

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 3:
Reconciling with Nature
Lesson 1

This book was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

Department of Education
Republic of the Philippines

Celebrating Diversity through World Literature – Grade 10

English - Learner's Material

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Module **3**



Reconciling with Nature

**PRE-TEST
MODULE 3**

I. Listening/Viewing

Listen to the song “What a Wonderful World” by Louis Armstrong, then answer the questions that follow.

I see trees of green,
red roses, too.
I see them bloom,
for me and you.
And I think to myself,
what a wonderful world.

I see skies of blue,
And clouds of white.
The bright blessed day,
The dark sacred night.
And I think to myself,
What a wonderful world.

The colors of the rainbow,
So pretty in the sky,
Are also on the faces,
Of people going by.
I see friends shaking hands,
Saying, “How do you do?”
They’re really saying,
“I love you.”

I hear babies cry,
I watch them grow,
They'll learn much more,
Than I'll ever know.
And I think to myself,
What a wonderful world.

Yes, I think to myself,
What a wonderful world.
Oh yeah.

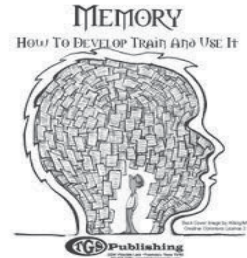
Source: <http://www.azlyrics.com/lyrics/louisarmstrong/whatawonderfulworld.html>

1. What do trees of green symbolize?
 - a. Hope and life
 - b. Freshness and freedom
 - c. Cleanliness and purity
 - d. Health and wellness
2. The blooming of red roses signifies
 - a. sharing of glory
 - b. bountiful blessings
 - c. love for the people
 - d. wealth that abounds
3. The bright blessed day and the dark sacred night are symbolisms for
 - a. challenges and trials
 - b. triumphs and dreams
 - c. sorrows and problems
 - d. successes and failures
4. The colors of the rainbow that are on the faces of people convey
 - a. happiness and contentment
 - b. lasting relationship among spouses
 - c. friendship and camaraderie
 - d. generosity and serenity

5. The speaker in the song has
- no dreams to carry on
 - a positive outlook in life
 - a pessimistic idea about nature
 - lousy disposition towards life



A



C



B



D

Source: <https://www.google.com/search?q=images+or+pictures+about+harnessing+the+potential+of+nature&rlz=1C1>

- 6-7. Figure A shows potential energy that creates
- photosynthesis for animals
 - green vegetation for animals' source of food
 - sunlight that gives vitamin D for people
 - wide array of green grasses
8. Figure B harnesses the potential of
- metal
 - sounds
 - sunlight
 - wind
9. In Figure C, the human brain is used as
- detail processor
 - dream adaptor
 - memory storage
 - vision encoder

10. Figure D shows a direct interaction among

- a. soil, vegetation, and wind
- b. sunlight, soil, and vegetation
- c. water, wind, and soil
- d. wind, soil, and sunlight

II. Reading and Literature

For nos. 11-15 (Free Association)

Answer the following questions:

- 11. What characteristic of a mother can be best likened to nature?
- 12. Why is the color green always associated with nature?
- 13. What do you mean by the word autumn?
- 14. What makes the Philippines a very blessed country?
- 15. How can fire symbolize life?
- 16. Which group of words gives the correct meaning of the word shabby?

- a. scruffy, untidy, ragged
- b. clean, dilapidated, worn out
- c. rough, fixed, broken

17. Interpret the mood of the statement, "He longs to tell someone, all that is haunting him now, but there is no one to tell."

- a. excited b. confused c. disappointed d. sad

Read the passage and write the letter of the correct theme.

18. What is the message of the passage?

A crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last, he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus, saved his life.

- a. Nobody is perfect.
- b. If at first you don't succeed, try and try again.
- c. Physical activity will help you when you least expect it.
- d. You can lead a horse to water but you can't make it drink.

Salmon are born in fresh water but travel to salt water to live their lives and then travel back upstream to where they spawn more salmon before they die. Salmon traveling upstream are very determined to get back to where they were born. They fight against currents, whirlpools, and waterfalls; even though man has placed some obstacles in the salmon's way by building dams or rivers. Once the salmon reaches its birthplace, it lays eggs. These eggs hatch, and the process begins again.

19. You can conclude that
- salmon fight against the currents
 - salmon are lazy fish
 - salmon like to stay where they are born
 - when man develops more land, it will be more difficult for the salmon to survive
20. You can conclude that salmon
- are born in saltwater
 - live for a very long time
 - is an expensive fish to eat
 - can't survive in fresh water

For nos. 21-23, read the passage below and then answer the questions that follow.

Justin was always prepared. His motto was "Never throw anything out, you never know when it might come in handy." His bedroom was so full of flat bicycle tires, bent tennis rackets, deflated basketballs, and games with missing pieces that you could barely get in the door. His parents pleaded with him to clean out his room.

"What use is a fish tank with a hole in the bottom?" his father asked. But Justin simply smiled and repeated his motto, "Never throw anything out, you never know when it might come in handy."

21. What does Justin's motto mean?
- Being organized is a good trait.
 - Keeping old things might help you become rich.
 - It is always nice to keep things of no use already.
 - Things that you think are useless may be of use again in urgent cases.
22. Justin's parents are
- happy with Justin's ingenuity.
 - annoyed with Justin's untidiness.
 - proud with what Justin has in his room.
 - worried with the junk that Justin stored in his room.

23. What character trait does Justin show?

- a. carefulness
- b. frugality
- c. perseverance
- d. resourcefulness

For nos. 24-26, Read the passage below and answer the questions that follow.

When Justin was away from home, he always carried his blue backpack. He liked to think of it as a smaller version of his bedroom — a place to store the many objects that he collected. It was so worn out and stretched that it hardly resembled a backpack anymore. It was full of the kinds of things that seemed unimportant, but when used with a little imagination, might come in handy.

Justin had earned a reputation for figuring things out and getting people out of otherwise hopeless situations. Many of his classmates and neighbors sought him out when they needed help with a problem.

24. Justin's backpack is

- a. a recyclable object.
- b. an antique.
- c. a magic bag.
- d. a smaller version of his bedroom.

25. Justin's ingenuity has been proven by

- a. being generous and helpful to everyone.
- b. lending money or his prized possession to anyone.
- c. saving a lot of people by sharing what he has.
- d. helping people out of their problem through the use of what he kept.

26. Justin's reputation is

- | | |
|---------------------|-----------------------|
| a. worth emulating. | c. disgusting. |
| b. shameful. | d. worth remembering. |

For nos. 27- 30.

Six major concepts try to steer our way of life so as to unite the present with the past and future and make us collaborate with one another.

Solidarity is in fact the key to start this new way of life. Past generations and generations to come need to respect each other and the planet, and care for the community of life. One should never benefit from something now, which will eventually have a problematic effect on future generations. A practical example is that of genetic engineering. This technology opens up a new dimension for the world. It makes alteration of DNA possible. The immediate effects are very positive as they, for example,

can make a plant produce more seeds and furthermore, no pests will feed on them. Yet, the downside to all these will only be seen in the future. Once the structure of DNA is altered, it would be impossible to change. Another negative impact that future beings will face is the fracture of the feeding cycle. Therefore, it is essential for all to protect one another, as all generations are interrelated, which means that whatever happens today speaks about the relationship of the present with past and future generations.

Source: <http://www.echeat.com/free-essay/Sustainable-Development-33208.aspx>

27. The paragraph suggests that

- a. the future is uncertain.
- b. one has nothing to do with the past.
- c. one's failure can never be recovered.
- d. whatever decision and action one does has an effect on the future.

28. Genetic engineering has a

- a. negative result only.
- b. favorable effect only.
- c. favorable and unfavorable effect.
- d. a promising innovation for mankind.

29. Fracture of the feeding cycle means that

- a. feeding cycle is dangerous for humans.
- b. feeding of beings can be alternately done.
- c. there is hunger and poverty among all entities.
- d. change in the natural feeding cycle.

30. The paragraph emphasized the necessity to

- a. interact or socialize to build relationship.
- b. conserve energy and natural resources.
- c. protect one another in order to survive.
- d. keep food and friendship for survival.

III. Grammar

Choose the best pronoun to use in each sentence

31. Both magazines featured the President on _____ covers.

- a. her
- b. his
- c. its
- d. their

32. Neither John nor Andy has finished _____ English test.
- a. her
 - b. his
 - c. their
 - d. they're
33. Neither the cat nor the dogs had eaten _____ meal.
- a. its
 - b. their
 - c. there
 - d. his or her
34. Everyone should report to _____ cabin soon.
- a. her
 - b. his
 - c. their
 - d. his or her
35. The football team has been awarded _____ letters.
- a. its
 - b. him
 - c. their
 - d. there
36. Was it Gladys or (he, him, we, they) who lost the turtle?
37. I think it was (we, her, she, they).
38. (Each, Many, Everyone, Everybody) like potato salad.
39. (That, They, Those, These) is a good idea.
40. Norman is a photographer (who, where, which, whose) does great work.

IV. Writing

Choose one question below and answer it in 5 to 7 sentences only.

- What can I do to help sustain Mother Earth?
- How can I contribute to the preservation of the Earth?
- What might happen if there are no bountiful gifts of nature?

DEPED COPY

Module 3

LESSON 1

Recognizing the Gift of Nature

YOUR JOURNEY

What would life be without the wonders of nature? What if there are no bountiful gifts from nature? Can we survive in this world?

In this lesson, you will be given the opportunity to show your appreciation of nature. Remember, life on earth is the greatest gift of nature, and it can be found in several hues and shapes. The beauty of nature mesmerizes all of us, for without nature, we would not know the greatest gift of our existence.

YOUR OBJECTIVES

In this lesson you are expected to:

- raise questions to clarify issues covered in the material viewed
- share viewpoints based on the ideas presented in the materials viewed
- appreciate the overall artistic value of the structure and elements of the selection (structuralist/formalist)
- draw conclusion on how effective is the treatment of the underlying or overarching issue concerning human experience (moralist)
- listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge
- give expanded definitions of words
- use the cases of pronouns correctly
- explain how the elements specific to a genre contribute to the theme of a particular literary selection
- express appreciation for sensory images
- expand ideas using principles of cohesion and coherence
- use a variety of informative, persuasive, and argumentative writing techniques
- use the correct stage and stance when paying tribute to someone through a eulogy



Be reminded that at the end of this module you are expected to present a speech in a symposium using ICT resources and for this lesson, you are expected to deliver a eulogy for Mother Earth.

YOUR INITIAL TASKS

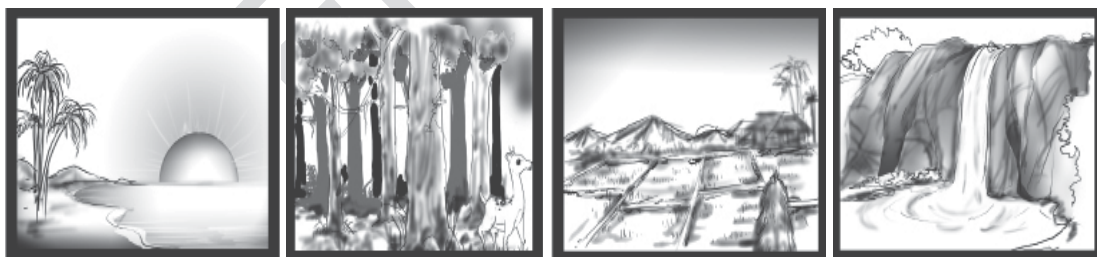
Task 1 WALK WITH NATURE

To live in God's wondrous creation is a blessing to be thankful for. Oftentimes, we tend to ignore the magic it brings us, but let us not forget that what it offers us generates a great change; a change that surely makes a difference in our very own existence.

- A. Stroll outside your classroom and find out nature's gift to us. Then, complete the statements below to state your point of view. Bear in mind that your point of view is the way you allow the reader to "see" and "hear" what's going on. After ten minutes, compare your answers with your classmates' and share to the class what you, as the author, feel, think, and believe about the gifts of nature.

I feel that....	→	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> </div>	I believe that....	→	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> </div>
I think....	→	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> </div>	In my opinion....	→	<div style="border: 1px solid black; padding: 5px; min-height: 40px;"> </div>

- B. Have a gallery walk with nature inside your classroom and share your viewpoints based on the following pictures. Relate your perspective in this activity with the previous activity.

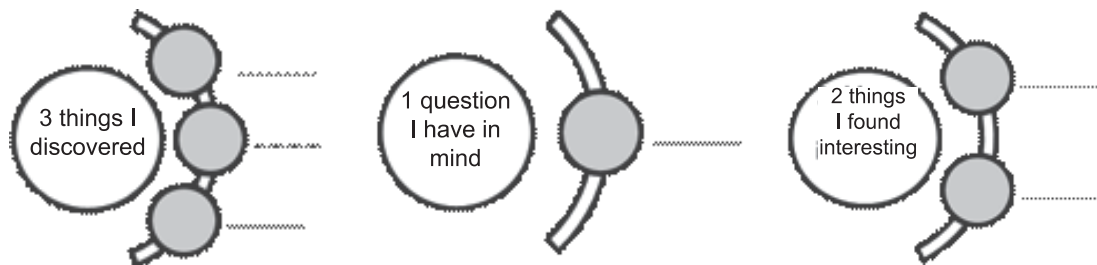


Task 2 LISTEN AND WONDER

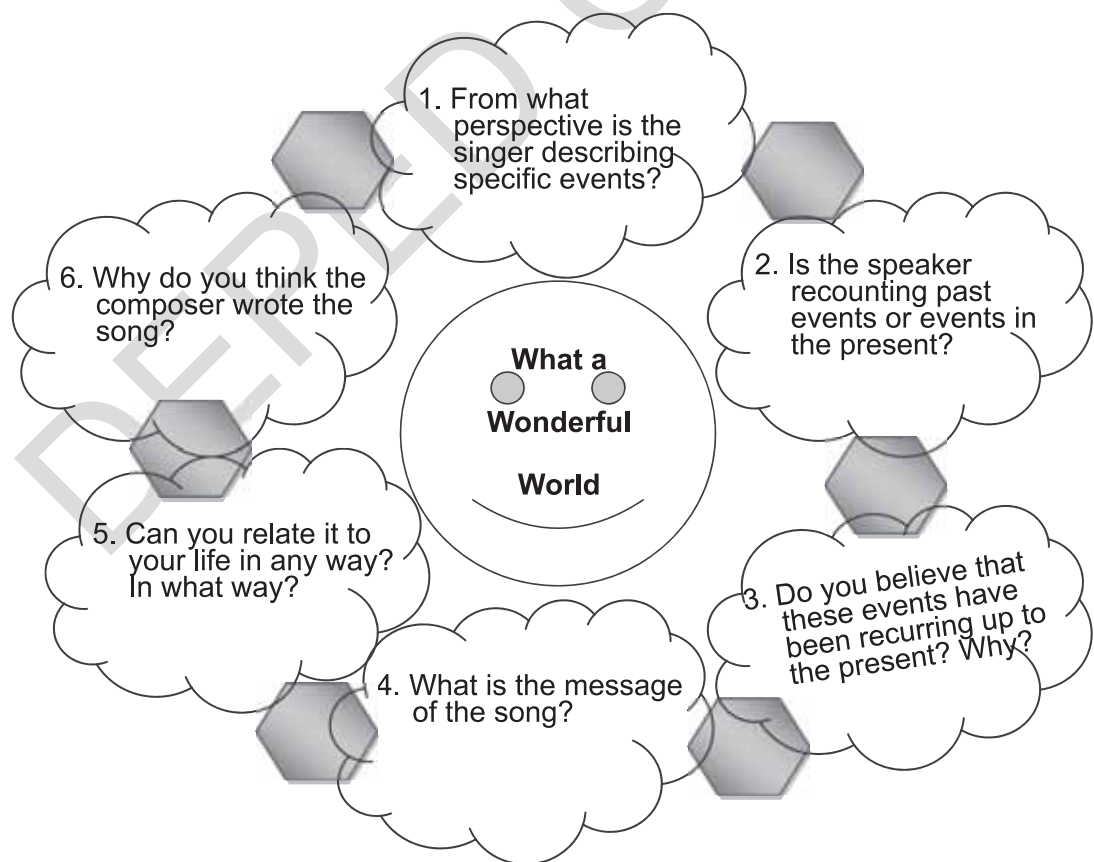
Some people don't recognize how beautiful nature is. Nature's amazing splendor fascinates us and rekindles our special bond with God.

Listen to the song “What a Wonderful World” by Louis Armstrong. Then do the following activities.

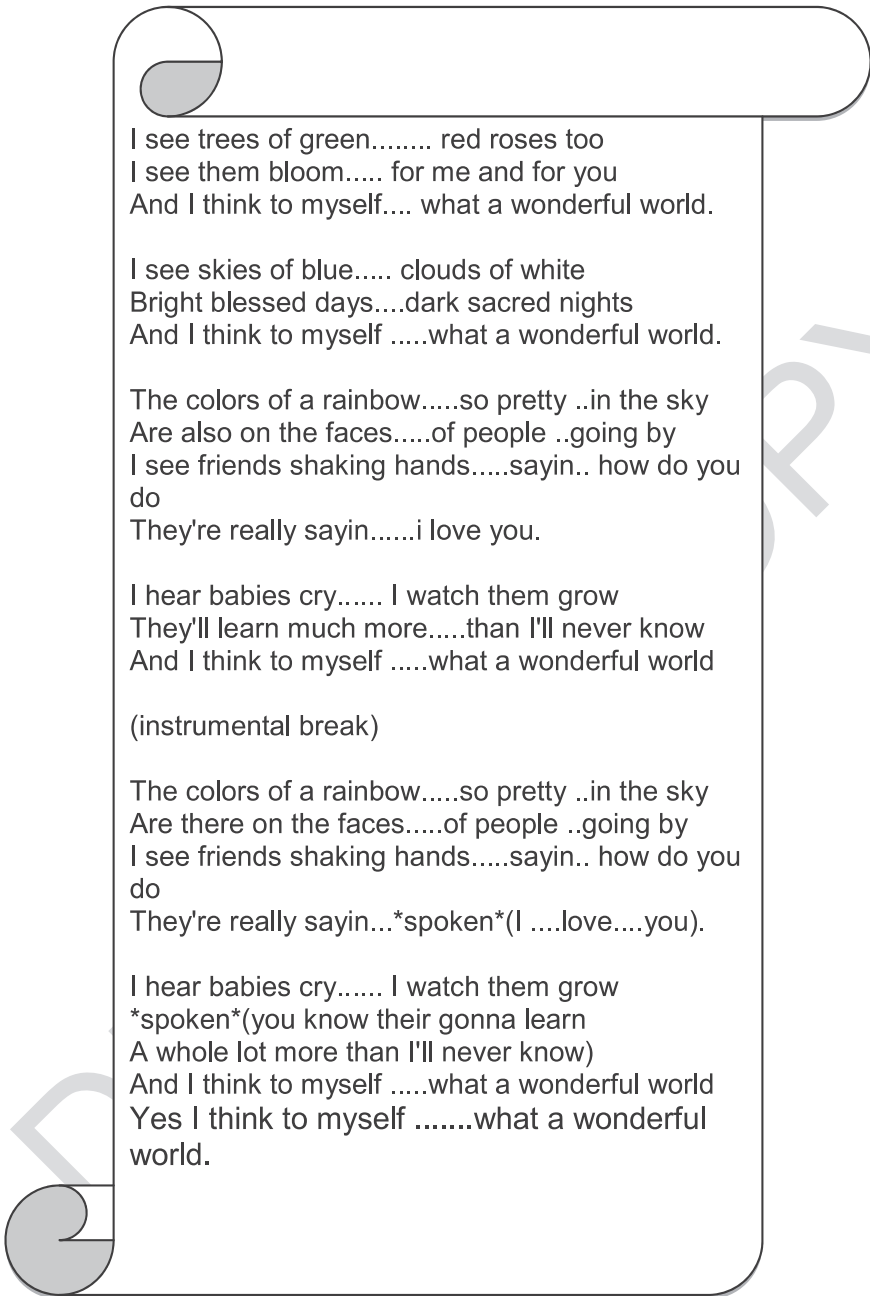
A. Complete the following graphic organizers based on the song:



Form six groups and think about the meaning of the song by discussing the questions below. Do the words suggest something else? Choose one cloud below then answer the question written on it.



Task 3 THE 3Rs (READ, RISE, AND REACT)



I see trees of green..... red roses too
I see them bloom..... for me and for you
And I think to myself.... what a wonderful world.

I see skies of blue..... clouds of white
Bright blessed days....dark sacred nights
And I think to myselfwhat a wonderful world.

The colors of a rainbow.....so pretty ..in the sky
Are also on the faces.....of people ..going by
I see friends shaking hands.....sayin.. how do you
do
They're really sayin.....i love you.

I hear babies cry..... I watch them grow
They'll learn much more.....than I'll never know
And I think to myselfwhat a wonderful world

(instrumental break)

The colors of a rainbow.....so pretty ..in the sky
Are there on the faces.....of people ..going by
I see friends shaking hands.....sayin.. how do you
do
They're really sayin...*spoken*(Ilove....you).

I hear babies cry..... I watch them grow
spoken(you know their gonna learn
A whole lot more than I'll never know)
And I think to myselfwhat a wonderful world
Yes I think to myselfwhat a wonderful
world.

What A Wonderful World lyrics © CARLIN AMERICA INC, WINDSWEPT HOLDINGS LLC,
MEMORY LANE MUSIC GROUP

http://www.lyricsfreak.com/l/louis+armstrong/what+a+wonderful+world_20085347.htm

1. Form five groups. Each group will do the following activities using the lyrics of the song "What a Wonderful World."
 - Draw a big circle then write words from the song that appeal to your senses.
 - Sketch the image of one word that captures your interest the most.
 - Explain why such word captured your attention.
 - Connect and/or extract from the image drawn the overall issue concerning human experience.
2. Complete the table below to make sense of how effective or ineffective the treatment is of the underlying or overarching issue concerning human experience.

Senses	Effective	Reasons	Ineffective	Reasons

- Present your output.

YOUR TEXT

Task 4 VOCABULARY DETECTIVES

Getting the meaning of a word is not enough. Expanding your vocabulary bank is important for comprehension. In order to gain a clearer understanding of words, do the following tasks:

Form five groups.

- Go over the text "A Day in the Country" by Anton Chekhov.
- Look for at least three (3) unfamiliar words. (Instructions to color code will be given by the teacher.)
- Choose a color that will represent your task.
- Then, present your output in class after 5 minutes.

Vocabulary Rock and Roll

Define the word	Draw it!
Something that means the same	Act it out!
Something that means the opposite	Something that reminds you

A Tricky Word

The word _____
 Page no./Paragraph no. _____

I think it means

Clues

Did you figure out what it means?

No, I need help!

Magical Word

WORD _____

It reminds me of _____

It actually means _____

Trash Can Thesaurus

Throw away overused words and replace them with better expressions.

Word/s to "Throw Away"

Synonyms to use instead

Shades of Meaning

Write phrase/s or word/s to describe the small and subtle differences in meaning between similar words or phrases, but which carry different views and ideas about a particular word.

Word
Common Core

The story you are about to read is very touching, a reflection of nature's beauty and the wisdom of country folks.

A DAY IN THE COUNTRY

by Anton Chekhov

BETWEEN eight and nine o'clock in the morning.

A dark leaden-coloured mass is creeping over the sky towards the sun. Red zigzags of lightning gleam here and there across it. There is a sound of far-away rumbling. A warm wind frolics over the grass, bends the trees, and stirs up the dust. In a minute there will be a spurt of May rain and a real storm will begin.

Fyokla, a little beggar-girl of six, is running through the village, looking for Terenty, the cobbler. The white-haired, barefoot child is pale. Her eyes are wide-open, her lips are trembling.

“Uncle, where is Terenty?” she asks every one she meets. No one answers. They are all preoccupied with the approaching storm and take refuge in their huts. At last she meets Silanty Silitch, the sacristan, Terenty’s bosom friend. He is coming along, staggering from the wind.

“Uncle, where is Terenty?”

“At the kitchen-gardens,” answers Silanty.

The beggar-girl runs behind the huts to the kitchen-gardens and there finds Terenty; the tall old man with a thin, pock-marked face, very long legs, and bare feet, dressed in a woman’s tattered jacket, standing near the vegetable plots, looking with drowsy, drunken eyes at the dark storm-cloud. On his long crane-like legs he sways in the wind like a starling-cote.

“Uncle Terenty!” the white-headed beggar-girl addresses him. “Uncle, darling!”

Terenty bends down to Fyokla, and his grim, drunken face is overspread with a smile, such as come into people’s faces when they look at something little, foolish, and absurd, but warmly loved.

“Ah! servant of God, Fyokla,” he says, lisping tenderly, “where have you come from?”

“Uncle Terenty,” says Fyokla, with a sob, tugging at the lapel of the cobbler’s coat. “Brother Danilka has had an accident! Come along!”

“What sort of accident? Ough, what thunder! Holy, holy, holy. . . What sort of accident?”

“In the count’s copse Danilka stuck his hand into a hole in a tree, and he can’t get it out. Come along, uncle, do be kind and pull his hand out!”

“How was it he put his hand in? What for?”

“He wanted to get a cuckoo’s egg out of the hole for me.”

“The day has hardly begun and already you are in trouble. . .” Terenty shook his head and spat deliberately. “Well, what am I to do with you now? I must come . . . I must, may the wolf gobble you up, you naughty children! Come, little orphan!”

Terenty comes out of the kitchen-garden and, lifting high his long legs, begins striding down the village street. He walks quickly without stopping or looking from side to side, as though he were shoved from behind or afraid of pursuit. Fyokla can hardly keep up with him.

They come out of the village and turn along the dusty road towards the count's copse that lies dark blue in the distance. It is about a mile and a half away. The clouds have by now covered the sun, and soon afterwards there is not a speck of blue left in the sky. It grows dark.

"Holy, holy, holy . . ." whispers Fyokla, hurrying after Terenty. The first rain-drops, big and heavy, lie, dark dots on the dusty road. A big drop falls on Fyokla's cheek and glides like a tear down her chin.

"The rain has begun," mutters the cobbler, kicking up the dust with his bare, bony feet. "That's fine, Fyokla, old girl. The grass and the trees are fed by the rain, as we are by bread. And as for the thunder, don't you be frightened, little orphan. Why should it kill a little thing like you?"

As soon as the rain begins, the wind drops. The only sound is the patter of rain dropping like fine shot on the young rye and the parched road.

"We shall get soaked, Fyokla," mutters Terenty. "There won't be a dry spot left on us. . . . Ho-ho, my girl! It's run down my neck! But don't be frightened, silly. . . The grass will be dry again, the earth will be dry again, and we shall be dry again. There is the same sun for us all."

A flash of lightning, some fourteen feet long, gleams above their heads. There is a loud peal of thunder, and it seems to Fyokla that something big, heavy, and round is rolling over the sky and tearing it open, exactly over her head.

"Holy, holy, holy..." says Terenty, crossing himself. "Don't be afraid, little orphan! It is not from spite that it thunders."

Terenty's and Fyokla's feet are covered with lumps of heavy, wet clay. It is slippery and difficult to walk, but Terenty strides on more and more rapidly. The weak little beggar-girl is breathless and ready to drop.

But at last they go into the count's copse. The washed trees, stirred by a gust of wind, drop a perfect waterfall upon them. Terenty stumbles over stumps and begins to slacken his pace.

"Whereabouts is Danilka?" he asks. "Lead me to him."

Fyokla leads him into a thicket, and, after going a quarter of a mile, points to Danilka. Her brother, a little fellow of eight, with hair as red as ochre and a pale sickly face, stands leaning against a tree, and, with his head on one side, looking sideways at the sky. In one hand he holds his shabby old cap, the other is hidden in an old lime tree. The boy is gazing at the stormy sky, and apparently not thinking of his trouble. Hearing footsteps and seeing the cobbler he gives a sickly smile and says:

"A terrible lot of thunder, Terenty. . . I've never heard so much thunder in all my life."

"And where is your hand?"

"In the hole. . . Pull it out, please, Terenty!"

The wood had broken at the edge of the hole and jammed Danilka's hand; he could push it farther in, but could not pull it out. Terenty snaps off the broken piece, and the boy's hand, red and crushed, is released.

"It's terrible how it's thundering," the boy says again, rubbing his hand. "What makes it thunder, Terenty?"

"One cloud runs against the other," answers the cobbler. The party come out of the copse, and walk along the edge of it towards the darkened road. The thunder gradually abates, and its rumbling is heard far away beyond the village.

"The ducks flew by here the other day, Terenty," says Danilka, still rubbing his hand. "They must be nesting in the Gniliya Zaimishtcha marshes. . . Fyokla, would you like me to show you a nightingale's nest?"

"Don't touch it, you might disturb them," says Terenty, wringing the water out of his cap. "The nightingale is a singing-bird, without sin. He has had a voice given him in his throat, to praise God and gladden the heart of man. It's a sin to disturb him."

"What about the sparrow?"

"The sparrow doesn't matter; he's a bad, spiteful bird. He is like a pickpocket in his ways. He doesn't like man to be happy. When Christ was crucified it was the sparrow which brought nails to the Jews, and called 'alive! alive!'"

A bright patch of blue appears in the sky.

"Look!" says Terenty. "An ant-heap burst open by the rain! They've been flooded, the rogues!"

They bend over the ant-heap. The downpour has damaged it; the insects are scurrying to and fro in the mud, agitated, and busily trying to carry away their drowned companions.

"You needn't be in such a taking, you won't die of it!" says Terenty, grinning. "As soon as the sun warms you, you'll come to your senses again. . . It's a lesson to you, you stupids. You won't settle on low ground another time."

They go on.

"And here are some bees," cries Danilka, pointing to the branch of a young oak tree.

The drenched and chilled bees are huddled together on the branch. There are so many of them that neither bark nor leaf can be seen. Many of them are settled on one another.

"That's a swarm of bees," Terenty informs them. "They were flying looking for a home, and when the rain came down upon them they settled. If a swarm is flying, you need only sprinkle water on them to make them settle. Now if, say, you wanted to take the swarm, you would bend the branch with them into a sack and shake it, and they all fall in."

Little Fyokla suddenly frowns and rubs her neck vigorously. Her brother looks at her neck, and sees a big swelling on it.

"Hey-hey!" laughs the cobbler. "Do you know where you got that from, Fyokla, old girl? There are Spanish flies on some trees in the woods. The rain has trickled off them, and a drop has fallen on your neck — that's what has made the swelling."

The sun appears from behind the clouds and floods the woods, the fields, and the three friends with its warm light. The dark menacing cloud has gone far away and taken the storm with it. The air is warm and fragrant. There is a scent of bird-cherry, meadowsweet, and lilies-of-the-valley.

"That herb is given when your nose bleeds," says Terenty, pointing to a woolly-looking flower. "It does good."

They hear a whistle and a rumble, but not such a rumble as the storm-clouds carried away. A goods train races by before the eyes of Terenty, Danilka, and Fyokla. The engine, panting and puffing out black smoke, drags more than twenty vans after it. Its power is tremendous. The children are interested to know how an engine, not alive and without the help of horses, can move and drag such weights, and Terenty undertakes to explain it to them:

"It's all the steam's doing, children. . . The steam does the work. . . You see, it shoves under that thing near the wheels, and it . . . you see . . . it works. . ."

They cross the railway line, and, going down from the embankment, walk towards the river. They walk not with any object, but just at random, and talk all the way. . . Danilka asks questions, Terenty answers them.

Terenty answers all his questions, and there is no secret in nature which baffles him. He knows everything. Thus, for example, he knows the names of all the wild flowers, animals, and stones. He knows what herbs cure diseases; he has no difficulty in telling the age of a horse or a cow. Looking at the sunset, at the moon, or the birds, he can tell what sort of weather it will be next day. And indeed, it is not only Terenty who is so wise. Silanty Silitch, the innkeeper, the market-gardener, the shepherd, and all the villagers, generally speaking, know as much as he does. These people have learned not from books, but in the fields, in the woods, on the river bank. Their teachers have been the birds themselves, when they sang to them, the sun when it left a glow of crimson behind it at setting, the very trees, and wild herbs.

Danilka looks at Terenty and greedily drinks in every word. In spring, before one is weary of the warmth and the monotonous green of the fields, when everything is fresh and full of fragrance, who would not want to hear about the golden may-beetles, about the cranes, about the gurgling streams, and the corn mounting into ear?

The two of them, the cobbler and the orphan, walk about the fields, talk unceasingly, and are not weary. They could wander about the world endlessly. They walk, and in their talk of the beauty of the earth, do not notice the frail little beggar-girl tripping after them. She is breathless and moves with a lagging step. There are tears in her eyes; she would be glad to stop these inexhaustible wanderers, but to whom and where can she go? She has no home or people of her own; whether she likes it or not, she must walk and listen to their talk.

Towards midday, all three sit down on the river bank. Danilka takes out of his bag a piece of bread, soaked and reduced to a mash, and they begin to eat. Terenty says a prayer when he has eaten the bread, then stretches himself on the sandy bank and falls asleep. While he is asleep, the boy gazes at the water, pondering. He has many different things to think of. He has just seen the storm, the bees, the ants, the train. Now, before his eyes, fishes are whisking about. Some are two inches long and more, others are no bigger than one's nail. A viper, with its head held high, is swimming from one bank to the other.

Only towards the evening our wanderers return to the village. The children go for the night to a deserted barn, where the corn of the commune used to be kept, while Terenty, leaving them, goes to the tavern. The children lie huddled together on the straw, dozing.

The boy does not sleep. He gazes into the darkness, and it seems to him that he is seeing all that he has seen in the day: the storm-clouds, the bright sunshine, the birds, the fish, lanky Terenty. The number of his impressions, together with exhaustion and hunger, are too much for him; he is as hot as though he were on fire, and tosses from, side to side. He longs to tell someone all that is haunting him now in the darkness and agitating his soul, but there is no one to tell. Fyokla is too little and could not understand.

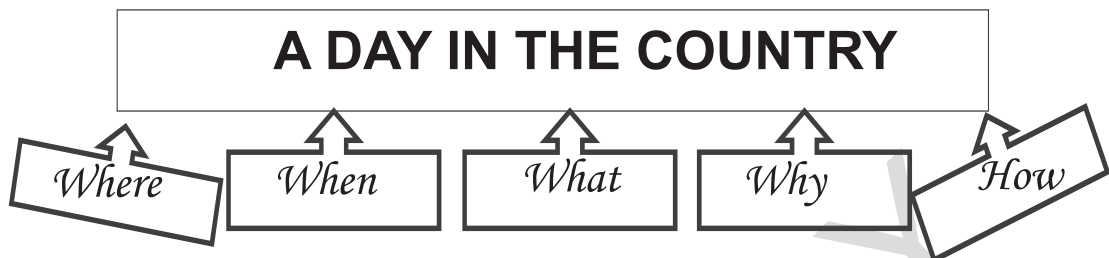
"I'll tell Terenty tomorrow," thinks the boy.

The children fall asleep thinking of the homeless cobbler, and, in the night, Terenty comes to them, makes the sign of the cross over them, and puts bread under their heads. And no one sees his love. It is seen only by the moon which floats in the sky and peeps caressingly through the holes in the wall of the deserted barn.

Task 5 MAKING CONNECTIONS

A. Reading Connections

- Group yourselves into five.
- Choose one question word below and discuss.



B. Respond to Reading

Using the same groupings, discuss each question through the given instructions.

- Why do you think Terenty helped the orphans? What role does he play in the life of the children? Explain your answer through a short talk show.
- Explain the relevance of the following lines to your life.
“The grass and the trees are fed by the rain, as we are by bread. And as for the thunder, don’t you be frightened, little orphan.”
“Why should it kill a little thing like you?”
- Why does Danilka say that there is no secret in nature that baffles Terenty? Through a storyboard, cite some situations in the story that prove your answer.
- The author compares a nightingale to a sparrow. To whom can you compare these two birds? Show your answer using comparison and contrast diagram.
- How does Terenty recognize the gift of nature? Give some details from the text that will support your answer through sketching. Present your response by sketching them.

C. Fellow Feeling

When you read a selection, it is very important to understand how your senses work. Your understanding of images will play a key role in your appreciation of the text.

Sensory images make reading active. Images create a clear picture that aids your imagination. Most importantly, sensory images help make your reading three dimensional-you can see, hear, feel, smell, and even touch what the text describes.

1. Think of the text you have read. Write five words that appeal to your senses as indicated in each drawing.











2. Form five groups. Now that you already identified the different sensory images found in the text, draw, act, or produce a sound to emphasize the imagery of the text. You are given 10 minutes to do this activity.

Take note of the following group names and your tasks.

- | | |
|---------|--|
| Group 1 | Odor Group - sense of smell |
| Group 2 | Vision Group - sense of sight |
| Group 3 | Sensation Group - sense of touch/feeling |
| Group 4 | Flavor Group - sense of taste |
| Group 5 | Auditory Group - sense of hearing/sound |

Task 6 CONNECT AND KINECT

Use the chart below to analyze the short story “A Day in the Country.” Use the questions provided as your guide.

Title: _____ Genre: _____

Element	Description
1. Character(s): Who are the characters in the story?	
2. Setting: Where and when does the story take place?	
3. Conflict: What is the main problem in the story?	
4. Plot: What is happening in the story? What is the story about?	
5. Tone/Mood: What is the author's attitude toward the subject? What kind of emotion or feeling do you get after reading the story?	
6. Point of View: Who is telling or narrating the story? Is one character acting as a narrator (first person), or someone telling what is going on (third person)?	

Task 7 Language in Use

Nouns and pronouns in English are said to display case according to their function in the sentence. They can be subjective or nominative (which means they act as the subject of independent or dependent clauses), possessive (which means they show possession of something else), or objective (which means they function as the recipient of action or are the object of a preposition).

Except for the possessive forms (usually formed by the addition of an apostrophe and the letter s), nouns do not change form in English. (This is one of the few ways in which English is easier than other languages.) Pronouns, however, do change form when they change case; these changes are most clearly illustrated among the personal pronouns.

- A. Read the following excerpt from the story “A Day in a Country.” Fill out the table with the correct cases of the pronouns taken from the excerpt.

The boy does not sleep. He gazes into the darkness, and it seems to him that he is seeing all that he has seen in the day: the storm-clouds, the bright sunshine, the birds, the fish, lanky Terenty. The number of his impressions, together with exhaustion and hunger, are too much for him; he is as hot as though he were on fire, and tosses from side to side. He longs to tell someone all that is haunting him now in the darkness and agitating his soul, but there is no one to tell. Fyokla is too little and could not understand.

PRONOUN	CASES		
	SUBJECTIVE	POSSESSIVE	OBJECTIVE

The chart below illustrates additional samples of personal pronouns in different cases.

CASES OF PRONOUNS

Personal Pronouns			
Singular	SUBJECTIVE /POSSESSIVE		OBJECTIVE
<i>1st person</i>	I	my, mine	me
<i>2nd person</i>	you	your, yours	you
<i>3rd person</i>	he	his	him
	she	her, hers	her
	it	its	it
Plural			
<i>1st person</i>	we	our, ours	us
<i>2nd person</i>	you	your, yours	you
<i>3rd person</i>	they	their, theirs	them

B. Test Yourself!

1. Circle the correct case of the pronoun in each sentence below.

1. Maria and (her, she) laughed and talked well into the night.
2. (Him, He) and I just don't seem to get along very well these days.
3. It was (her, she) who used the computer for three hours.
4. Cora handed Tom and (I, me) the employment applications.
5. Between you and (I, me), cases of pronouns can be very confusing.

2. Identify the case of each underlined pronoun. Write O if the case is objective, S if subjective, and P if possessive.

1. They cross the railway line.
2. There is no secret in Nature which baffles him.
3. Fyokla leads him into a thicket.
4. He is like a pickpocket in his ways.
5. Its power is tremendous.

3. Yesterday's Dream (Pause, Stop, Start)

Childhood memories will always linger. No matter how old, such memories still leave a spot in our hearts. Think of a beautiful story told by your grandparents about the place you grew up in.

- How do they describe the place?
- What were their dreams for the place you consider home?

YOUR DISCOVERY TASKS

Task 8 NURTURE NATURE

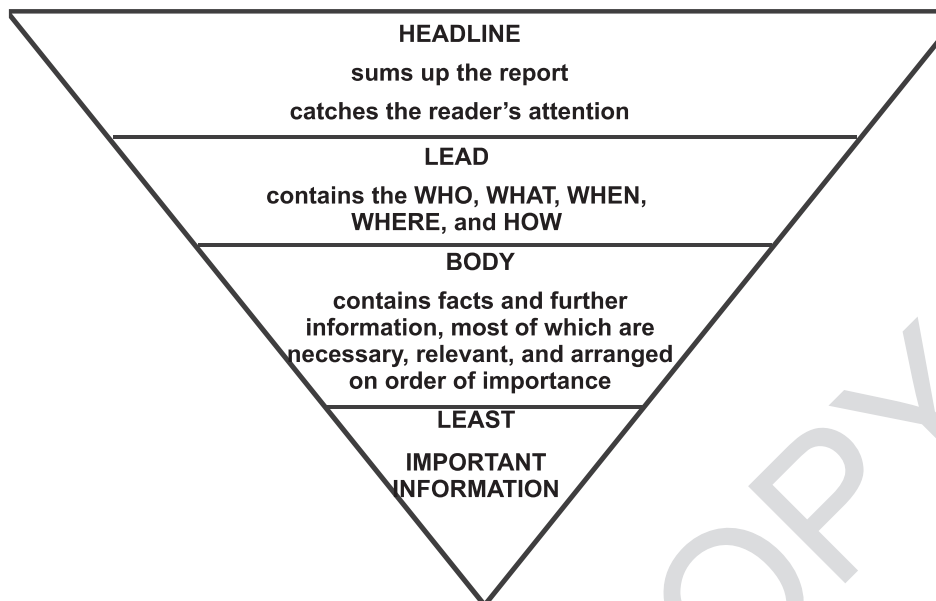
Grateful! That is what we are supposed to feel for the bountiful blessings nature has offered to humanity. How do we show that we care for nature? Indeed, it is a challenge to all of us how we treasure what we have. The following activities will help us preserve, promote love for, and respect nature.

SGDA STUDENT GROUP DISCUSSION ACTIVITIES

A. Form five groups. Each group will pick one task from a fish bowl. This will ensure fairness and avoid duplication of choices.

Activity 1. Design the front page of a newspaper. Write a short news story describing the major events in the story. Include an attention-grabbing headline and teasers for the rest of the news articles.

Use the guide below in writing your news story.



Activity 2. Write a bio-poem about nature.

- Follow the format below.
- Write your poem on a cartolina.
- Draw illustrations to emphasize the message of the poem.

I am _____ (a tree, the sea, a bird in the sky, the flower in the field,
the forest, etc.)

I am _____

I give _____

But _____

And it makes me _____

Could you _____ me please?

Activity 3. Design a travel brochure illustrating and advertising the gift of nature in your locality.

- Determine your target audience.
- Craft your story based on the location and your target audience.
- Write a sentence that hooks your audience and gets them to read the rest of your brochure.
- Choose carefully and highlight the top features that will appeal most to your target audience and list them in bullet points.
- Organize for clarity and readability. Write short, concise sentences. Ensure that your brochure has correct grammar, spelling, and punctuation.
- Choose eye-catching photos that tell a story about the place.
- Organize the brochure.

Activity 4. Make a “talking display” of a story. Tape a dialogue or description about the scenes while the characters are traveling in the forest going back to the village.

Activity 5. Build a relief map of the setting of the story “A Day in the Country.” Use clay, sand, or paper-mache.

B. Craft Exhibit

- Display your output in class (news story, bio-poem, travel brochure, “talking display” of story, and relief map).
- Prepare a short talk about the relevance, advantages, and effectiveness of your output in preserving Mother Nature.
- Choose a rapporteur.

Source: <http://www.angelfire.com/ok/freshenglish/bookreportideas.html>

Email: kglee@webtv.net

Task 9 QUICK WRITES

Cohesion is a very important aspect of academic writing because it immediately affects the tone of your writing. Although some instructions may say that you will lose points because of grammatical errors in your paper, or you may lose points if the tone of your writing is too casual or sloppy (a diary-type of writing or choppy sentences will make the tone of your writing too casual for academic writing).

Cohesive writing refers to the connection of your ideas both at the sentence level and the paragraph level.

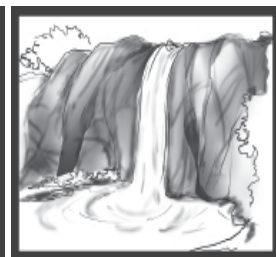
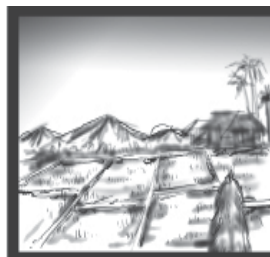
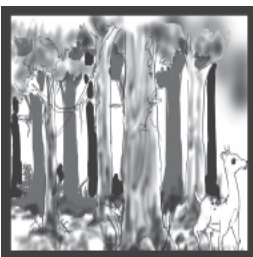
Coherence is another important aspect of academic writing. Literally, the word means “to stick together.” Coherence in writing means that all ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader has an easy time understanding the ideas that you wish to express.

Source: www.bothell.washington.edu/wacc/fro-students/eslhandbook/coherence.

To be able to write effective speeches, the logical links between various ideas and points made must be clear to the audience.

Do the following activity.

- Choose a partner.
- Study the four pictures.



- Write a dialogue about the pictures posted on the board.
- Read your output in class afterward.
- You are given 15 minutes for this activity.

Task 10 GET IT ON PAPER

For a lot of people, the prospect of standing in front of a group or audience and speaking is terrifying. That's a pretty serious phobia to overcome! If you are given the task to deliver a speech, what are you going to do?

There are occasions when you may be called upon to speak at a public gathering or social event, and being prepared will require you to plan and organize the text for your speech. Here are some tips to help you plan and write a great speech.

Organize Your Speech

Good speech organization is essential if your audience is to understand your presentation. You must take the time to put your ideas together in an orderly manner. You can organize your speech in several different ways; choose the outline that best suits your topic. The opening should catch the audience's attention, the body must support the idea you want to convey, and the conclusion should reinforce your ideas and be memorable. Transitions between thoughts should be smooth.

Get to the Point

Every speech must have a general and a specific purpose. A general purpose is to inform, to persuade, to entertain, or to inspire. A specific purpose is what you want the audience to do after listening to your speech. Once you have established your general and specific purposes, you'll find it easy to organize your speech. You'll also have more confidence, which makes you more convincing, enthusiastic, and sincere. Of course, the better organized the speech is, the more likely it is to achieve your purpose.

Persuade with Power

The ability to persuade – to get other people to understand, accept, and act upon your ideas – is a valuable skill. Your listeners will be more likely to be persuaded if they perceive you as credible, if you use logic and emotion in your appeal, if you carefully structure your speech, and if you appeal to their interests. Avoid using notes because they may cause listeners to doubt your sincerity, knowledge, and conviction.

<http://www.tmdistrictone.org/communication.asp>

Let's Write!

- Form three groups.
- Use the given tips as your guide.

- Draw lots on the kind of speech you are going to write.
- Write a short speech using your understanding of the principles of cohesion and coherence.

Topics for Speech Writing

INFORMATIVE SPEECH

- Speech intended to inform and to share new ideas and build perceptions about “Tree Planting.” Give the importance of your topic to the audience. The goal of this speech is to give the audience a new understanding or new appreciation of some topic with which you might be familiar.

PERSUASIVE SPEECH

- Speech written to convince the listeners of the validity of the speaker’s argument about “Why People Should Connect More with Nature.” This might involve convincing some to change their opinion or at the very least take into account some ideas that have not really been considered before.

ARGUMENTATIVE SPEECH

- Speech that tries to change the reader’s mind by convincing him or her to agree with your point of view about “Nature vs. Nurture.” This attempts to be highly persuasive and logical. It usually assumes that the reader disagrees with the writer, but it should be noted that the reader is no less intelligent than the writer. Hence, this speech should be written objectively, logically, and respectfully.

source:<http://webcache.googleusercontent.com/search?q=cache:hUeoXp9-uRcJ:www.presentationmagazine.com/example-persuasive-speech-global-warming-6769.htm+&cd=7&hl=en&ct=clnk&gl=ph>

YOUR FINAL TASKS

Task 11 SPEAK ONE’S PIECE

In many respects, delivering a eulogy is more difficult than other types of public speaking. The speaker must deal with his/her own grief while at the same time coping with stresses and strains usually associated with public speaking. Despite these challenges, delivering a eulogy can be positive experience if you choose to deliver one. Although a eulogy should contain uplifting memories and make reference to significant events, you should not attempt to narrate the person’s entire life. Share only the part that you think is most memorable.

Source: www.speaming-tips.com/Article/Delivering-A-Eulogy.aspx

Remember that a eulogy is a speech or writing that praises not only a person but also a special animal or entity/institution that has passed on.

A eulogy should include:

- sentiments for whom you dedicate your eulogy
- happier times with the deceased
- include anecdotes and real-life experiences
- nothing that might be considered offensive or vulgar

http://webcache.googleusercontent.com/search?q=cache:HTp4Ma3XSoMJ:dying.lovetoknow.com/Free_Sample_Eulogy_Speeches+&cd=5&hl=en&ct=clnk&gl=ph

http://dying.lovetoknow.com/Free_Sample_Eulogy_Speeches

Take Note:

✓ **How to Say It**

Words are powerful. They convey your message. Word choice needs just as much attention as speech organization and purpose. Select clear, appropriate, and descriptive words that best communicate your ideas. Every word should add value and meaning to the speech.

✓ **Your Body Speaks**

Body language is an important aspect of speaking because it enhances your message and adds to your credibility. It also helps release any nervousness you may feel. Stance, movement, gestures, facial expressions, and eye contact help communicate your message and achieve your speech's purpose. Body language should be smooth, natural, and convey the same message that your listeners hear.

✓ **Vocal Variety**

Your voice has a major effect on your audience. A lively, enthusiastic voice attracts and keeps listeners' attention. Your speaking voice should be pleasant, natural, powerful, expressive, and audible. Use volume, pitch, rate, and quality as well as appropriate pauses to reflect and add meaning and interest to your message. Your voice should reflect the thoughts you are presenting.

Read the following example of eulogy for a pet written by Delma B. Diquino

Run Papoy, run... to your freedom, to your happiness, to the clouds

August 5, 2011 at 10:02 p.m.

Many of us give importance to valuable things that we acquired, either by working for them (things bought, earned, awarded, etc.) or asking for them (prayed for, wished for, hoped for, etc.). It's hard for us to part from them because although they are inanimate, they are deemed precious. I was like that most of my life... always

treasuring the hard work and sentimentality that come with my “precious things”; my awards, clothes, appliances and what not. I thought having most of them would be enough to fill my day-to-day goings-on. All of that changed when a cute husky pup, barely a month old was given to Mommy as a Valentine present.

Every day was a happy day with Papoy around. Even when there’s nothing else to see on TV or to do on my PC, she would still manage to keep the family busy. I myself could just watch her for hours wag her tail, bark at strangers, or change positions as she slumbered. Doing the most mundane stuff around her made me content. I pretended that she understood me when I said things to her, maybe she did sometimes. She was a very good listener and an effective stress reliever. She kept me company a lot of times when people had to leave to attend to something important. She was the go-between when we all needed to bond with each other. She was the family mascot.



By now I know you realize that this has a sad ending. Papoy passed away at 9:15 this morning (July 5, 2011). I guess having a pet for the first time, we did a lot of things wrong and we are partly to blame for the virus that took away Papoy’s life. But there’s no question that she was loved and doted on by the family. We only wanted her to be happy because she made us happy. How I wish we could have done more. I never thought I would feel like this for a pet that I cannot even consider all mine but Papoy filled a void inside me that I cannot explain. She gave so much without her realizing it. And now I don’t know what to do with myself. I am so lost and confused. I couldn’t stop crying. I miss her so much.

Now, to me it seems that a lot of things I used to consider valuable is not so important anymore. Knowing Papoy and the gift that she has given to me and to my family made me aware of life, relationships, and contentment. I appreciate all the more that only the love you give and the love you receive will matter in the end. Keep life simple and childlike. I know I did, for a time – with Papoy.

<https://www.facebook.com/notes/delma-bassig-dioquino/run-papoy-run-to-your-freedom-to-your-happiness-to-the-clouds/217009011680733>

Task 12 Act It Out

SMALL GROUP DISCUSSIONS ACTIVITIES (SGDA)

Form four groups. Ask a representative from each group to pick a number on a lottery. Each number has its corresponding topic. Then, prepare to deliver a eulogy for a chosen topic that your teacher will tell you.

dying river

sterile field

decaying animals

cut down trees

MY TREASURE

The gifts of nature are countless, but we only appreciate their importance when we don't have them or we lose them. Just imagine a single day without seeing the daylight. Would life be worth living?

**Thus, I realized that in life,
I MUST**

1.

2.

3.
