

# 10

## *Celebrating Diversity through World Literature*

English

Learner's Material

Module 3:  
Reconciling with Nature  
Lesson 5

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](mailto: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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##### MY TREASURE

# *Module* **3**



## Reconciling with Nature

## Module 3

### LESSON 5

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#### *Harnessing Nature's Potentials*

#### YOUR JOURNEY

Nature is God's gift to mankind. It is bountiful and always ready to provide everything that people need. However, in your previous lessons, you learned that although it is bountiful, it has its limitations. Thus, it is imperative that people know the basic information on how to tap nature's resources for their maximum use.

This week's lessons will equip and help you with the knowledge and skills in utilizing and maximizing nature in your daily life. Your active participation in the activities designed for you ensures a fruitful outcome that you yourself will eventually enjoy and cherish.

#### YOUR OBJECTIVES

In this lesson, you are expected to:

- express appreciation for songs, poems, and plays listened to
- evaluate the information contained in the material viewed in terms of accuracy and effectiveness
- express the personal significance of the selection to the reader
- give expanded definitions of words
- use structures of modification
- evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature
- deliver a speech of dedication
- compose a guided critique of a chosen speech

Remember that at the end of the lesson you are expected to submit a guided critique of a chosen speech.



#### YOUR INITIAL TASKS

As a Grade 10 student, you are expected to be equipped with knowledge and skills essential for the utilization of natural resources for the good of mankind. To realize this, let's begin with the following:

##### **Task 1 WORKER'S CLAIM "We can, we have, we will"**

Your teacher will assign a name to your group. Using your group's name, complete the following phrases in accordance with the theme "Harnessing Nature's Potentials." The group's name can be one of the following: Skill Builders, Dream Weavers, Needs Assessors, and Palm Readers.

**We are the Skill Builders ...**

We have \_\_\_\_\_

We can \_\_\_\_\_

We will \_\_\_\_\_

**We are the Dream Weavers ...**

We have \_\_\_\_\_

We can \_\_\_\_\_

We will \_\_\_\_\_

**We are the Needs Assessors...**

We have \_\_\_\_\_

We can \_\_\_\_\_

We will \_\_\_\_\_

**We are the Palm Readers...**

We have \_\_\_\_\_

We can \_\_\_\_\_

We will \_\_\_\_\_

The sharing that you had helped considerably in lifting up your enthusiasm. As you work on the activities, you will be more excited to know that more explorations await you. So continue with the lesson and participate actively in the remaining tasks.

**Task 2 NATURE TALKS**

- Listen very carefully as your teacher plays the music video entitled “Mother Nature’s Son” for the first time.
- After listening, form groups of five.
- Assign a name to your group based on the terms: stream, grass, music, sun, and mountain.
- After giving a name to your group, your teacher will play the music again, but this time, you have to be alert in listening as the music stops at a particular noun mentioned, (e.g., stream, the entire group should shout and act out what people must do with it. The stream group may shout and act out the phrase: “drink from me.”)
- The process will be repeated until all groups have performed.
- Your teacher will then announce which group won the game.
- The group that accumulated the most number of mistakes or failures in responding will be asked to illustrate the name of the winning group on a piece of cartolina. This illustration will be posted before the whole class to inspire everyone to work better.

- All other non-winning groups will sing the chorus of the song “Mother Nature’s Son” in accordance with their groupings.
- In response to what the other group did, a representative of each winning group will recite a simple speech of thanks and appreciation.

### Task 3 WATCH THE MIRACLE

From the five terms: stream, grass, music, sun, and mountain, identify which one can heal people’s illnesses. Then, formulate five questions pertaining to them. After preparing the questions, set them aside first and watch the video which your teacher will play. As you watch, take note of the questions being raised by the speaker as well as the answers (if any) to the questions. Do the following after watching:

1. Compare the questions you have prepared with the ones raised in the video.
2. State how your expected questions differ from the ones raised in the video. In what way are they different? Reconcile these differences.
3. If questions in the video are answered, do you agree with the answers? Why?
4. Which healing power do you think is effective, the ones which our ancestors believed in or the ones presented in the video? Explain your answer.
5. Fill in the table with your final assessment of nature’s healing power based on the video.

Item/s with Healing Power	Ancestors’ Belief	Proof	As Presented in Video	Proof	My Own Belief (after assessing the data)

### YOUR TEXT

Before reading, study how words are defined and expanded. Then, define the words which will be assigned to you by your teacher. Be guided by the format in Task 4.

### Task 4 THE WORLD OF WORD EXPANSION

Study the rules in expanding a definition of words, and then do the tasks that follow:

## Expanding a Word into a Sentence

Word/s + class + characteristics (differentiates)

Example: Sense of humor is the ability to laugh and make others laugh.  
term class distinguishing characteristics

Words taken from the text to be read:

agony	longingly	storm-clouds	obliged	manfully
enormous	delightedly	stretches	soar	thunderous
forbidden	summon	distress	fashioning	sacred

- Give the synonyms of the words listed above.
- Choose five words among the word pool above and then define and expand them into sentences.

After the previous activities, you are now prepared to read the following text. As you read, find out how mankind plays tricks on nature and relate the incidents in the story with today's occurrences.

Source: Gorgon E.R. et al. (2012)

English Expressways IV

Quezon City: Book Media Press, Inc./Printwell Inc.



### The Voice of the Mountain

by Stephen Crane

The old man Popocatepetl was seated on a high rock with his white mantle about his shoulders. He looked at the sky, he looked at the sea, he looked at the land — nowhere could he see any food. And he was very hungry, too.

Who can understand the agony of a creature whose stomach is as large as a thousand churches, when this same stomach is as empty as a broken water jar?



He looked longingly at some island in the sea. "Ah, those flat cakes! If I had them." He stared at storm-clouds in the sky. "Ah, what a drink is there." But the King of Everything, you know, had forbidden the old man Popocatepetl to move at all, because he feared that every footprint would make a great hole in the land. So the old fellow was obliged to sit still and wait for his food to come within reach. Anyone who has tried this plan knows what intervals lie between meals.

Once his friend, the little eagle, flew near, and Popocatepetl called to him. "Ho, tiny bird, come and consider with me as to how I shall be fed."

The little eagle came and spread his legs apart and considered manfully, but he could do nothing with the situation. "You see," he said, "this is no ordinary hunger which one goat will suffice —"

Popocatepetl groaned an assent.

"— but it is an enormous affair," continued the little eagle, "which requires something like a dozen stars. I don't see what can be done unless we get that little creature of the earth — that little animal with two arms, two legs, one head, and a very brave air, to invent something. He is said to be very wise."

"Who claims it for him?" asked Popocatepetl.

"He claims it for himself," responded the eagle.

"Well, summon him. Let us see. He is doubtless a kind little animal, and when he sees my distress he will invent something."

"Good!" The eagle flew until he discovered one of these small creatures. "Oh, tiny animal, the great chief Popocatepetl summons you!"

"Does he, indeed!"

"Popocatepetl, the great chief," said the eagle again, thinking that the little animal had not heard rightly.

"Well, and why does he summon me?"

"Because he is in distress, and he needs your assistance."

The little animal reflected for a time, and then said, "I will go."

When Popocatepetl perceived the little animal and the eagle, he stretched forth his great, solemn arms. "Oh, blessed little animal with two arms, two legs, a head, and a very brave air, help me in my agony. Behold I, Popocatepetl, who saw the King of Everything fashioning the stars, I, who knew the sun in his childhood, I, Popocatepetl, appeal to you, little animal. I am hungry."

After a while the little animal asked: "How much will you pay?"

"Pay?" said Popocatepetl.

"Pay?" said the eagle.

“Assuredly,” quoth the little animal, “pay!”

“But,” demanded Popocatepetl, “were you never hungry? I tell you I am hungry, and is your first word then ‘pay’?”

The little animal turned coldly away. “Oh, Popocatepetl, how much wisdom has flown past you since you saw the King of Everything fashioning the stars and since you knew the sun in his childhood? I said pay, and, moreover, your distress measures my price. It is our law. Yet it is true that we did not see the King of Everything fashioning the stars. Nor did we know the sun in his childhood.”

Then did Popocatepetl roar and shake in his rage. “Oh, louse — louse — louse! Let us bargain then! How much for your blood?” Over the little animal hung death.

But he instantly bowed himself and prayed: “Popocatepetl, the great, you who saw the King of Everything fashioning the stars, and who knew the sun in his childhood, forgive this poor little animal. Your sacred hunger shall be my care. I am your servant.”

“It is well,” said Popocatepetl at once, for his spirit was ever kindly. “And now, what will you do?”

The little animal put his hand upon his chin and reflected. “Well, it seems you are hungry, and the King of Everything has forbidden you to go for food in fear that your monstrous feet will riddle the earth with holes. What you need is a pair of wings.”

“A pair of wings!” cried Popocatepetl delightedly.

“A pair of wings!” screamed the eagle in joy.

“How very simple, after all.”

“And yet how wise!”

“But,” said Popocatepetl, after the first outburst, “who can make me these wings?”

The little animal replied: “I and my kind are great, because at times we can make one mind control a hundred thousand bodies. This is the secret of our performance. It will be nothing for us to make wings for even you, great Popocatepetl. I and my kind will come” — continued the crafty, little animal — “we will come and dwell on this beautiful plain that stretches from the sea to the sea, and we will make wings for you.”

Popocatepetl wished to embrace the little animal. “Oh, glorious! Oh, best of little brutes! Run! Run! Run! Summon your kind, dwell in the plain and make me wings. Ah, when once Popocatepetl can soar on his wings from star to star, then, indeed —”

Poor old stupid Popocatepetl! The little animal summoned his kind, they dwelt on the plains, they made this and they made that, but they made no wings for Popocatepetl.

And sometimes when the thunderous voice of the old peak rolls and rolls, if you know that tongue, you can hear him say: "Oh, Traitor! Traitor! Traitor! Where are my wings? My wings, traitor! I am hungry! Where are my wings?"

But the little animal merely places his finger beside his nose and winks.

"Your wings, indeed, fool! Sit still and howl for them! Old idiot!"

Source: <http://www.readbookonline.net/readOnline/55441/>

### Task 5 MINDING THE TEXT

In dyads, answer the following questions pertaining to the selection "The Voice of the Mountain."

1. Who are the following characters?
  - a. Popocatepetl
  - b. Little animal with two arms, two legs, a head, and a very brave air
2. What does each word represent in our modern time?
  - a. white mantle
  - b. flat cakes
  - c. Popocatepetl's hunger
  - d. Popocatepetl's rage
  - e. the little animals dwelling
  - f. Popocatepetl's howling
3. How do the little creatures/animals respond to Popocatepetl's request for food?
4. What does the little animal promise to Popocatepetl? Does he keep his promise?
5. Why do you think the little animal made a promise?
6. How does Popocatepetl react with to the little animal's broken promise? How did he express his anger?
7. How can you relate the story to your everyday experience? Give specific situation, mentioned in the story which you can relate to your life as an individual, as a member of your family, and society as a whole?
8. What event/entity in the story do you find most significant? Why?

### Task 6 VISUALIZING THE TEXT'S BIG IDEAS

As a group, brainstorm on the scenarios taken from the selection. Then, on a ½ illustration board, draw the scenario or an equivalent symbolism. Work on the specific task which will be assigned to you by your teacher. Be ready to present your output in class. Good output will be posted on the wall and will be included in the English exhibit.

Group 1 — The old man Popocatepetl was seated on a high rock with his white mantle about his shoulders. He looked at the sky, he looked at the sea, he looked at the land — nowhere could he see any food. And he was very hungry, too.

Group 2 — Once Popocatepetl's friend, the little eagle, flew near, and he called to him.

Group 3 — Popocatepetl perceived the little animal with two arms, two legs, a head, and a very brave air, and the eagle stretched forth his great arms and told the former to feed him.

Group 4 — The little animal with two arms, two legs, a head, and a very brave air summoned his kind, they dwelt on the plains, they made this and they made that, but they made no wings for Popocatepetl.

Group 5 — The thunderous voice of the old peak Popocatepetl rolls and rolls, if you know that tongue, you can hear him say: "Oh, traitor! Traitor! Traitor! Where are my wings? My wings, traitor! I am hungry! Where are my wings?"

### Task 7 MODIFYING AN ART WORK

Choose one finished output in Task 6, then explain each element found in it by using descriptive words. Consider the inputs you gathered from your lessons.

The structures of modification of words which you learned from your previous lessons are not the only kind among its variety. There are still some which you have to discover and study in order to be more proficient in the language. Consider the following pointers:

### Structures of Modification (Adjective and Adverb)

#### Adjective as Head

Adjectives that habitually modify a noun or verb also become the head of the structure of modification.

##### a. Qualifier as Adjective Modifier

A word that modifies an adjective is called a qualifier. Words like *very*, *rather*, *enough*, etc. are qualifiers.

Example: She is *very pretty*.

The sound was *loud enough*.

##### b. Adverb as Adjective Modifier

An adverb that modifies an adjective ends in {-ly}

Example: The widely famous (singer)

If an adjective comes after the linking verb, the adverb no longer modifies the adjective. The adjective functions as the modifier of the structure of complementation.

Example: The house seems clean *everywhere*.

Her voice always sounds perfect.

**c. Noun as Adjective Modifier**

In some special expressions, noun can modify adjective.

Example: stone cold (coffee) sea green (cloth)

**d. Verb as Adjective Modifier**

An adjective can be modified by a verb in present participle form (-ing) that usually precedes the adjective, or by to-infinitive that follows the adjective.

Example: freezing cold                      hard to say  
                 boiling hot                      good to see

**e. Adjective as Adjective Modifier**

In special expressions, an adjective can modify another adjective.

Example: icy cold                      dark blue                      deathly pale

**f. Prepositional Phrases as Adjective Modifier**

Prepositional phrases that function as adjective modifiers usually follow the adjective.

Example: easy on the eyes                      good for nothing                      stronger than ever

**Adverb as Head**

There are four class words that can modify the adverb.

**a. Qualifiers as Adverb Modifier**

Example: very easily                      rather slowly                      happily enough

**b. Adverbs as Adverb Modifier**

Example: far away                      sometimes below

**c. Noun as Adverb Modifier**

Example: a meter away                      some way up

**d. Prepositional Phrases as Adverb Modifier**

Example: away for a week                      behind in his work                      outside in the cold

### Task 8 DIGGING THE WORDS OF MODIFICATION

- a. Explain the function of each word as used in the text you have just read. Use the table below in presenting the word structure. You can also design your own template in discussing them.

Words/Phrases	Head (adjective / adverb)	Function	Explanation
large as a thousand churches	adjective	Adjective modifier	A thousand churches are described by the word large, which is also an adjective.
empty as a broken water jar			
longingly			
storm-clouds			
within reach			
requires something like a dozen stars			
manfully			
rightly			
ever kindly			
delightedly			
very simple			
stretches from the sea to the sea			
soar on his wings from star to star			
old peak			

- b. Choose your partner, and then create a dialogue using the words/phrases found in the table above.

### YOUR DISCOVERY TASKS

#### Task 9 CHARACTER IMPERSONATION

Choose a representative from your group who will imitate the following characters from "The Voice of the Mountain." Refer to the task given to each group. Make your own dialogue but make sure it is related to the traits and role of the characters mentioned in the selection.

Group 1- Popocatepetl

Group 2 - Eagle

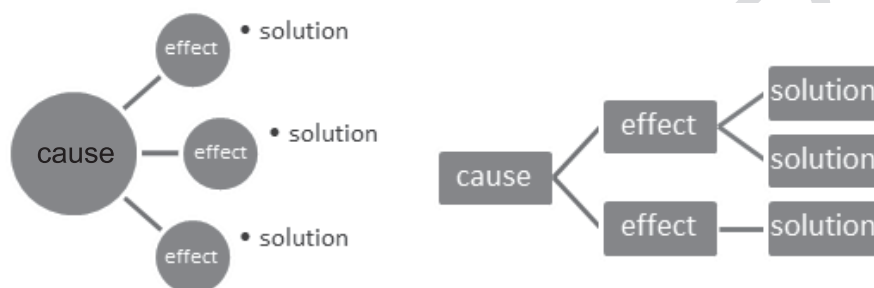
Group 3 - Little animal (human)

Group 4 - King of everything

Group 5 - Dwellers

### Task 10 WHAT'S THE TEXT'S WORTH

The selection shows the conflict between the mountain and the wise little creatures. What do you think is the effect of this conflict on the relationship of nature and mankind in general? Make a brief but comprehensive slide presentation showing the causes, effects, and solutions of this conflict. Emphasize the things which for you are the most important. Rate the significance of the text in terms of its ability to tap your values regarding the role of nature in the life of mankind and your responsibility as a steward of nature. You may use the graphic organizers below in conceptualizing your presentation.



Significance of the text to me in terms of:

Values	Scale				
	poor	fair	good	very good	excellent
awakening awareness					
enhancement of my concern					
assessing my potentials					

(Note: You may add to the list of values being developed after reading the text.)

How would you react to something extraordinary? Read the selection that follows and discover how its conflict is parallel to human's disposition toward nature.





One day some children found, in a ravine, a thing shaped like a grain of corn, with a groove down the middle, but as large as a hen's egg. A traveler passing by saw the thing, bought it from the children for a penny, and taking it to town sold it to the King as a curiosity.

The King called together his wise men, and told them to find out what the thing was. The wise men pondered and pondered and could not make head or tail of it, till one day, when the thing was lying on a window-sill, a hen flew in and pecked at it till she made a hole in it, and then everyone saw that it was a grain of corn. The wise men went to the King and said:

"It is a grain of corn."

At this the King was much surprised; he ordered the learned men to find out when and where such corn had grown. The learned men pondered again, and searched in their books, but could find nothing about it. So they returned to the King and said:

"We can give you no answer. There is nothing about it in our books. You will have to ask the peasants; perhaps some of them may have heard from their fathers when and where grain grew to such a size."

So the King gave orders that some very old peasant should be brought before him; and his servants found such a man and brought him to the King. Old and bent, ashy pale, and toothless, he just managed with the help of two crutches to totter into the King's presence.

The King showed him the grain, but the old man could hardly see it; he took it, however, and felt it with his hands. The King questioned him, saying:



"Can you tell us, old man, where such grain as this grew? Have you ever bought such corn, or sown such in your fields?"

The old man was so deaf that he could hardly hear what the King said, and only understood with great difficulty.

"No!" he answered at last, "I never sowed nor reaped any like it in my fields, nor did I ever buy any such. When we bought corn, the grains were always as small as they are now. But you might ask my father. He may have heard where such grain grew."

So the King sent for the old man's father, and he was found and brought before the King. He came walking with one crutch. The King showed him the grain, and the old peasant, who was still able to see, took a good look at it. And the King asked him:

"Can you not tell us, old man, where corn like this used to grow? Have you ever bought any like it, or sown any in your fields?"

Though the old man was rather hard of hearing, he still heard better than his son had done.

"No," he said, "I never sowed nor reaped any grain like this in my field. As to buying, I never bought any, for in my time money was not yet in use. Every one grew his own corn, and when there was any need we shared with one another. I do not know where corn like this grew. Ours was larger and yielded more flour than present-day grain, but I never saw any like this. I have, however, heard my father say that in his time the grain grew larger and yielded more flour than ours. You had better ask him."

So the King sent for this old man's father, and they found him too, and brought him before the King. He entered walking easily and without crutches: his eye was clear, his hearing good, and he spoke distinctly.

The King showed him the grain, and the old grandfather looked at it, and turned it about in his hand.

"It is long since I saw such a fine grain," said he, and he bit a piece off and tasted it.

"It's the very same kind," he added.

"Tell me, grandfather," said the King, "when and where was such corn grown? Have you ever bought any like it, or sown any in your fields?"

And the old man replied:

"Corn like this used to grow everywhere in my time. I lived on corn like this in my young days, and fed others on it. It was grain like this that we used to sow and reap and thresh."

And the King asked:

"Tell me, grandfather, did you buy it anywhere, or did you grow it all yourself?"

The old man smiled.

"In my time," he answered, "no one ever thought of such a sin as buying or selling bread; and we knew nothing of money. Each man had corn enough of his own."

"Then tell me, grandfather," asked the King, "where was your field, where did you grow corn like this?"

And the grandfather answered:

"My field was God's earth. Wherever I ploughed, there was my field. Land was free. It was a thing no man called his own. Labour was the only thing men called their own."

"Answer me two more questions," said the King. "The first is, Why did the earth bear such grain then and has ceased to do so now? And the second is, Why does your grandson walk with two crutches, your son with one, and you yourself with none? Your eyes are bright, your teeth sound, and your speech clear and pleasant to the ear. How have these things come about?"

And the old man answered:

“These things are so, because men have ceased to live by their own labour, and have taken to depending on the labour of others. In the old time, men lived according to God’s law. They had what was their own, and coveted not what others had produced.”

1886. [http://www.ccel.org/ccel/tolstoy/23\\_tales.txt](http://www.ccel.org/ccel/tolstoy/23_tales.txt)

### **Task 11 WHAT’S THE GIST?**

Using the text which you have just read, assess the relationship between humans and nature and how they respond to each other’s action or disposition. Consider the guide questions below:

1. How did mankind show interest in maximizing the usefulness of nature? Cite lines from the text to support your answer.
2. How does God show His appreciation for the responsible stewardship of humans over nature? What represents God’s acknowledgment at human’s responsible stewardship as mentioned in the story?
3. What happened to humans as a result of their shortcomings? How did the selection establish the cause and effect relationship?
4. What nature and human conflict is depicted in the text? Relate it to your personal experiences.
5. Suggest ways on how humans can possibly resolve this conflict based on the statements of the grandfather.
6. From your point of view as a student and citizen of this country, suggest how people should utilize natural resources considering the concept of sustainability.

### **Task 12 UTILIZING AND SUSTAINING NATURE**

Everyone is responsible for the proper utilization of natural resources thus, one must be aware of the effects of one’s actions.

Find out whether you are doing what is best for humankind and nature; check your plan against those of the authorities’ by researching on the government’s projects and programs. Consider the guidelines below:

1. Surf the internet and search for government projects and programs.
2. Determine the specific government projects and programs on recovery, optimization of natural resources, and sustainable development.
3. Assess whether your own community observes the same recovery measures, utilizes the methods in maximizing the potential of nature, and implements projects and programs for sustainable development.
4. Find out how a student like you can help and contribute in the implementation of these projects and programs.
5. Sum up your findings using tables on the next page.

National Government's Programs / Projects			
Recovery	Utilization	Sustainability	Status

Local Government's Programs / Projects			
Recovery	Utilization	Sustainability	Status

Self - Initiated Programs / Projects			
Recovery	Utilization	Sustainability	Status

### Task 13 A CREATIVE TESTIMONY

In groups, discuss what you have found out in your research about how nature is utilized and sustained. Then, present it through a talk show. To remind you of what a talk show is, take note of the definition given. A talk show is a radio or television program in which usually well-known people talk about interesting topic or are interviewed by the host/s or audience about topics of interest to the audience or listeners.

### Task 14 EXCAVATING THE TEXT

To assess the relevance of the text and the activities presented, write your comments regarding the following:

The purpose of the author:

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The tone and mood of the selection:

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---

---

The theme:

---

---

---

The language used:

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The lesson conveyed:

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Readability or appeal of the text to the reader:

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Relevance of the text to the activities:

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Note: You may add items which are not mentioned to make your text exploration more comprehensive.

What is a Speech of Dedication?

Buildings, monuments, and parks may be constructed or dedicated to a worthy cause, or to commemorate a person, group, significant movement, historic event, and the like. At such dedications, the speaker says something appropriate about the purpose to be served by whatever is being dedicated and about the person/s, event, or occasion, being commemorated.

Source: Gronbeck, et al. (n.d.)

Principles and Types of Speech Communication (11th edition)

London: Scott Foresman

## How to Write a Speech of Dedication

It is a great honor to deliver a speech of dedication, although it is quite challenging and daunting especially if you feel unarmed with knowledge and skills in doing so. A dedication is an important moment for a school, and the speech should inspire the students and faculty to make their school's educational experience in the years to come the very best it can be. The speech should come from your heart and communicate how you feel about the value of learning.

Read more: [http://www.ehow.com/how\\_8241667\\_write-school-dedication-speech.html#ixzz2vCuw5eTH](http://www.ehow.com/how_8241667_write-school-dedication-speech.html#ixzz2vCuw5eTH)

### Instructions:

1. Write your introduction with a thank you to the students and faculty for the opportunity to present at the school dedication. Draft the speech in the exact words you are going to say to make the memorization easier. Mention how special an occasion it is. Write an anecdote or use an inspirational quote that you can relate to the ambitions of the students and faculty of the school. Draw from an experienced academician or politician.
2. Organize the material you want to use in your speech into main points. Keep the number of your points between three and seven. Your points might include topics such as "Why education is important," "The value of harnessing nature's potential," "Why you should never stop dreaming."
3. Include a story that is relevant to the points in your speech. Don't hesitate to make a joke or use inspirational, poetic language.
4. Link your introduction, key points and conclusion with smooth transitions. Take out the points that are not crucial to the speech. Stay on target to keep the audience engaged.
5. Write a conclusion to wrap up your points and your speech's theme. Write the concluding lines with the intention of leaving the students and faculty with a lasting and empowered impression.

Source: [http://www.ehow.com/how\\_8241667\\_write-school-dedication-speech.html](http://www.ehow.com/how_8241667_write-school-dedication-speech.html)

## Task 15 A WRITE-UP TO REMEMBER

Government officials work hard for the nation. They implement programs and projects so that the nature's potentials will be maximized and sustained. To show your sincerity in advocating for their effective implementation, write a speech of dedication. Take note of the guidelines in composing this type of speech. Please read and study the instructions indicated above.

## **Sample Speech of Dedication**

27 February 2014

Honourable Speaker,  
Honourable Deputy Minister,  
Honourable Members  
Distinguished Guests,  
Ladies and Gentleman,

The Department of Environmental Affairs has embarked on a law reform process which seeks to make certain amendments and improvements to the National Waste Management Act in order to improve and enhance implementation as well as to streamline some regulatory approaches for acceleration of economic growth by promoting a waste recycling economy. On 4 May 2012 South Africa finalized the Waste Management Strategy, which is now under implementation. The Strategy is based on principles that promote dealing with the waste hierarchy namely reduce, reuse, recycle and recover.

Having reconsidered this Strategy and the current policy and regulatory framework, we acknowledge that these do not actively promote the waste management hierarchy adequately. They have limited the economic potential of the waste management sector, which has an estimated turnover of approximately R50 billion per annum. Both waste collection and the recycling industry currently make meaningful contributions to job creation and the GDP which can be accelerated and scaled up.

The main drivers of waste generation are essentially expanding economies, increased goods production and increasing populations. This illustrates the message that resonated in this House that indeed South Africa's economy has been growing since 1994. Indeed, a good story to tell.

Despite South Africa's positive economic trajectory, unemployment remains rife amongst skilled and unskilled people. Given the nature of the waste sector, there are significant potential opportunities that need to be unlocked and unblocked in order for this sector to effectively contribute to job creation.

Increasing quantities of waste, poor waste management and lack of access to waste services lead to pollution and associated health impacts and environmental degradation. This is coupled to the fact that levels of recycling and re-use are relatively low and waste is not necessarily seen or considered as a resource with socio-economic potential.

To address challenges in this area flowing from the adoption of the Waste Management Strategy, the National Development Plan identified the implementation of the waste management hierarchy of reduce, reuse, and recycle as a means to exploit job creation and economic production from this sector. This requires product stewardship, producer responsibility and the rapid expansion of recycling infrastructure as well as an enabling legislative framework and institutional capacity to implement it.



So, this Bill paves way for fuller implementation of the NDP.

Chairperson, you will know that some of our people who depend on the informal economy have been living off waste dumps in order to sustain a livelihood.

They are commonly known as waste pickers. For some of them, this is all they know and have practiced as kids and are still picking waste as adults and probably will pass this practice onto their kids as well. This problem is perpetuated amongst the thousands of waste pickers who do this with their families every day across the country.

Ladies and gentlemen, after 20 years of democracy the time has come for a transformation of the waste sector to offer our people a more dignified living by drawing them into the mainstream economy and formalizing the waste recycling economy as a viable and decent way to accelerate job creation in this sector for tens of thousands of people across South Africa.

Chairperson, against this backdrop I would like to state that the waste sector provides us with an expedient opportunity to harness the full potential of the waste hierarchy.

In this context, Chairperson, we have in this Bill, agreed on amendments of the National Environment Waste Management Act which include rationalizing certain definitions and concepts, providing regulatory clarity and certainty as well as creating an innovative Institutional Mechanism to supplement capacity in the waste sector such as: recycling economy, legal and policy framework, and economic instruments and institutional capacity. This initiative from the government clearly demonstrates the readiness and capability of the state to embrace new approaches and mechanisms to improve efficiency and effectiveness while harnessing the full potential of the waste sector in South Africa. My beloved countrymen, this effort is truly dedicated to all of you being the core beneficiary of governmental programs and projects.

I thank you!

Source: <http://www.anc.org.za/caucus/show.php?ID=3289#sthash.duh6xg9f.dpuf>

(Excerpt from the Speech of Minister BEE Molewa, Minister of Water and Environmental Affairs National Environmental Management Waste Amendment Bill 2014- slightly modified)

After having delivered your speech of dedication, you are now ready to move on to the next level by critiquing one's speech.

## **YOUR FINAL TASK**

### **Task 16 GUIDED CRITIQUING OF A SPEECH DELIVERY**

From among your classmates, choose one whose speech you want to critique; and then watch him/her deliver a speech of dedication in relation to the maximization of nature's potentials. Use the checklist provided in evaluating the speech. After critiquing, present your observations in class for discussion.



Note: Nature does not only pertain to animals, land, water, trees, air, etc. It also encompasses the natural tendencies of humans as a whole such as characteristics, potentials, behavior, socio-cultural, political, and spiritual relationship among themselves and other living things.

Elements	Criteria	Scale				Remarks
		Poor	Good	Very Good	Excellent	
Content	Relevance					
	Practical Application					
	Timeliness					
	Values Integration					
Organization	Order of Ideas					
Delivery	Stress					
	Enunciation					
	Phrasing					
Voice	Command					
	Modulation					
	Volume					
	Quality					

## MY TREASURE

Having successfully accomplished your tasks for the entire week, you now have all the reasons to celebrate. Hence, you must have something to remember. For this, complete the following:

The lessons presented for the whole week were (add descriptive words)

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The insights I gained are

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They made me

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