

10

Celebrating Diversity through World Literature

English

Learner's Material

Module 2:
Establishing Solidarity
Lesson 6

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

We value your feedback and recommendations.

Department of Education
Republic of the Philippines

Celebrating Diversity through World Literature – Grade 10

English - Learner's Material

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Module 2

LESSON 6

Embodying Solidarity

YOUR JOURNEY

How do we embody solidarity in a world of diversity? In what ways can we overcome the walls of differences and rise above disparities to achieve oneness with our fellowmen?

Solidarity is a bond that unites us with other people, with the country, with the world, and with nature. Being in harmony with all of them makes life meaningful and blissful. In the face of struggles and conflicts, people reach out to their fellows in search of resolution. In the process, we learn to value friendship near and far; we learn to appreciate what nature offers; and we learn to preserve the treasures of the world.

The literature presented in this lesson will enable you to face challenges and conflicts as a part of life and deal with them triumphantly.

YOUR OBJECTIVES

This lesson is designed to help you achieve the following objectives:

- identify unsupported generalizations and exaggerations
- use previous experiences as a scaffold to the message conveyed by a material viewed
- give technical and operational definitions
- evaluate text content, elements, features, and properties using a set of criteria
- evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups
- use words or expressions that affirm or negate
- write an argumentative essay
- deliver an argumentative speech emphasizing how to resolve conflicts among individuals or groups



Be reminded that at the end of the module, you are expected to deliver effectively an argumentative speech emphasizing how to resolve conflicts among and between individuals or group.

YOUR INITIAL TASKS

Task 1 OVERDOING THE GENERALS

- Listen attentively to the statements that will be read by your teacher. Identify whether it is an unsupported generalization or an exaggeration. Be ready to support your answer.
- Work on the text independently. Tell whether the statement contains unsupported generalizations or exaggerations.

Remember!

Unsupported generalizations and exaggerations are baseless information that can mislead listeners or readers. Unless additional information to support them is available, do not believe them immediately. Check for accuracy and truthfulness.

Task 2 SOLID DURING THE ODDS

- Small Group Discussion (SGD). Take a closer look at the video.
- Be guided by the questions below as you view the video.
- How would you extend help to your fellowmen in times of calamities?



<https://www.youtube.com/watch?v=aQVLd7al7cE>

- Have you experienced being devastated by a strong typhoon? an earthquake? a tsunami? How did you feel then?
- How did you cope with the situation?
- How would you describe the scene of the aftermath?
- How did the people in your community help one another during those trying times?
- What inherent traits or values are evident in times of calamity? List them down.
- Do these traits and values embody solidarity? Why? How?
- What is the message conveyed by the picture?

Task 3 MAKING E-SENSE

- Gauge your understanding of “Embodying Solidarity.” What do you hope to achieve from this lesson?
- List down at least five words that you associate with solidarity.

1. _____
2. _____
3. _____
4. _____
5. _____

- Expound on these ideas by writing your expectations of the lesson.
- I expect that this lesson will...

- At this point, you may proceed to the next phase of the lesson.

YOUR TEXT

Task 4 I MEAN...

The following terms are used in the text. To better understand the selection, define these terms operationally and technically.

Terms	Operational Definition	Technical Definition
Musketeers		
Noble		
Spies		
Cardinal		
Duke		

Task 5 FROM COVER TO COVER

How would you embody harmony in times of struggles and conflicts?

The friendship featured in “The Three Musketeers” is among four young gentlemen devoted to the King. Their friendship allows them to combine forces and defeat evil powers that might otherwise prevail. Friendship is thus portrayed in an immensely positive light in the story — they are always there to share and support each other.

THE THREE MUSKETEERS

Alexander Dumas

D'Artagnan (dar-TAN-yan), a poor but noble young man from Gascony, leaves his home to make his fortune in Paris. He is carrying a letter of introduction to his father's friend, Monsieur de Treville, captain of the King's Musketeers. On the way to Paris, D'Artagnan's impulsive nature gets him into trouble; he is beaten and the letter of introduction is taken from him.

In Paris, he nevertheless is granted an interview with Monsieur de Treville, and is promised acceptance in the Royal Academy free of charge, where he can learn fencing, riding, and good manners; later, with experience, D'Artagnan, can expect to become a musketeer.

While Treville, is writing a new letter of introduction, D'Artagnan glances out the window and, by accident, sees the person who robbed him. He runs after him, and while pursuing him, he offends three musketeers: first, he collides with Athos, reinjuring Athos's wounded shoulder; then he jostles Porthos and reveals a partly counterfeit golden shoulder belt that he is wearing; and finally, he offends Aramis by ungallantly and unintentionally bringing attention to a lady's handkerchief. He is challenged to a duel by each of the musketeers. After he meets the musketeers and begins dueling with Athos, they are all threatened with arrest by the dreaded cardinal's guards because of a law against dueling. D'Artagnan joins forces with the musketeers and helps drive the cardinal's men away. Thus, almost immediately after his arrival in Paris, D'Artagnan becomes an intimate friend of the three musketeers.

One day, D'Artagnan's elderly landlord, Bonacieux, comes to ask him for help; the landlord's young wife, Constance, has been kidnapped — probably by the cardinal's men because she is the queen's linen maid and knows many of the queen's secrets, secrets which the cardinal desperately wants revealed so that he can discredit the queen, who earlier rejected his romantic advances. D'Artagnan is able to rescue Madame Bonacieux from her abductors and, while doing so, falls in love with her. Later, when he inadvertently sees her cross a bridge with a strange man, he stops them and discovers that the man is an English nobleman, the Duke of Buckingham, the queen's secret lover; being an Englishman, the man is also an enemy of France. That night, the queen gives the duke an elegant gift of twelve diamond tags in a rosewood box.

When the cardinal, through his extended and vast network of spies (one of whom is among the queen's ladies-in-waiting) discovers that the queen has given Buckingham the diamond tags, he asks the king to give a fabulous ball and demand that the queen wear the king's gift to her: the twelve diamond tags.

The queen is terrified when she learns about the ball and hears her husband order her to wear the diamond tags. She knows very well that they are in London, in the possession of the duke of Buckingham. Meanwhile, the cardinal sends one of his spies — the elegant and beautiful Milady — to London; he instructs her to dance with the duke, snip off at least two of the diamond tags, and return them to the cardinal so that he can use them in a blackmail scheme.

Ready to help the queen regain the diamond tags, whatever the cost, Constance Bonacieux pleads with D'Artagnan to undertake the dangerous trip to London in order to retrieve the diamond tags from the duke before the ball and thereby save the queen's reputation. D'Artagnan readily accepts Constance's request, and accompanied by the three musketeers, he begins the hazardous trip to London. On the way, they are continually ambushed by the cardinal's spies, and one by one, the musketeers are foiled from accompanying D'Artagnan to London.

When D'Artagnan reaches London, he reports the situation to Buckingham, who discovers in horror that two of the tags are missing. Immediately, he calls in his personal jeweler and instructs him to work furiously in order to make exact copies. He gives the copies to D'Artagnan, along with the remaining ten tags, and a superb, prearranged series of horses that will take D'Artagnan from London to Paris in twelve hours. Thus, the queen is able to appear in what seems to be all twelve of the diamond tags — to the utter astonishment of the cardinal. For D'Artagnan's heroic efforts, the queen secretly presents him with a large, magnificent diamond ring.

After agreeing to a rendezvous with Constance (which never takes place because she is again abducted by the cardinal's men), D'Artagnan is told that it is dangerous to remain in Paris: the cardinal knows everything that happens in Paris; it will not be long, before he learns about D'Artagnan's role in the diamond tag escapade. D'Artagnan therefore decides that this would be a good time to discover what happened to his musketeer friends.

He returns to each of the places where he left them, and finding them all safe, they return to Paris — only to discover that they must buy equipment for the king's next military maneuver: the siege of La Rochelle. Each of the musketeers must find some way of getting money — something they are always short of.

While pondering how to get some cash, D'Artagnan sees Milady by accident and is overwhelmed by her beauty; he follows her and tries to protect her from a bothersome man who turns out to be her brother-in-law. The brother-in-law challenges D'Artagnan to a duel and they fight. D'Artagnan overpowers him, but spares his life. In appreciation for his life, the brother-in-law — Lord de Winter — introduces D'Artagnan to Milady, Lady de Winter. Meanwhile, Milady's maid sees D'Artagnan and falls in love with him, and later she tells him that Milady is madly in love with Count de Wardes, the man whom D'Artagnan wounded just before sailing to London. She also gives D'Artagnan a love note which Milady has written to de Wardes. D'Artagnan is so furious that he forges de Wardes' signature on a return letter to Milady, arranging a dark, nighttime rendezvous with Milady.

The plan works, and afterward Milady is so satisfied that she gives D'Artagnan an elegant sapphire ring surrounded with diamonds, promising to have "that stupid D'Artagnan" killed for having wounded de Wardes.

Later, D'Artagnan is furious, and, in order to get revenge against her, he answers another love note of hers to de Wardes, signing de Wardes' name under a flippant reminder that Milady has to "wait her turn." Milady rears up and tries to kill D'Artagnan and as they scuffle, her nightgown is torn and D'Artagnan sees the mark of a convict branded on one of her shoulders. The discovery of this secret is so

terrible that Milady vows that D'Artagnan will die. By a stroke of good fortune, however, and some help from Kitty, D'Artagnan escapes.

Relating the adventure to Athos later, the two men discover that Milady is Athos's wife, a woman whom he thought he hanged after he discovered that she was a branded criminal. Athos and D'Artagnan decide to sell Milady's "tainted" ring — which originally belonged to Athos's family — and now they are both able to buy their equipment for the siege of La Rochelle. Meantime, Porthos has obtained his equipment from his aging, miserly mistress, and Aramis has obtained his equipment from his beloved friend, Madame de Chevreuse.

Before D'Artagnan and the musketeers leave in their separate regiments for the siege, the king becomes ill, and D'Artagnan's group moves out first, leaving the musketeers behind for the time being to await the king. D'Artagnan is lonesome for his friends and, one day, he wanders off alone — not a wise decision, because he is fired at by two of Milady's hired assassins. Later, during a dangerous mission that D'Artagnan is leading, the same two assassins again try to kill him. When this attempt fails, Milady decides to have some poisoned wine delivered to D'Artagnan — compliments of "the three musketeers." D'Artagnan does not realize that the wine is poisoned, and he is so busy talking that he fails to drink the wine immediately. Instead, another soldier drinks the wine — and falls dead.

Meanwhile, the three musketeers are enjoying their leisure time, drinking and joking, and, by chance, they meet the cardinal, who is going to a meeting with Milady, who is staying at the inn which the musketeers just left. The musketeers accompany the cardinal and listen through a broken stovepipe to the conversation.

Milady, they learn, is going to London to make sure that the duke of Buckingham is killed; in return, the cardinal will take revenge against D'Artagnan. The musketeers immediately decide on a plan to warn D'Artagnan and Buckingham. Thus, when Milady arrives in England, she is taken prisoner by her brother-in-law, de Winter. However, she cleverly corrupts her jailer, convinces him (a religious puritan fanatic) that Buckingham deserves to be put to death, and he obeys her.

She then escapes to France, where she is determined to complete her revenge against D'Artagnan. She goes to the convent where the queen has placed Constance Bonacieux, D'Artagnan's beloved, for protection, and there Milady wins the young girl's confidence. Precisely when D'Artagnan and the musketeers arrive to rescue Constance, Milady poisons her and escapes.

D'Artagnan and the musketeers track her down, accuse her of her many crimes — and execute her. When the entire story is revealed later to the cardinal, he is horrified at the extent of Milady's evil web of death, and he is extremely impressed with D'Artagnan's laudable actions. Consequently, he writes out a commission for D'Artagnan to become a lieutenant in the King's Musketeers. After offering the commission to Athos, Porthos, and Aramis and being refused by all three, D'Artagnan accepts the prestigious commission at the early age of twenty-one.

www.cliffnotes.com/literature/t/the-three-musketeers/book-summary

Task 6 TIME FOR A CHECKUP!

Small Group Discussion

Form groups of five. Answer the questions below then share your responses with the class.

1. The three musketeers proclaim their motto as “All for one, one for all.” What does this motto mean?
2. How would you describe society during the late-medieval France based from the setting of the story?
3. How do the protagonists assert conflicts and resolutions in the hierarchical state of affairs of the country?
4. What principle do D’Artagnan and the three musketeers uphold? Do you agree with their principles? Why? Why not?
5. What personal code of ethics (principles) do the protagonists abide with? Why do you think so?
6. What conflict did the following characters have in the story and how did they resolve it? Accomplish the chart in their appropriate heading.

Character	Conflict	Resolution
D’Artagnan		
Athos, Porthos, and Aramis		
Cardinal		
Queen		
Milady		

7. How does the world Dumas portrayed in “The Three Musketeers” resemble the modern corporate world? (business in today’s worth)?

Task 7 LITERARY VALUE

Here are some characteristics of great literature. Analyze whether the story, “The Three Musketeers”, meet the following criteria.

1. Explores great themes in human nature and human experience that many people can identify with — such as growing up, family life, love, the courageous individual’s struggle against oppression and war.
2. Expresses universal meaning — such as truth or hope — that people from many different backgrounds and cultures can appreciate.
3. Conveys a timeless message that remains true for many generations of readers.
4. Creates vivid impressions of characters and settings that many generations of readers can treasure.

- ❖ Some literary works may not meet the criteria, but you can apply other standards of evaluation when you are making judgments about a work.

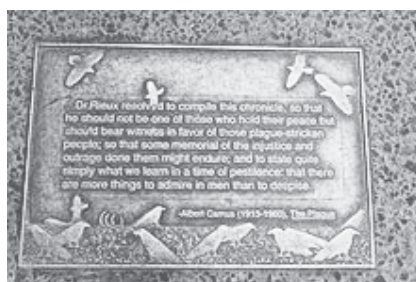
Source: Heath, English 10, USA @ 2000

Task 8 WHIP IT!

Read the selection below.

THE PLAGUE

by Albert Camus



In the town of Oran, thousands of rats, initially unnoticed by the populace, begin to die in the streets. A hysteria develops soon afterward, causing the local newspapers to report the incident. Authorities responding to public pressure order the collection and cremation of the rats, unaware that the collection itself was the catalyst for the spread of the bubonic plague.

The main character, Dr. Bernard Rieux, lives comfortably in an apartment building when strangely the building's concierge, M. Michel, a confidante, dies from a fever. Dr. Rieux consults his colleague, Castel, about the illness until they come to the conclusion that a plague is sweeping the town. They both approach fellow doctors and town authorities about their theory, but are eventually dismissed on the basis of one death. However, as more and more deaths quickly ensue, it becomes apparent that there is an epidemic.

Authorities, including the Prefect, are slow to accept that the situation is serious and quibble over the appropriate action to take. Official notices enacting control measures are posted, but the language used is optimistic and downplays the seriousness of the situation. A "special ward" is opened at the hospital, but its 80 beds are filled within three days. As the death toll begins to rise, more desperate measures are taken. Homes are quarantined; corpses and burials are strictly supervised. A supply of plague serum finally arrives, but there is only enough to treat existing cases and the country's emergency reserves are depleted. When the daily number of deaths jumps to 30, the town is sealed and an outbreak of plague is officially declared.

The town is sealed off. The town gates are shut, rail travel is prohibited, and all mail service is suspended. The use of telephone lines is restricted only to "urgent" calls, leaving short telegrams as the only means of communicating with friends or family outside the town. The separation affects daily activity and depresses the spirit of the townspeople, who begin to feel isolated and introverted, and the plague begins

to affect various characters.

One character, Raymond Rambert, devises a plan to escape the city to join his lover in Paris after city officials refused his request to leave. He befriends some underground criminals so that they may smuggle him out of the city. Another character, Father Paneloux, uses the plague as an opportunity to advance his stature in the town by suggesting that the plague was an act of God punishing the citizens' sinful nature. His diatribe falls on the ears of many citizens of the town, who turned to religion in droves but would not have done so under normal circumstances. Cottard, a criminal remorseful enough to attempt suicide yet fearful of being arrested, becomes wealthy as a major smuggler. Meanwhile, Dr. Rieux, a vacationer Jean Tarrou, and a civil servant Joseph Grand exhaustively treat patients in their homes and in the hospital.

Rambert informs Tarrou of his escape plan, but when Tarrou tells him that others in the city, including Dr. Rieux, also have loved ones outside the city whom they are not allowed to see, Rambert becomes sympathetic and changes his mind. He then decides to join Tarrou and Dr. Rieux to help fight the epidemic.

In mid-August, the situation continues to worsen. People try to escape the town, but some are shot by armed sentries. Violence and looting break out on a small scale, and the authorities respond by declaring martial law and imposing a curfew. Funerals are conducted with more and more speed, no ceremony, and little concern for the feelings of the families of the deceased. The inhabitants passively endure their increasing feelings of exile and separation; despondent, they waste away emotionally as well as physically.

In September and October, the town remains at the mercy of the plague. Rieux hears from the sanatorium that his wife's condition is worsening. He also hardens his heart regarding the plague victims so that he can continue to do his work. Cottard, on the other hand, seems to flourish during the plague, because it gives him a sense of being connected to others, since everybody faces the same danger. Cottard and Tarrou attend a performance of Gluck's opera *Orpheus and Eurydice*, but the actor portraying Orpheus collapses with plague symptoms during the performance.

Rambert finally has a chance to escape, but he decides to stay, saying that he would feel ashamed of himself if he left.

Towards the end of October, Castel's new anti-plague serum is tried for the first time, but it cannot save the life of Othon's young son, who suffers greatly, as Paneloux, Rieux, and Tarrou look on in horror.

Paneloux, who has joined the group of volunteers fighting the plague, gives a second sermon. He addresses the problem of an innocent child's suffering and says it is a test of a Christian's faith, since it requires him either to deny everything or believe everything. He urges the congregation not to give up the struggle but to do everything possible to fight the plague.

A few days after the sermon, Paneloux is taken ill. His symptoms do not conform to those of the plague, but the disease still proves fatal.

Tarrou and Rambert visit one of the isolation camps, where they meet Othon. When Othon's period of quarantine ends, he elects to stay in the camp as a volunteer because this will make him feel less separated from his dead son. Tarrou tells Rieux the story of his life, and the two men go swimming together in the sea. Grand catches the plague and instructs Rieux to burn all his papers. But Grand makes an unexpected recovery, and deaths from the plague start to decline.

By late January, the plague is in full retreat, and the townspeople begin to celebrate the imminent opening of the town gates. Othon, however, does not escape death from the disease. Cottard is distressed by the ending of the epidemic, from which he has profited by shady dealings. Two government employees approach him, and he flees. Despite the epidemic's ending, Tarrou contracts the plague and dies after a heroic struggle. Rieux's wife also dies.

In February, the town gates open and people are reunited with their loved ones from other cities. Rambert is reunited with his wife. Rieux reveals that he is the narrator of the chronicle and that he tried to present an objective view of the events.

Cottard goes mad and shoots at people from his home. He is arrested. Grand begins working on his sentence again. Rieux reflects on the epidemic and reaches the conclusion that there is more to admire than to despise in humans.

From Wikipedia, the free encyclopedia

- Evaluate the selection by answering the questions below:
 - How original and inventive is the work?
 - How effectively does the writing achieve the purpose?
 - How vividly and believably are the characters, settings, dialogues, actions, and feelings portrayed?
 - How strongly did I react to the work? Did I identify with the character, situation, or feeling? Did the work stir my memories and emotions?
 - Does the message of the work have meaning for me? Will I remember it a year from now?
- Write an evaluation of "The Three Musketeers" by applying the above criteria for great literature and by answering the questions for Evaluating Literature.

Task 9 AGREE OR DISAGREE?

Affirm or negate some statements taken from the selection, "The Plague." Use the appropriate expressions.

1. Father Paneloux uses the plague as an opportunity to advance his stature in the town by suggesting that the plague was an act of God punishing the citizens' sinful nature.

2. Funerals are conducted with no ceremony and little concern for the feelings of the families of the deceased.

3. The authorities respond to the worsening situation by declaring martial law and imposing curfew.

4. Paneloux addresses the problem of an innocent child's suffering and says it is a test of a Christian's faith.

5. Rieux reflects on the epidemic and reaches the conclusion that there is more to admire than to despise in humans.

YOUR DISCOVERY TASK

Task 10 THE TEAM IN THEME!

Group Work.

- ✓ How will your group help maintain the peace and order in your class? Share your plan of action with the rest of the class. Assign a member to discuss your plan in a manner of giving a speech on the theme of solidarity.
- ✓ Fictional characters or real people resolve conflict by finding a solution to the problem that confronts them; for others, it means living with the consequences. Make a list of some conflicts portrayed in the story, "The Three Musketeers," and the ways in which they are or are not resolved. Then, make a

list of conflicts that happened in the lives of the members of the group and the ways in which they are or are not resolved. Then compare the lists. Share your comparison lists with the class. Assign a member of the group to talk about how the group members effectively resolved conflicts in their lives.

- ✓ Discuss with your classmates the best way to handle conflicts that would arise in a relationship. Assign a member of the group to talk about handling conflicts in a relationship.
- ✓ Think of some issues a person your age might want to speak about but would find hard to address. Discuss the advantages and disadvantages of speaking out about each issue. Then decide which of these issues you feel particularly strong about. Prepare notes for a short speech to deliver to the class.

YOUR FINAL TASK

Task 11 WEIGH IN!

A. Evaluate the argument in this editorial excerpt from the *Philippine Daily Inquirer* featured on May 21, 2002.

LANGUAGE ADVANTAGE

In the not so distant past, Filipinos were envied in Asia for their proficiency in the English Language. Filipinos were invariably chosen presiding officers or rapporteurs at international conferences in Asia. Filipinos were considered as No.1 on the recruitment list for overseas jobs that require good knowledge of English.

Soon, this may no longer be true. Our Asian neighbors have realized the value of English as an international language in business, science and technology, and communication, and are working double time to gain proficiency in it. Thousands are enrolling in English language schools in Shanghai, Hong Kong, Singapore, Bangkok, and Tokyo — all eager to learn the language in the shortest possible time.

And now, we stand to lose our language advantage — our superiority in the use of English. One factor that has been blamed for the deterioration of English usage for Filipinos is what has been called the “schizophrenic” bilingual education policy of the school system. Some subjects are taught in Filipino and some in English. Almost equal emphasis is given to the teaching of Filipino and English, or if there is bias, that bias is in favor of Filipino.

Studies have shown that the content of school subject is understood more quickly, assimilated more easily and retained much longer when it is taught in the native language than when it is taught in the foreign language. But there may be courses like Science and Mathematics or Information Technology that are better taught in English. And the use of Filipino as the medium of instruction in most subjects should not be promoted at the expense of teaching English as a second language.

Up to the '50s and '60s, English was taught well in the public and private schools.

Every day, there were grammar quizzes. Students were made to read, read, and read some more. Teachers devoted a lot of time or composition in English, and students were made to rewrite their “themes” until they were almost letter perfect. Thus, most students became proficient in grammatical Standard English (perhaps something like this old teaching regimen should be adopted in today’s schools).

Now, this is no longer the case. Even the English of some graduates of the University of the Philippines leaves a lot to be desired, and if many teachers in public schools cannot write or speak correct English, what are they passing on to their students?

A native language expresses best the thoughts, aspirations, and the soul of a people. But like the other people on earth, we have to wake up to the reality that English has become the global lingua franca. It has become the leading medium for the transmission of information and knowledge, and for the conduct of business and communication. It is now the language of socio-economic mobility and educational and professional advancement. This being the case, we have to be proficient in it to stay in touch with the rest of the world, and to be globally competitive. We cannot afford to lose our language advantage.

Processing Questions:

1. How does the title reveal the topic of the essay?
2. How is the argument introduced?
3. What pattern or technique is employed in this writing?
4. What examples are used to illustrate the point?
5. Does the conclusion resonate with the introduction?
6. Generally, what is the challenge posed by the editorial?

Remember!

❖An *argumentative piece of writing* is sometimes called *persuasive writing* because it aims to convince the reader about a certain stand on a debatable issue.

❖Argumentative essays convey opinions that are proposed as true and justifiable. It is for this reason that an editorial is the most outstanding example of argumentative writing, although persuasion is also really identified in campaign speeches or even print advertisements.

❖A controversial issue always lies at the heart of an argumentative essay. The argument maybe in favor of (pro) or against (con) the said issue.

To persuade the readers through logical reasoning and analysis, use the techniques suggested in the box on the next page.

Techniques in Argumentation

1. **Analogy.** There is an assumption that two things similar in one aspect are alike in another aspect.
Example: bread : butter; teacher : student
2. **Comparison-Contrast.** This technique presents the similarities and/or differences of two major concerns.
Example: Beauty versus Brawn.
Beauty ensures permanent and remarkable success, Brawn ensures temporary success.
3. **Definition.** This technique gives a meaning or several meanings to a concept that forms the argument.
Example: Feminism
Feminism is not about hating men. It is about celebrating the power of women side by side with men.
4. **Analysis.** It is a technique that takes a part from the whole and scrutinizes it to prove the point.
Example: Career Choice
One's personal interest determines her choice of a career because it is her natural response to life in general (personal interest apart from skills, resources, etc.)

Source: Romero, J.P. & Delos Reyes A.D., Exploring Life through English and American Literature, 2004

❖ Using these techniques, you are now ready to compose an argumentative essay. Your essay should emphasize resolution of conflicts among individuals or groups.

❖ Keep in mind the process of writing that you have learned.

B. 1. Follow this process to come up with your argumentative essay. You may choose from the suggested topics below.

- a. Janet Napoles and the Judiciary System in the Philippines
- b. The Philippines and Its Diplomatic Relationship with China
- c. The Role of the United Nations in the War between Nations
- d. (A topic of your choice)

Now that you have accomplished your argumentative essay, it's time for you to start preparing to deliver your speech. Here's how you can prepare. Be guided by the process.

C. SPECIAL DELIVERY!

1. Planning and Drafting Your Speech

- Make a list of things you feel strongly about. (In case you plan to choose your own topic)
- Brainstorm with friends about issues that you often debate on, then follow the steps in the box.

Steps in Planning and Drafting Your Speech

1. **Clarify your position.** How do you feel about the issue and why?
2. **Find support for your position.** What research will you have to do to back up your case? Where can you find that information? Which evidence will help you make your point most effectively?
3. **Identify your audience.** What do your listeners already know about the issue? What is their stand on it?
4. **Consider how to captivate your listeners' attention.** What startling statistics, amusing anecdote, or intriguing question can you use to hook your audience at the beginning of your speech?
5. **Decide how to present your arguments.** How can you organize your arguments so they have the greatest impact? Do you want to begin with the argument your audience will probably agree with and move to more controversial points? Would starting with your strongest argument — or ending with it — work better?

Think about how you will present your speech. Will it be straightforward, a scholarly approach, or will humor be more effective?

2. Practicing and Delivering Your Speech

The best way to practice your speech is to present it aloud — again and again. Try speaking in front of a mirror so you can evaluate and improve your posture, gestures, eye contact, and use of visual aids. You might record a practice session so you can critique your voice quality and effectiveness.

Or, set up an event with your classmates and take turns delivering your speeches. Better yet, deliver your speech to your family.

Steps in Delivering a Speech Effectively

1. Use your voice effectively. Speak loud enough to be heard, but vary your pitch and tone to avoid boring your audience.
2. Maintain eye contact. Look directly at a member of the audience while you speak, moving your eyes from person to person.
3. Incorporate gestures and facial expressions. Let your emotions show in your face — particularly in your eyes and mouth.

4. Use visual aids. Organize your information into charts, graphs, or drawings that will reinforce your message. Make sure your materials are large and clear enough so that everyone in the audience can read them.

Follow these steps in delivering your speech.

3. Revising Your Speech

- Respond to audience feedback.
- Ask your peer reviewer the following questions:
 - What argument was most convincing?
 - Which points do you agree with and why?
 - What aspects of my delivery were most effective?
 - What aspects of my delivery do I need to improve?

4. Polishing Your Speech

- Reflect on the reviews from your peer.
- Practice, practice, practice.

5. Delivering Your Speech

- Confidently deliver your speech.

MY TREASURE

From the standpoint of daily life, however, there is one thing we do know: that man is here for the sake of other men — above all, for those upon whose smile and well-being our own happiness depends, and also for the countless unknown souls with whose fate we are connected by a bond of sympathy.

-- Albert Einstein

Parts of the module that I find most helpful are

Because they enabled me to become

And they made me realize that

Hence, I commit myself to
