

# 10

## *Celebrating Diversity through World Literature*

English

Learner's Material

Module 2:  
Establishing Solidarity  
Lesson 1

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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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##### MY TREASURE

## Module 2

### LESSON 1

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#### *Finding Common Ground*

#### YOUR JOURNEY

Have you had conflicts with others? How did these make you feel? What did you do?

There must have been times when you jump into conclusions without knowing and analyzing the cause of your misunderstanding with others. Searching for signals, which may be subtle, is a way of recognizing the root of conflicts and disagreements.

*"I think in most relationships that have problems, there's fault on both sides. And in order for it to work, there has to be some common ground that's shared. And it's not just one person making amends."*

**- Steve Carell**

#### YOUR OBJECTIVES

For you to follow the path of your journey, you have to:

- assess the effectiveness of the ideas presented in the material viewed, taking into account its purpose
- switch from one listening strategy to another to extract meaning from the listening text
- transcode information from linear to nonlinear texts and vice versa
- explain illustrations from linear to nonlinear texts and vice versa
- give technical and operational definitions
- express appreciation for sensory images used
- observe correct grammar in making definitions
- employ appropriate pitch, stress, juncture, and intonation in oral delivery
- identify parts and features of argumentative essays
- formulate claims of fact, policy, and value

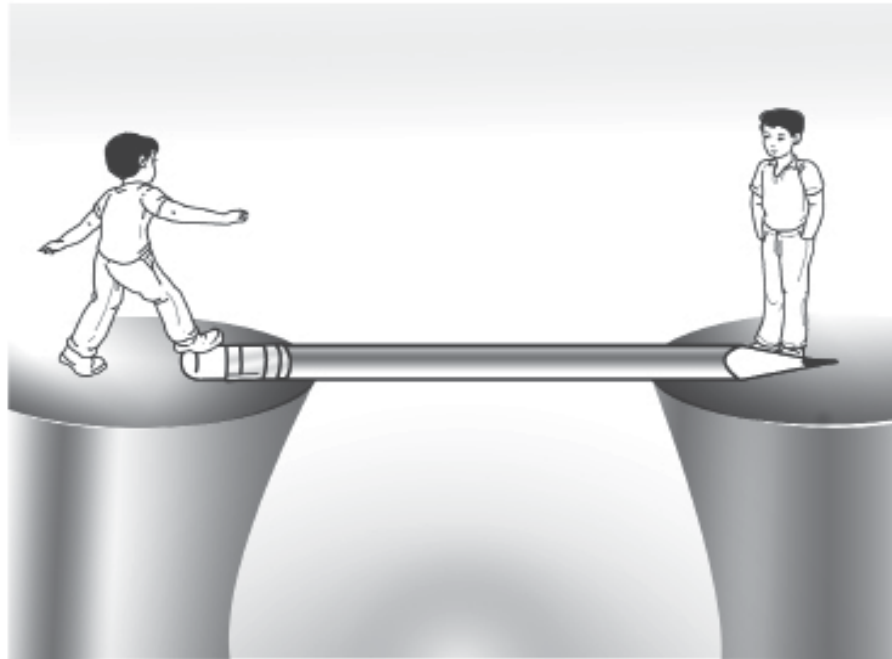


Be reminded that at the end of the module, you are expected to deliver an argumentative speech emphasizing how to resolve conflicts among individuals or groups. Your final output in this lesson is to present a news report.

## YOUR INITIAL TASKS

### Task 1 WHAT YOU SEE IS WHAT YOU GET!

Observe the picture below and identify details that symbolize the things to consider in resolving conflicts. Do you think the persons in the picture are trying to make amends to resolve a conflict? Discuss with a partner.



### Task 2 PREDICT AND EXPECT

- A. You will listen to a song entitled “Common Ground” by Kodakidz.

Predict words or phrases that you expect to hear from the song through its title. Write your answer in the box. Do this in your notebook.

--

B. Listen to the song, then check the words or phrases you listed.

## COMMON GROUND

by Kodaline

It's easy to win,  
It's harder to lose  
To admit that you're wrong  
When you've got something to prove.

You said it was easy  
I tell you they are wrong.  
So get busy learning,  
are you already gone?

People will tell you  
What you want to hear  
But the people who know you well  
Can make it all clear.

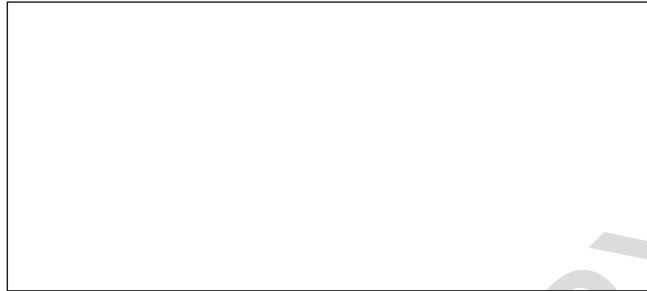
Life isn't easy,  
You got to be strong.  
So get busy learning,  
Are you already gone?

And all will be forgotten  
And we all fall apart,  
Yeah all will be forgotten  
But the common ground,  
It's a good place to start.  
Sure all will be forgotten,  
Yeah we will all be forgotten, fall apart.

We will all be forgotten,  
But common ground,  
Is a good place to start.  
Common ground is a good place to start.

### C. Pencil in

While listening to the song for the second time, sketch in the box an object you visualize in the song. Explain and discuss with a partner afterward.



### D. What's in the song?

Analyze and answer.

QUESTIONS	ANSWERS
1. What is the song all about?	
2. How did you feel while listening to the song?	
3. What advice is given in the song? Do you agree with it? Why/Why not?	
4. Would you follow the advice given? Why/why not?	
5. Explain what is emphasized in the song.	

### Task 3 READ ME

The family is the smallest unit of society and it is everything. Yet there is no such thing as a "perfect family."

Can you recall one unforgettable misunderstanding that happened in your family? How did your family cope with the tension it caused?

Read the text about the causes of conflict in a family.

#### **4 Causes of Family Conflict**

by K. Lee Banks

Family harmony provides a sense of belonging and a feeling of security unlike many other types of relationships. When conflict arises, it threatens that security. Whether the disharmony initiates from within the family unit or from external sources, individual family members and the family as a whole can experience a range of negative emotions and consequences. Unresolved conflict may irreparably damage a marriage and the entire family, if family members do not seek help.

One major source of family conflict is within the area of finances—specifically, the lack of enough money to pay bills, maintain the mortgage or rent, buy sufficient food and other necessities and have any remaining money for recreation, job or career may contribute to conflict within a family. If a parent's job keeps him/her away from home most of the time, the spouse at home with the children often feels neglected or overwhelmed. Conversely, if the parent becomes unemployed, this causes its own form of stress and conflict, as finances dwindle and uncertainty sets in about the future.

Another cause of family conflict is the inevitable rivalry that occurs between siblings. Children typically seek their parents' attention and approval, even if this requires tattling on, or sometimes causing harm to a sibling. Whether a child expresses jealousy of a sibling, competes with him/her or teases him/her non-stop, it is destined to cause conflict. Each child deserves an equal amount of parental love and acceptance, yet sometimes a parent may favor one child over another. This merely intensifies the conflict.

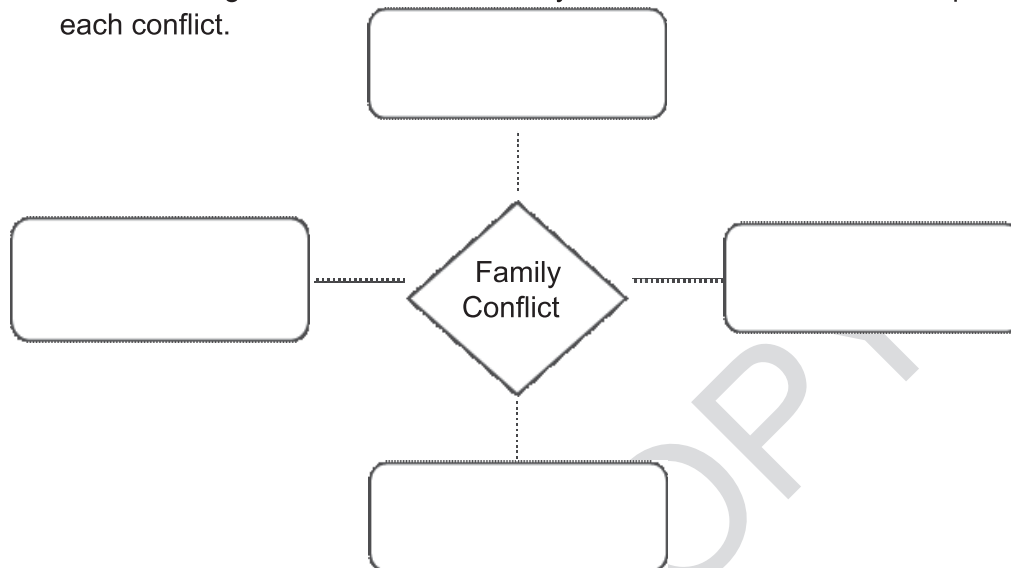
While mutual agreement on the subject of child discipline is crucial, the lack of consensus opens up another potential area for family conflict. If one parent acts as the “disciplinarian,” the other parent typically becomes the “consoler” to whom the children turn - this often pits one parent against the other.

Jokes and movies abound regarding conflict with in-laws (especially mothers-in-law); however, when you actually become involved in disagreements with your in-laws or extended family, it is no laughing matter. While it is preferable to respect your elders—parents and grandparents on both sides equally — this can prove to be challenging. If relatives routinely interfere in your family's decisions and lifestyle, conflict frequently results.



## Transcode Me

Fill in the diagram with causes of family conflict. Write a short description of each conflict.



Answer the questions below.

1. Which of these conflicts have you experienced with your family? Why?

---

---

2. What did you do to resolve the said conflict in your family?

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## Task 4 FYI

### A. Survey to Convey

Conflict situations arise among teenagers on a daily basis. Many times, minor conflict and disagreements can result in violence.

Below are common conflict situations among teenagers:




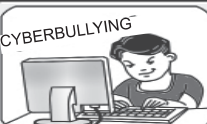




- Form a group consisting of 10 members.
- Conduct a survey about the common conflict situations in your group.
- Ask each group member who experienced the conflict. From the responses, rank the conflict from the most number of persons to the least who experienced it.
- Graph the results of the survey you conducted in your group.
- Write your interpretation of the graph in the box.

## B. Conflict Prevention

One must consider how to avoid conflicts. Complete the table below by writing ways to prevent each common conflict situation.

Conflict Situations	Prevention
 <b>Gossips</b>	
 <b>Fighting</b>	
 <b>Parent-child conflict</b>	
 <b>Cyberbullying</b>	

## YOUR TEXT

### Task 5 THINK THROUGH

In the box is a pool of words you will come across in the text. Read each definition and then choose the defined word from the pool. Write your answer in your notebook.

primordial	retrograde
lamentation	throng
blaspheme	scourge
omnipotence	coil

1. existing from the beginning
2. a series of loops; spiral
3. an agency or force of unlimited power
4. to speak of or address with irreverence
5. to crowd together in great numbers
6. a crying out in grief
7. to beat as if by blows of a whip
8. being or relating to the rotation of a satellite in a direction opposite to that of the body orbited

### Task 6 READ AND IMAGINE

Have you ever been to a house of horrors? Have you seen a horror movie? What are the things that shocked or frightened you? Read the excerpt below from "The Divine Comedy: Inferno." Note the frightening things Dante wrote to illustrate hell.

#### "Inferno"

Dante Alighieri  
translated by John Ciardi



**CANTO III**  
The Vestibule of Hell  
The Opportunists

*The Poets pass the Gate of Hell and are immediately assailed by cries of anguish. Dante sees the first of the souls in torment. They are THE OPPORTUNISTS, those souls who in life were neither for good nor evil but only for themselves. Mixed with them are those outcasts who took no sides in the Rebellion of the Angels. They are neither in Hell nor out of it. Eternally unclassified, they race round and round pursuing a wavering banner that runs forever before them through the dirty air; and as they run they are pursued, by swarms of wasps and hornets, who sting them and produce a constant flow of blood and putrid matter which trickles down the bodies of the sinners and is feasted upon by loathsome worms and maggots who coat the ground.*

*The law of Dante's Hell is the law of symbolic retribution. As they sinned so are they punished. They took no sides, therefore they are given no place. As they pursued the ever-shifting illusion of their own advantage, changing their courses with every changing wind, so they pursue eternally an elusive, evershifting banner. As their sin was a darkness, so they move in darkness. As their own guilty conscience pursued them, so they are pursued by swarms of wasps and hornets. And as their actions were a moral filth, so they run eternally through the filth of worms and maggots which they themselves feed.*

*Dante recognizes several, among them POPE CELESTINE V, but without delaying to speak to any of these souls, the Poets move on to ACHERON, the first of the rivers of Hell. Here the newly arrived souls of the damned gather and wait for monstrous CHARON to ferry them over to punishment. Charon recognizes Dante as a living man and angrily refuses him passage. Virgil forces Charon to serve them, but Dante swoons with terror, and does not reawaken until he is on the other side.*

I AM THE WAY INTO THE CITY OF WOE.  
I AM THE WAY TO A FORSAKEN PEOPLE.  
I AM THE WAY INTO ETERNAL SORROW.

5 SACRED JUSTICE MOVED MY ARCHITECT.  
I WAS RAISED HERE BY DIVINE OMNIPOTENCE,  
PRIMORDIAL LOVE AND ULTIMATE INTELLECT.

ONLY THOSE ELEMENTS TIME CANNOT WEAR  
WERE MADE BEFORE ME, AND BEYOND TIME I  
STAND.  
ABANDON ALL HOPE YE WHO ENTER HERE.

10 These mysteries I read cut into stone  
Above a gate. And turning I said: "Master,  
What is the meaning of this harsh inscription?"

And he then as initiate to novice:  
"Here must you put by all division of spirit  
15 And gather your soul against all cowardice.  
This is the place I told you to expect.  
Here you shall pass among the fallen people,  
Souls who have lost the good of intellect."  
So saying, he put forth his hand to me,

20 And with a gentle and encouraging smile  
He led me through the gate of mystery.

Here sighs and cries and wails coiled and recoiled  
On the starless air, spilling my soul to tears.  
A confusion of tongues and monstrous accents toiled

25 In pain and anger, voices hoarse and shrill  
And sounds of blows, all intermingled, raised  
Tumult and pandemonium that still

Whirls on the air forever dirty with it  
As if a whirlwind sucked at sand. And I,  
30 Holding my head in horror, cried: "Sweet Spirit,

What souls are these who run through this black haze?"  
And he to me: "These are the nearly soulless  
Whose lives concluded neither blame nor praise.

They are mixed here with that despicable corps  
35 Of angels who were neither for God nor Satan,  
But only for themselves. The High Creator

Scourged them from Heaven for its perfect beauty,  
And Hell will not receive them since the wicked  
Might feel some glory over them." And I:

40 "Master, what gnaws at them so hideously  
their lamentation stuns the very air?"  
"They have no hope of death," he answered me,  
  
"and in their blind and unattaining state  
Their miserable lives have sunk so low  
45 That they must envy every other fate.  
  
No word of them survives their living season.  
Mercy and Justice deny them even a name.  
Let us not speak of them: look, and pass on."  
  
50 I saw a banner there upon the mist,  
Circling and circling, it seemed to scorn all pause.  
So it ran on, and still behind it pressed  
  
A never-ending rout of souls in pain.  
I had not thought death had undone so many  
As passed before me in that mournful train.  
  
55 And some I knew among them; last of all  
I recognized the shadow of that soul  
Who, in his cowardice, made the Great Denial.  
  
At once I understood for certain: these  
Were of that retrograde and faithless crew  
60 Hateful to God and to His enemies.  
  
These wretches never born and never dead  
Ran naked in a swarm of wasps and hornets  
That goaded them the more the more they fled,  
  
And made their faces stream with bloody gouts  
65 Of pus and tears that dribbled to their feet  
To be swallowed there by loathsome worms and maggots.  
  
Then looking onward I made out a throng  
Assembled on the beach of a wide river,  
Whereupon I turned to him: "Master, I long  
  
70 To know what souls these are, and what strange  
Usage makes them as eager to cross as they seem to be  
In this infected light." At which the Sage:

75        "All this shall be made known to you when we stand  
             On the joyless beach of Acheron." And I  
             Cast down my eyes, sensing a reprimand

            In what he said, and so walked at his side  
             In silence and ashamed until we came  
             Through the dead cavern to that sunless tide.

80        There, steering toward us in an ancient ferry  
             Came an old man with white bush of hair,  
             Bellowing: "Woe to you depraved souls! Bury

            Here and forever all hope of Paradise:  
             I come to lead you to the other shore,  
             Into eternal dark, into fire and ice.

85        And you who are living yet, I say begone  
             From these who are dead." But when he saw me stand  
             Against his violence he began again:

            "By other windings and by other steerage  
             Shall you cross to that other shore. Not here! Not here!

90        A lighter craft than mine must give you passage."  
             And my Guide to him: "Charon, bite back your spleen:  
             This has been willed where what is willed must be,  
             And is not yours to ask what it may mean."

95        The steersman of that marsh of ruined souls,  
             Who wore a wheel of flame around each eye,  
             Stifled the rage that shook his woolly jowls.

            But those unmanned and naked spirits there  
             Turned pale with fear and their teeth began to chatter  
             At sound of his crude bellow. In despair

100       They blasphemed God, their parents, their time on earth,  
             The race of Adam, and the day and the hour  
             And the place and the seed and the womb that gave them birth.

But all together they drew to that grim shore  
Where all must come who lose the fear of God.  
105 Weeping and cursing they come for evermore,

And demon Charon with eyes like burning coals  
Herds them in, and with a whistling oar  
Flails on the stragglers to his wake of souls.  
As leaves in autumn loosen and stream down  
110 Until the branch stands bare above its tatters  
Spread on the rustling ground, so one by one

The evil seed of Adam in its Fall  
Cast themselves, at his signal, from the shore  
And streamed away like birds who hear their call.

115 So they are gone over that shadowy water,  
And always before they reach the other shore  
A new noise stirs on this, and new throngs gather.

"My son," the courteous Master said to me,  
"all who die in the shadow of God's wrath  
120 Converge to this from every clime and country.

And all pass over eagerly, for here  
Divine Justice transforms and spurs them so  
Their dread turns wish: they yearn for what they fear.

No soul in Grace comes ever to this crossing;  
125 Therefore if Charon rages at your presence  
You will understand the reason for his cursing."

When he had spoken, all the twilight country  
Shook so violently, the terror of it  
Bathes me with sweat even in memory:

The tear-soaked ground gave out a sigh of wind  
130 That spewed itself in flame on a red sky,  
And all my shattered senses left me. Blind,

Like one whom sleep comes over in a swoon,  
I stumbled into darkness and went down.



### Thinking about the Text






1. What is Virgil's advice to Dante as spoken at the Gate of Hell?
2. Who are the souls tortured in this Canto?
3. What is Charon's reaction to Dante's attempt to cross the river of Acheron?
4. How does Virgil silence Charon?

### Task 7

#### A SENSE CHART

In Canto III, Dante begins his description of Hell, which becomes an assault on the senses of the readers. As we read his harrowing descriptions of the sounds, sights, and even smells of Hell, we come to share in Dante's repugnance of the horrible experience the poet encounters.

List the details from the Canto for each sense in its proper column.

Topic _____				
Eye 			Lip 	

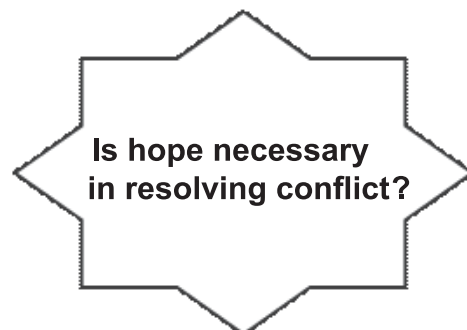
#### B. Use your Senses

Form 4 groups. Perform the task assigned in your group.

1. Eye Group – Make a poster of what hell looks like based on the text.
2. Ear Group – Record sounds of hell based on the details from the text or use your voice and other materials available in producing the sounds.
3. Hand Group – Show an interpretative dance to reflect the movements of tormented souls.
4. Lip Group – Present a speech choir about doing good to avoid being in hell (based on the text).

## Task 8 APPLYING WHAT YOU READ

In “Canto III” of “Inferno” by Dante, Charon tells the souls to “Bury here and forever all hope of Paradise.”



Explain your answer.

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## Task 9 MAKING DEFINITIONS

*Definitions* are a core part of any dictionary. Writing basic definitions requires skill, practice, and sometimes help.

Read the basic guidelines to follow when writing a definition:

1. Just the (dictionary) facts
  - A definition should contain the information about the word and what the word refers to. Do not include usage notes in a definition. Get to the point. Clarity, brevity, and conciseness are better when writing definitions.
2. Avoid complicated terms
  - Avoid terms that are more complicated or more technical than the term being defined. The purpose of a definition is to clarify meaning.
3. Avoid specific terms
  - Use conventional English words in explanations whenever possible. The more widespread a term is, the more users will benefit.
  - Stay away from jargon. Highly technical terms will most likely require a user to look up many terms in the definition just to understand what it says. Although there are cases that involve the use of a technical term in a specialized field, it should be minimal.
4. Avoid circularity
  - It is not good to define a word with that same word in the definition. Use different terms.
  - Avoid defining a term solely using etymologically or morphologically related terms. Adverbs are especially prone to being defined by the adjective from which they derive.

5. Make it simple

- Write with simple grammatical structures rather than complex ones.  
Place key terms and short explanations near the start of the definition.

[http://en.wiktionary.org/wiki/Help:Writing\\_definitions](http://en.wiktionary.org/wiki/Help:Writing_definitions)

**Define Me**

- Alphabetize the words.
- With your group, go over the other unfamiliar words in your main text.
- Make definitions of these unfamiliar words by following the guidelines.

Word	Definition

**YOUR DISCOVERY TASK**

**Task 10 READ TO WRITE!**

What is an  
argumentative essay?



Read an example of an argumentative essay below.

Have you ever taken a ride in a public transportation with an aggressive driver? How did you feel? What did you do? Did you argue with the driver?

**Aggressive Driving Should Be Avoided**

Aggressive driving is a phenomenon, which has only recently got the public worried. The National Highway Traffic Safety Council (NHTSC) defines aggressive driving as the “operation of a motor vehicle in a manner that endangers or is likely to endanger persons or property.” Actions such as running red lights, improper passing, overtaking on the left, improper lane change, failing to yield, improper turns, running stop signs, tailgating, careless driving, and speeding are examples of aggressive driving. Such actions are dangerous to other road users. Aggressive driving should be avoided because it causes crashes, injuries, and fatalities.

The first reason why aggressive driving should be avoided is it causes crashes. According to NHTSC, between 78 percent (excessive speed) and 100 percent (improper passing) of the cases of aggressive driving resulted in traffic crashes and 96 percent of the drivers cited for “following too closely” or tailgating caused crashes as a result of their aggressive driving. Moreover, “running red light,” “improper passing,” and “overtaking on the left” topped other categories of aggressive driving in contributing to traffic crashes.

Another reason why aggressive driving should be avoided is it causes injuries. NHTSC states that the percentages of the injuries caused by aggressive driving are, in almost all categories of aggressive driving, above 100 percent.

Aggressive driving also causes fatalities. “Overtaking on the left” appears to be the most important contributing factor in traffic fatalities as it relates to aggressive driving. “Improper lane change,” “running stop sign,” and “running red light” rank second through four in terms of their contribution to traffic fatalities.

The above evidence shows that aggressive driving causes crash injuries and fatalities. Hence, aggressive driving should be avoided. Since the opening on the North-South Highway, the number of kilometers of roads in the country has increased by one percent while the number of vehicle miles driven has increased by 35 percent. More cars and more drivers are also on the road leading to more aggressive drivers.

<http://learnenglishessay.blogspot.com/2011/12/argumentative-essay.html>

### **A. Reason Out!**

In the boxes provided below, give three reasons why aggressive driving should be avoided. Write your explanation opposite each box.

<div></div>	<div><div></div><div></div><div></div></div>
<div></div>	<div><div></div><div></div><div></div></div>
<div></div>	<div><div></div><div></div><div></div></div>

## B. I Saw the Sign!

With your group, create a friendly reminder / signage on motorists' safety while driving. Write it in the box.



Present the signage to the rest of the class.

What you just read is an example of an argumentative essay. To know more about it, read the following details.

An **argumentative essay** tries to change the reader's mind by convincing the reader to agree with the writer's point of view.

### Characteristics of an Argumentative Essay

An argumentative essay attempts to be highly persuasive and logical. It usually assumes that the reader disagrees with the writer, but it should be noted that the reader is no less intelligent than the writer. Hence, an argumentative essay should be written objectively and logically.

An argumentative essay has the following characteristics:

- presents and explains the issue or case
- gives reasons and supports these reasons to prove its point
- refutes (proves wrong) opposing arguments

### Parts

#### 1. Introduction

First is the introductory paragraph. It introduces the problem and gives the background information needed for the argument and the thesis statement.

#### 2. Body

The body of the essay contains the reasons. Each paragraph talks about one reason. The reason is included in the topic sentence and is supported by details or materials. These supporting materials can be examples, statistics, personal experiences, or quotations.

#### 3. Conclusion

The conclusion restates the main claim and gives one or two general statements that exactly summarize the arguments and support the main premise.

### Task 11 IDENTIFY AND CLASSIFY!

From the model argumentative essay, identify its parts by rewriting the essential statements in the box.

#### Aggressive Driving Should Be Avoided

**Introduction:**

**Body:**

**Conclusion:**

### Task 12 HAVE YOUR SAY!

Do you have any trouble addressing any topic given to you? What measures do you take to overcome your difficulty?

- A. Examine some sample questions that appeared in essay exams.
1. How do *telenovelas* affect your life? Discuss.
  2. Should the death penalty be imposed? Discuss.
  3. Why do many people believe in ghosts? Discuss.

All of these are asking for either your opinion or your experience. Remember, your opinion cannot be wrong. The only way you can mess up is to poorly support your opinion.

The topics lead to your opinion by asking three specific types of questions: questions of fact, value, and policy.

**Questions of Fact** are those that ask you to answer whether or not something is true. These questions are always answered with either “Yes” or “No” and then you must construct paragraphs to support the facts.

*Example:* Is the wall blue? (Yes or No, and then your evidence)

**Questions of Value** address the relative merit (goodness or badness) of something. Here you are usually asked to choose between things, ideas, beliefs, or actions, and explain why you did so.

*Example:* Which is more valuable, love or money? (Which and then why?)

**Questions of Policy** ask the writer to explain what they would do. The key word in these topics is usually “should” as in “what should we do...?” The question asks the writer to make a plan of action to solve some sort of problem. The answer is a breakdown of the plan and a justification that it fixes the problem.

*Example:* What should be done to combat the drug problem? (Plan and justify.)

<http://www.keithmurphy.info/1102/question.htm>

B. Formulate your own!

Form five groups then formulate your own claims of fact, policy, and value based on your chosen topic from the list provided. Use the organizer below to present your claims.

**List of Topics**

1. Resolving Conflicts
2. Unity in Diversity
3. Harmonizing Relationship with Others
4. Recognizing Interpersonal Convergence
5. Bridging the Gap

TOPIC _____		
Claim of Fact	Claim of Policy	Claim of Value

## YOUR FINAL TASK

### Task 13 Express Yourself!

Intonation matters! Do you know that intonation affects the meaning of a sentence?

**Intonation** – the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said

**Juncture** – the manner in which words come together and a connection is made

**Stress** – accent, the relative prominence of a syllable or musical note

**Pitch** – the property of sound with variation in frequency of vibration



Below are the commonly used expressions. These are necessary words to be respected and accepted.

A. Form a group and perform the intonation activities for oral fluency.

**Group 1**

Say "Hello" in the following situations:

- to a friend
- to a friend you haven't seen for a year
- to your teacher
- to a six-month old baby
- to someone you found doing something they shouldn't
- to someone you're not sure is still on the other end of the phone

**Group 2**

Say "How are you?" in the following situations:

- to someone you meet for the first time
- to someone you haven't seen for 3 years
- to someone who just recovered from sickness
- to someone who has recently lost a member of the family

**Group 3**

Say "Thank you" to the following people:

- someone who helped you carry your bag
- someone who gave you a present
- someone who opened the door for you
- your boss for allowing you to take a leave

**Group 4**

Say "Please" in the following situations:

- when you're requesting for something
- when you're asking someone to do something
- when you're offering something
- when you're giving a command

**Group 5**

Say "Excuse me" in the following situations:

- when you want to interrupt a conversation
- when you want to clarify something
- when you are correcting someone
- when you want to get a person's name
- when you're asking for directions

### Performance Rubric

Excellent (5 points)	Good (4 points)	Fair (3 points)	Poor (2 points)	Unacceptable (1 point)
A perfect center of pitch, stress, juncture, and intonation are maintained ALL of the time in different situations. No tendency toward sharpening or flattening notes.	A perfect center of pitch, stress, juncture, and intonation are maintained MOST of the time in different situations. Students tend to go sharp or flat in extreme registers or vocal "breaks."	A perfect center of pitch, stress, juncture, and intonation are maintained SOMETIMES in different situations. Students tend to go sharp or flat throughout their vocal range at times.	A perfect center of pitch, stress, juncture, and intonation are maintained OCCASIONALLY in different situations. Students go sharp or flat consistently with some moments of perfect pitch.	A perfect center of pitch, stress, and juncture does NOT occur in different situations. Students have little sense of intonation.

### It's your turn!

This time say the following statements correctly and determine if you are going to use a rising or a falling intonation.

1. It's unbelievable!
2. That's great!
3. Oh, sure I will.
4. You must be kidding!
5. Really? That's good!
6. Don't worry, I understand.
7. You shouldn't have.
8. I think I will.
9. Keep it up!
10. It's okay.

## Task 14 NEWS WRITING AND REPORTING

### NEWS



### What makes a good news story?

Brainstorm the characteristics of a good news story with a partner (3 minutes).

### Key Components of a Good News Story

- Attention-getting headline
- A strong lead containing 5 Ws and H (who, what, when, where, why, and how)
- Use of quotes
- Real facts (truth and accuracy matter)
- A strong summary
- Organization of the news (presenting information from most to least important)

### What makes a story newsworthy?

Some key elements when considering “newsworthiness” are:

- **Timing:** If it happened today, it’s news, if it happened last week, it’s not; with 24-hour news access, “breaking” news is important.
- **Significance:** How many people are affected?
- **Proximity:** The closer a story hits home, the more newsworthy it is.
- **Prominence:** When famous people are affected, the story matters (i.e., car accident involving your family vs. a car accident involving the President).
- **Human Interest:** Because these stories are based on emotional appeal, they are meant to be amusing or to generate empathy or other emotions. They often appear in special sections of the newspaper or at the end of the newscast as a “feel good” story or to draw attention to something particularly amusing, quirky, or off-beat.

<http://www.pbs.org/now/classroom/lessonplan-05.html>

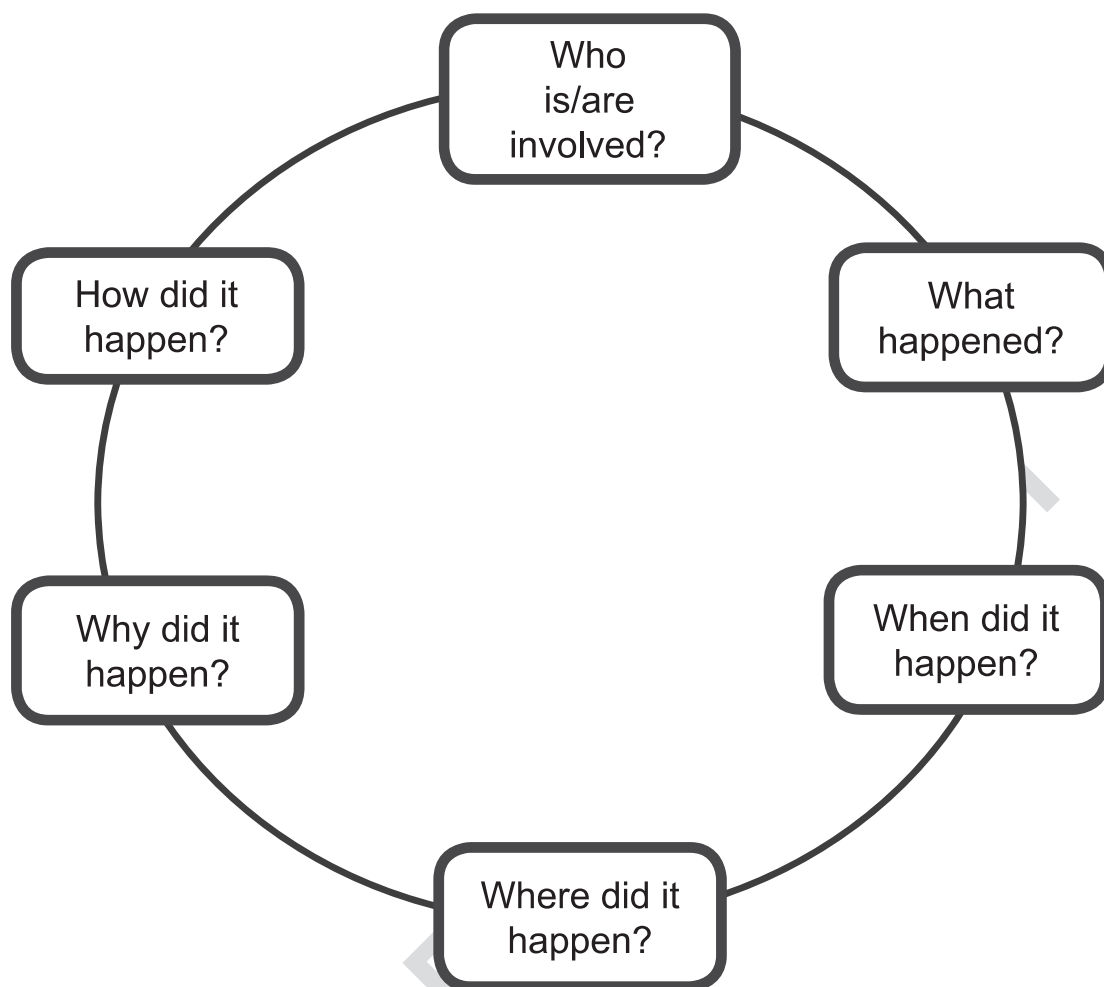
#### A. News.. News... News...

Bring a newspaper. With your partner, evaluate one article from the newspaper if it contains the key components of a good story.

Is the article a good news story? Explain.

#### B. Write a News Item

With a partner, write a news story on *resolving conflicts* that happened in your school or community. Fill up the chart to help in writing the first paragraph or the lead.



<b>Title of the News</b>	
<b>Lead</b>	
<b>Other Details</b>	
<b>Summary</b>	

Organize the information of your news story from the most important to the least. Then, rewrite the final news story on a short bond paper.

### C. Report News



What makes a story clear, audible, and understandable?

#### Tips on Presenting Your News

- Use an introduction. Make sure these sentences are easy to understand and should be delivered no longer than 20 seconds.
- Check if you are saying the names of people and places correctly.
- When you read your introduction, speak clearly and be enthusiastic.
- You can emphasize important words by pausing before you say them or saying them a little louder. Mark these words on your script so you won't forget.
- Speak in a normal voice. You don't have to shout and you shouldn't whisper.
- Stand or sit up straight. Be natural. Try not to move too much or it will distract your audience.
- Practice with the camera and microphone to get used to what it feels like to present news.
- Have fun!

<http://splashlive.abc.net.au/res/mtn/sr/w5/TSS-5.1.pdf>

#### 1. Practice to Polish

With a small group, practice reporting and presenting the written news story. Follow the tips on presenting a news report.

#### 2. Present Your News

With the rest of the class, present your news report with ease and confidence. Be guided with the rubrics on the next page for a successful news report presentation.

*Note:* The outstanding news presentation will be uploaded in YouTube.

### Oral News Report Rubric

	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Topic Choice	Topic is of high interest and educational value; teaches new ideas and information.	Topic is of interest to audience; teaches some new information.	Appropriate topic	Inappropriate topic
Content	Highly detailed; well organized; shows a strong understanding of the topic	Reports all the basic facts in an organized way	Reports some of the basic facts	Incomplete, reports few details, too brief, disorganized or confusing
Voice and Manner	Loud, clear, and relaxed with few pauses; well prepared	Loud, clear, with some pauses to gather thoughts; seems well prepared; somewhat nervous	Varies from loud and clear to difficult to understand; seems prepared; may have some nervous and distracting behavior	Difficult to hear or understand; seems unprepared or has body movement that significantly distracts listeners
Eye Contact	Consistent eye contact with many members of the audience; rarely looks at notes	Eye contact mainly with the teacher or one member of the audience; occasionally refers to notes	Sometimes looks at the audience; often looks at notes or elsewhere	Little or no eye contact with the audience
On Time	Ready on assigned date	One day late	Two days late	Not ready until the following week
Audience	Listens attentively & participates in discussions	Listens and participates	Listens but doesn't participate	Neither listens nor participates in discussions



<http://www.brainyquote.com/quotes/quotes/t/tdjakes488835.html#d25GIhrKtcfXArKH.99>

### MY TREASURE

*I like to see myself as a bridge builder, that is me building bridges between people, between races, between cultures, between politics, trying to find common ground.*

**T. D. Jakes**

Summing up what I learned in my journey through this lesson:

I learned that

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I realized that

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I promise to

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