

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 3:
Reconciling with Nature
Lesson 3

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

First Edition 2015 C

ISBN:

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Published by the Department of Education

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Printed in the Philippines by REX Book Store, Inc.

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Module **3**



Reconciling with Nature

Module 3

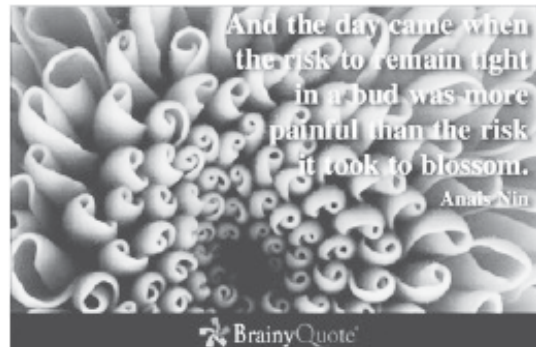
LESSON 3

Working with Nature's Limits

YOUR JOURNEY

Nature is a gift from God. It provides us with everything we need in everyday life. And as caretakers of the Earth, we are bound to protect and nurture it for the next generations.

This lesson allows you to see the importance of nature and realize that even nature has its own limits. It cannot maintain its natural state without proper human intervention. Nature can get devastated, too. And if this happens, who will be affected? Aren't you worried about what will happen to nature? What can you do to prevent it from happening and how can you make a difference to help save the Earth?



YOUR OBJECTIVES:

In this lesson, you are expected to:

- realize the feminine side of nature and appreciate its importance
- raise questions and seek clarifications on issues discussed in the text listened to
- disclose the personal significance of a material viewed
- give expanded definitions of a word
- explain how the elements specific to a selection build its theme
- use quotation marks or hanging indentation for direct quotes
- use pronouns effectively and be able to clearly identify their antecedents
- use polite expressions when giving a roast speech



Be reminded that your final output for this lesson is to deliver a roast speech for a special occasion using polite expressions.

YOUR INITIAL TASKS

Task 1 FOUR PICS-ONE WORD PUZZLE

In this activity, you are going to identify what idea the pictures suggest. Try to guess the correct word by analyzing the four pictures below. Be guided by the number of letters of the word as indicated in the boxes.



Task 2 SHE IS MY MOTHER

The words Earth and Nature can be used interchangeably in context. In this activity, you are going to relate the words, mother and nature, and identify their similarities and/or differences. Let someone read the excerpt from the “Preamble of the Proposal for Universal Declaration of the Rights of Mother Earth” before the class.

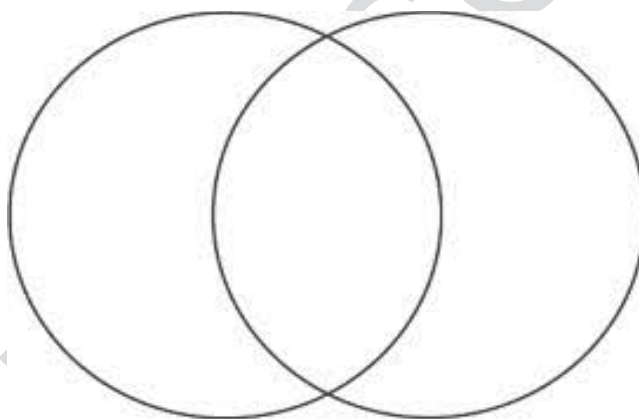
Preamble

We, the peoples and nations of Earth:

Considering that we are all part of Mother Earth, an indivisible, living community of interrelated and interdependent beings with a common destiny; gratefully acknowledging that Mother Earth is the source of life, nourishment and learning and provides everything we need to live well; recognizing that the capitalist system and all forms of depredation, exploitation, abuse and contamination have caused great destruction, degradation and disruption of Mother Earth, putting life as we know it today at risk through phenomena such as climate change; convinced that in an interdependent living community, it is not possible to recognize the rights of only human beings without causing an imbalance within Mother Earth; affirming that to guarantee human rights, it is necessary to recognize and defend the rights of Mother Earth and all beings in her and that there are existing cultures, practices, and laws that do so.

<http://pwccc.wordpress.com/programa/>

Complete the Venn diagram below to compare and contrast the words, Mother and Nature.



For class discussion, answer the following questions:

1. What are the qualities of nature? Of a mother?
2. How are the words, Mother and Nature, similar/different?
3. Why is nature compared to a mother? Cite concrete examples.
4. Share some pertinent experience/s when you realized that nature is like a mother to you.
5. What can you say to the youth of the new generation in connection with this realization?

Task 3 WHAT FILIPINOS SAY

In the previous activity, you have learned that nature is like a mother to us. See Mother Nature in its present condition by watching the music video of the song, “Paraiso” sung by Smokey Mountain.



1. What is the song all about?
2. Who could be talking in the song?
3. What is the stand of the speaker?
4. Why does the land need to expect some truth, hope, and respect from the rest of us? What does this tell about the condition of Mother Nature?
5. What did you feel after listening to the song? Express yourself freely in the freedom board below and share with the class.



YOUR TEXT

Read the following poem written by French author Charles Baudelaire and translated to English by William Aggeler.

Song of Autumn

Soon we shall plunge into the cold darkness;
Farewell, vivid brightness of our short-lived summers!
Already I hear the dismal sound of firewood
Falling with a clatter on the courtyard pavements.

All winter will possess my being: wrath,
Hate, horror, shivering, hard, forced labor,
And, like the sun in his polar Hades,
My heart will be no more than a frozen red block.

All atremble I listen to each falling log;
The building of a scaffold has no duller sound.
My spirit resembles the tower which crumbles
Under the tireless blows of the battering ram.

It seems to me, lulled by these monotonous shocks,
That somewhere they're nailing a coffin, in great haste.
For whom? — Yesterday was summer; here is autumn
That mysterious noise sounds like a departure.

I love the greenish light of your long eyes,
Sweet beauty, but today all to me is bitter;
Nothing, neither your love, your boudoir, nor your hearth
Is worth as much as the sunlight on the sea.

Yet, love me, tender heart! be a mother,
Even to an ingrate, even to a scapegrace;
Mistress or sister, be the fleeting sweetness
Of a gorgeous autumn or of a setting sun.

Short task! The tomb awaits; it is avid!
Ah! let me, with my head bowed on your knees,
Taste the sweet, yellow rays of the end of autumn,
While I mourn for the white, torrid summer!

— William Aggeler, *The Flowers of Evil* (Fresno, CA: Academy Library Guild, 1954)

<http://fleursdumal.org/poem/208>

Giving an expanded definition is distinguishing the characteristics of a certain word, providing extra facts or information about it, giving examples, and saying what cannot be included to describe it. Study the example below:

Mother Nature (sometimes known as Mother Earth or the Earth-Mother) is a common personification of nature that focuses on the life-giving and nurturing aspects of nature by embodying it in the form of the mother. Images of women representing Mother Earth and Mother Nature are timeless. In prehistoric times, goddesses were worshipped for their association with fertility, fecundity, and agricultural bounty. Priestesses held dominion over aspects of Incan, Algonquian, Assyrian, Babylonian, Slavonic, Germanic, Roman, Greek, Indian, and Iroquoian religions in the millennia prior to the inception of patriarchal religions.

http://en.wikipedia.org/wiki/Mother_Nature

Task 4 HOW DO I DEFINE THEE?

Use a dictionary and find the meaning of the following words. Then give the extended definition through context clues and by brainstorming ideas about each word using a word web. Write each of the following words at the center and give at least four words that are related to it.

- | | |
|-------------|--------------|
| 1. plunge | 6. battering |
| 2. vivid | 7. lulled |
| 3. dismal | 8. haste |
| 4. clutter | 9. boudoir |
| 5. atremble | 10. hearth |

https://www.teachervision.com/tv/curriculum/lessonplans/worksheets/ILP_research_sheet.html

Task 5 LET'S DO THE T-W-I-S-T!

In order to understand the poem more clearly and explain its theme, study how the writer developed the overall style of the poem. Form five groups and accomplish the following tasks and be ready to present a group report. But first, try to identify the words through description:

Group 1. Identify the writer's **T** _ _ _.

What is the attitude of the author or speaker toward the subject?

Group 2. Next, study the author's **W** _ _ _ **C** _ _ _ _ **E**.

How are the words/phrases in the selection loaded with connotation, associations, or emotional impact? You may write words associated with them in context.

- autumn
- summer
- winter
- cold darkness
- nailing a coffin

Group 3. Study how the author used **I _ _ _ _ Y**:

- a. What images are created by the writer?
(Images may pertain to sound, touch, smell, taste, or sight)
- b. What objects add detail/s to the images created?

Group 4. Observe the writer's **S _ _ _ E** in writing:

- a. How did the writer develop the overall style of the poem?
(figurative language, point of view, literary techniques, punctuation, shifts, etc.)
- b. Cite some examples.

Group 5. Identify the **T _ _ _ E**

- a. What is the theme exemplified in the poem?
(Theme concerns the meaning of the passage, the insight, both particular and universal, that an author has to offer about life itself and has to do with the overall effect or impact of a piece of writing.)
- b. Give important details to support your answer.

<https://moodle.cpsd.us/moodle/pluginfile.php/2264/.../TWIST.doc>

YOUR DISCOVERY TASKS

Task 6 WINTER, SPRING, SUMMER, OR FALL

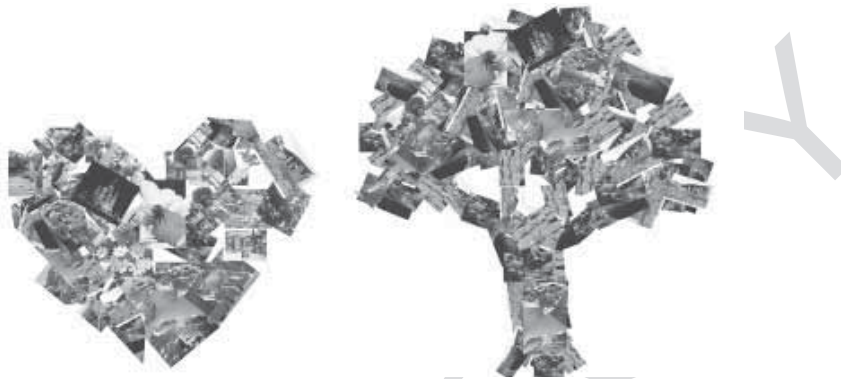
The title tells a lot about the overall theme of the poem. Let us discuss the following:

1. Why was the poem entitled "Autumn"? What ideas and/or feeling/s does the title evoke?
2. Autumn is described as in-between summer and winter. What things/events could best represent these two seasons?
3. How would you relate the title of the poem to what is happening now to the Earth?
4. What do the following lines suggest?
 - a. That somewhere they're nailing a coffin, in great haste
 - b. Sweet beauty, but today all to me is bitter
 - c. Yet, love me, tender heart! Be a mother,
Even to an ingrate, even to a scapegrace
5. Did you realize that even nature has its own limits? How do you deal with this? Relate it to real-life situations by sharing your own, personal experience/s.

<http://charlesbaudelaire.weebly.com/autumn-song-analysis.html>

Task 7 LET'S CUT 'EM UP AND PASTE 'EM

Make a shape collage representing the two opposing ideas in the poem. Try to vividly describe “summer” and “winter” as described in the poem and in relation to what’s happening to Mother Earth at present. You could cut out pictures from magazines or newspapers and paste them on an oslo paper. Be sure to form an icon/ symbol that could best represent your response to the poem on how you perceive nature’s limits and how you can respond to it positively. Present it to the class and give a short explanation.



<http://www.shapecollage.com/>

USE OF QUOTATION MARKS

We use quotation marks when quoting directly what a speaker has said and to emphasize ideas in a text. Let’s learn how to use the quotation marks correctly:

Rule 1

Periods and commas always go inside quotation marks, even inside single quotes.

Examples:

The sign changed from “Plant,” to “Don’t Plant,” to “Plant” again within 30 seconds.

She said, “Water the plants.”

She said, “He said, ‘Water the plants.’”

Rule 2

The placement of question marks with quotes follows logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks.

Examples:

She asked, “Do you love Mother Earth?”

Do you agree with the saying, “Mother Earth is the answer to all our needs”?
Here the question is outside the quote.

NOTE: Only one ending punctuation mark is used with quotation marks. Also, the stronger punctuation mark wins.

Rule 3

When you have a question outside quoted material and inside quoted material, use only one question mark and place it inside the quotation mark.

Example:

Did she say, "May I plant more trees?"

Rule 4

Use single quotation marks for quotes within quotes. Note that the period goes inside all quote marks.

Example:

He said, "The tree said, 'Please don't cut me down.'"

Rule 5

Use quotation marks to set off a direct quotation only.

Examples:

"When will you be here?" he asked.

He asked when you will be there.

Rule 6

Do not use quotation marks with quoted material that is more than three lines in length.

Rule 7

When you are quoting something that has a spelling or grammar mistake or presents material in a confusing way, insert the term *sic* in italics and enclose it in brackets. *Sic* means, "This is the way the original material was."

Example:

The farmer said, "I would rather die than [sic] uproot the trees to build a house."
Should be *than*, not *then*.

<https://www.grammarbook.com/punctuation/quotes.asp>

Read the following story and highlight the sentences that use quotation marks. Take note of how quotation marks are used to add more information to the text:

A Beautiful Woman I Cannot Forget

I can still remember what she looked like, that beautiful face and that charming smile. I recall when I dreamt of this extraordinarily beautiful woman, who stood before me and opened my eyes to reality. While I was walking along the garden path, a woman appeared before me out of nowhere. She suddenly held my hand and spoke to me gently...

She asked me, "Do you know me?"

And with hesitation, I replied, "Who are you?"

"I am your mother, your mother who cares for you very much. I raised you to be the young boys and girls you are now. And I long for your care and love."

I looked around if there were other boys and girls around, but there was no one there except me. Why did she call me "boys and girls"? But then suddenly, I noticed unique things about her, she was so beautiful with her green hair, as green as the fresh grasses on the hillside. Her blue eyes twinkled as if they're talking to me, much like the waves do when they come ashore. Her sun-kissed skin was as refreshing as the damp soil and her red lips spoke with the love a mother would give her children. I was really caught by this wild imagination. Then she finally spoke, "I am Mother Earth."

I stood still and then she asked me, "Do you believe in the saying, 'Only a mother could give her young the best care they need.'? It is I who could and would, provide you with only the best. And that is because I love you."

"Why are you here?" I asked.

"I came here to awaken you, the people of the Earth. I want to remind you of your tasks as caretakers of the Earth, and your responsibility towards your mother. I want you to make a change, to make up for the things you have done, before it's too late."

And she added, "May I make a request?"

"I'd like to see the fields green and abundant once more, the air crisp and fresh to breathe and the waters as blue as the sky. I'd like to see the birds flying freely, the animals running across the fields and the fishes governing the seas. I'd like to see the environment free from pollution, from man's abuses and irresponsibility. And with this, start to plant a seedling, water a plant, or pick up trash. Start simply by saying, "I love Mother Earth!"

I suddenly woke up from sleep and said to myself, "What have I done lately to preserve the environment? Have I done anything useful and worthy of my mother's love?"

Task 8 COME, CHECK IT OUT!

An *antecedent* is the word that a pronoun refers to. Let's check if you know how to identify the antecedents in the following poem. Underline every pronoun in the poem and encircle the antecedent it refers to.

Make It Green

© Avani Desai (Nagarwadia)

Lives are crying, because it's not clean,
Earth is dying, because it's not green...

Earth is our dear Mother, don't pollute it,
She gives us food and shelter, just salute it.
With Global Warming, it's in danger,
Let's save it by becoming a strong ranger...

With dying trees and animals, it's in sorrow,
Make green today and green tomorrow

With melting snow, one day it will sink,
How can we save it, just think...

Tree is precious, preserve it,
Water is a treasure, reserve it...

Grow more trees, make Mother Earth green,
Reduce pollution and make her a Queen...

Source: <http://www.familyfriendpoems.com/poem/make-it-green#ixzz36lroE2LJ>
Family Friend Poems

PRONOUN-ANTECEDENT RULES

There are pronoun-antecedent rules to follow in order to use pronouns effectively. Take a look at the following:

PRONOUN-ANTECEDENT AGREEMENT

A **pronoun** is a word used to stand for (or take the place of) a **noun**.

A word can refer to an earlier noun or pronoun in the sentence.

Example:

Mother Earth delivered Mother Earth's speech to mankind.

We do not talk or write this way. Automatically, we replace the noun ***Mother Earth's*** with a pronoun. More naturally, we say

Mother Earth delivered her speech to mankind.

The pronoun ***her*** refers back to ***Mother Earth***. ***Mother Earth*** is the **ANTECEDENT** of the pronoun ***her***.

An **antecedent** is a word for which a pronoun stands. (*ante* = "before")

The pronoun must agree with its antecedent in number.

Rule: A singular pronoun must replace a singular noun; a plural pronoun must replace a plural noun.

Thus, the mechanics of the sentence above looks, like this:

Mother Earth delivered ***her*** speech to mankind.

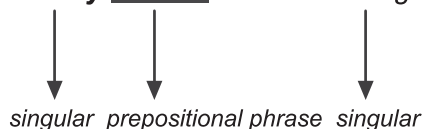


Here are nine pronoun-antecedent agreement rules. These rules are related to the rules found in subject-verb agreement.

1. A **phrase** or **clause** between the subject and verb does not change the number of the antecedent.

Firmly Example:

An ***array of trees*** stands on ***its*** ground



2. **Indefinite pronouns as antecedents**

- Singular indefinite pronoun antecedents take singular pronoun referents.

SINGULAR: *each, either, neither, one, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something, everyone, everybody, everything*

Example:

Each of the birds flies toward *its* nest.

↓
singular

- Plural indefinite pronoun antecedents require plural referents.
PLURAL: *several, few, both, many*

Example:

Both flowers bend **their** stems toward the sun.

↓
plural

↓
plural

- Some indefinite pronouns that are modified by a prepositional phrase may be either singular or plural.

EITHER SINGULAR OR PLURAL: *some, any, none, all, most*

When the object of the preposition is **uncountable** → use a **singular** referent pronoun.

Examples:

Some of the waves reached **its** top!

Waves is *uncountable*; therefore, the sentence has a singular referent pronoun.

When the object of the preposition is **countable** → use a **plural** referent pronoun.

Examples:

Some of the animals were saved by **their** owners.

Animals are countable; therefore the sentence has a plural referent pronoun.

3. **Compound subjects joined by and** always take a **plural** referent.

Example:

The **lion** and the **tiger** run for **their** lives as the hunters chase them.

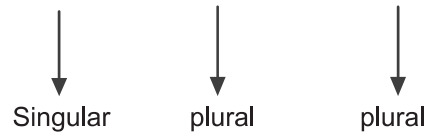
↑
Plural

↑
Plural

4. With **compound subjects joined by or/nor**, the referent pronoun agrees with the antecedent closer to the pronoun.

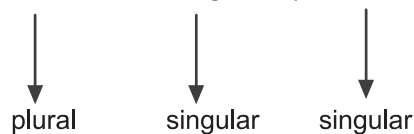
Example 1 (plural antecedent closer to pronoun):

Neither the dog nor the cats escaped their stalkers.



Example 2 (singular antecedent closer to pronoun):

Neither the cats nor the dog escaped its stalkers.



Note: In example 1, the plural antecedent closer to the pronoun creates a smoother sentence than example #2, which forces the use of the singular (his or her).

5. **Collective Nouns** (group, jury, crowd, team, etc.) may be singular or plural, depending on meaning.

Example:

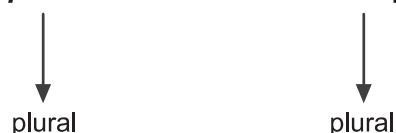
*A **flock** of birds made **its** nest on the tallest tree.*



In this example, the flock is acting as one unit; therefore, the referent pronoun is singular.

Example:

The **troop members** run toward **their** prey.

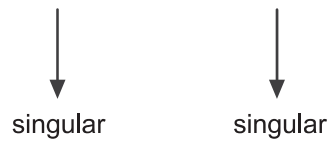


In this example, the troop members are acting as twelve individuals; therefore, the referent pronoun is plural.

6. **Titles of single entities** (books, organizations, countries, etc.) take a singular referent.

EXAMPLES:

The **Gifts of Nature** made **its** characters seem realistic.



The **Philippines** is proud of **its** natural resources.



7. **Plural form subjects with a singular meaning** take a singular referent. (*news, measles, mumps, physics, etc*)

EXAMPLE:

The **news** about the forest fires has lost **its** rage a few days after.



8. **Every** or **Many a** before a noun or a series of nouns requires a singular referent.

EXAMPLES:

Every cow, pig, and horse has lost **its** life in the fire.



Many a fish dreams to swim **its** trail along clear waters.



9. **The number of** vs **A number of** before a subject:

- **The number of** is singular.

EXAMPLE:

The number of conserved wildlife habitats increases **its** number each year.



- **A number of** is plural.

EXAMPLE:

A number of wild animals were saved from **their** hunters.

↓
plural

↓
plural

http://www.towson.edu/ows/pro_antagree.htm

Task 9 LET'S PRACTICE

Write "C" if the pronoun reference is clear or "F" if it is faulty. Be prepared to defend your answers.

1. Tom had had enough of school, which is why he decided to join the Marines.
2. He used a hacksaw instead of a wood saw to cut through the wire fence. This is an example of clear thinking.
3. Donna is able to design and sew her own clothes. Those are two ways to save money.
4. Jake told his brother that he ought to get out and enjoy the fresh air.
5. Ted threw the plate through the window and broke it.
6. After I talked with the therapist, she told me to come back once a week for consultation.
7. A rolling stone gathers no moss, which is why one must always be on the go.
8. There is never enough time to see all my friends when I come to town. It is a real shame.
9. Heidi told her mother that she should learn to type.
10. Sue has always enjoyed helping people, and she plans to study medicine when she completes her undergraduate studies.
11. I have a bucket, but it has a hole.
12. He joined a commune because they share everything there.
13. Life is peaceful on a farm, which is one good reason to escape the rat race of the city.
14. After I heard Segovia play the guitar, I decided that that was what I wanted to do.

15. Wheat is one grain from which they make bread.
16. There is relatively little traffic in the sky, which is one reason air travel is safer than driving.
17. I scored twenty points because I was very good at it.
18. When he worked with clay, he could mold it beautifully.
19. Gus told Jerome that he was an expert marksman.
20. Mike told Alice that she was the most intelligent person he had ever met.

<http://gato-docs.its.txstate.edu/slac/Subject/Writing/Grammer/Pronouns.pdf>

Task 10 WHO'S SAYIN' WHAT TO WHOM?

Write the most suitable pronoun on each blank and encircle its antecedent. Observe correct pronoun-antecedent rules.

Emily sits by her desk. 1. _____ studies for an exam. Actually, 2. _____ forces 3. _____ to study for that exam, since 4. _____ really wants to do is go outside and play soccer! Her friend Kelly is by her window 5. _____ throws a little stone at it and then calls, "Is there 6. _____ home?"

"Yes, 7. _____ am here!" Emily answers. 8. _____ is so 9. _____ want to be outside with 10. _____ and not here with those boring booklets!" 11. _____ are you doing with these boring booklets, 12. _____ should come out and play with 13. _____!" Kelly calls back.

"I can't do 14. _____," Emily says sadly. "This exam of 15. _____ is tomorrow, so now 16. _____ need to study for 17. _____." She takes the stone that Kelly threw in, and sends 18. _____ flying outside. Then 19. _____ closes the window. 20. _____ knows that 21. _____ else studied already, and now 22. _____ of them are playing outside.

"Well," she thinks to 23. _____ 24. _____ is my test, and I 25. _____ have to study for it. 26. _____ know that Kelly wants to help 27. _____, but not this time. 28. _____ can't help 29. _____ takes another look at her two booklets. 30. _____ tries to read a page of the first booklet, and then a page of the book 31. _____. 32. _____ are boring.

"33. _____ of you are interesting!" she tells them seriously. "What can 34. _____ do?" she thinks to 35. _____. "I really had enough!"

Suddenly, a great idea comes to her. “36. _____ know!” she calls, “I’ll make a drawing of 37. _____ I read! I like to draw, and drawings will make 38. _____ interesting!”

She grabs her pencil and happily begins to draw. 39. _____ and more is drawn on her notebook, and after two hours she finishes her booklets.

She is tired but happy, and 40. _____ can finally go out to play.

“Where is 41. _____ ?” she asks 42. _____. Emily notices it is dark already. “I guess they 43. _____ went home ...”

Suddenly 44. _____ rings her doorbell. _____ are Kelly and the rest of her friends. 45. _____ are _____ tired and they want to watch a movie together. Emily is very happy. She can now enjoy a movie with her friends!

<http://www.really-learn-english.com/pronoun-exercise.html>

Task 11 “AND I QUOTE”

Research on some articles about the present condition of nature containing commentaries from prominent people and/or persons in authority. Write a short paragraph of not less than 10 sentences about the present state of Mother Earth. Do not forget to use pronouns and quotation marks correctly to highlight their statements.

FINAL TASK

A great way to spice up a retirement party, bachelor party, birthday bash, or even a farewell dinner is to roast the guest of honor. Affectionately mocking the man or lady of the hour will provide hilarious entertainment. Writing a roast speech is a balancing act and requires both love and sarcasm — the goal is to poke fun without hurting feelings. Just follow these simple steps:

1. Brainstorm funny things about the guest of honor before you start writing your speech. Recall quirks, strange habits, and amusing adventures the two of you share. As you’re gathering material, cross off anything that might hurt his feelings — or anyone else’s. You want to poke fun, but you don’t want to mortally wound.
2. Select examples of the guest of honor’s funny personality that other people at the party will also find amusing. A bizarre interest in collecting watch screws might be funny to you, but if no one else knows about this habit,

it won't go over in a roast speech. Instead, stick to morsels most likely to make other guests say, "That sure sounds like something she would do."

3. Begin to organize your thoughts in a speech. You can write the whole thing out or jot down talking points you'll refer to when you have the floor.
4. Think about different ways to deliver the roast. You could make it a funny rhyming poem or song, or organize the speech around one story with a hysterically funny punchline. Or it could be episodic — going over different moments in your relationship with the guest of honor.
5. Think about bringing funny props to illustrate your story. Any souvenirs from your times together would be a nice touch. You can also give the guest of honor a silly crown or some other hat to wear.

sources:http://www.ehow.com/how_2104874_write-roast-speech.html

Here are some suggestions to make your roast speech effective:

1. Use personal pronouns to add a "personal touch" and bridge the distance between the speaker and the audience. It could also add a sense of "mystery" as to who the subject of your speech is. Likewise, it could arouse the interest of the audience.
2. You may include direct quotations or statements said by your subject to make the roast speech more interesting. Just observe the proper use of quotation marks.
3. Remember to use polite expressions when giving a roast. The goal is to poke fun without hurting feelings.
4. You may inject humor and add vivid descriptions to make the speech more interesting.

Task 12 "A ROAST FOR TARZAN!"

Your school has launched a program, "A Tribute to Nature" and the school principal invited Tarzan to be the guest of honor, and to share his expertise when it comes to having a close encounter with nature and taking care of it.

Here is a sample roast for Tarzan. Observe closely.

"Aaaaaahhhh!" sounds familiar? Good evening ladies and gentlemen. On this very special occasion, I'd like to introduce an equally special guest who could be considered an expert when it comes to nature. "I am the king of the jungle," **he** always says. **We** know a lot of decent-looking people with their Porsche and Ferraris who walk down the red carpet but **he's** not one of them. **He** has traveled great distances, not on planes but by swinging from tree to tree. **He** has talked to different prominent figures, starting with the king (of the jungle), the queen (of the sky), and the prince and princess (of the sea). **He** even possesses a great command with **his** voice, that everybody would certainly follow. **He's** no other than Tarzan, the Great! Let's give him a bunch of bananas!

Prepare a roast speech for a famous environmentalist but remember to poke fun without hurting feelings! Take note of the use of personal pronouns, direct quotations, and polite expressions when delivering a roast speech. Present the roast speech the next day.

Please be guided by the following rubrics:

| | 1 - Poor | 3 - Good | 5 - Very Good |
|--|---|--|--|
| Use of Personal Pronouns and Their Antecedents | The speaker used some personal pronouns in the speech but the antecedents were confusing. | The speaker used some personal pronouns in the speech but there were some inconsistencies with the antecedent. | The speaker used pronouns properly with respect to their antecedent. |
| Use of Direct Quotations | The speaker was not able to use direct quotations properly. | The speaker had some errors in using direct quotations. | The speaker was able to use direct quotations effectively. |
| Use of Polite Expressions | The speaker did not use polite expressions. | The speaker used only a few polite expressions. | The speaker was able to use polite expressions correctly. |
| Overall Impact of the Speech | Not convincing | Fair | Very Effective |

MY TREASURE

Task 13: “LET’S HEAL THE WORLD”

What will you do to make a change?

Complete the following graphic organizer with what you will do to make a change, heal the world and make it better. Write them inside the leaves. Inside the box, describe your vision of what the Earth will be like after 10 years, if all these things would be done. Observe the correct use of pronouns and quotation marks whenever possible.

