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 language 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 key terms, concepts, generalizations you learned.

*Gramma*r lessons are clearly discussed in this part. Read this portion carefully.



HOW MUCH DID YOU LEARN. After you have worked 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.



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!



What This Module Is About

As you look around you, you perceive all forms of life that leads you to focus on the real, the good, the bad, the right, the wrong, the ordinary, the usual, the common. Yes, they satisfy you but there are times when they become less attractive. You feel that you are following the same weary round, son flat, so dry, so worn. You never arrive at anything different. You just go on rolling or drifting like a leaf. Then, you realize the longing to soar up in the sky like an angel flying above the ground. You feel the need to make a difference, to walk into another path and to enter another place in life. You came to a point asking the question what if...?

In this module, you will share thoughts and experiences with other people about the realm of conditions to be different in some ways.

What You Are Expected To Learn



- Listen attentively to the text to understand the character better
- State the message of the selection listened to
- Express one's opinion on a given topic/situation
- Arrive at meaning of words through context clues
- Scan the text for specific information
- Show possible results, probability and improbability by using if (conditional) clauses
- Express the belief that people can change their ways depending on their motivation and values as shown in literature
- Write a clear and effective introduction for research paper
- Now that you know what you are expected to learn, It's fine for you to try what you to try what you already know about making a difference. Try this me first.



How Much Do You Know

Reading:

Direction: Read the excerpt of a narrative behavior. Write the letter of the words or phrase that best completes the sentences.

Ernest P. Harnette, S.J. was the moderator of the school magazine. In the first few months of my freshman year the English teacher turned In one of my compositions, a short story, for publication. When the magazine came out, the young Jesuit called me to the office, gave me six copies, congratulated me, and encouraged me to write more. He kept talking about "our magazine," as if I were one of the editors. When I left I was walking on clouds. I turned in a story every month for the next four years.

He was also the moderator of debating. Our speeches were school boy speeches--- wild, apodietic, critical of all who went before us, filled with sweeping generalizations, bristling with the glaring evidence of our ignorance, of our youth. But in four years of debating I never heard Father Harnett say one negative word. When he criticized a speech he would always point out the good in it, praise what was well done. He would say: "This is splendid! Let's dwell a little more on this. We can afford to cut some of the other things, to heighten this." And he would cut what was bad, to heighten the good.

We knew were only schoolboys, that our oratory was strictly amateur. But we were grateful for the way he treated us. He never talked down.

If anything, he talked up! And the result was this: we didn't lose a public debate in three years. For as long as he was the moderator, we never lost.

1.	A. Fr. Reuter's action B. Fr. Reuter's experier C. Fr. Harnett's positive D. Fr. Harnett as a mod	nce e approach		
2.	According to the writer, his which are		tt always gives them o	criticisms
	A. bad B. dull	C. positive	D. negative	
3.	Obviously, the writer feels _		of Fr. Harnett.	
	A. envious B. proud	C. sentimental D.	tired	
4.	Most probably, the main reather way the teacher		felt grateful to Fr. Ha	rnett was
	A. knew B. pushed	C. spoiled D.	treated	
5.	The best trait displayed b	by Fr. Harnett as	hinted in the selection	on is his
	A. humilityB. prudenceC. generosityD. trust worthiness			
6.	As a result of Fr. Harne	tt's treatment to t	he school boys, they	y always
	A. lost B. surrender	C. talk	D. win	
7.	Most possibly, the primary to		er in showing his expo	erience is
	A. advice B. criticized	C. describ	ed D. inspire	;



Direction: Write the letter of the correct meaning of each underlined word. Choose your answers from the following box.

A. beginner	C. grand	E. self-serving
B. blinding	D. faultfindingF. sl	nowing anger

- 1. He has never been <u>critical</u> of us.
- 2. We left him <u>bristling</u> uncontrollably.
- 3. That was a splendid reunion.
- 4. He was an <u>amateur</u> but he made it.
- 5. That is a glaring evidence of your kindness
- 6. It's natural for young people to be <u>apodietic</u>.



Directions: Write the letter of the word or phrase that best complete each sentence. 1. If I can do some good today, Lord me how. A. show B. shows C. showed D. would show 2. If I _____ along life's way, let me do it now.

A. serves B. served C. can serve D. can serve 3. I to turn human wrong to right. A. would start B. will start C. start D. started 4. if you can help make me strong, you it now. B. did C. do D. would do A. does 5. If you their burden less, you would bring more happiness. A. could make B. can make C. made D. make 6. If all youth leaders were disciplined, the world _____ a better place to live in. C. can be A. will be B. would be D. is 7. I would be Hercules if I _____ people's hearts to heaven.
A. lift B. lifted C. could lift D. would lifted

Hang in there! Here's another for you.



Activity 1

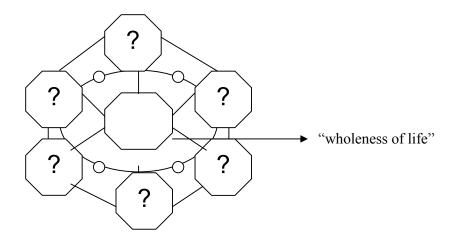
Read and react to their ideas.

"The finest sensation in life is the one which comes from victory of making difference. It feels good to go forward facing challenges but it feels a thousand times better to grow stronger out of the values you learned from these challenges."

- ❖ Is this true? Do you agree? Explain.
- ❖ What if you're in a difficult situation in life, can this help?

Activity 2

The passage you'll listen to is entitled "Wholeness of life." Based on the title, what do you think will likely be discovered in the text? Think of at least six (6) words or ideas which will be touched in the text. Copy the word/ideas constellation below and complete it with appropriate entries.



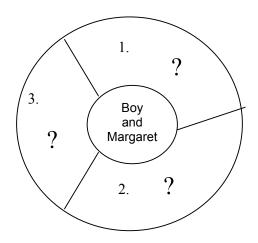
Activity 3

Listen to your (sister, friend or mother) reads. "Wholeness of Life" once to get the general impression of what it is all about. Check your predictions/words/answer in Activity 2.

Activity 4

Listen to the passage again, and answer the following questions. Copy the figures after the questions and fill them up with appropriate entries.

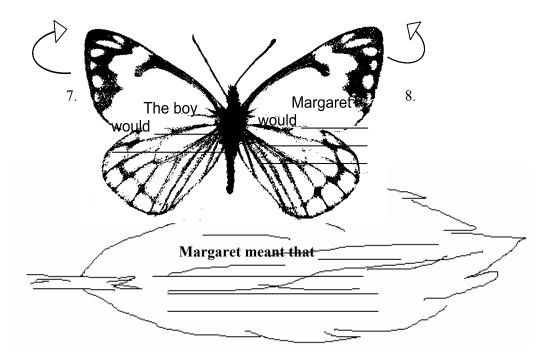
- 1. How is Margaret related to the boy?
- 2. Why did Margaret help the boy?
- 3. How did Margaret help him?



- 4. Compare what happened to the boy
 - a. two years after the surgery
 - b. after several years
- 5. Compare what Margaret said
 - a. two years after the surgery
 - b. after several years

4	what happened			Margaret	
	to the boy	reveal	said		reveal
a. two years after the surgery					
b. after several years					

- 6. What do you think Margaret meant when she said, "I was instrumental in teaching him how to walk again, but there was no one to teach him where to walk"? Do you agree with her? Explain.
- 7. What do you suppose would have happened to the boy if someone taught him where to walk?
- 8. How do you suppose Margaret would react if someone taught the boy where to walk?



What if ...? Making connectives

Give at least three (3) things (feelings, words, attitude, action) of Margaret that you want to have or emulate. Give reasons for your choices. Explain how they can help you make a difference in your life or in the life of others.

What if I	Reason why	how it can he myself	
1.		mysen	others
2			
2.			
3.			
3.			

Prepare well for sharing others' views.



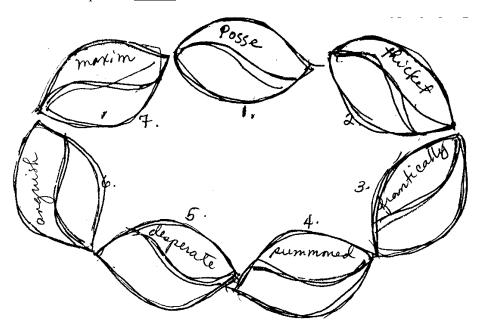
What do you think will happen to our world if, the people would practice cooperation and tolerance?



Write the letter of the correct meaning of each underlined word. Use context clues and the words inside the box as clues. Write your answers in the figures shown.

A. Hopeless	D. intense pain or grief
B. Invited	E. concise statement of a rule
C. Violently	F. close growth of small trees
	G. a force of men brought together by a
	Sheriff for a special duty

- 1. Posse holds hands.
- 2. The child was lost in the thicket.
- 3. Parents <u>frantically</u> asked for help.
- 4. They even <u>summoned</u> friends and neighbors.
- 5. Searches grew more desperate.
- 6. The father cried in anguish.
- 7. Here's a perfect maxim for our troubled world



Activity 2

Read "An Editorial Lost In A News Item" by Louis Nizer and find out what it is all about.

AN EDITORIAL LOST IN NEWS ITEM

Louis Nizer

I almost skipped this item, I do not read reports of personal tragedies that are printed in newspapers. They may attract the curious, but in a word tottering toward another war, of what importance is a lover's death or a child's disappearance? But a subheading held my eye: "Posse Holds Hands." I began to read.

It appeared that a young child had been lost in a <u>thicket</u>. The parents frantically summoned friends to aid them in their search for the child. Twenty hours had passed, and the child might die from exposure. The police joined the search. Neighbors gathered and looked. Every bush was carefully examined, but the child was not to be found. Precious hours passed. The parents and their army of searchers grew more desperate.

Suddenly one old lady called out, "Why don't we all hold hands in a huge circle. Then we'll be sure we have covered every inch of ground." The suggestion was adopted. The neighbors, friends, and police joined hands and moved forward cautiously.

In less than an hour, the crumpled body of the child was discovered. It was dead. The father cried out in out in anguish, "O, God, why didn't we join hands sooner!"

I was stunned by the story. Here was the perfect aphorism for our troubled international scene. This story belongs to the editorial page, I thought to myself. And so I have written it here, as though the stricken father had uttered a cry on behalf of all the people of the world. For it is not yet too late to save the next generation of children.

To this lesson on cooperation I would like to add one on tolerance. There is an Aesop fable of a woodsman who came into a forest to ask the trees to give him a handle for his axe. It seemed so modest a request that the principal trees at once agreed on it. They decided that a plain, homely ash, the least important among them, should be sacrificed. No sooner had the woodsman fitted the staff into his axe that he began laying about him on all sides, felling the noblest trees in the wood. The oak, now understanding the whole matter too late, whispered to the cedar, "The first concession has lost all; if we had not sacrificed our humblest neighbor, we might have stood for ages ourselves."

Activity 3

Read through the following statements and write \underline{A} before each one which agrees with the article you have read. Write \underline{N} before each statement which does not agree. Write? before each statement which cannot be verified by the article.

1. Cooperation helps people to solve their problem.

2. The stricken father became very popular afterwards.
3. Tolerance needs sacrifice.
 4. The story does not belong to the editorial page.
5. People need not postpone practicing cooperation.

Read the article again, and answer these questions as briefly as you can.

- 1. What news item attracted the writer's eye?
- 2. What's the article's focus of attention?
- 3. Why did the writer say, the story belongs to the editorial page?
- 4. What universal message does the tragedy express?

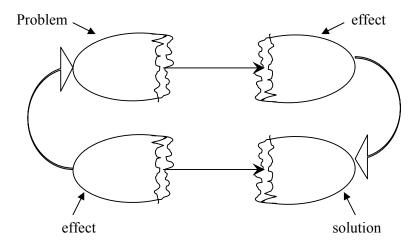
Activity 5

Complete the character with appropriate entries.

Character	What the character		What trait is revealed	
	Said	did	felt	
writer				
father				
old lady				

Activity 6

Write the appropriate entries called for to complete the following flow chart. Base your answer on what is presented in the article.



Activity 7

Reflect on and explain the meaning of what the oak whispered to the cedar. React as to its truth or falsity. How is it related to tolerance and cooperation? Explain its importance to the practice of tolerance and cooperation.

If you had the power to change one thing you dislike in this world, what would it be? Explain how it could help build a different but better world.

- Impressive!
 It's worth the effort, right?
- Feel glorious?C'mon try this one now!



Activity 1

Give what is being described in each of these sentences.

- 1. If you feed it, it will live. If you give it water it will die.
- 2. If you cut it with a knife, you'll never see a mark. What is it?
- 3. If it goes up, it never comes down. What is it?
- 4. If you'll take more of them, the more you'll leave behind.

Activity 2

Complete the entries in the following expressions/sentences

1.	If anyone speaks evil of you, let your life be so that none will	him.
2.	Never borrow, if you cannot possibly it.	
3.	If your way goes through deepest darkness, be not	because God is
	with you.	
4.	If I had ten minutes to live, I would	
5.	If I could turn back the time, I would	

Activity 3

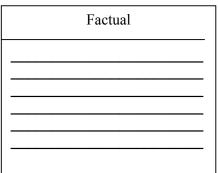
Study how the sentences in Activity 2 are formed. Answer the following questions.

- 1. What is common to all the sentences? (1-5)
- 2. What types of statements are sentences 1, 2, and 3?
- 3. How do they differ from sentences 4 and 5?
- 4. When do we use such type of statements?
- 5. a. if the verb in the "if clause" is in the present form, what form of verb is used in the main clause?
 - b. What happens to the verb in the main clause if the verb in the "if clause" is in the present tease?

Activity 4 Read the sentences and classify them into two categories: <u>Imaginative</u> or <u>Factual</u>. Write your entries in appropriate boxes

- 1. If Guia had been a billionaire, she would have donated half of her wealth to our school.
- 2. If I were in an emergency situation, I would call 911 for help.
- 3. If I could fly I would leave this world for a year.
- 4. The world will be a better place to live if we will love each other.
- 5. If the government sets a good example, it will inspire people to build a new world.

Imaginative		





- If clauses or conditional clauses are used to show or to express possible results, probability and improbability (imaginative).
- When you express imaginative or counter factual condition or improbability, the tense of both verbs in the "if clause" and the "main clause" is in the past.
- When you express factual or possible results, the tense of the verbs in the "if clause" is in the present and the verbs in the "main clause" can either be in the present or in the future.

The following structures can be used to show statements of facts, possible future results, and unlikely situations:

1. Facts

<u>If present tense</u>, <u>present tense</u> (Condition Clause) (Result Clause) Example: If you use a telescope. You can see the

2. Probable Results

<u>If present tense</u>, <u>future tense</u> (Condition Clause) <u>future tense</u> (Result Clause)

Example: If our government <u>sets</u> an example through good governance, <u>it will</u> encourage us to participate actively in building our nation.

3. Improbability

<u>If past tense</u>, <u>past tense</u> (Condition Clause) <u>past tense</u> (Result Clause)

Example: If I <u>were</u> Pres. George Bush, I <u>would listen</u> to the clamor of the other countries to advocate for peace rather than war.

Note that a comma is used if the condition clause comes before the result clause. But a comma is not needed if the statement starts with the result clause.

Activi	ty 5
	Give the necessary conditions to come up with the following results.
1.	If, they can revive Ilog Pasig's beauty.
2.	If, they will throw their garbage in the proper places.
3.	If, I would raise the salary of teachers and policemen.
4.	If, I can see the constellation of the stars vividly.
5.	If, the students will pass all their examinations.
Activi	ty 6
	Add a main clause to complete each sentence.
1.	If you do not think about your future,
2.	If you follow the dream in your mind with action,
3.	If you apply practical and logical ways to be different,
4.	If I could be in charge of the school for a year .
5.	If I were given the chance to have three wishes
6.	If you were in paradise

Answer the following questionnaires as honestly as you can. Use complete sentences.

- 1. how would you feel if --
 - a. a policemen stopped and approached you in the street
 - b. people stared at you
 - c. your brother married your best friend
- 2. Would you be happy if --
 - a. you won a very small amount in a lottery
 - b. you received a letter from a long lost friend
 - c. someone phoned you after midnight
- 3. Would you be frightened if --
 - a. you woke up in the middle of a bad dream
 - b. you had to sleep in an old deserted house
 - c. you had to undergo a major operation
 - d. you missed the last bus going home

Activity 8

If you were a billionaire, what would you do to help build a better world? Support your contention.



Activity 1 Picto-power

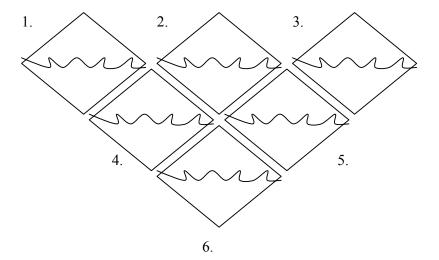


- ❖ What does the picture remind you of?
- ❖ What universal problem is related to this picture?
- ❖ What would you do if you were the most powerful man in the world?

Activity 2 Mix and Match

Inside the box below, there are six (6) pairs of words having opposite meaning. Match and find six pairs. Write the pair words inside the squares shown below.

doubt	loving
foes	tied
friends	trust
foolish	refreshed
hated	winning
loved	wise



- Think of a song with the word "If". What does it signal? Some lines of songs with "If" include the following:
 - a. If I could reach you, I wish I could ...
 - b. If a picture paints a thousand words...
 - c. If we both decide to try and make it one more time...
- ❖ Do you find "If" a very useful and powerful word? Why? Find out how important the word "If" is in the poem. Answer the questions after it.

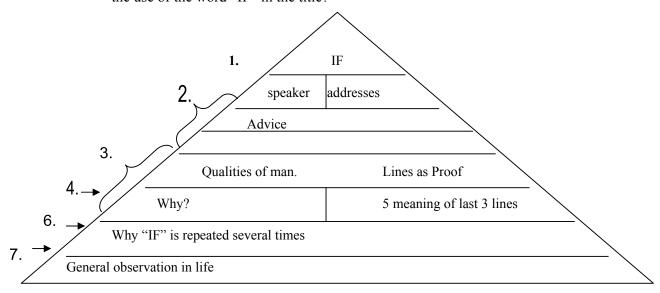
If Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you
If you can trust yourself when all men doubt you
And make allowance for their doubting too;

If you can wait and not be tired of waiting,
Or being lied about, don't deal in lies;
Or being hated, don't give way to hating,
And yet don't look too good and talk too wise;
If you can talk with crowds and keep you virtue,
Or walk with kings nor lose the common touch;
If neither foes nor loving friend can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minutes.
With sixty seconds' worth of distance run,
Yours is the earth and everything that's in it
And—which is more—you'll be a
Man, my son!

Questions:

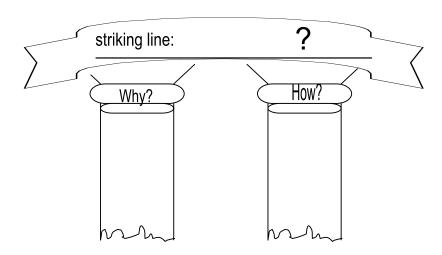
- 1. Who is speaking to whom?
- 2. What pieces of advice are given?
- 3. What qualities of man are mentioned in the poem? Cite lines to prove your answer.
- 4. Why are these qualities important to a man?
- 5. What does the speaker mean in the last three (3) lines?
- 6. Comment on why the word "if" is represented several times in the poem.
- 7. What general observation in life do you think is intended to convey through the use of the word "IF" in the title?



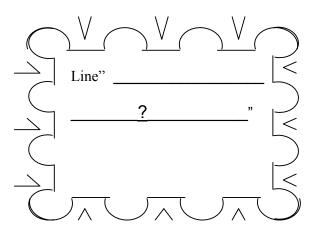
Note: Copy this figure in your notebook and fill it with appropriate entries/ details.

Activity 4

Which of the lines create a strong feeling in you or which part struck you most? Why? Choose and copy the line that inspires or moves you to make a difference or to "make it big" in this world. Explain why and how you can put it into action. Copy the figures below and write your answer in it.

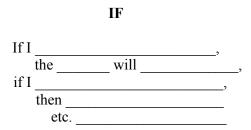


Choose a line/ a part from the poem which could be used as a book title or one lined message in a post card, text message, one line message in a program, a refrain of a song, etc.



Activity 6

Write your own version of the poem "IF". You may complete the statement poem below.



Let's take the chance, now! The following is equally challenging.



If you have gathered enough information or data for your research paper and the preliminary or working outline is prepared, you are now ready to write the introductory part.

The <u>introduction</u> of a research paper provides background for your reader. This is where you write the key ideas of the paper. This needs to be effective and stand on its own since it has to capture the interest of your readers.

Read the following example of an introduction, and find out what information are contained there in. Answer the questions after it.

Introduction

Since the early 1900's, consumer disqualification with commercially prepared bread made of white flour has been widespread. In the passing of years, the food industry has begun to respond to consumer's demand by introducing natural breads into the market. This started it all. People find the new natural loaves more nutritious than the mass marketed white bread. There are really benefits in using natural loaves or breads.

The purpose of this paper, primarily, is to prove the many benefits of using natural breads. Likewise, this paper presents the following:

- 1. examination of nutritional benefits of these new products
- 2. recent improvements in mass-marketed commercial breads.
- 3. analysis of ingredients common to the natural loaves
- 4. further modification in current bread making processes and practices
- 5. example of widely available wheat breads

Information in this paper is from a variety of sources, including words by nutritionist, microbiologist and members of government regulatory agencies as well as from interviews with consumer representatives and natural food advocates.

Adopted from: "Technical writing", Hangton Mittlin English <u>Grammar and Composition</u>, pp. 56-569

Questions:

- 1. How many paragraphs are used in the introduction?
- 2. What qualities do these paragraphs have in common?
- 3. How do the features or contents of the paragraph differ? On your notebook, copy the following grid and supply the information called for.

Paragraph number	Features/contents
number	
1	
2	
3	

You are writing, for example, a research paper about modern agriculture. You want to write a clean, effective and interesting <u>introduction</u>. Using the information below, write an introduction on the topic "Importance of Potato" Remember to arrange the information logically.

- There are many products made from potato.
- This paper is based on a variety of sources.
- Potato is one of the most important crops given in the world today.
- It includes the finding of nutritionist, agriculturist, economist, traders, scientists and government agencies.
- The researcher's purpose is mainly to prove why potato is one of the most important crops in the world.
- Comments and suggestions made by agriculturist, nutritionist and economist are given importance as well.
- Results of interviews and surveys are also presented
- Dauntlessly, potato has been considered having substantial food value.
- In both Europe and America and throughout the world, potatoes are grown for human and animal consumption.



Key Points

- The <u>introduction</u> of the research paper must be brief, concise, to the point, clear and short.
- It includes <u>background information</u> that helps the reader to have an idea of what the paper is all about.
- The first paragraph must contain ...
 - a. background information about the topic
 - b. thesis statement about the subject
- The second paragraph states the clearly the purpose/s of the researcher or the significance of the paper.
- The third paragraph states the scope and sources of data to be presented in the paper.

Activity 3

On your paper, rewrite the following paragraphs from an introduction of a research paper entitled, "Decreasing the Amount of Heating Fuel". You can omit inappropriate or unnecessary sentences or you can transpose some sentences. This introduction needs revision.

The cost of heating fuel has gone up a lot. People continue to find ways to conserve fuel. How to decrease fuel is one problem which has many solutions and

there are several ways of decreasing its amount, (Water can be used ultraviolet rays are costly).

The main purpose of this paper is to prevent those methods and to evaluate which are most effective. Likewise, reports of major companies on the importance of decreasing the amount of heating fuel are also presented. Another important purpose is to make people realize ways of conserving fuel in easy and economical point.

This paper focuses on the what, the why and the how relative to decreasing the amount of heating fuel. Other findings have greatly influenced the amount of heating fuel. In addition, studies, surveys, researches, interviews and observations made to prove the possibility of decreasing the amount of heating fuel are highlighted in this paper. Similarly, recent technology and progress made are described.

Activity 4

On your paper, copy the table below. Write appropriate entries on the spaces provided, consider and use the data you attached for your research paper.

Title:					
Background Information	Thesis Statement	Purpose of the research	Scope paper	of	the

Activity 5

Using the data from the table in Activity 4, write a clear and effective introduction for your paper.

Activity 6

Check your introduction for the following points.

- 1. Did you include.
- a. background information and thesis statement in the first paragraph?
- b.
- 2. Did you use/write at least two to three support statements for the thesis statement in the first paragraph?
- 3. Did you write at least three (3) paragraphs for your introduction?
- 4. Did you present clear, short, effective and interesting introduction of your research paper?

*	Remember, practice makes perfect.
	How, here's one for your once more.

23

How Much Did You Know Reading Directions: Park of the second of the se





Directions: Read the poem and write the letter of the word or phrase that best completes each statement.

			OF HEART ymous	
	2 No c 3 If I c 4 I sha 5 If I c 6 I sha 7 If I c 8 I sha 9 If I l 10 Lov 11 If I 12 The	lon't aspire for all never be thr lon't run after all transform al do not compare all be happy we ive for love we shall always live for the go en the complet	can ever harm u or riches, reaten by misery	y. to humility. thers t is in me. e. t dy and spirit
1.	The poem expresses of A. happy C. good	eonditions on l B. humble D. all of the a		
2.	The speaker feels A. confident C. indifferent	B. Confused	about riches ar	nd power.
3.	Line # 6 shows that the A. honest	ne speaker is _ B. humble	C. truthful	D. understanding
4.	The speaker's though	ts about happi	ness is best des	cribed in lines
	A. 11 to 13	B. 9 & 10	C. 3 & 4	D. 1 & 2
5.	The speaker's messag	ge for us to be	happy is we ne	ed to have best
	A. aspiration C. honors	B. body D. intention		
6.	The last three lines su	iggest that in o	order to be comp	pletely happy he needs to,
	A. be alive C. live for God	B. be comple D. Live for lo		

7.	The word "if" is repe	ated several times primarily for _		
	A. classification	B. comparison C. emphasis	D. unity	
8	Most probably the a	ithor's nurnose in writing this no	em is to	

8. Most probably, the author's purpose in writing this poem is to

B. criticize A. advise C. explain D. inspire



Directions: Write the letter of the most appropriate meaning of each underlined word. Use the words in the box.

A. Aim	C. to be humble	E. give notice of intended harm
B. dishonor	D. endless	

- 1.Our spirit will last for eternity.
- 2. Failures threaten his life.
- 3.I don't <u>aspire</u> for riches
- 4. We need to practice <u>humility</u>.
- 5.Man's <u>humiliation</u> makes him weak



Directi	ions:	Write the letter of the c	orrect verb f	orm.		
1.	If I do	't let myself seized by	hurriedness,	I	(A. find	d B. found
	C. will	find D. would find) tim	e for everyth	ning.		
2.	I shall	be productive if I		_ (A. an	n B. was C. wo	uld be D
	should	be) no slave to efficience	ey.			
3.	If I am	not competitive, I		(A. find	B. will find C. v	would find
	D. four	d) good in everyone.				
4.	I shall	free my life from all fi	rustrations if	f I	(A. would	accept B
	accepte	d C. accepts D. accept)	failures in m	ny life.		
5.	If I live	d at the depth of the pas	st, I		(A. am B. was	C. will be
	D. wou	ld be) the absolute own	er of life.			
6.	If you	(A. aid	B. aided C.	will aid	D. would aid) al	l people in
	distanc	es, you could lessen all	sufferings.			
7.	I	(A. am B. we	ere C. will D	. would)	always be happy	if I could
	change	all evils to goodness.				
		-				
*	Harves	ting time once more!				

Check Yourself



How Much vo You Know

Reading



- 1. C (Fr. Harnett's positive approach)
- 2. C (positive)
- 3. B (proud)
- 4. D-(treated)
- 5. C (prudence)
- 6. D-(win)
- 7. D (inspire)

Vocabulary

- 1. D (faultfinding)
- 2. F (showing anger)
- 3. C (grand)
- 4. A (beginner)
- 5. B (blinding)
- 6. E (self-serv

Grammar



- 1. A (show)
- 2. C (can serve)
- 3. B (will start)
- 4. C-(do)
- 5. A (could make)
- 6. B (would be)
- 7. C (could lift)

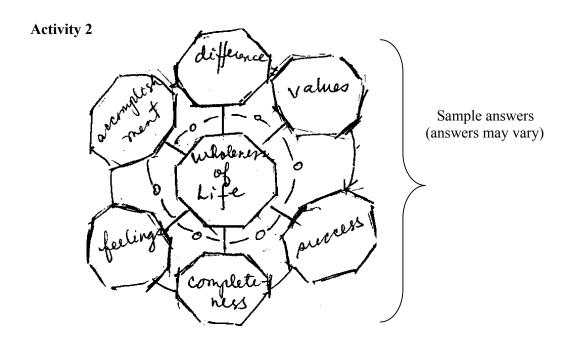
Listening

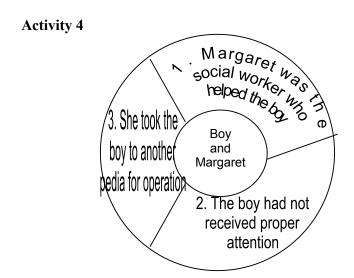


Activity 1

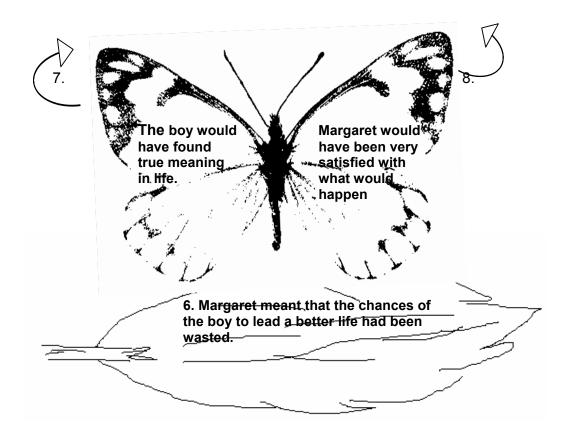
(answer may vary) Sample answer

Yes, it's true that when you have done something unique, something different you feel good and strong. What is more, the best of everything will be experienced by you because of the values you gained from what you're gone through. If you'll face challenges in the future, you will be able to face them with confidence.





	4. what happened to the boy	What does it reveal	5. what Margaret said	What does it reveal
1. two years after the surgery	He walked without crutches	He recovered and was grateful to Margaret.	"I made a difference with at least this one."	She felt fulfilled.
2. after several years	He's in the penitentiary	He had walked on the wrong path in life.	"I was instrumental in teaching him how to walk but nobody taught him where to walk."	She's concerned with the still.

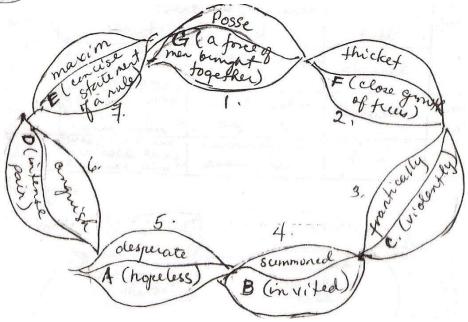


Activity 5 (answer may vary)

What if I	Reason why	How it Myself	can help Others
1. am concerned to others	gives a feeling of contentment	feel contented	find life not so dull
2. am selfless	want to follow God's teaching	feel happy	can trust me completely
3. practice empathy all the time	we need it very badly	feel fulfilled	will follow my footsteps







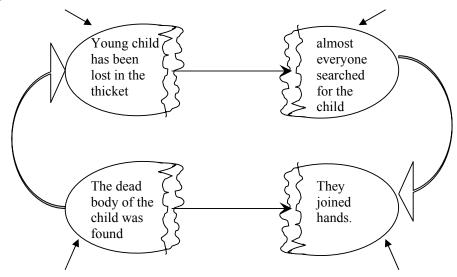
- 1. A (stated in the article)
- 2. ? (cannot be verified by the article)
- 3. A (stated in the article)
- 4. N (the story belongs to the editorial page)
- 5. A. (hinted/ implied/ exemplified by the article)

Activity 4

- 1. child's disappearance with subheading "Pose Holds Hands"
- 2. the subheading "Pose Holds Hands" how people (hold hands) cooperate
- 3. the story brings out solution to universal problem that is also timeless
- 4. People need to practice cooperation and tolerance to build a strong and better world

Activity 5

Character	What the character			What trait is
	Said	Did	Felt	revealed
writer	"It is not too late to save the next	gave reaction/	stunned	hopeful
	generation."	comment		
father	"oh God, why didn't we join	cried out in anguish	helpless	Loving father
	hands sooner?"			
old lady	"why didn't we all hold hands in a huge circle?"	encouraged everyone	sure	wise



Activity 7 (answer may vary)

It is true that tolerance is needed just as cooperation works wonders for people to live longer. Both of them entail sacrifice which is the key to a meaningful life.

Activity 8

If I had the power to change the selfishness of the people, this would have been a better place to live in. With the absence of selfishness in the heart of every men, God's will would have been followed totally. No man would have gone as tiny as anyone. All the problems in this world would have been solved. This would have been a perfect world.



- 2. bubbles
- 3. smoke
- 4. water

Activity 2 (answer may vary) Sample answers

- 1. believe
- 2. anything, return
- 3. afraid
- 4. pray
- 5. do what I had failed to do

- 1. The word "if" is used
- 2. factual statements
- 3. imaginative or improbable statements
- 4. when we express conditions
- 5. a. present or future for...
 - b. past form of the verb is used

Activity 4

Imaginative
1. If Guia had been a billionaire
she would have donated half.
of her wealth to our school.
2. If I were in an emergency situation
I would call 911 for help.
3. If I could fly I would leave this world
for a year.

Factual
4. The world will be a better place to
live if we will love each other
5. if the govt. sets a good example, it
will inspire people to build a new world

Activity 5 (answer may vary)

Sample answers

- 1. If they cooperate
- 2. If people are conscientious.
- 3. If I were a billionaire
- 4. If I use telescope
- 5. If the teacher gives the answers

Activity 6 (answer may vary)

Sample answers

- 1. you will not be happy
- 2. you will become successful
- 3. you will be different from others
- 4. I would suspend classes for the whole year
- 5. you would ask something impossible
- 6. you would meet all the queens and kings

Activity 7 (answers may vary)

Sample answers

- 1. a. I would be shocked.
 - b. I would be surprised.
 - c. I would be happy.
- 2. a. I would be very happy if I won a very small amount in a lottery; if I received a letter form a long lost friend and if someone phoned me after midnight.
- 3. I would be frightened if I woke up in the middle of a bad dream; if I had to sleep in an old deserted place and if I had to undergo a major operation.

Activity 8 (answer may vary)

If I were a billionaire, I would help build a better nation by means of using some of my money to help people look for means of livelihood. I would train them to use of their talents so as for them to become responsible and diligent people.

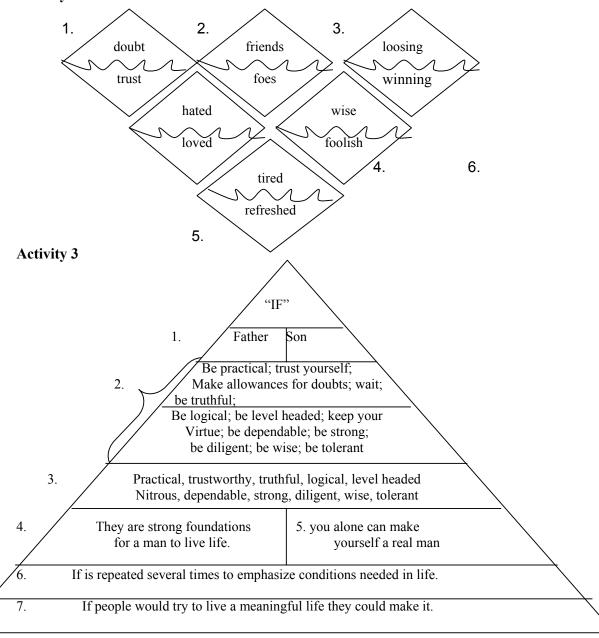


Activity 1 (answer may vary)

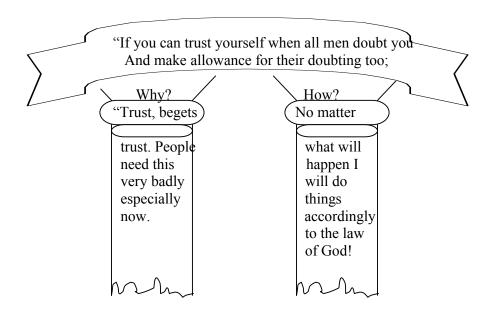
What does the picture remind of you of?

The picture depicts the universal problems like hunger and poverty. If I were the most powerful man I would find ways and means to help them.

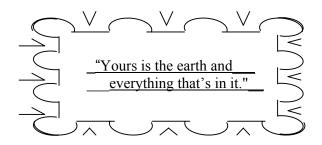
Activity 2



Activity 4 (answer may vary) Sample answers



Activity 5 (answer may vary)





Activity 1

- 1. There are three (3) paragraphs.
- 2. All of them are short, concise, to the point and the words are easy to understood

3.

•	Paragraph	Features / Contents
	number	
	1	Problem, thesis statement
	2	purpose of the paper
	3	scope of the research paper.

Sample <u>INTRODUCTION</u>

Potato is one of the most important crops grown in the world today. There are many products made from potato. In both Europe and America and throughout the world, potatoes are grown both for human and animal consumption. Doubtlessly, potato has been considered having substantial food value.

The researcher's purpose is mainly to prove why potato is one of the most important crops in the world.

This paper is based on a variety of sources. It includes the findings of nutritionists, agriculturists, economists, traders, scientists and government agencies. Comments and suggestion made by agriculturist and economist are given importance as well. Results of interviews and surveys are also presented.

Activity 3

Revision of Introduction

The cost of heating fuel has gone up a lot. People continue to find ways to conserve fuel. How to decrease fuel is one problem which has many solutions and there are several ways of decreasing its amount, (the next two sentences are omitted because they are irrelevant).

The main purpose of this paper is to prevent those methods and to evaluate which are most effective. (the next sentence is transpose to the 3rd paragraph) Another important purpose is to make people realize ways of conserving fuel in easy and economical point.

This paper focuses on what, the why and how of decreasing the amount of heating fuel. Likewise, reports of major companies in the importance of decreasing the amount of heating fuel are also presented. (the next sentence is irrelevant so it is omitted) In additions, studies, surveys, researches, interviews and observations made to prove the possibility of decreasing the amount of heating fuel are highlighted in this paper. Similarly, recent technology and progress made are described.

How Much Did You Learn



Reading 🞒

- 1. D (all of the three ideas mentioned are given as conditions)
- 2. C (indifferent: they are causes of misery)
- 3. B (humble)
- 4. A (11 to 13)
- 5. D (intention)
- 6. C (live for God)
- 7. C (emphasis)
- 8. D (inspire)
- 1. D (endless)
- 2. E (give notice of intended harm)
- 3. A (aim)
- 4. C (to be humble)
- 5. B (dishonor)

Vocabulary



- 1. C (will find)
- 2. A (am)
- 3. B (will find)
- 4. D-(accept)
- 5. D- (would be)
- 6. D (would aid)
- 7. D (would)

❖ Excellent!

You can be at the top of the world now.

How does it feel!

Congratulations!

LISTENING TEXT April 30, Friday

WHOLENESS OF LIFE

Read: Mark 2:1-12

Son, your sins Are forgiven you... I say to you, arise. --- Mark 2:5,11

Social worker Margaret Sangster told her collogues about seeing a young boy in an urban ghetto who appeared little more than a bit of twisted human flesh. He had been struck by a car several months before and had not received proper medical attention.

Although not part of her caseload, she took the boy to an orthopedist, who performed surgery on his legs. Two years later the boy walked into Sangter's office without crutches. His recovery was complete. The two embraced. Margaret Sangster said to herself, "If I accomplish nothing else in my life. I have made a real difference with at least this one!" Sangster paused. "This was all several years ago now," she continued. "Where do you think that boy is today?" They suggested that he might be a school teacher, a physician, or a social worker. With deep emotion, Margaret Sangster responded, "No, he's in the penitentiary for one of the foulest crimes a human can commit." Then she said, "I was instrumental in teaching him how to walk again, but there was no one to teach him where to walk."