The EnglishTek K-12 Series offers a holistic and fun approach to learning English. EnglishTek is founded on the Communicative Language Teaching (CLT) approach to develop language competencies. EnglishTek offers a blended learning program through the best practices in language education inside the classroom combined with e-learning technologies in order to make learning engaging and relevant for students. With EnglishTek, students become effective communicators who can understand and produce meaningful discourse, all the while enjoying rich and vibrant learning experiences.
Philippine Literature in English

Vol. 1

Ma. Jendell Valin Kirong
Leovigilda Tumaneng

Series Coordinators
Alexander C. Maximo, M.A.
Frances Paula L. Ibañez, M.A.

First Edition
FOREWORD

Filipino students face challenges in learning the English language. More than ever, changes in learning environment now affect how we approach language education. Teaching approaches and methods have to fit 21st century learners.

The EnglishTek K to 12 series is TechFactors’ innovation in English learning. Based on the principles of Communicative Language Teaching (CLT) and Blended Learning, EnglishTek incorporates current practices in language learning and educational technology. Aside from developing communicative competence in students, EnglishTek meets the competency standards of the Department of Education K-12 curricula and also focuses on honing vital 21st century skills, giving graduates a competitive advantage.

Lessons in the EnglishTek 7 to 10 volumes are literature-based. They follow the Directed Reading Approach (DRA) which provides students with various activities before, during, and after reading. These activities include schema activation, vocabulary enrichment, comprehension exercises, and real-life application of values. Graphic organizers are also provided in the book to help learners map their ideas and improve their learning strategies and information processing. These engaging activities are all designed to target communication skills. They also create occasions for the students to hear and use the target language.

Moreover, EnglishTek provides holistic learning by highlighting the Reading-Writing connection. Each reading selection is followed by a literary analysis, as well as a discussion of a related grammatical point. The grammar lessons are then connected to a writing lesson. This ensures that the learning of the students is applied. In these writing lessons, EnglishTek provides students with support through model paragraphs and guided practice.

Most of all, learning is made relevant by situating learners in context and by using situations, examples, and texts that can be found in the real world. Through authentic materials that reflect Filipino values, learners can develop connections between their classroom learning and their life experiences.

We hope that, with this series, students become effective communicators in English and simultaneously enjoy the learning process. By building these critical foundations of communication, we hope to produce effective communicators that think critically and can create meaningful discourse.

TechFactors Inc.
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Before Reading

Important Words

Activity. Read each word and its corresponding meaning, and then answer the exercise that follows.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>beacon</td>
<td>to signal to someone to come nearer</td>
</tr>
<tr>
<td>boundless</td>
<td>without end or limit</td>
</tr>
<tr>
<td>dell</td>
<td>a small valley</td>
</tr>
<tr>
<td>grope</td>
<td>to look for something in the dark by moving your hands around</td>
</tr>
<tr>
<td>coronet</td>
<td>a small crown</td>
</tr>
<tr>
<td>wrought</td>
<td>made something happen</td>
</tr>
<tr>
<td>adverse</td>
<td>negative or harmful</td>
</tr>
<tr>
<td>resolve</td>
<td>determination to do something</td>
</tr>
</tbody>
</table>

Fill in the blanks below with the appropriate word from the list. Each word can only be used ONCE and must be formed correctly.

1. When the power went out last night, I instantly ______________ for the flashlight.
2. For the royal theme party, my three-year-old son wore a blue velvet robe and a ____________.
3. The calm waves of the clear, blue sea ____________ the excited tourists.
4. His mother’s tears did nothing to weaken Miguel’s ____________ to join the army.
5. The future seems ____________ for the young man who won 300 million pesos in the lottery.
6. Because of the pleasant weather, the farmers in the ____________ enjoyed a bountiful harvest.

Lesson Objectives

• To complete a set of notes based on a listening passage
• To recognize imagery in poetry and understand its usefulness
• To use a fishbone map in organizing the details of a poem
• To present a short self-introduction
• To reinvent a scene from a Shakespearean play and adapt it to a modern-day setting
• To identify the subject and the predicate of a sentence
• To recognize subject-verb inversion in a sentence and know its uses
• To determine one’s purpose for writing a paragraph
7. In just a few hours, the strong typhoon ________ plenty of damage to the village.
8. Despite ________ conditions at sea, the rescue team continued their search for the missing child.

**Knowledge Activation**

As you start your first year as a high school student, you will definitely encounter a lot of changes. You will also find yourself facing a number of challenges along the way. The listening text for this activity is a blog entry written by a student like you. From this blog, try to find out the writer’s suggestions on how you can adapt to changes and handle challenges in high school.

**Activity 1**

Have you ever heard of the idiom “building castles in the air”? What does it mean? Write down the meaning of this expression on the left column. Then on each box on the right column, write down the goals you want to achieve at the end of your first year in high school.

<table>
<thead>
<tr>
<th>Goals in High School</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Activity 2**

Discuss the passage you heard. Share your opinions and thoughts about it. Use the questions below as guide in your discussion:

1. To whom is the writer talking?
2. Is the writer’s message positive or negative? Why?
3. According to the writer, what challenges will you face in high school?
4. What advice did the writer give in relation to these challenges?
5. What other things do you think will help you overcome these challenges?

**Oral Interaction**

How do you plan to succeed in high school? Is your attitude toward the future positive or negative? Why? Share your thoughts with a partner. Afterwards, read the poem “Air Castles” by Juan Salazar. Find out what the speaker’s attitude toward the future is.
About the Author. Prior to the coming of the Americans to the Philippines, Filipino writers generally penned their works in Spanish and in their local dialects. Juan Salazar was part of the first batch of Filipino writers who used the English language in their writing. He and his contemporaries crafted poems and stories modeled after American writers. This is why early Philippine literature in English is called the “period of imitation.” “Air Castles” demonstrate the Filipino writer’s early attempts in experimenting with the English language.

Critical Viewing. Analyze the significance of the airplane in the illustration below. What do you think the airplane symbolizes? After reading, decide whether this illustration best depicts the poem. Is the speaker in the poem a young woman or a young man? What specific elements in the poem make you say so?
**During Reading.** As you read, complete the “Thoughts on Poetry” graphic organizer below using important keywords and phrases from the poem.
Comprehension Questions

1. What do you think does the title “Air Castles” refer to? Explain using examples from the poem.
2. What does the speaker in the poem think of the future?
3. What figures of speech can you identify in the poem? Give some examples and explain the meaning of each.
4. How does the speaker feel about Shakespeare? Do you also admire a particular literary writer?
5. What is the speaker’s attitude towards work?
6. In one sentence, summarize the meaning of the last stanza.
7. Which among the speaker’s ideas do you agree with? How do you think this poem relates to a student like you?
8. Rewrite one stanza in the poem. Why did you choose to rewrite this particular stanza? Provide justifications for your choice.

Literary Analysis

Imagery is a technique used by poets to re-create sensory experiences. Through the use of sensory language, the writer is able to evoke images that help readers imagine and interpret lines in the poem. Sensory language refers to words and phrases that appeal to the sense of sight, touch, smell, taste, and hearing. “Air Castles” is itself a form of imagery which appeals to our sense of sight. In these lines from “Air Castles” by Juan Salazar, imagine the scenery painted by the words and think of the emotions being evoked. What picture comes to your mind upon reading the lines?

My future seems a boundless sea,
Where moving passions come and go.

Activity

A. What other images are created in your mind as you read “Air Castles”? What concepts or ideas do you associate with these images? How do these images help you understand the poem better? Explain by citing examples from the poem.

B. Imagery is evident in several Philippine poems as well. Read the poems that your teacher will assign to you. Then, complete the chart on the next page by interpreting the imagery used in the lines from each poem.
<table>
<thead>
<tr>
<th>Imagery / Sensory Description</th>
<th>Sense(s) to which it appeals</th>
<th>Your Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I only wear my grief in the lines Of my face, my sunken cheeks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. After a supper of mountain rice and wood-roasted river crab, I sit on a long bench outside.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The roast is burning, and the youngest howling above the husband’s hungry call!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. This morning I wake with clarity, sharp as the pitch of five hundred roosters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ... Why do I bleed so from the sharp points of dreams?</td>
<td></td>
<td></td>
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</tbody>
</table>

**Skills Development**

**Understanding Figurative Language**

Figurative language is a special way of using language. It differs from ordinary speech because it re-creates the literal meaning of certain words. Here are some of the commonly used examples of figurative language:

1. **Simile** - Two different things are compared through the use of words such as *like* or *as*. Simile suggests that one thing *resembles* the other in a particular respect.

   *Chloe is like a flower.*

   The two things being compared here are Chloe and flower. Specifically, Chloe is being compared to a flower. This does not mean that Chloe is a flower. It means that Chloe and a flower have similar qualities. A flower is pretty and delicate, and Chloe is also pretty and delicate. Therefore, Chloe is like a flower.

2. **Metaphor** - Somewhat similar to simile, in that two different things are also being compared. Unlike similes, however, metaphors do not use *like* or *as*. Whereas similes compare two things, a metaphor states that one thing *is* the other thing.

   *All the world’s a stage.*

   There are two parts of a metaphor. The first one is *tenor*, or the original thing being compared. The second part is the *vehicle*, or the thing with which the tenor is being compared.

   In the metaphor above, the world is compared to a stage. *World* is the tenor and *stage* is the vehicle.
3. **Personification** - non-human entities are given human-like attributes or abilities.
   
   *The sun is smiling down on us.*

4. **Hyperbole** - It is the use of exaggeration to heighten effect. The use of hyperbole is very common in daily speech.
   
   *It's so hot I can fry an egg on the hood of my car.*

5. **Synecdoche** - There are two kinds of synecdoche. The first one is *pars pro toto*, or a part is used to denote the whole thing. The second one is *totum pro parte*, which literally means ‘the whole for the part’.
   
   *(pars pro toto): He has six mouths to feed.*
   A part of the human body (mouth) is used to stand for the human body itself.
   *(totum pro parte): The history of the Philippines is interesting.*
   A part is named after a larger whole. Only ‘the Philippines’ is used instead of ‘Republic of the Philippines’.

6. **Onomatopoeia** - Words imitate the sound of the things they stand for.
   *tick-tock, choo-choo, whoosh, vroom*

**Activity**

Re-read “Air Castles.” For each item, identify a line from the poem which uses the kind of figurative language indicated. In the example below, the phrase *“My life’s tomorrow beckons me”* is an example of personification because the abstract word *life* is given a human ability to *beckon*.

<table>
<thead>
<tr>
<th>Figurative language</th>
<th>Lines from the poem</th>
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</table>
| Personification     | *My life’s tomorrow beckons me*  
|                     | *From distant mountains, high and low* |
| Synecdoche          |                     |
| Simile              |                     |
| Personification     |                     |
Responding to Literature

Oral Communication

In “Air Castles,” the speaker talked about his or her plans for succeeding in the future. Write a short self-introduction you will recite in class and tell details about your own plans. Include the following in your self-introduction:

- your first and last name
- the stanza or stanzas that inspire you the most
- why the stanza(s) inspire you
- your expectations of high school
- how you plan to succeed in high school

Research and Writing

In “Air Castles,” the speaker expressed his admiration for Shakespeare, his success and his work as a skilled literary artist. With a group, choose a scene from a Shakespearean play. Re-create the scene by creating dialogue and characters in a modern-day setting.

Grammar Review: Subject and Predicate

As you may recall, an English sentence has two main parts: the subject and the predicate. The subject is the topic of the sentence. It is the component of the sentence that is “being” or “doing” something. The subject is signaled by a noun or a noun phrase. Meanwhile, the predicate says what the subject is being or doing. The predicate is signaled by a verb or a verb phrase.

In declarative sentences, the subject is commonly found at the beginning of the sentence.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
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<tbody>
<tr>
<td>My life’s tomorrow</td>
<td>beckons me from distant mountains.</td>
</tr>
</tbody>
</table>

The simple subject in the example above is the noun tomorrow while the simple predicate is beckons. The noun phrase My life’s tomorrow is considered the complete subject and the verb phrase beckons me from distant mountains is the complete predicate.

In imperative sentences, on the other hand, the subject is missing because the subject “you” is implied.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Predicate</th>
</tr>
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<tbody>
<tr>
<td>(You)</td>
<td>Work harder with high resolve to try again.</td>
</tr>
</tbody>
</table>
While it is common to find the subject before the predicate, there are many instances where the subject comes after the predicate. This is referred to as the **subject-verb inversion**. The unnatural placement of the subject is also used to achieve literary effect; you will most likely encounter it in poems like “Air Castles” and other literary works. The subject-verb inversion usually occurs in the following instances. Take note of location of the underlined subject.

1. When the sentence starts with “here” or “there”  
   *Here is the file you asked me to submit.*  
   *There are people responsible for the president’s safety.*

2. When trying to emphasize a particular word or phrase  
   *Also worthy of recognition is the fact that she has been a loyal customer for five consecutive years.*  
   *Even more admirable is her ability to make suspects confess to their crime.*

3. When a sentence begins with an adverbial phrase or clause  
   *Seldom did anyone question my authority.*  
   *Never in his whole life has Ramon met a girl as strong-willed as her.*

4. When asking a question  
   *Have you done your homework?*  
   *When is Portia telling me the truth?*

### Grammar Workout

A. Identify the complete subject and the complete predicate in the following items by underlining the subject and encircling the predicate. Do this even for sentences where the subject or predicate is missing.

1. She likes the view outside her window as it is.

2. The clouds are dark and heavy with the promise of rain.

3. The wind is making the trees sway.

4. Below, the grass blades appear to be emitting a light of their own.

5. It is afternoon.

6. Why is she locked up in her room?

7. “There are things to do,” she thinks.

8. Things to see and feel.

9. Being so young—this is what she dislikes most.
10. Still, she knows she has a full life ahead of her, and this gives her optimism.

11. She wipes the sweat on her brows and stands up.

12. Why is life full of contradictions?

13. If it is summer, then why is it about to rain?

14. When it finally pours, she has been waiting half an hour.

15. “How awful it is,” she says, “to live a life without rain.”

B. The following sentences show subject-verb inversion. Encircle the complete subject in each sentence.

1. Did you ever need to move to another city?

2. Nothing is more frightening than having to leave one’s comfort zone.

3. Never did I imagine that I would need to leave home.

4. On the table is a doll I have loved since I was a kid.

5. Gone are the days when all I did was play.

6. Here is the future, knocking at my door.

7. Only in this new city can I find opportunities for my personal development.

8. The place I have grown up in is where I find myself most safe,

9. but essential it is to expand one’s horizons.

10. Equally important is to learn how to deal with change.

C. Pick at least five sentences from A and rewrite each into a sentence where the subject comes before the predicate.

1. _____________________________________________________________

2. _____________________________________________________________

3. _____________________________________________________________

4. _____________________________________________________________

5. _____________________________________________________________
Collaborative Task

Form a group with five to seven members. Think of yourselves as a group of alien refugees still adjusting to life on planet Earth. Assign one or two members of the group to host a talk show, while the rest will be acting as alien refugees asked to guest on the talk show. The alien refugees will be asked to describe their first time doing human activities as if it is new or strange for them. Prepare to present the talk show in class. You may discuss the following activities or come up with your own:

• first time to wash clothes
• first day in school
• first dental appointment
• first visit to a pet shop

Writing Topic: Writing with a Purpose

In the previous activity, you have been asked to describe doing an activity for the first time from an alien’s perspective. When you attempted to write your script for the talk show, you may have written a set of sentences to discuss your idea. In the writing process, you may have taken the following into account:

1. expressing your feelings about your experience as an alien refugee
2. informing your audience about the life of an alien refugee
3. analyzing human activities from a different perspective
4. persuading your audience to do something different in relation to the pros and cons of an activity

If you have written a set of sentences focusing on a particular idea or a theme, you may have already built an outline for an actual paragraph. A paragraph is a unit of thought that is centered on a specific idea or theme. The sentence containing the central theme or idea is called the topic sentence while the sentences that support the central theme are called supporting sentences.

In developing a paragraph, you plan ahead by thinking about your main purpose for writing. This is similar to what you did when developing your script as a guest on the talk show. You may write to fulfill any of the following:

1. to express yourself
2. to inform your readers
3. to analyze a concept or idea
4. to persuade readers to do or think about something

A paragraph may actually achieve more than one purpose, but it is always best to start your paragraph by knowing which purpose to focus on. Having a clear purpose in mind leads to a focused, concise, and organized paragraph.
Guided Reading

To get started on your writing activity, read the following paragraph. Determine the main purpose of the writer and try to familiarize yourself with the strategies used to achieve the purpose. Let the questions guide you as you read.

On Dental Appointments

I cannot help but dread dental appointments. The image of dental instruments spread out on the table makes me squeamish. I try to avoid the sight of them, but it is impossible when they are the first things you see as you sit on the chair. As I glance over every instrument, I cannot help but wonder how these sharp pointed tools are going to be used inside my mouth. I know that these instruments are meant to make my teeth cleaner and healthier, but the thought of my teeth being poked and drilled, not to mention my gums being pierced by a needle, is too much to bear. I wish I could be sedated throughout the entire process.

Individual Activity

A. List possible titles for the following topics. Based on the titles you wrote, identify a possible purpose for writing your paragraph.

1. High School
2. Joining a Club
3. Computers and Education
4. School Meals
5. Making Friends

B. Choose a title from those you wrote for A and write a topic outline for your paragraph.

Title: __________________________________________
Main Idea: _____________________________________

1. ____________________________________________
   a. __________________________________________
   b. __________________________________________

2. ____________________________________________
   a. __________________________________________
   b. __________________________________________

3. ____________________________________________
   a. __________________________________________
   b. __________________________________________
The EnglishTek K-12 Series offers a holistic and fun approach to learning English. EnglishTek is founded on the Communicative Language Teaching (CLT) approach to develop language competencies. EnglishTek offers a blended learning program through the best practices in language education inside the classroom combined with e-learning technologies in order to make learning engaging and relevant for students. With EnglishTek, students become effective communicators who can understand and produce meaningful discourse, all the while enjoying rich and vibrant learning experiences.
Philippine Literature in English
Vol. 2
Ma. Jendell Valin Kirong
Leovigilda Tumaneng

Series Coordinators
Alexander C. Maximo, M.A.
Frances Paula L. Ibañez, M.A.

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FOREWORD

Filipino students face challenges in learning the English language. More than ever, changes in learning environment now affect how we approach language education. Teaching approaches and methods have to fit 21st century learners.

The EnglishTek K to 12 series is TechFactors' innovation in English learning. Based on the principles of Communicative Language Teaching (CLT) and Blended Learning, EnglishTek incorporates current practices in language learning and educational technology. Aside from developing communicative competence in students, EnglishTek meets the competency standards of the Department of Education K-12 curricula and also focuses on honing vital 21st century skills, giving graduates a competitive advantage.

Lessons in the EnglishTek 7 to 10 volumes are literature-based. They follow the Directed Reading Approach (DRA) which provides students with various activities before, during, and after reading. These activities include schema activation, vocabulary enrichment, comprehension exercises, and real-life application of values. Graphic organizers are also provided in the book to help learners map their ideas and improve their learning strategies and information processing. These engaging activities are all designed to target communication skills. They also create occasions for the students to hear and use the target language.

Moreover, EnglishTek provides holistic learning by highlighting the Reading-Writing connection. Each reading selection is followed by a literary analysis, as well as a discussion of a related grammatical point. The grammar lessons are then connected to a writing lesson. This ensures that the learning of the students is applied. In these writing lessons, EnglishTek provides students with support through model paragraphs and guided practice.

Most of all, learning is made relevant by situating learners in context and by using situations, examples, and texts that can be found in the real world. Through authentic materials that reflect Filipino values, learners can develop connections between their classroom learning and their life experiences.

We hope that, with this series, students become effective communicators in English and simultaneously enjoy the learning process. By building these critical foundations of communication, we hope to produce effective communicators that think critically and can create meaningful discourse.

TechFactors Inc.
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Lesson 4: Receptivity
Open-mindedness

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Ingenuity

Lesson 7: Risk-taking
Ambivalence

Lesson 8: Courage/Intrepidity

Lesson 9: Emancipation
Lesson 1: Divergence

Before Reading

Important Words

Supply the missing letters for each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>upr__t</td>
<td>to remove a plant from the soil, including its roots</td>
</tr>
<tr>
<td>___our</td>
<td>to eat something fast or greedily</td>
</tr>
<tr>
<td>wh__ls</td>
<td>the series of concentric circles found within a tree, which is usually counted to determine a tree’s age</td>
</tr>
<tr>
<td>fr__zed</td>
<td>wild, uncontrolled, or crazy</td>
</tr>
<tr>
<td>inh__ted</td>
<td>shy, restrained, or self-conscious</td>
</tr>
<tr>
<td>even__al</td>
<td>happening at a certain point in the future</td>
</tr>
<tr>
<td>tran__tion</td>
<td>to pass from one state or place to another</td>
</tr>
<tr>
<td>ti__er</td>
<td>the trees or wood used for constructing houses and furniture</td>
</tr>
<tr>
<td>non-ne__able</td>
<td>not open to change through discussion</td>
</tr>
<tr>
<td>under__t</td>
<td>underneath one’s feet, on the ground</td>
</tr>
</tbody>
</table>

Knowledge Activation

Because of urbanization, overpopulation, and many other forces at play, human activities have caused a great deal of damage to the environment, causing many to question whether humankind is truly “progressing” or not.

Many advocacies related to saving the environment have been launched worldwide. The Philippines, with its abundant natural resources, is not an exception to this trend. However, certain policies that favor the environment seem to pose certain problems. Listen as your teacher reads the text for this activity. Learn about the struggle between environmental preservation and sustaining livelihoods. To better understand the text, do the first activity on the next page.

Lesson Objectives

- To analyze the proposed solutions to an environmental issue and suggest alternatives
- To associate words and phrases from a poem with two opposing concepts
- To identify asyndetons in a literary work and explain their uses
- To debate on the issue of total log ban
- To participate in a poetry reading performance
- To cite ways of identifying the speaker(s) in a literary work
- To define narration and identify the elements that make up a narrative
Activity 1

What do you think are the pros and cons of cutting down trees? Write your answers under each column.

<table>
<thead>
<tr>
<th>Pros of Cutting Down Trees</th>
<th>Cons of Cutting Down Trees</th>
</tr>
</thead>
</table>

Activity 2

What dilemma is introduced in the text? What reasons are given for persistent illegal logging in the area? What do you think of the solutions proposed in the article? What alternative solutions do you think should be considered? Compare your answers with those of your classmates.

Oral Interaction

How do you feel about the practice of cutting down trees? What do you think of its causes and effects? Why do people’s opinions differ when it comes to environmental protection and urban development? Share your answers with a partner. Afterwards, read the poem and relate it to the issue of environmental protection versus urban development.
About the Author. Joel M. Toledo holds a bachelor’s degree in English and Journalism as well as a master’s degree in Creative Writing, all of which were acquired from the University of the Philippines-Diliman. He has received various awards for his poetry which include the 2006 Meritage Press Poetry in San Francisco, Bridport Prize in the United Kingdom, the NCCA Writers’ Prize, Don Carlos Palanca Memorial Awards, and the Philippines Free Press Literary Award in the Philippines. He has published three books on poetry: Chiaroscuro, The Long Lost Startle, and Ruins and Reconstructions. He is working on his fourth collection of poetry. He is currently a professor of Literature at Miriam College. He is also the literary editor of the Philippines Free Press.

Critical Viewing. Analyze the significance of the illustration below. What do you think do the birds symbolize? After reading, decide whether this illustration best depicts the poem. Who do you think is the speaker in the poem? What specific elements in the poem make you say so?
During Reading. As you read, complete the graphic organizer on below by using important keywords and phrases from the poem.

**Comprehension Questions**

1. What tone is conveyed in the first six lines? What sets them apart from the rest of the poem?
2. What mental images can you form based on the words the author used in the poem? What do these images represent?
3. How is the imagery essential to the meaning of the poem? Is the imagery unique or effective? Why or why not?
4. What details would you have used to create imagery if you were the writer of the poem?
5. Why is there a shift in the use of pronouns? Who do the “we” and “they” refer to? Who do you think is the “I” in the poem?
6. What effect does the poem have on you? What emotions or feelings does the poem evoke? How do these emotions relate to your understanding of the poem?
7. What vowel and consonant sounds are repeated in the poem? Does the repetition of sounds make the poem more effective? Why or why not?
8. In the sentence, “everyone is tired and not listening,” who is the speaker referring to? Justify your answer.
9. What do the italicized phrases mean? Would the poem be different if there were no italics used? Explain your answer.
10. What does the author mean by “what is left in the middle”? Why was it described as “non-negotiable”?
11. What opposing perspectives did the speaker present? What does this say about society today?
12. What is your opinion of the title? Did reading the poem change your interpretation of the title? Is it fitting for the poem? Why or why not?
Literary Analysis

Asyndeton refers to the intentional omission of a conjunction in a series of words, phrases, or clauses. It is a grammatical rule to connect words, phrases, and clauses with conjunctions such as and, but, and or when two or more such items are involved. However, there are cases when intentionally omitting them can create a certain literary effect such as emphasis or continuity.

It has been said that asyndetons are more popular in speech than in writing, and notable examples include Julius Caesar’s famous line, “I came, I saw, I conquered.” Another notable and well-quoted example is Abraham Lincoln’s “government of the people, by the people, for the people” in the Gettysburg Address.

In poetry, asyndetons are also effective especially if the writer wants to maintain the rhythm and to create an impression of continuity or “sameness” among the words, phrases, or clauses positioned next to each other.

### Activity

<table>
<thead>
<tr>
<th>Asyndeton</th>
<th>Rewritten Version</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</table>

A. Identify the asyndetons in “Construction,” and rewrite each asyndeton by adding the missing conjunction.

B. Compare the asyndetons and the rewritten versions above. How do the asyndetons enhance the literary effect of the poem? How do they affect your understanding of the poem’s meaning?

Responding to Literature

**Oral Communication**

In “Construction,” the writer took us to a series of images related to the act of cutting down a tree. Cutting down trees has been condemned by many, particularly environmentalists given its destructive effects on nature. Others, however, maintain the importance of cutting trees, especially when it comes to sustaining society’s need for income, wood, and paper. If an international law completely banning the cutting of trees is proposed, would you agree or disagree? Divide yourselves into two groups, and debate on the issue.
**Research and Writing**

With your group, look for a poem that is related to the environment, and be prepared to participate in a **poetry reading** with the entire class. Remember to practice reading the poem effectively, and try to integrate other elements into your reading (slideshow presentation, sound effects, gestures, mime, etc.)

**Skills Development**

Identifying the Speaker

Identifying the speaker in a poem or story is crucial to your understanding of it. This is because the speaker influences your perspective of the literary piece. As a reader, you are looking at a story or subject through the speaker's eyes, and this perspective may also influence you without your knowing it as you read and interpret the text. Knowing the speaker will help you understand the poem or story's meaning through the following:

1. the speaker's situation (time, place, history, culture, conflict, etc.)
2. the speaker's role (as a character or narrator) and relationships (with the reader or the other characters)
3. the speaker's mannerisms, traits, purpose, and motives
4. the speaker's unique way of looking at the world
5. the speaker's intended audience

**Activity**

Describe the speaker in “Construction,” by completing the table below. Make sure to cite parts of the poem as supporting evidence for your answer.

Use the following questions to guide you:

- How would you describe the speaker or persona in the poem (gender, personality, opinions, etc.)?
- How is the speaker’s gender, personality, opinions, etc, reflected in the poem?
- Is there more than one speaker involved?
- Who is the speaker talking to? What does the speaker want to tell the audience?

<table>
<thead>
<tr>
<th>Speaker's Description</th>
<th>Evidence from the Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Grammar Review

Pronoun-Antecedent Agreement

**Pronouns** are used to substitute nouns to avoid the unnecessary or awkward repetition of the same noun.

Brandon took Brandon’s dog to a veterinarian.

In the example above, the sentence would sound better if “Brandon’s” is replaced by “his.”

Brandon took his dog to a veterinarian.

When pronouns are used, the nouns they substitute are called **antecedents**. In the example above, the antecedent for the pronoun his is Brandon. **Pronoun-antecedent agreement** is essential in writing because incorrect pronoun-antecedent pairings could lead to confusion, misunderstanding, or ambiguity. Mistakes involving pronoun-antecedent agreement could affect the reader’s understanding of an entire sentence, paragraph, or essay. As a writer, using pronouns is inevitable, so please make sure that the pronouns agree with their antecedents to avoid problems.

Pronouns must agree with their antecedents in terms of **person**, **number**, and **gender**.

John called me last night. He told me that the spa is open daily.

In the example above, both the pronoun and antecedent agree in terms of person, number, and gender; both are in the third person, singular, and masculine.

Most mistakes in pronoun-antecedent agreement, however, emerge because they do not agree in terms of **number**, so it is best to pay attention to the following rules, which are also related to subject-verb agreement.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The following pronouns should be treated as singular: anyone, anybody, everyone, everybody, someone, somebody, no one, nobody, either, and neither.</td>
<td>Everyone is required to turn off his or her own cell phone before the presentation.</td>
</tr>
<tr>
<td>2. When quantifiers are used (some, any, none, all, most), use singular pronouns with uncountable nouns and plural pronouns with countable nouns.</td>
<td>After much difficulty, I managed to transfer most of the salt in its new container. Some of the kids barely finished their breakfast because they were very excited to play outside.</td>
</tr>
<tr>
<td>3. Compound subjects take plural pronouns. Except:</td>
<td></td>
</tr>
<tr>
<td>- Compound subjects that refer to a singular entity</td>
<td>My cousin and best friend showed me her secret place in the park.</td>
</tr>
<tr>
<td>- Compound subjects joined by “or/nor” because the pronoun is formed after the noun that is positioned closer to the verb</td>
<td>Neither the principal nor the teachers brought their keys to the faculty room.</td>
</tr>
</tbody>
</table>

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4. Collective nouns may take plural or singular pronouns depending on their use in the sentence.

The baseball team won its first game of the season. (The baseball team is acting as a group.)
The baseball team congratulated their new captain. (The members of the baseball team are acting as separate individuals.)

5. Be wary of nouns that look like plural nouns but actually function as a singular entity. (book titles, names of countries, organizations, subjects, etc.)

The Killers released its new album yesterday. (one band)
Mathematics has lost its allure to me. (one subject)

---

**Grammar Workout**

A. Fill in the blanks below with the correct pronoun.

1. The famous fast food chain Glorious Chickens is now facing the ire of environmental activists for ________ part in supporting illegally acquired timber.

2. According to reliable sources, Glorious Chickens buys ________ packaging material from the Pulp Company.

3. The Pulp Company is allegedly using illegal timber for ________ packaging material.

4. Neither the employees nor Mr. Rafters, the CEO of the Pulp Company, has given ________ response to the allegations.

5. The illegal timber is acquired from the rainforests which tigers inhabit, thereby threatening ________ home and ________ lives.

6. An online campaign called “Save a Tiger” has been started to boycott the food served by Glorious Chickens. Public support for ________ is growing.

7. In March 2014, the administrative staff of Glorious Chickens debated among ________ whether or not to continue ________ partnership with the Pulp Company.

8. Record losses in sales profits prompted the company to rethink ________ position on the issue.

9. Finally, on April 1, 2014, every person who joined the campaign received the news that ________ (has/have) been waiting for.

10. The highly controversial company and famous fast food chain declared the end of ________ contract with the Pulp Company.
11. Environmental activists are now targeting other companies that purchase __________ packaging supplies from the Pulp Company.

12. __________ are hoping to repeat the success of the “Save a Tiger” campaign.

13. Each of the companies buying from Pulp Company will soon have to face __________ share of angry critics and consumers, all of which are eager to put a stop to illegal logging.

14. As for Glorious Chickens, sales figures have picked up since __________ started using environment-friendly packaging.

15. In fact, __________ marketing staff has recently launched a series of advertisements proudly featuring the company’s environment-friendly materials and ingredients.

B. Provide an appropriate noun to serve as the antecedent of the pronoun(s) in each sentence.

1. ________________ have started to address the worldwide call to stop using hazardous chemicals in their manufacturing practices.

2. One by one, ________________ made a public commitment to completely eliminate the release of toxic chemicals in their supply chain.

3. Those who have failed to heed the public outcry against the discharge of toxic chemicals will face a great deal of pressure from ________________ who are committed to their cause.

4. ________________ of the Earth Comes First Movement (ECFM) are particularly known for their ingenious antics that effectively attract public sympathy to their advocacies.

5. ECFM started the practice famously known as “tree-hugging,” the act of embracing ________________ to keep them from being cut down.

6. For the past fifty years, ________________ has accumulated a formidable list of achievements to its name.

7. That is why many companies guilty of using and releasing toxic chemicals have wisely chosen to give in to the activists’ demands, ________________ even as it cost them millions of dollars.

8. The powerful ________________ and ________________ however, remains undeterred by the protests and the growing public hostility against him.

9. The controversial CEO of the Akron Group has allegedly destroyed an entire ________________ by disposing toxic chemicals in its swampland.

10. ________________ near the swampland have fled for fear of inhaling the lethal fumes, thereby losing their homes and livelihood.
11. The ____________’s inaction is blamed on the bribes it allegedly received from Akron.

12. Media practitioners say that a long battle awaits ____________ if it continues to ignore the mounting public pressure.

13. A/an ____________ of environmental groups and nonprofit organizations has been formed, with ECFM at its helm.

14. In view of the recent issues, ____________’s performance in the stock market is waning, causing dissent among its shareholders and board members.

15. Will ____________ stand his ground and will his decision save his billion-dollar company?

**Collaborative Task**

Pretend that you are part of an environmental group affiliated with the World Wildlife Fund (WWF), and that you are organizing a public campaign to save a certain animal species that is threatened by human activities (illegal logging, underwater noise pollution, poaching, construction of a residential/industrial/commercial property, etc.). To get the public’s attention, you will feature a picture of the said animal and write a story about it. The story must contain the following elements, in no particular order:

- the threat
- how the threat will affect/has affected the animal
- the animal’s life before and after the threat emerged

Prepare to present your story in class. Use gestures, pictures, and sound effects.

**Writing Topic**  
**Narration: Definition**

In the previous activity, you have been asked to write a story to gain more supporters to your cause. Many times, we find ourselves telling others a story, whether drawn from our own experience or that of others, and there is always a purpose or point that we want to get across. This act of telling a story is also known as narration, which comes from the Latin word *narrare* (to tell).

What elements do we expect to find in a narrative? Of course, like in a news report, we establish the answers to the crucial Wh- questions (What? Who? When? Where? Why? How?). Such details may pertain to a singular event, or a series of connected events. The word “connected” is essential to narration because any story-teller makes an effort to piece details together so that they would make sense to the reader.

When telling a joke, for instance, we may reveal an essential detail at the very end to create humor. This strategy is
very common in “Wala kayo sa lolo ko” jokes so that the last line will deliver a strong “punch” that will send audiences laughing (hence, the term “punch line” in comedy).

Sometimes, to stir our listeners’ interest, we actually reveal to the readers the most important detail of the story, leading them to ask questions on how it happened. This is most often seen in news reports, where the headlines immediately reveal an unfortunate tragedy, a euphoric victory, a scandalous affair, and many other intriguing details that encourage people to read on.

Earlier, it was mentioned that a narrative can be as simple as having the answers to basic Wh- questions, but we all know that some narrative are a lot more complex in form and content. They contain elements such as description (including but not limited to the setting and the characters), characterization (not only in their description but also through other devices such as dialogue), and conflict (this creates suspense and becomes a driving force for the narration).

**Guided Reading**

Read the following unfinished passages, and identify the elements or characteristics of narration present in each.

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At 8:00 this morning, the famous country singer Janey Glibson died peacefully in her Greendale estate after years of battling breast cancer. She was 82 years old. She was described by friends and family as a cheerful, loving woman who relentlessly smiled at the cameras despite her pain. She even obliged visiting reporters a rendition of her famous hits. She will be missed by millions of fans around the world.

Where is it possible to find this piece of writing? Justify your answer.

Under what genre would you classify this excerpt? Why?

What details would you add if you were the writer?

What purpose do you think is served by the passage?

How would you complete the passage to more effectively convey an idea or purpose?

---

Keeping his hand on his laser pistol and trying to remain unnoticed, Captain Tuckson inched towards the luminous figure, which opened its mouth and released blue-green wisps to the members of the cult. As he got close enough, he aimed his gun at the strange apparition that seems to have hypnotized the crowd.

Under what genre would you classify this excerpt? Why?

What details would you add if you were the writer?

What purpose do you think is served by the passage?

How would you complete the passage to more effectively convey an idea or purpose?

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Only an hour before landing, Mr. Tanaka kept his seat reclined, his feet continuously kicking the seat before him. Finally, the seat’s passenger stood and faced Mr. Tanaka, revealing himself as none other than the scar-faced Droggodor. The smirk on Mr. Tanaka’s face instantly faded and the two men glared at each other, unmindful of the flight attendants and fellow passengers.

Under what genre would you classify this excerpt? Why?

What details would you add if you were the writer?

What purpose do you think is served by the passage?

How would you complete the passage to more effectively convey an idea or purpose?
Individual Activity

A. In the previous activity, you were asked to write a story that will turn the public’s attention to the plight of endangered animals. Think of a similar issue or advocacy that you strongly support, and write it on the box below.

B. Create a short narrative to promote the advocacy. Incorporate the different elements of a narrative to create an interesting and effective piece.
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