It is a necessity to be able to communicate ideas, desires, experiences and emotions to other people. Without language, most human activities will stop. There will be no literature, no science or history. Man uses language as his foundation to find his place in the sun.

Do you feel the need to learn the English language? Why? Why not?

B. Activity 1

Request a relative, a friend, an elder brother or a sister to read to you some short paragraphs taken from the Philippine Daily Inquirer on a language. After careful analysis of the speaker's views, determine his stand and his arguments. Then write your answers in the grid. Please listen carefully.

Listen Text

How about the Return of English as the Medium of Instruction?

Learning English has nothing to do with nationalism or losing one's Filipino identity. Filipinos will always be Filipinos wherever they are. The only difference is we will be able to deal with and survive global challenges and to compete with the rest of the world.—Nunok

Why do Filipinos need English? The most obvious reason for this is for us to be exportable to developed countries. That's the only contribution of the Philippines to the world: Manpower, nothing more. – Sulung

English is the main language of books, newspapers, airports and air traffic control, international business and academic conference, science, technology, diplomacy, sport, international competitions, pop music and advertising.

A child easily learns a second language if he is already literate in the native language and a child learns a second language, as well as the other skills such as those in Math and Science, if the native language is used.

“Our nurses are industrious efficient and caring, but if they could not communicate effectively with the patient in English, then we have a problem,” one politician said.

Note: The listening text should be read three times so that the learner would be able to have a clear grasp of the issue

Activity 2

You are now ready to fill in the grid. The first one is done for you. (This time the listening text maybe read again)

ISSUE	PARAGRAPH NO.	WRITER'S (FOR/AGAINST)	ARGUMENTS
Learning English has nothing to do with nationalism	1	For	Filipinos will forever live Filipinos. They will be able to survive global challenges and to compete with the rest of the world
	2		
	3		
	4		
	5		

Activity 3

Write your own reasons why English should be the medium of instruction in the Public Schools.

1. _____

2. _____

3. _____

Speaking

Activity 1

Read the following poetic lines. What do you notice about the way they are written?

- _____ 1. Across the willow-lake a temple shines.
 - _____ 2. Here is the long-bided hour: the labor of years is accomplished.
 - _____ 3. In the midst of my garden grows a palm tree
 - _____ 4. Blessed are the clean of heart; they shall see God.
 - _____ 5. There's no place like home.
- a. What do you observe in these lines?
 - b. Are the statements/lines written effectively and forcefully? Why?
 - c. How do they differ from the sentences written in the normal order?
 - d. How do we write sentences in the inverted order?
 - e. What is the effect on the paragraph when it observes sentence variation?

Activity 2

Change the order of the following sentences.

1. The man who knows how to convince others is lucky.
2. The popular campus figures were on the stage.
3. His voice echoed softly through the empty house.
4. Words are so powerful that they move people into action.
5. Three trees were standing in a row.

Answers:

1. _____

2. _____
3. _____
4. _____
5. _____

Activity 3

Revise the paragraph below by using sentence variations to make it more interesting.

The pictures in my album are interesting. They are the pictures of my brothers and sisters, my friends, and of course, my parents. I also have pictures of my pen pal. Some of the pictures were taken when our family went to Baguio. Some were taken when we went to Tagaytay. There are pictures taken at home, school and other places. Some people may think that my pictures are not interesting but I they are.

Answer:

Key Points

Remember:

The writer or the speaker expresses his ideas more effectively and forcefully when he knows how to vary his sentences. Remember, though, that the inverted order is used only when you want to emphasize an idea or when a series of sentences in the same order tend to monotonous.

Reading



A. Preparing to Read

Give the meaning of the underlined expressions through context clues.

1. Many politicians are pseudo-nationalists who pretend to be Filipinos articulate in English and buy foreign-made products.
2. Congressmen and senators are grandstanders, that is they are fond of showing-off their skills in talking just to get the attention of media people.

B. Reading and Thinking

1. Purpose – First Reading

Look at the text in this lesson. What type of the text is it? How do you know? What does the writer mean by “walk backwards”?

Read silently the column written by Zenaida Amador in Manila Bulletin and answer the questions that follow.

Why Walk Backwards?

By: Zenaida Amador

I just read an article saying that practically all Dutch people speak English. Children, old people, teenagers, adults, everybody. A lot of them study for 7 to 8 years in school. Why? Because Holland is a small country in a big world where very few people speak Dutch. It's a simple and as practical as that.

What are we doing here? How many people aside from Filipinos speak Filipino? And yet, some people, politicians, pseudo-nationalists, grandstanders, want us to forget English. We already had a good grab of it, we knew it, we were proficient in it. We are reading and talking, and writing in it. Now, the asses want us to forget it.

Have you heard of anything more incredibly stupid? Why do we limit ourselves? Why do we deprive ourselves of a tool which we know we can put to good use in so many areas of our lives? For development, for our own good? What are we trying to promote – shabby chic? All we're doing is ending up tacky minus chic.

Life is addition, not subtraction. What's the excuse? We haven't found our identity? Listen Kiddos, if we don't know who we are by now we'll never know. And who we are, by the way, is not determined by what we speak.

A lot of pseudo-nationalists who insist on Filipino only articulated in English, of course. So what's the big deal? Isn't it better to have so many tools at your disposal as possible? Isn't it better to be able to communicate in as many ways as possible?

I suppose politicians think that to insist on Filipino only is scoring with the masses.

Somebody should conduct a survey to ask the masses if they would prefer being able to speak English or not. The truth now, please, for once!

I wish those politicians would stop playing with the masses. Stop posturing in front of them and playing dice with their future.

The masses have been exploited enough about material things but some of us want to extract more from them. Pwede ba, enough already.

C. Checking Understanding – Second Reading

Answer the following questions as briefly as possible

1. What is the issue raised by the writer?

2. What is her stand on the issue?

3. What are her main arguments?

4. What emotions are expressed by the writer? Give examples

5. What is the purpose of the writer in writing her column?

6. What is the tone of the writer in order to bring out her purpose?

D. Developing Skills: Agree or Disagree with assertions made

You choose one strong argument stated by the author with which you agree or disagree most.

Give your reasons for your choice

Writing



A. Pre-writing Activities

Activity 1

Do you think the following statements are true or false. Write T or F in the boxes.

- 1. English is a world language
- 2. Every student should learn English.
- 3. Filipinos need not learn English.
- 4. English is difficult to learn.
- 5. Only those going to the United States should learn English
- 6. Filipinos who speak English most of the time lack nationalism
- 7. One can keep pace with world progress only if he knows English
- 8. Communication will be facilitated with a universal language.

Activity 2 What do you think is the best way to learn a language? Number the items in the list according to your preference. 1 – most useful 12 – least useful

- learning word from a dictionary
- talking with native speakers
- listening to radio programs
- watching TV programs/shows
- reading books, newspapers, magazine
- learning grammar

practicing pronunciation

writing

Activity 3 Fill up the following chart

Reason for Learning English	Reason for not learning English
1. We can communicate with a great number of people	1. We don't need it in our own country

Writing persuasive paragraphs

1. Begin by stating the opinion you want the reader to adopt.
2. Present several reasons to support your opinion.
3. Develop the reason with facts and figures, incidents or examples.
4. Organize your reasons from least important to the most important.
5. Conclude with a summary of the main points, a restatement of the opinion or request that some action be taken.

Activity 4

Do you agree or disagree with the following statements? Choose one and write a persuasive paragraph.

1. As one gets older, it becomes increasingly difficult to learn a language.
2. People have different ways of learning a language
3. The language one uses reflects his/her personality.

Paragraph:

Keep up the good work!

Literature

Preliminary Activities

Activity 1

Give the synonyms by completing the chain after each given word. Choose from the given pool of words below

1. endeavor—

2. admonish—

3. dregs—

4. brusque—

5. taunt—

reprimand	aspire	provoke	berate
residue	sudden attempt	accuse	
sediment	chide	abrupt	struggle
jeer	remnant	blunt	
WORD POOL			

Activity 2

Read the selection and find out why Marco was eager to learn the English Language.

English

Estrella D. Alfon

Marco opened the magazine and began to read. Sometimes, he stuck his tongue between his teeth as he endeavored to form in his mind the sound he thought the English words on the paper should have. Unconsciously, he even started to utter them aloud, his tongue clumsy over them, but his heart proud that he could say them

at all—until he came to himself, remembering he had been hurrying to his work, and that he was on a busy street corner where people could hear him and could perhaps laugh at him.

He licked his lips and looked around at the people who hurried by him on their way to work much as he had hurried until the newsboy at the corner had thrust that paper at him. There were students going to school, the smaller they were, the more laden with books, it seemed. There were men, some young, some old, wearing clothes that had been slept in, rolling their shirt sleeves higher up on their arms. There were others relatively better dressed, who hurried just as much and tugged at coat sleeves to make them cover dirty shirt cuffs. But many there were, too, who bore the stamp of good living, who pressed palms over breast pockets, and hip pockets as if feeling for pencils therein, of wallets perhaps, lest they had left these at home. And even these hurried. Even the *cocheros* flourished their whips, it seemed with much impatience. And the drivers of some automobiles expressed their irritation at the slowness of the traffic with the grates and noise of their gear shifting.

Marco licked his lips again, and looked at the newsboy who stood near him, thrusting papers at all the passers-by. The boy's eyes still showed signs of sleep. When Marco gave him the small coin for his paper, he looked at it a while, tinkled it on the sidewalk, picked it up, then shoved it into his pocket. As Marco walked on, the newsboy continued to thrust papers at the hurrying people, and his "Paper, Sir?" reminded Marco that Marcela would be right to scold him for buying a paper in a language he could not read.

He arrived at the bodega in the time and immediately took off the coat he wore over his undershirt and wrapped it around the magazine. His search for a place to lay the coat in, revealed only dusty corners and piled up bales of maguey, and finally he hung the coat up on a nail in the wall, hoping no one would see the paper it concealed.

They began to work even before the whistle. Marco ought to have been used to the stifle of the *bodega*, its dust, its tang of the sea that rose from the maguey, the spoiled, moldy odor of copra, and smell of sweat from bodies unwashed, but every once in a gasp his fill of air in the alley that ran by the bodega. How thankful he had been when the American boss had put him on as a *pesador*, taking him from the ranks of the balecarriers where he had been.

He had been here two years and Marcela had given him Paul, that day at the bodega when he had the table taken from his shoulder by the other, and they had carried him off one corner where he had indulged the bubbling in his throat. They had taken him to his wife then, and left him with many admonitions about not being afraid, he would be all right.

But when they had gone, he had cried, a weakness he couldn't prevent, and lain with his face to the wall, while Marcela, who was older than he was, wiped away her own tears and talked to him brusquely about not angering her by being so afraid. And Paul had cried in the cradle that Cela had improvised by folding a blanket and tying the corners with strips of cloth to the wall. He had cried some more then, and had sobbed aloud, and he prayed to God that he would soon be well enough for the two who had depended on him.

He had been up in a short while, and he had grown stout on *tuba* – the dregs left in the cask that the clear liquid had been drawn of. This was what he had drunk, beaten into froth with raw eggs and hot chocolates; he had taken walks in the early morning and bought milk, seven centavos a glass, from a woman who let him watch while she milked the cow. He had gotten well on that, or well enough at least to make him and the others believe so. That simple food, and the earnest fierce determination he had to get well.

The American boss had sent him word that he could come to work if he was able to and he could be *pesador*. He has, even after that, always glowing words for the Americans as a people.

And now here he was. He had also Vicente now. Vicente, who had Cela's brownness and her round face and his love for churches and crying. And he ought to have been used to the bodega and its heat by now, but, there still were moments where he had to go out and breathe, really breathe, as he did, although the air in the alley was a little better than the air in the *casa*.

He returned to his work and laughed with the others at the obscene remarks the bale-carriers shouted to each other. But they were finished before the noon hour. The bale-carriers rode away on the trucks, and dust rose in the alley. The rest of them sat around on stools with canvas seats and talked, fanning themselves and wiping the sweats from their foreheads with small towels that they thrust into their pocket, wet after using. Marco saw Martin discover the paper in his coat. The *esjedor* called to their other companions about Marco's knowing English, what did they know of that! Flushing was something that even that *bodega* had not cured Marco and he flushed now, with his explanations that a niece had asked him buy it for her.

They railed him for a while and then forgot him in the telling of their stories. Marco followed Martin, who had taken the paper, and now walked with it to a bale that he sat down on. Martin started to read the paper aloud, just as Marco had in the street. And Marco looked over his shoulder and read with him. They came to the picture, and Martin read the captions with much wrinkling of his forehead. He would point a picture and say "It says here and this is the man that went with Quezon," and Marco, would ask, "Where, Pare?" Martin would point again. There, there, don't you see?" Marco would wipe his face with his towel and say, "Ah, yes, yes, so it says, ha, P're?"

Thus, they spent the rest of the time until the noon whistle blew. They disagreed amicably about some words, and agreed again, and others that they couldn't seem to be able to say or agree on, they told themselves they would ask someone about it later.

They even got to apoint where they spoke to each other of the English phrases they had learned. Perhaps Marco would say, "*Pare*", in English one says --- "My work is not very hard ---," And Martin would reply, "Yes", and one also says _ "I throw away the hemp because it is not good anymore_." They used their hands sometimes and sometimes they scratched their heads. And when the blast of the noon

whistle did stop them they promised each other that they would continue these talks because it would help them.

They walked home together, since they lived near each other. Marco did not try to hide his paper anymore. He held it rolled in one hand, and while they hurried, he sometimes slapped it on his leg.

Near a schoolhouse, they passed a group of loitering children. They had abandoned a game of *biko-biko* marked in lines on the ground, and now had grouped around a little girl who read very loud and fast from a primer in her hands. They listened for a while, Marco and Martin, and they smiled at each other. And then Marco asked the little girl what grade she was in and what her age was. In the shrill voice that all little girls have, she said, "Eight, second grade." Marco said to Martin then, "My Paul is eight, but he is in first grade yet." And they hurried on again. After a while, Marco said again, "He failed, *Pare*, in his first year at school." He paused, then said, "You see, he is so young," Martin whose children weren't yet of school age, said, "No, *P're*, if they are too young ---," They parted there, since Marco had reached his home.

At his meal, with his family, Marco regaled Marcela with the story of his morning. He strung before her admiring ears all the phrases and sentences that had been in his store, enriched with what Martin had contributed. Sometimes he would pick up objects on the table and say, "This, *Cela* is glass—for drinking," and may be he would turn to Paul and ask, "What, Paul, is not that right?" and Paul, who was busy teasing Vicente by stealing the *adobo* from his plate, would look up and nod, and say, "Yes, glass for drinking." And, Vicente, who was now in the same class as Paul, would say, "Pa, this is plate, this is table, and this is water, *unsa* no?" And Marcela would say, "Why, how good that you know," then brusquely, "but go on with your eating."

After the meal, Vicente gave his father the school primer when he asked for it. Marco opened it and read to them hesitatingly and heavily, but his sons nodded at the sound of the words from his lips and at the explanation that he gave about the pictures, and he was especially pleased by the names of the children in it: Rita, Clara, Juan, Jose: these were the names he could say without embarrassment and they pleased him.

He was sorry that Paul had still to be in the same grade as Vicente. Paul took after him. Somewhere back, he had, high-nosed ancestors, and Paul had his brown, transparent eyes from them, the fine lines of his lips, his nose, his love for mischief. When Paul had brought home the school certificate with the failed mark on it, Marco had said, "This is what comes of playing with marbles too much." That had been the bulk of his reproaches—that Paul liked to play better than study.

He had been a little ashamed upon the reopening of school when he had to go around to the stores with the list of supplies in his hands. Sometimes, he had to point to an article on the list and say humbly on the clerk who waited on him with hard eyes, "Please see what this says and give me of it." He had born it for the ringing dream in his mind, that someday, some very near day, his sons would rise above people like him. "God help him."

There had been teachers who had snapped at him, who had tried to dismiss his pleas by saying; repeaters were placed on the “waiting list,” and the tones of their voices had seemed to mean good riddance to them! Marco had pleaded with these, had quarreled with them, and thought all the effort worthwhile when he saw both his sons in the classroom at last.

Cela had been inclined to scold Paul for not studying, thus putting his father to all that trouble. But he had quieted her by saying, “No, Cela, it is only because e is so young.”

He read to them out of the primer and asked them questions, and was delighted when they could answer him, a little angry when they couldn't.

That afternoon, Rafael came to listen to them. Rafael was a boy whose dwarfish look belied his twelve years. He was in the sixth grade and was a distant cousin of Marco's sons. He hadn't been there very long before he started to taunt Paul for being in only the same grade as Vicente.

Marco said, “Shut up Pa-ing, we are reading.” And he read on, but after a while, Pa-ing with his lips curved, said, “Do you think English is the dialect to read it like that?” He snatched the book from Marco's hands and read it, swiftly, easily, and to Marco, very beautifully. But Marco took the book back and said, “This Rafael, he was always “hambugiro!” Which made Rafael turn to him and ask, “Well, can you tell me what is the meaning of mansion, intuition, invisible?” Marco said, “I know invisible,” and he gave the meaning for it. But the other words he said he had heard but could not remember what they meant. Rafael danced around at that, in his glee, and said, “Tell me, how much is 16 x 89?” Marco's brow wrinkled, and e asked, say the numbers in the dialect...” But Rafael threw back his head and laughed aloud, and Marco was silent.

Rafael stopped laughing then, and said, “Pa, the reason Paul did not pass is that you don't know anything yourself!” And he went away at that, because Marco's sons began to chant something about his looking like a cat with his slant eyes.

Marco's sons asked him to read on, but he said the one o'clock whistle would soon blow. He shrugged himself into the coat he had taken off at the meal, and finding the magazine in the pocket, he said to his son's. “Here look at the pictures,”

Activity 3

Answer the following comprehension questions

1. Describe Marco.
2. Why did he want to learn English?
3. What problems did he have in trying to learn English?
4. What details did the author use to emphasize it?
5. How do you feel towards Marco's situation?
6. Why do you think the author chose English as the title of the story?
7. What insights did you get from the story?

- doing a lot of oral exercises
- writing everything down in a notebook while learning
- speaking as much as possible in class and outside
- working on a task with a group
- participating in plays and other literary productions using the language
- trying to think in English and not translating
- making information maps of material read
- forgetting about grammar and listening to people talking instead

C. Read the following exchanges then answer the questions found below

Lenny: I watched a TV show last night. It was horrible: people talking the law in their our hands, shooting, murders, tortures __ all that violence on TV screen

Lyn: I think we watched the same show. I believe you are right but what can we do about it?

Lenny: There must be something we can do. Let us ask help from our teacher.

Lyn: Let's go!

18. What kind of TV show did they watch?

19. Do Lyn and Lenny agree on the show they watched?

20. What experiments were used to express their agreement?

Check Yourself



How Much Do you Know

- A. 1. F
2. T
3. T
4. T
5. T
- B. 6. small
7. real
8. foolish or useless
9. deep and serious thinking
10. from morning till night
- C. 11. Throughout the day the sun shines.
12. My Malayan once I am proud of.
13. I shall look to the sunrise
 In the morning of my life.
- D. 14. A
15. A
16. A
17. A
18. A
19. answer may vary
20. answer may vary

Listening



Activity 2

Issue		Writer's stand (For/Against)	Arguments
Filipinos need English	par. 2	For	Exportable to developing countries
English is used in all aspects of learning	par. 3	For	It is the language used internationally and in books
Learning the native language is a must before learning a second language	par. 4	For	Second language learning will be easier for the child if he is skillful in his native language

Good communication skills in English is important	par. 5	For	If nurses cannot communicate with their patients Then these will be misunderstanding between them.
---	--------	-----	---

Speaking



Activity 1

- The lines are written in the invented order
- Yes
- The arrangement of the word order
- Sometimes the subject of the sentence is found at the end
- The paragraph is more vivid, emphatic and meaningful

Activity 2

- Lucky is the man who knows how to convince others.
- On the stage were the popular campus figures.
- Through the empty house his voice softly echoed.
- People are moved to action because of the power of word.
- Standing in a row were three trees.

Activity 3

My album contains interesting pictures of my brothers and sisters, my friends and my parents. It also contains some pictures of my pen-pal. Some of them were taken when our family went to Baguio and in Tagaytay. Others were taken at home, in school and in other places. I think my pictures are interesting.

Reading



- A. 1. pretend to be Filipinos
2. fond of showing off their skills
- C- 1. the importance of using English is not taken seriously by some
- The author's stand is for the use of English so that we can move forward
 - That English is spoken by all Dutch people and very few speak Dutch. Filipino people have been using English for a long time, so why don't we continue it or our country's good.

4. The written is somewhat a. disgusted for ex. Have you heard of anything incredibly stupid?
b. angry
5. to inform; to criticize
6. critical

Writing



Activity 1

- | | |
|------|------|
| 1. T | 5. F |
| 2. T | 6. F |
| 3. F | 7. T |
| 4. F | 8. T |

Activity 2

answer may vary

Activity 3

answers may vary

Literature



Vocabulary

Activity 1

1. struggle, aspire, attempt
2. reprimand chuckle
3. residue, remnant, sediment
4. blunt
5. berate, jeer

Activity 3

1. Mario is factory workers or pesador. He is hardworking and caring to his family
2. He wanted to learn English so he could read the newspaper written in English
3. – He had difficulty pronouncing the words because his tongue is clumsy over them. People could perhaps laugh at him.
 - Nobody would teach him to read English
 - His wife Marcela would scold him for buying a paper in a language he could not read.

4. Marco trying to say the words alone
 - The other workers in the bodega taunted, jeered at Marco for trying to read in English
5. I felt pity towards Marco's situation
6. The author chose English as the title of the story because the main character, Marco wanted very much to read and speak English
7. a.) The desire to learn no matter how difficult
b.) It takes patience and determination to succeed in any endeavor we take

8.

resourceful	→	bought a newspaper so he could practice reading words in English
self-reliant	→	even got to the point where he spoke English phrases he learned
humble	→	even if they railed him for trying to Learn English he was not ashamed to do it.

How Much Did You Learn



- A.
1. forward
 2. human race
 3. all over the world
 4. skillful

B- answer may vary (5-17)

- C.
18. violence
 19. Yes
 20. I think

Rate Your self

- 21 – 25 Excellent
- 16 – 20 Very Good
- 11 – 15 Good
- 6 – 10 Fair
- 0 – 4 Needs help

- Keep up the good work
- You're doing fine
- Go over the ones you missed
- Try to do better next time
- Triple your effort
- Ask help of your brother, sister or friends

CONGRATULATIONS

Good job! Now that you're done with the activities in this module, you're ready to start the work on a new module. But first complete the **REFLECTIONNAIRE** at the end of this module.

Module 9 is about Interactions A Cross Culture Objective.