

# 10

## *Celebrating Diversity through World Literature*

English

Learner's Material

Module 1:  
Overcoming Challenges  
Lesson 6

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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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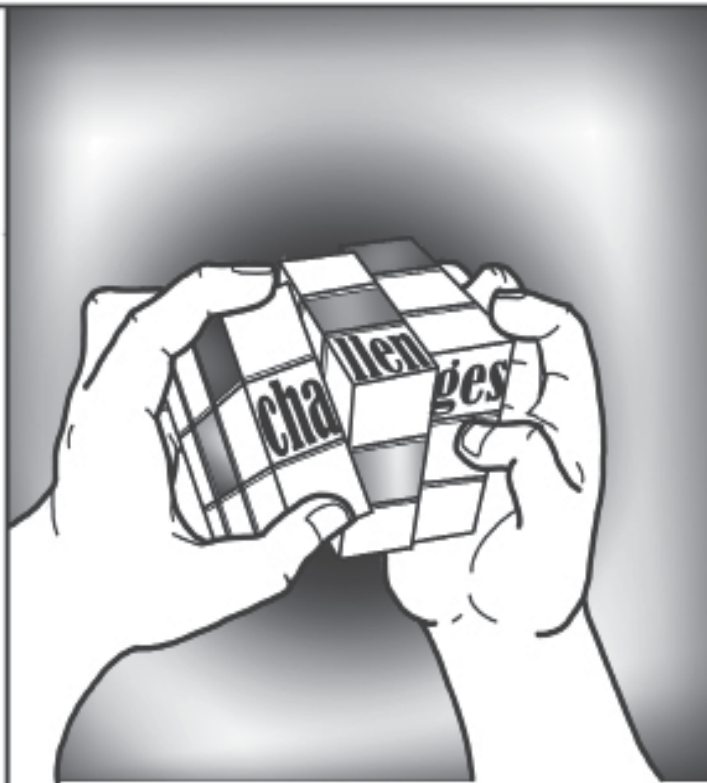
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#### MY TREASURE

# *Module* **1**



## Overcoming Challenges

## Module 1

### Lesson 6

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### *Turning Challenges to Opportunities*

#### YOUR JOURNEY

Have you ever been asked by someone to choose between a perfect world filled with joy and devoid of trouble and conflict or a world full of pain but with lots of choices for cures? You know that you can't escape trouble, conflict, and pain as challenges you have to face. How do you face these struggles or challenges?

How do challenges affect you? It's true that challenges can be frightening, but they can be turned into opportunities for you to discover more about yourself, others, and the world. You can start doing that right now, since in this lesson you are to demonstrate how to turn challenges into opportunities.

#### YOUR OBJECTIVES

For this lesson, you are expected to:

- compare new insights with previous learning
- draw generalizations and conclusions from the materials viewed
- use denotation and connotation to clarify meanings of words
- appraise literature as a way of expressing and resolving one's personal conflicts
- state the effect of a literary piece on one's value system
- use appropriate modals to express simple futurity and willingness
- determine the effectiveness of argument, how to use support, and clarify the stand of the speaker
- employ the techniques in public speaking to convey ideas
- write a short persuasive text using persuasive techniques



Be reminded that your expected output is to present a short but powerful persuasive essay on turning challenges to opportunities. The rating of the persuasive essay should be based on the following criteria: focus/content, persuasive techniques used, development/organization, clarity of ideas, emphasis, language mechanics, and convention.

## YOUR INITIAL TASKS

### Task 1 | Always Connect Game

- Form three groups.
- Think about ways to win over challenges.
- In ten minutes, list all the possible ways that you know in order to win over challenges.
- Draw lots to know which group will respond first.
- Allot 10 seconds for each step. Other groups may steal if the first try isn't correct.
- Give 5 points for each correct answer.
- Repeat the process until the last entry is given.
- Declare the group with the most number of points as the winner.
- Check the responses against the list of ways to win over challenges (inside the box).

#### **Ways to Win over Challenges**

Admit mistakes  
Face the conflict  
Emphasize one's positive traits  
Use struggles as opportunities  
Use temporary solutions  
Make personal adjustments

- Rank the ways to win over challenges in their order of importance before answering these questions.
  1. Which of the enumerated ways of winning over challenges have you practiced already?
  2. Were you successful in doing so? Prove your point.
- Share your responses with your classmates.

### Task 2 VIEW AND MAKE GENERALIZATIONS

- View the drawing or the video clip of “One-Armed Young Lady and a One-Legged Young Man” (a very unique and unequalled ballet performance), and see how it relates to challenges and opportunities.
- Use the details of the drawing and the video clip's clues to get an idea of how one can turn challenges into opportunities.



- Look closely at the drawing and reflect on what it implies by answering these questions:
  - ✓ Does it remind you of something or someone you've heard of or met in real life?
  - ✓ What does this drawing suggest about challenges and opportunities?
  - ✓ Which details in the drawing show the importance of turning challenges into opportunities?
  - ✓ What questions about turning challenges into opportunities do you still have in mind?

### Task 3 THREE IN CONTROL

- Form triads, and list down at least three questions about challenges and opportunities that you hope to be answered in this lesson.
- Take turns in sharing these questions, and find out what these questions have in common.
- Check them against this essential question: ***How do I turn challenges into opportunities?***

### Task 4 MAPPING THE TARGETS

- Using the essential question as a focal point, make a map by listing what you expect and hope to learn in this lesson.

MAP OF MY TARGETS	
What I _____ to learn.	
Expect	Hope

***You are now ready for the next phase of the lesson.***

### YOUR TEXT

Perhaps you have experienced facing a problem that seemed to have no solution at all. How did you resolve the problem? Did someone give you helpful advice?

Read from "The Analects" by Confucius, as translated by Arthur Waley, for you to find out how these questions are to be answered.

## From "The Analects"

by Confucius  
translated by Arthur Waley

The Master said, "To learn and at due times to repeat what one has learnt, is that not after all a pleasure? Those friends should come to one from afar, is this not after all delightful? To remain unsoured even though one's merits are unrecognized by others is that not after all what is expected of a gentleman?"

The Master said, "A young man's duty is to behave well to his parents at home and to his elders abroad, to be cautious in giving promises and punctual in giving them, to have kindly feelings towards everyone, but seek the intimacy of good. If, when all that is done, he has any energy to spare, and then let him study the polite arts."

The Master said, "The good man does not grieve that other people do not recognize his merits. His only anxiety is lest he should fail to recognize theirs."

The Master said, "He who rules by moral force is like the Pole star, which remains in its place where all the lesser stars do homage to it."

The Master said, "If out of three hundred songs I had to take one phrase to cover all my teaching, I would say, Let there be no evil in your thoughts."

The Master said, "Govern the people by regulations, keep order among them by chastisements, and they will flee from you, and lose all self-respect. Govern them by moral force, keep order among them by ritual, they will keep their self-respect and come to you of their own accord."

Meng Wu Po asked about the treatment of parents. The Master said, "Behave in such a way that your father and mother have no anxiety about you, except concerning your health."

The Master said, "A gentleman can see a question from all sides without bias. The small man is biased and can see a question only from one side."

The Master said, "You, shall I teach you what knowledge is? When you know a thing, to recognize that you know it, and when you do not know a thing, to recognize that you do not know it. That is knowledge."

The Master said, "High office filled by men of narrow views, ritual performed without reverence, the forms of mourning observed without grief—these are things I cannot bear to see!"

The Master said, "In the presence of a good man, think all the time how you may learn to equal him. In the presence of a bad man, turn your gaze within!"

The Master said, "In old days, a man kept hold on his words, fearing the disgrace that would ensue should he himself fail to keep pace with them."

The Master said, "A gentleman covets the reputation of being slow in word but prompt in deed."



The Master said, “In old days, men studied for the sake of self-improvement; nowadays men study to impress other people.”

The Master said, “A gentleman is ashamed to let his words outrun his deeds.”

The Master said, “He who will not worry about what is far off will soon find something worse than worry close at hand.”

The Master said, “To demand much from oneself and little from others is the way (for a ruler) to banish discontent.”

### Task 5 SMALL GROUP DIFFERENTIATED ACTIVITIES FOR THE STAKES

- Form small groups of eight (8), and work on your assigned task.
- Remember to share your ideas, thoughts, and experiences with the class.

#### Group 1 Meaningful Search

Analects are literary extracts or selected passages from literary or philosophical works especially from a published collection. They share a lot of qualities with other meaningful pieces of writing, so expect to find words that are rich in meaning.

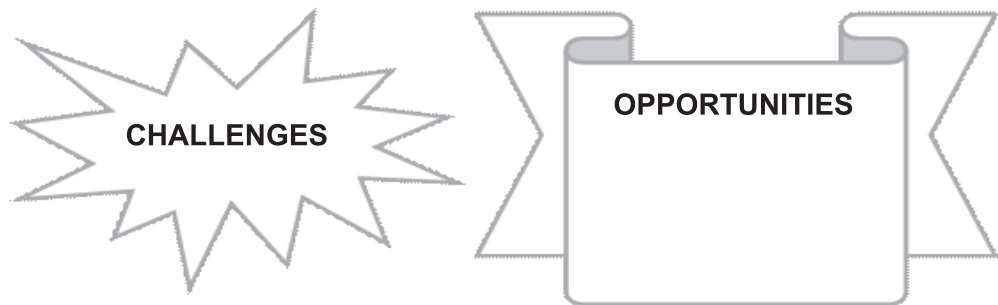
- Look for difficult words from the selection.
- List all of them, and give their denotative (specific, *dictionary*) meaning.
- Give also the connotative (suggested *idea* and *feelings* or *overtone*) meaning for each word.
- Remember that connotative meaning, is very important in persuasive writing. Connotation, or shades of meaning can be positive or negative. Choose at least five words in the selection that have strong connotation.
- On your paper, copy the table as shown below and fill it out with appropriate entries.

Difficult Words	Denotative Meaning	Connonative Meaning	Words with Strong Connotation
e.g. 1. <i>disgrace</i> 2. 3. 4. etc.	<i>dishonor</i>	<i>loss of self-respect</i>	

#### Group 2 Theme Connection

1. Try this: Are there key phrases/sentences from “The Analects” of Confucius that say something about people’s challenges and opportunities?

- On your paper, copy the figures as shown below and list these words/ groups of words that suggest challenges and opportunities.



- Point out which of these challenges and opportunities you have already encountered, then share their effects on your life. Copy the figure as shown and fill it out with entries called for.



- Assign one member of the group to pose as a speaker persuading others to agree with your ideas.
- Be open to comments and suggestions on how to enhance a persuasive speech.

### Group 3 Taking a Stand - For or Against

- Consider the argument presented in the selection from "The Analects" by Confucius.
- Use the following questions as your guide:
  - What is the selection trying to persuade you to think or do?
  - What evidence does Confucius use to support his position?
  - Which passages argue for or against the use of challenges as opportunities?

Write these passages in the following table:

For	Against

4. Can they be used effectively as supports or examples in a persuasive speech? Remember that a persuasive speech presents evidence or examples as supports in order to move people to action or to make them agree/disagree with your stand or belief.
- Play the role of a speaker persuading others to agree with you.
  - Be open to comments and suggestions on how to enhance a persuasive speech.

#### **Group 4 Thinking it Through**

- Use the following questions as your guide:
  1. What kind of conflict / challenge is reflected in the statement below?  
“In the presence of a good man, think all the time how you may learn to equal him. In the presence of a bad man, turn your gaze within!”
  2. Does a good man only think of himself or other people?
  3. What other values are highlighted in the selection?
  4. Why is it important to learn how to practice them?
  5. Consider the stand of the Master regarding practicing moral values. Do they serve as opportunities for us to prove we can really face and overcome our challenges?
  6. Do you think humility would help in solving today’s problems? Explain how it can be an effective solution to each problem.
- Assign one member of the group to pose as a speaker persuading others to agree with your ideas.
- Be open to comments and suggestions on how to enhance a persuasive speech.

#### **Group 5 Taking Challenges as Opportunities**

- Look for interesting words or group of words that express the possibility of turning challenges into opportunities.
- Use the following questions as your guide.
  1. Which passages reveal something about turning challenges into opportunities?
  2. Which of the passages provide the most valuable insight?
  3. How do you feel about these passages?
  4. Considering today’s context, what can we possibly do to turn these challenges into opportunities?
- Cite a true-to-life situation that exemplifies the possibility of turning a challenge into an opportunity.
- Plot your responses in the table.
- Assign one member of the group to pose as a speaker persuading others to agree with your ideas.
- Be open to comments and suggestions on how to enhance a persuasive speech.

Passages from “The Analects” that reveal				
Turning Challenges into Opportunities	Feelings Evoked	The Most Valuable Insight	Feelings Evoked	Turning a Challenge into an Opportunity

### Group 6 Enduring Experiences

Discuss your answers to these questions.

1. What have you learned from Confucius’ “The Analects” that made you see yourself in another light?
2. How would you react to the situation described by the Master if you were one of these persons (gentleman, young man, good man, worrier, ruler)?
3. Assign one member of the group to play the role of a speaker persuading others to agree with your ideas.
4. Be open to comments and suggestions on how to enhance a persuasive speech.

### Group 7 Making Personal Adjustments

Focus on the entries in the box, and discuss the answer to the questions after it.

maintain flexibility  
take stock of oneself periodically  
discuss about yourself with a friend  
confide to an older person  
view yourself objectively  
make an inventory of yourself (positive, negative emotional traits and habits)  
understand your basic skills  
capitalize on your strengths or good points

1. Which of the suggested ways to turn challenges into opportunities in the box are found in the selection?
2. Do all of these ways stay the same over a period of time?
  - Talk about how these can help solve today’s problems.
  - Assign one member of the group to play the role of a speaker persuading others.
  - Give comments and suggestions on how to enhance a persuasive speech.

## Task 6 LANGUAGE PATROL

### A. Like a Disciple

Read this short parable and answer the questions after it.

#### From **Zen Parables: The Thief Who Became a Disciple**

translated by Paul Reps

One evening as Shichiri Kojun was reciting sutras, a thief with a sharp sword entered, demanding either his money or his life.

Shichiri told him, "Do not disturb me. You may find the money in that drawer." Then he resumed his recitation.

A little while afterward, he stopped and called: "Don't take it all. I will need some to pay the taxes with tomorrow."

The intruder gathered up most of the money and started to leave. "Thank a person when you receive a gift," Shichiri added. The man thanked him and made off.

A few days afterward, the fellow was caught and confessed, among others, the offense against Shichiri. When Shichiri was called as a witness, he said, "This man is no thief, at least as far as I'm concerned. I gave him the money and he thanked me for it."

After he had finished his prison term, the man went to Shichiri and became his disciple.

1. Who faced the challenge?
2. What was the challenge?
3. How did the character win over his challenge?
4. How is *poetic justice* (good triumphs over evil ) used in the selection?
5. What did the thief learn from the experience?
6. What do you find surprising in these two responses of Shichiri to the thief?
  - a. "Do not disturb me. You may find the money in that drawer."
  - b. "Don't take it all. I will need some to pay the taxes with tomorrow."
7. Do they exemplify the importance of taking challenges as opportunities? Explain.

### B. Looking Ahead

Reread the following statements lifted from "The Analects" and "Zen Parables: The Thief Who Became a Disciple," then consider how the underlined words are used.

1. "Don't take it all. I will need some to pay the taxes with tomorrow."
2. "His only anxiety is lest he should fail to recognize theirs."
3. I would say, "Let there be no evil in your thoughts."
4. "They will keep their self-respect and come to you of their own accord."
5. "You, shall I teach you what knowledge is?"

Form a triad, and answer the following questions.

1. What do the italicized words have in common?
2. Where are they positioned in the sentences?
  - a. Which of them indicates simple futurity and obligation?
  - b. Which of them expresses:
    - ✓ simple futurity and willingness?
    - ✓ invitation or past possibility?
    - ✓ future possibilities mixed with doubt and uncertainty and used in reported speech for past time?
3. What do we call these expressions?
4. How do they help in communicating messages or lesson in life?

### C. Using Modals

Remember that **modals** are used as auxiliary or helping verbs with special functions.

- **Shall** indicates simple futurity and obligation.
- **Should** expresses past obligation.
- **Will** expresses simple futurity and willingness.
- **Would** expresses invitation or past possibility.
- **Might** is used in reported speech for past time.
- **May** expresses future possibilities mixed with doubt and uncertainty.

Pair up and take turns in answering these questions. Remember to use modals.

1. Which passages from “The Analects” and from “Zen Parables: The Thief Who Became a Disciple” respond to the needs of our time?
2. Which passages show that they hold peoples’ heritage or are the bedrock of enduring virtues like propaganda (promotion, advertising)?
3. Which details from the passages make a powerful impression on you?
4. What connections can you make between the selections and your world?

### D. Alter ego

- Pretend that you are a very successful person. Who are you pretending to be? You were invited to speak on your views on the possibility of turning challenges into opportunities. Inspire your audience by citing true-to-life experiences. Remember to use logical and emotional appeal as your persuasive strategies. Use modals whenever necessary.
- Be open to comments and suggestions.

*Getting involved in real-life tasks will surely give you hands-on and minds-on activities to enrich your understanding of how to win over challenges.*

## **YOUR DISCOVERY TASKS**

Focusing on your target to become a healthy and developed young adult, you must capitalize on your strengths and capabilities to direct challenges to opportunities at all costs. With these in mind, you have to form four big groups and complete the following tasks.

### **Task 7 SMALL GROUP DIFFERENTIATED ACTIVITIES LEADING TO COMPLETION**

#### **Group 1 In Another Dimension**

- Imagine Confucius was with you and he advised you to make changes in your life. From what you have learned, how would you heed his advice?
- Explain how your perceptions have changed and what you plan to do. Remember to use logical and emotional appeal as your persuasive strategies. Use modals whenever necessary.
- Assign one group member to play the role of a speaker persuading others to agree with your ideas.
- Give comments and suggestions on how to enhance a persuasive speech.

#### **Group 2 Spotlight to Follow up**

- Think of someone who really inspired you to turn challenges into opportunities.
- Explain how he/she influenced your way of thinking, your decision, and your philosophy in life.
- Relate him/her to an object/plant/animal. What could symbolize him/her? Explain.
- Assign one group member to play the role of a speaker persuading others.
- Give comments and suggestions on how to enhance a persuasive speech.

#### **Group 3 Connecting to Today**

- Recall a selection that highlights the importance of turning challenges into opportunities in order to preserve honor, humility, and other positive attitudes.
- Think of how the literary character (lead or support) would respond to the pressing news about the regression in practicing positive values like self-respect, respect for others, and humility, which results in crimes and evil events.
- Choose one news about an issue that stands out.
- Role play how the character might respond to the news.
- Give comments and suggestions on how to enhance a persuasive speech.



## Group 4 Inner Speech

- Think of a problem you have and consider turning this challenge into an opportunity.
- Use it as your argument.
- State your opinion clearly.
- Talk about the reasons why it is important to consider this problem as an opportunity.
- Give examples to support your argument.
- Use logical or emotional appeals for your audience to believe you.
- End your speech with a strong position statement that restates your stand and calls your audience to action.
- Assign one group member to play the role of a speaker persuading others.
- Give comments and suggestions on how to enhance a persuasive speech.

*You've finished the enabling activities/tasks at this point. Think how you can apply or demonstrate your understanding of these ideas and concepts, and literary and language communication skills. Do you find them valuable? What will you do next? Here's your challenge!*

## YOUR FINAL TASK

*Now you are ready on your major task for this lesson. With your classmates, you will write a short but powerful persuasive essay. First, let's have this one.*

### Task 8 LIFE SKILLS CONNECTION

#### A. Preparation for My Target

Read the following essay, and answer the questions that follow.

#### **Practice and Uphold Positive Attitude**

by Lee Em

I strongly believe that we must come together to practice and uphold positive attitudes toward work, life, and challenges. This should be done from initial impulse to completion like what we observe in a myth. From the presentation of the target, problem, test, and stakes up to conclusion, the character in a myth displays and exemplifies these positive attitudes. Remember the saying, "The best measure of a man is not what he says he can do but what he does." This is absolutely true.

Let us recall what happened between the Master and the thief in "Zen Parables." The thief who was then a man who followed a crooked path in life turned otherwise because he learned from the Master what it takes to be a man. He was treated with respect and trust by the Master so he opted to follow the Master's path. Again this exemplifies the maxim, "Respect begets respect."



He decided to be Shichiri's disciple. He was inspired by Shichiri who lived a life of truth and a life full of positivism. He had practiced it in dealing with other people without discrimination. The Master was able to model what it takes to respect, trust, and show love to other people. This is a positive attitude that we must put into action whoever we are, wherever we are, and whenever necessary.

Doubtlessly, this will make our lives better. There is a strong possibility that this can make this world a better place to live in after all. This is an opportune time for us to practice it. Don't think otherwise, come on! So what are we waiting for? Let's give it a try!

Questions:

1. What three basic parts are clearly presented in the essay?
2. How are these parts organized?
3. What does each part contain?
4. Does the essay try to influence you to accept an idea, adopt a point of view, or perform an action?
5. What is the writer trying to persuade you to think or do?
6. Does the writer use strong and relevant evidence to support claim? Prove your point.
7. Is the purpose stated clearly? Prove your point.
8. Is persuasive language used? Cite parts to support your contention.
9. Which kind of appeal (emotion, reason, morale) does the writer use? Prove your point.
10. Is her argument logical? Explain.
11. Does she convince you to accept her position?
12. What evidence does the writer use to support her opinion?
13. What kind of essay is this?

*Remember, you have everything you need to come up with a persuasive essay. For you to make it as the best, follow some steps.*

*Here's how you can write a short but powerful persuasive essay.*

*Now try this.*

## **B. A Call for Order Box Game**

- Form three big groups, and assign at least three representatives from each group before you read the nine entries in the box.
- Determine their correct order in a persuasive text.
- Draw lots to know which group will respond first.
- Allot 10 seconds for each step. Another group may steal if the first try isn't correct.
- Give 5 points for each correct answer.
- Repeat the process until the last entry is given.
- Declare the group with the most number of points as the winner.

- \_\_\_ Addressing the Audience
- \_\_\_ Adding Supports (reasons, examples)
- \_\_\_ Choosing a Subject
- \_\_\_ Clarifying Your Purpose
- \_\_\_ Drafting
- \_\_\_ Revising and Polishing
- \_\_\_ Sharing through the EQS
- \_\_\_ Using interesting question, quotation, and anecdote for introduction

- Check your responses against the following steps.

### C. Steps in Writing a Persuasive Essay

1. Choosing a subject
  - Recall the myths, legends, or tales you have read.
  - Decide which of these myths, legends, or tales has the most interesting way of presenting how to deal with personal challenges.
  - Choose from the myths, legends, or tales a god or a character who has the most interesting role/way in facing personal challenge. Recall and quote lines/passages from the stories, essays, or poems that influenced your understanding about life's meaning.
  - Use the character as your subject.
  - Write a single sentence that states your opinion about your subject.
2. Addressing the audience you are trying to persuade
3. Clarifying your purpose

### D. Drafting

1. Watch out for special expressions or opinion signals.
  - Remember to use these words to emphasize points and reveal personal judgment or viewpoint terms that signal opinion.

think	believe	should	for
against	reason	feel	must
for example	furthermore	always	in addition
most likely	undoubtedly	definitely	remember
exactly	fortunately	best	worst
all	none	none	everybody

2. Add an interesting question, quotation, or an anecdote for the introduction.
3. Use reasons and examples as supports
  - Jot down all reasons (at least six) why you think the character has the most interesting role.
  - Write how the elements of the myth, tale, or legend or the qualities of the character/god show lasting appeal and use them as

evidence or support. Think about a time when they faced a challenge.

- ✓ What happened?
- ✓ How did you feel about it?
- Give reasons to help readers remember your stand.
- Use factual and opinion statements.
- Summarize your main reasons.
- Use the last sentence to further persuade your reader or to agree with you, or invite your readers to action.

#### E. Sharing through the EQS (Encourage, Question, and Suggest)

- Pair up and exchange drafts for peer checking.
- Emphasize the good points.
- Be specific.
- Ask for more information when something is not clear.
- Use these questions as your guide:
  - ✓ What is the writer trying to persuade you to think or do?
  - ✓ Is the main point and the writer's purpose clearly stated?
  - ✓ Is there evidence to support the position? What are these pieces of evidence and how do they convince you to accept the position?
  - ✓ Did he/she appeal to your emotion or reason?
  - ✓ Are there introduction, body (reasons), and concluding paragraphs?
  - ✓ Are there important details/reasons that are missing or points to be deleted?
- Use the following rubric as your guide for assessment.

Criteria	5	4	3	2	1	Total
<b>Focus/Content</b> ( <i>states clear position at the beginning until the end of the work; topic captures the reader's attention</i> )						
<b>Persuasive Techniques Used</b> ( <i>uses strong and effective persuasive techniques; details support the thesis and the stand of the writer</i> )						
<b>Development/Organization</b> ( <i>has strong organizational plan; has logically arranged statements from the most important to the least important or vice versa; develops the topic thoroughly with examples and supports</i> )						
<b>Clarity of Ideas</b> ( <i>presents clear and sound arguments, and evidences are authentic</i> )						
<b>Emphasis</b> ( <i>has interesting and attention-grabbing introduction; has strong conclusion that includes a call to action</i> )						

<b>Language Mechanics and Convention</b> (displays minor spelling, punctuation, and grammatical errors )						
<b>Total</b>						

Legend: Rating – Description

- 5 - Excellent
- 4 - Very Impressive
- 3 - Impressive
- 2 - Convincing
- 1 - Beginning

$$\text{Formula} = \frac{F + T + PT + C + R + L}{6} = \text{Total} / 6 = \boxed{\phantom{00}}$$

- Suggest ways on how to make the persuasive essay powerful.

#### F. Revising and Polishing

- Add needed information.
- Delete unnecessary information.
- Clarify the details.
- Organize your essay.
- Write the final copy of your persuasive essay.

#### G. Publishing

Publish your work in any school prompt or send it through email or blog.

#### MY TREASURE

*Now is the right time for you to reflect and focus on the essential points of the lesson that you:*

- enjoyed
- found helpful
- would like to work further on

Keep a record of all of these.

- Add your answers to the following questions:
  1. What is the most difficult and the most challenging part in this lesson?
  2. Write at least 3 possible ways/steps you can adopt for you to deal with these challenges.
  3. What skill do you hope to strengthen in the next lesson/s?

- Complete the chart as shown with entries called for.

<i>Essential points in the lesson that I</i>					
<i>enjoyed</i>	<i>found helpful</i>	<i>would like to work more on</i>	<i>found most difficult</i>	<i>hope to strengthen</i>	<i>intend to adopt</i>