

# 10

## *Celebrating Diversity through World Literature*

English

Learner's Material

Module 3:  
Reconciling with Nature  
Lesson 6

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We value your feedback and recommendations.

Department of Education  
Republic of the Philippines

## *Celebrating Diversity through World Literature – Grade 10*

English - Learner's Material

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# *Module* **3**



## Reconciling with Nature

## Module 3

### LESSON 6

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#### *Being One with Nature*

### YOUR JOURNEY

Humanity and nature are somehow united. It is believed that there is a powerful being that connects humankind to the mysterious spirituality of nature. This is probably the reason why people from all walks of life are easily captivated or enchanted every time they go to different places. Thus, whenever they find one that will satisfy their aesthetic need, the tendency is to return to that beautiful spot to look for more adventures.

This week's learning encounter will amaze and excite you as the texts, tasks, and activities are designed to help you bond with nature.

### YOUR OBJECTIVES

In this lesson that will make you one with nature, you are expected to:

- describe the emotional appeal of a listening text and react intelligently and creatively to it
- disclose the personal significance of a material viewed
- identify textual details that affirm or refute a claim and examine biases
- give expanded definitions of words
- use structures of modification
- draw similarities and differences and evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals/ groups and nature
- compose an independent critique of a chosen speech
- deliver an informative and persuasive speech effectively in a symposium.



Be reminded that at the end of the lesson, you are expected to present an informative and persuasive speech in a symposium.

### YOUR INITIAL TASKS

#### Task 1 SHOW ME THE WAY

Write in color-coded meta cards your point of view about this week's undertakings, the skills that you have to develop, and your desires as a student. On a separate sheet of paper, give possible ways on how to achieve your desire as a student. Then post them in the designated area in the classroom. Choose your representative to discuss your output.

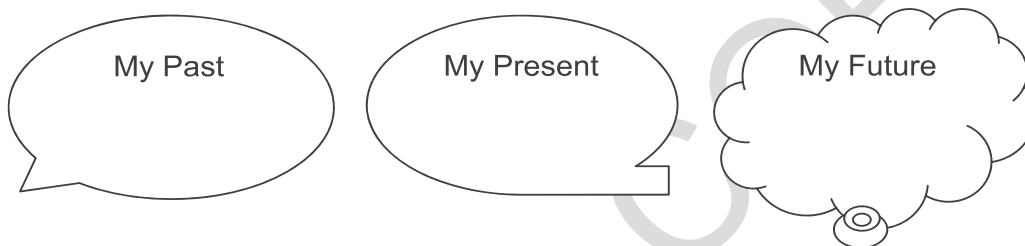
|               |                   |                     |
|---------------|-------------------|---------------------|
| Point of View | Skills to Develop | Desire as a Student |
|---------------|-------------------|---------------------|

## Task 2 WHAT'S APPEALING

Listen as your teacher plays the song "There You'll Be" by Faith Hill. Take note of the lyrics and answer the following questions.

What did you feel after hearing the song? What made you feel that way?

Write your ideas about an exciting and memorable experience which you can relate to the song. Use the thought balloons below.



On a piece of bond paper, draw a symbol of your inspiration. Explain your output in three sentences. Write them below your drawing.

## Task 3 THE ESSENTIAL CONNECTION

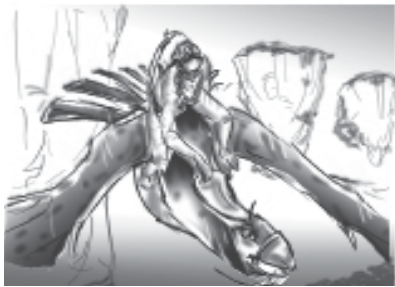
The pictures below depict a close connection among the individuals and nature. Study them and discuss their personal significance to you as a student, as a son/daughter, and as a good citizen of this country. You may also watch the video clips of "A Passion in the Desert" and "Avatar" for you to understand better the connection of the characters with nature. Download them at <http://www.youtube.com/watch?v=tHaalFix3b4> and <http://www.youtube.com/watch?v=0CYdtXmjpRU>



A



B



C



D

## YOUR TEXT

Widening one's horizon entails considerable patience and interest in reading and studying. Review the different ways of expanding the definition of words into a paragraph, then answer the task that follows.

There are three ways to expand a definition into a paragraph:

### 1. Expanding by Giving an Example

Speed is a concept that marks our time. Everybody is in a hurry to go somewhere. Industry is constantly demanding new inventions that will speed up production so that the constant cry of the bosses to the workmen is speed it up! The maker of automobiles boasts of the newest type of a car which is faster than the old model. Shoppers push and shove each other all about the counters. All are in a hurry to get something. People who are going to school, shop, or office rush breathlessly to do important tasks. They gulp their food and swallow it in haste. Restless "hunters of fun" crowd into places of entertainment. Most of these people cannot sit still. At a movie, they tap their feet or fingers in impatience. Yes, speed is the word of the day.

### 2. Expanding by Comparing and Contrasting

Speed is a concept that marks our day. Sluggishness is out. Speed is demanded by industry which is constantly on the look-out for new inventions. Sluggishness is penalized, especially in industries where compensation depends upon output. Speed is the attractive come-on for short-term courses in cooking, computerizing, sewing, diving, learning a new language, and others. The slower long-term courses are not so appealing. Instant coffee is usually preferred to coffee that needs to be boiled. Yes, speed is the word of the day.

### 3. Expanding by Describing a Process

The process of speeding up in a vehicle begins with the setting of the gear level to the first gear. This moves the vehicle from a stationary to a slow speed of about less than ten kilometers per hour (kph). Gradually you shift the gear to the next, pressing the accelerator pedal at the same time to attain a speed between 10-30 kph. You pick up more speed by shifting gears to the next higher levels at speed beyond 30 kph. To do this, however along with the shift to third

or fourth gear, ever-increasing pressure must be exerted on the accelerator. The only time you lift your foot from the accelerator is when you shift gears, so that you can step on the clutch pedal simultaneously with the shifting. After releasing the clutch pedal, you immediately step on the accelerator pedal while picking up speed. Maximum speed is attained once you shift to the fourth, or in the case of some vehicles, the fifth gear, at which you travel at speeds of 80 kph or above.

Source: Gorgon, E.R. et al. (2012)  
English Expressways IV  
Quezon City: Book Media Press, Inc./ Printwell Inc.

#### Task 4 STRETCHING YOUR WORD POWER

A. Fill in the table with the correct data needed.

| Words to Be Defined | Clue Word/Phrase | Possible Meaning |
|---------------------|------------------|------------------|
| masterpiece         |                  |                  |
| Bay of Naples       |                  |                  |
| fierce              |                  |                  |
| watchdog            |                  |                  |
| silly               |                  |                  |

B. Give a comprehensive definition of the words above by using the different ways of expanding them. Share your output with a partner.

O. Henry, whose real name is William Sydney Porter, is one of the best known American writers. He was best-known for writing stories with surprise endings. In the story "The Last Leaf," a character connects a withering vine with leaves blown out by the coldness of autumn to her chance of enduring a severe illness.

How did the main character overcome her illness? Read and discover the interesting twist in the story.

## The Last Leaf

O. Henry



To Greenwich Village, which is a section of New York City, many people came who were interested in art. They liked the bohemian life of the village, and they enjoyed living among so many artists. The buildings and apartments were often very old and dirty, but this only added to the interest of the place.

At the top of an old three-story brick house Sue and Johnsy had their studio. One of them was from the state Maine, the other from California. They had met in the restaurant of an English Street Hotel. Both were artists who had recently come to New York to make their living.

That was in May. In November, a cold, unseen stranger, whom the doctors called pneumonia, visited in the city, touching one here and one there with his icy finger.

He touched Johnsy and she lay, scarcely moving, on her painted iron bed, looking through the small window at the blank wall of the opposite building.

One morning, the busy doctor invited Sue into the hall.

"She has about one chance in ten to live," he said as he shook down the mercury in his clinical thermometer. "And that one chance depends upon her desire to get better. But your little friend has made up her mind that she is going to die. Is she worrying about something?"

"She wanted to paint a picture of the Bay of Naples someday," said Sue.

"No, something more important — a man perhaps?"

"No."

"Well, perhaps it is a result of her fever and her general physical weakness. But when a patient begins to feel sure that she is going to die, then I subtract 50 percent from the power of medicines. If you can succeed in making her interested in something, in asking, for instance, about the latest styles in women's clothes, then I can promise you a one-to-five chance for her instead of one-to-ten."

After the doctor had gone, Sue went into her own room and cried. Later, trying not to show her sadness, she went into Johnsy's room, whistling.

Johnsy lay under the bedclothes, with her face toward the window. Sue stopped whistling, thinking Johnsy was asleep. But soon Sue heard a low sound, several times repeated. Sue went quickly to the bedside.

Johnsy's eyes were wide open. She was looking out of the window, and counting backwards.

"Twelve," she said, and a little later, "eleven," and then, "ten" and "nine" and then "eight" — "seven."

Sue looked out the window. What was Johnsy counting? There was only a gray backyard and the blank wall of the opposite house. An old vine, dead at the roots, climbed halfway up the wall. The cold breath of autumn had blown almost all the leaves from the vine until its branches were almost bare.

"What is it dear?" asked Sue.

"Six," said Johnsy very quietly. "They are falling faster now. Three days ago there were almost a hundred. It makes my head ache to count them. But now it's easy. There goes another one. There are five left now."

"Five what, dear? Tell me!" said Sue.

"Leaves. The leaves of that vine. When the last leaf of that vine falls. I must go, too. I've known that for three days. Didn't the doctor tell you?"

"The doctor didn't say such thing. That is pure foolishness," said Sue. "What connection have those old leaves with your getting well? And you used to love that old vine so much. Please, don't be silly! The doctor told me this morning that your chances of getting well soon were excellent. Now try to take some of your soup and let me get back to work so that I can make money to buy you some good port wine."

"There's no use buying any more wine," said Johnsy, keeping her eyes fixed on the blank wall of the house opposite.

"There goes another leaf. That leaves just four. I want to see the last one fall before it gets dark. Then, I'll go, too."

"Johnsy, dear," said Sue, bending over her, "will you promise me to keep your eyes closed not to look out of the window until I have finished working? I must deliver these drawings tomorrow. I need the light; otherwise I would pull down the curtain."

"Can't you draw in your room?" said Johnsy coldly.

"I'd rather stay here with you," said Sue. "Besides, I don't want you to keep looking at those silly leaves."

"Tell me soon as you have finished," said Johnsy, closing her eyes and lying white and still. "Because I want to see the last leaf fall. I'm tired of waiting. I'm tired of thinking."

Old Mr. Behrman was a painter who lived on the first floor beneath them. He was more than 60 years old. Behrman was a failure in art. He had always wanted to paint a masterpiece, but he had never yet begun to paint it. For many years he had painted nothing, except now and then something in the line of commercial or advertising work. He earned a little money by serving as a model for those young artists who could not

pay the price for a regular model. He drank much whisky and when he was drunk always talked about the great masterpiece he was going to paint. He was a fierce, intense little man who considered himself as a watchdog and protector for the two young artists living above him, of whom he was very fond.

Sue found Behrman in his poorly lighted studio. In one corner of the room stood a blank canvas which had been waiting for 25 years to receive the first line of the promised masterpiece. Sue told him of the strange idea which Johnsy had concerning the last leaf, and Sue said that she feared that Johnsy would really die when the last leaf fell.

Old Behrman shouted, "Are there people in the world who are foolish enough to die simply because leaves fall from an old vine? I have never heard such a thing. Why do you permit such silly ideas to come into her mind? Oh, that poor little Miss Johnsy!"

"She is very ill, very weak," explained Sue, "and the fever has left her mind full of strange ideas."

Johnsy was sleeping when they both went upstairs. She pulled down the curtain and motioned to Behrman to go into the other room. There they looked at each other for a moment without speaking. A cold rain was falling, mixed with snow. Behrman took a seat prepared himself to pose for Sue as a model.

When Sue woke up the next morning, she found Johnsy with dull, wide open eyes, looking at the window.

"Put up the curtain. I want to see," Johnsy said quietly.

Sue obeyed.

But, oh, after the heavy rain and the strong wind, one leaf was still hanging on the vine. The last leaf. Still dark green, it hung from a branch some twenty feet above the ground.

"It is the last one," said Johnsy. "I thought it would surely fall during the night. I heard the wind and the rain. It will fall today and I shall die at the same time."

"Dear Johnsy," said Sue, placing her face close to Johnsy's on the pillow. "Think of me if you won't think of yourself. What shall I do?"

The day passed slowly, and even through the growing darkness of the evening they could see the lone leaf still hanging from the branch against the wall. And then, with the coming of the night, the wind began to blow again, and the rain began to fall heavily.

But the next morning when Johnsy commanded that the curtain be raised again, the leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue.

"I've been a bad girl, Sue," said Johnsy. "Something has made the last leaf stay

there just to show me how bad I was. It was a sin to want to die. You may bring me a little soup now — and then put some pillows behind me I will sit up and watch you cook.”

An hour later Johnsy said, “Sue, someday I want to paint a picture of the Bay of Naples.”

The doctor came in the afternoon. “You are doing fine,” he said, taking Johnsy’s thin hand in his. “In another week or so, you will be perfectly well. And now I must go to see another patient downstairs. His name is Behrman. He is some kind of artist, I believe. Pneumonia, too. He is an old, weak man, and the attack is very severe. There is no hope for him, but I am sending him to hospital in order to make him more comfortable.”

The next day, Sue came to the bed where Johnsy lay. “The doctor tells me that soon you will be perfectly well again,” Sue said, putting her arms around Johnsy. Johnsy smiled at her happily.

“Isn’t it wonderful?” Sue continued. “But now I have something important to tell you. Old Mr. Behrman died in the hospital this morning of pneumonia. He was sick only two days. They found him in his room the morning the first day, helpless with pain and fever. His shoes and clothing were completely wet and icy cold. They couldn’t figure out where he had been on such a terrible night. And then they found a lantern, still lighted, a ladder, and some other things which showed that, during the wind and rain, he climbed up and painted a green leaf on the wall of the house opposite. Didn’t you think it was strange that the leaf never moved when the wind blew? Ah, darling, it was Behrman’s real masterpiece — he painted it there the night that the last leaf fell.”

### **Task 5 DIGGING THE CIRCUMSTANCES**

1. What is Johnsy’s illness?
2. What is the cause of her illness?
3. What do you think made Johnsy consider that her possible death would be simultaneous with the last leaf to fall? What is its connection with her illness?
4. What helps Johnsy recover from her illness? Do you think it is psychological in nature? Why?
5. To whom does Johnsy’s analogy of the death of the vine happen? Is it really connected to how people endure life and face the most difficult challenge of one’s surpassing death? Explain.
6. How does Mr. Behrman emphasize the connection of Johnsy’s faith to be healed with the vine’s ability to hold the leaf (based on Johnsy’s point of view)?

### Task 6 COMMONALITY IN DIVERSITY

Using the diagram below, state the differences and similarities of the vine and Johnsy.

Vine vs Johnsy

differences

Similarities of the vine and Johnsy

### Task 7 ENVISIONING PRO-ACTIVISM

Based on Task 6, evaluate how the story helped you realize the complexity of life and its connection with nature. Do tasks A, B, and C below.

- A. Complete the phrases below to express to the author how the story he wrote gave you wisdom in coming up with realizations and learnings in life.

Dear O. Henry,

After reading the story "The Last Leaf" I realized that \_\_\_\_\_

I learned that \_\_\_\_\_

- B. Make a promise to your parents regarding positive changes in your life. Write the specific traits which you want to change on the upper portion of the diagram, the plan/methods of changes which you have to do on the wider portion, and your vision of yourself as a truly transformed individual at the bottom.

E.g., stubbornness

E.g., I will follow the advice of my parents.

E.g., I envision myself as the chairman of our school sports club.

- C. As proof of your desire to change for the better, draft a letter of intent to your barangay captain, mayor, or club president pertaining to your involvement in their efforts to address a pressing problem in the community brought about by natural calamity. Consider the sample letter of intent below.

678 Vista St., Xavierville Subd.  
Bagumbayan, Antipolo City  
July 10, 2014

**Hon. Ricardo Allison**  
City Mayor  
Antipolo City

**Sir:**

Greetings!

I am a grade 10 student of Rizal Memorial National High School. As such, I am fully aware of the disasters that our city experiences. In most cases, I learned from our classes that natural calamity is the effect of humankind's negligence or lack of concern for our mother nature. I further learned that men and women in the community can still do something in order to redeem the earth from the destruction.

Sir, I would like to inform you that in spite of my young age, I know that I have the responsibility of being the steward of nature. I know that for humanity to survive, people should work hand in hand so as to devise ways to rehabilitate waterways, implement reforestation and help realize other programs and projects for sustainable development.

As a proactive citizen, I would like to be a member of your team that works for the development and implementation of your plans. I am free every afternoon on weekdays and during Saturdays and Sundays for whatever assistance your office needs.

I look forward to working with you and your staff. Rest assured that I will be of help in terms of facilitating your community and environmental projects.

Thank you very much and more power to you!

Yours sincerely,

**ALEX E. LACUESTA**

Disclaimer: The addresses, names of personalities, school, and positions are fictitious. Any resemblance to persons, living or dead, is purely coincidental.

## YOUR DISCOVERY TASKS

The structures of modification vary in nature and function; they are used to intensify the impact of a written piece of literature. Review their other usage for you to have a good grasp of them.

### Function Word as Head

Functional word can form a structure of modification by using qualifier as modifier.

E.g., very much more (easily)  
**Head**

Rather too (strong)  
**Head**

Not quite (well)  
**Head**

### Prepositions as Head

Preposition can be a Head of Structure of Modification. Modifier of preposition is qualifiers, adverbs, or particular nouns.

E.g., very like (a whale) almost beneath (notice)

An adverb that follows a prepositional phrase becomes the modifier of prepositional phrase, while the adverb that precedes a prepositional phrase becomes the modifier of the preposition only.

Source: Structure of American English by W. Nelson Francis. Pages 297-325  
<http://linguasphereus.blogspot.com/2011/04/structure-of-modification.html>

### Task 8 A CLOSER GLANCE AT WORD STRUCTURES

Fill in the grid with what is asked in each column. Study the given example in the table, and then proceed to answer the rest of the given words.

| Words           | Head    | Qualifier |
|-----------------|---------|-----------|
| halfway up      |         |           |
| very middle     |         | very      |
| quite uppermost |         |           |
| most about      |         |           |
| onward outside  | outside |           |
| Never yet       |         |           |
| away into       |         |           |
| over higher     |         |           |
| far side toward |         |           |
| low behind      |         |           |

### Task 9 BEYOND WORD MEANING

- A. Give the meaning of the following words using a dictionary or thesaurus. Write your answers in your journal.

- |                               |                            |
|-------------------------------|----------------------------|
| 1. Unscintillating points     | 5. Exhilarating skill      |
| 2. Metallic crepitation       | 6. Abyss of space          |
| 3. Faint tang of ozone        | 7. A stone cairn           |
| 4. Purpose of this pilgrimage | 8. Aftermath of Armageddon |

- B. Add an adjective, an adverb, or a qualifier to intensify the meaning of each word above.

Example: inner door Answer: innermost door (The adjective most is added to the word inner which intensifies the meaning of the word.)

- C. Use them in your own sentences as you will encounter these words in the story, which you will read in your next lesson.

Arthur C. Clarke (1917-2008), born in Somerset, England, had been fascinated with science fiction and science since childhood. While in the Air Force during World War II, he wrote and published his first science-fiction story. He had since written many stories. His most famous work is a collaboration with Stanley Kubrick, a film based on his story "The Sentinel." "If I Forget Thee, Oh Earth..." like many science-fiction, deals with the future consequences of today's technological advances.

Read the following story that describes what it would be like to live in a space colony protected from the vacuum outside. Find out how the main character became united with his father's dream.

### **"If I Forget Thee, Oh Earth..."**

Arthur C. Clarke

When Marvin was ten years old, his father took him through the long, echoing corridors that led up through administration and power, until at last they came to the uppermost levels of all and were among the swiftly growing vegetation of the farmlands. Marvin liked it here: it was fun watching the great, slender plants creeping with almost visible eagerness toward the sunlight as it filtered down through the plastic domes to meet them. The smell of life was everywhere, awakening inexpressible longings in his heart: no longer was he breathing the dry, cool air of the residential levels, purged of all smells but the faint tang of ozone. He wished he could stay here for a little while, but father would not let him. They went onward until they had reached the entrance to the observatory, which he had never visited: but they did not stop, and Marvin knew with a sense of rising excitement that there could be only one goal left. For the first time in his life, he was going outside.

There were a dozen of the surface vehicles, with their wide balloon tires and pressurized cabins, in the great servicing chamber. His father must have been expected, for they were led at once to the little scout car waiting by the huge circular door of the air lock. Tense with expectancy, Marvin settled himself in the cramped cabin while his father started the motor and checked the controls. The inner door of the lock slid open and then closed behind them: he heard the roar of the great air pumps fade slowly away as the pressure dropped to zero. Then the "vacuum" sign flashed on, the outer door parted, and before Marvin lay the land which he had never yet entered.

He had seen it in photographs, of course: he had watched its image on television screens a hundred times. But now it was lying all around him, burning beneath the fierce sun that crawled so slowly across the jet-black sky. He stared into the west, away from the blinding splendor of the sun—and there were the stars, as he had been told but had never quite believed. He gazed at them for a long time, marveling that anything could be so bright and yet so tiny. They were intense unscintillating points, and suddenly he remembered a rhyme he had once read in one of his father's books:

Twinkle, twinkle, little star.

How I wonder what you are.

Well, he knew what the stars were. Whoever asked the question must have been very stupid. And what did they mean by “twinkle”? You could see at a glance that all the stars shone with the same steady, unwavering light. He abandoned the puzzle and turned his attention to the landscape around him.

They were racing across a level plain at almost a hundred miles an hour, the great balloon tires sending up little spurts of dust behind them. There was no sign of the colony: in the few minutes while he had been gazing at the stars, its domes and radio towers had fallen below the horizon. Yet there were other indications of man’s presence for about a mile ahead Marvin could see the curiously shaped structures clustering round the head of a mine. Now and then a puff of vapor would emerge from the squat smokestack and would instantly disperse.

They were past the mine in a moment: father was driving with a reckless and exhilarating skill as if — it was a strange thought to come into minutes, they had reached the edge of the plateau on which the colony had been built. The ground felt sharply away beneath them in a dizzying slope whose lower stretches were lost in a shadow. Ahead, as far as the eye could reach, was a jumbled wasteland of craters, mountain ranges, and ravines. The crests of the mountains, catching the low sun, burned like islands of fire in a sea of darkness: and above them the stars still shone as steadfastly as ever.

There could be no way forward — yet there was. Marvin clenched his fists as the car edged over the slope and started the long descent. Then they saw the barely visible track leading down the mountainside, and relaxed a little. Other men, it seemed, had gone this way before.

Night fell with a shocking abruptness as they crossed the shadow line and the sun dropped below the crest of the plateau. The twin searchlights sprang into life, casting blue-white bands on the rocks ahead, so that there was scarcely need to check their speed. Four hours they drove through valleys and past the foot of mountains whose peaks seemed to comb the stars, and sometimes they emerged for a moment into the sunlight as they climbed over higher ground.

And now on the right was a wrinkled, dusty plain, and on the left, its ramparts and terraces rising mile into the sky, was a wall of mountains that marched into the distance until peaks sank from sight below the rim of the world. There was no sight that men had ever explored this land, but once they passed the skeleton of a crashed rocket, and beside it a stone cairn surmounted by a metal cross.

It seemed to Marvin that the mountain stretched on forever; but at last, many hours later, the range ended in a towering, precipitous headland that rose steeply from a cluster of little hills. They drove down into a shallow valley that curved in a great arc toward the far side of the mountains: as they did so, Marvin slowly realized that something very strange was happening in the land ahead.

The sun was now low behind the hills on the right: the valley before them should be in total darkness. Yet it was awash with a cold white radiance that came spilling over the crags beneath which they were driving. Then, suddenly, they were out in the open plain, and the source of the light lay before them in all its glory.

It was very quiet in the little cabin now that the motors had stopped. The only sound was the faint whisper of the oxygen feed and an occasional metallic crepitation as the outer walls of the vehicle radiated away their heat. For no warmth at all came from the great silver crescent that floated low above the far horizon and flooded all this land with pearly light. It was so brilliant that minutes passed before Marvin could accept its challenge and look steadfastly into its glare, but at last he could discern the outlines of continents, the hazy border of the atmosphere, and the white islands of the cloud. And even at this distance, he could see the glitter of sunlight on the polar ice.

It was beautiful, and it called to his heart across the abyss of space. There in that shining crescent were all the wonders that he had never known — the hues of sunset skies, the moaning of the sea on pebbled shores, the patter of falling rain, the unhurried benison of snow. These and a thousand others should have been his rightful heritage, but he knew them only from the books and ancient records, and the thought filled him with the anguish of exile.

Why could they not return? It seemed so peaceful beneath those lines of marching cloud. Then Marvin, his eyes no longer blinded by the glare, saw that the portion of the disk that should have been in darkness was gleaming faintly with an evil phosphorescence: and he remembered. He was looking upon the funeral pyre of a world — upon the radioactive aftermath of Armageddon. Across a quarter of a million miles of space, the glow of dying atoms was still visible, a perennial reminder of the ruinous past. It would be centuries yet before that deadly glow died from the rocks and life could return again to fill that silent, empty world.

And now Father began to speak, telling Marvin the story which until this moment had meant no more to him than the fairy tales he had once been told. There were many things he could not understand: it was impossible for him to picture the glowing, multicolored pattern of life on the planet he had never seen. Nor could he comprehend the forces that had destroyed it in the end, leaving the colony, preserved by its isolation, as the sole survivor. Yet he could share the agony of those final days, when the colony had learned at last that never again would the supply ships come flaming down through the stars with gifts from home. One by one the radio stations had ceased to call: on the shadowed globe the lights of the cities had dimmed and died, and they were alone at last, as no men had ever been alone before, carrying in their hands the future of the race.

Then had followed the years of despair, and the long-drawn battle for survival in their fierce and hostile world. That battle had been won, though barely: this little oasis of life was safe against the worst that nature could do. But unless there was a goal, a future toward which it could work, the colony would lose the will to live, and neither machines nor skill nor science could save it then.

So, at last, Marvin understood the purpose of this pilgrimage. He would never walk beside the rivers of that lost and legendary world, or listen to the thunder raging above its softly rounded hills. Yet one day — how far ahead? His children's children would return to claim their heritage. The winds and the rains would scour the poisons from the burning lands and carry them to the sea and in the depths of the sea they would waste their venom until they could harm no living things. Then, the great ships

that were still waiting here on the silent, dusty plains could lift once more into space, along the road that led to home.

That was the dream: and one day, Marvin knew with a sudden flash of insight, he would pass it to his own son, here at this same spot with the mountains behind him and the silver light from the sky streaming into his face. He did not look back as they began the homeward journey. He could not bear to see the cold glory of the crescent Earth fade from the rocks around him, as he went to rejoin his people in their long exile.

Sources: Prentice Hall Literature Gold, Ellen Bowler,  
New Jersey: Pearson Prentice Hall, 1998..

The story presents a possible future of Earth and mankind. It shows the consequences of nuclear technology on the environment.

Let us find out how well you understand the selection by sharing your insights through the following activity.

### Task 10 SHARING INSIGHTS

Complete the following phrases:

1. The author used language which is  
\_\_\_\_\_
2. The story is  
\_\_\_\_\_
3. It has  
\_\_\_\_\_
4. The story raises my awareness of  
\_\_\_\_\_
5. It helped me realize that nature should be  
\_\_\_\_\_
6. For the Earth to be sustained, people should  
\_\_\_\_\_
7. The overall presentation of the story is  
\_\_\_\_\_
8. As a 21st-century reader and learner, I should be able to  
\_\_\_\_\_
9. Being one with nature means  
\_\_\_\_\_

10. To avoid the probability of the earth's extinction and exile of mankind to outer space, one should \_\_\_\_\_

11. The family, community, and the entire nation should \_\_\_\_\_

12. From one to ten, I give the story a rating of \_\_\_\_\_ because \_\_\_\_\_

The stories you have read depict the significance of nature, the likelihood of other living things affecting human beings and the possible consequences if the environment is continuously neglected or abused.

Critique the speeches of significant people in the community, such as the president, legislators, barangay officials, etc. to find out their priorities or value focus.

### Task 11 FREE-STYLE SPEECH EVALUATION

You have successfully delivered and critiqued speeches in your previous lessons using a given set of criteria. This time you will learn how to independently evaluate keynote speeches of famous personalities. Do the following tasks:

1. Watch a video of the keynote speeches of famous personalities or read the sample speeches in the succeeding pages.  
Download them from the following websites:
  - <https://www.youtube.com/watch?v=oVrAS4ftoUM> (Pinoy's speech)
  - [https://www.youtube.com/watch?v=0S1KAopS\\_Rw](https://www.youtube.com/watch?v=0S1KAopS_Rw) (Nick Baker's speech-environmentalist)
  - <https://www.greens.org.nz/speeches/russel-normans-campaign-conference-speech--going-solar> (Russel Norman's speech)
  - <http://www.toastmasters.org/ToastmastersMagazine/>
  - [ToastmasterArchive/2008/June/Departments/Profile.aspx](http://www.toastmasters.org/ToastmastersMagazine/ToastmasterArchive/2008/June/Departments/Profile.aspx) (Jill Buck)
2. Compare the speeches and the speakers' delivery.
3. Use the provided sample speeches for content evaluation.
4. Assess the focal point of discussion.
5. Evaluate the strengths and weaknesses of the speeches.
6. Give comments and suggestions to make the speeches clearer.
7. Summarize your findings and write them on a sheet of paper for submission.

Magandang umaga po!

Among the Philippines' earliest achievements in science and technology were a number of measures for the health of livestock and poultry. In 1906, for example, the work to eliminate rinderpest began. This livestock disease became rampant following the importation of livestock into the Philippines after the revolution and the war. Then, Filipinos and Americans worked together to develop, test, and eventually implement the use of a serum that would immunize animals. At around the same time, our then-Bureau of Science also found itself devoting much of its work to monitoring public health and the existing food supply.

Undoubtedly, the hard work of generations of scientists and stakeholders in the agricultural industry, whether here or across the globe, has redounded to great benefits for all. Rinderpest has been eradicated, and countries have put in place controls to prevent the proliferation of other animal diseases still in existence. The Philippines itself has been free from Foot and Mouth Disease (FMD) since 2010, and from Highly Pathogenic Avian Influenza (HPAI) since 2005.

If we are to draw any lesson from the anecdotes I mentioned earlier, it would be that: then, as today, food security is not just about ensuring the stability of supply; it is just as much about public health and safety. Perhaps the burden is even greater today. After all, while modernization allows stakeholders to become even more efficient, this also entails higher standards in maintaining the health of animals, the safety of end products and consumers, and the welfare also of the environment. This is precisely what we are doing in the Philippines — improving each step in the process, from beginning to end.

For instance, toward maintaining the health of poultry and livestock, our Department of Agriculture (DA), through the Bureau of Animal Industry, provides strategic vaccination and disease surveillance, amongst other services, to eradicate and control 13 infectious animal diseases.

As evident in this Expo's theme, animal feeds are part and parcel of animal health — and consequently, of food security. One of our most basic concerns is maintaining the availability and the sufficiency of feeds. Right now, there seems to be an imbalance: as to the 447 feed millers in the country, 332 are in Luzon, 49 in Visayas, and only 66 in Mindanao, which, by the way, produced half the country's corn in 2012.

Of course, SMEs and businesses have the options of importing feeds, which is why we have Expos like this one. But what about the smaller players in the industry?

This is why, to develop the market for animal feeds in the country and to ensure the availability and constancy of supply, the Department of Agriculture is drafting the Livestock, Poultry, and Feed Crops Industry Roadmap, which will be completed, I'm told, by the end of the month. Through this roadmap, initiatives such as feed farming-milling and livestock and poultry integration partnerships will benefit more than 850,000 small corn farmers and backyard livestock and poultry raisers in the first three years of implementation alone. Other measures such as the Anti-Microbial Resistance Program (AMRP), which will monitor the use of antibiotics in feed and veterinary products beginning in 2014, will also help to ensure the safety of animal feeds.

The work does not end there: our government is also constructing the necessary infrastructure to facilitate the growth of agriculture in the country. Farm to market roads, or FMRs, constructed and rehabilitated from 2011 to June 2013 have linked 1,147 barangays to main road networks and markets, benefiting 300,000 of our farmers. And for the future, our Department of Public Works and Highways will be partnering with the Department of Agriculture to construct even more farm-to-market roads to benefit even more barangays. Even better news: these roads will be constructed with the same efficiency that the DPWH has displayed in its other projects — producing better quality roads at a lower cost, mostly ahead of time. This, on top of the ports, airports, and other transport hubs we are constructing and upgrading to improve transport and travel across the archipelago.

Right now, we also have a total of 131 operational accredited Livestock “Okasyon” Markets (LOMs) across the country. These serve as centralized trading facilities for animals, particularly, cattle and carabaos. These LOMs ensure the health of livestock, by requiring Veterinary Health Certificates for all livestock entering the facility — all of which still undergo inspections by on-site veterinarians, as an added measure.

Behind these initiatives — and behind our government’s decision to prioritize the agricultural sector — lies a single question: What will yield the greatest benefit for the common Filipino? This has guided all our efforts. The roads and trading centers constructed under our watch bring farmers closer to the markets, and facilitate the movement of goods.

Disease control and health mechanisms are in place to ensure that the pork or chicken products that find their way to the dinner tables of our countrymen are safe for consumption. Plans to develop the feeds industry and make the most of materials grown in the Philippines redound to a more stable livelihood for corn farmers and access to cheaper feeds for backyard livestock and poultry raisers. And events like this bring local and foreign stakeholders together — hopefully, to forge partnerships that will spur the growth of the Philippine livestock and poultry industry.

This event shows that government is not alone in its effort. The sheer number of attendees alone assures me that the Expo and Conference is indeed a breeding ground for even greater opportunities for the industry. So, I encourage you to make the most of this event: explore the offerings of the different exhibitors, ask questions, build your networks, and participate in the discussions that will take place in the next few days. I am certain that we can all find ways to help each other, and to profit at the same time. After all, in the same way that cooperation between Filipinos and Americans allowed our country to surpass an epidemic of rinderpest in the early 20th century, so too will the sharing of knowledge and best practices in this event allow us to surpass the challenges that remain, and to advance the industry. (President Benigno S. Aquino III)

Source:

<http://www.gov.ph/2013/08/07/speech-of-president-aquino-at-the-livestock-philippines-conference-2013-expo-and-conference/>

The skills I gathered in Toastmasters have been paramount in the success of this program. I don't have a big advertising budget. The genesis of this program, and the way it continues to grow, is primarily through word-of-mouth advertising. Whenever I speak, new schools sign up for the program, and it's the strong communication and leadership skills I mastered in Toastmasters that have helped me grow the organization and reach my full potential. In every speech I make, I mention the organization and urge people to join.

Speaking is a learnable skill, and when you are a great public speaker, you will go far, no matter what your chosen profession. When I wrote the Go Green Initiative, I was neither an environmentalist nor an educator. I was simply a parent concerned about the fact that our population is increasing at an alarming rate, and the world's natural resources are rapidly being depleted.

A crusty old naval commander asked during Table Topics why men have nipples," she recalls. "That was a challenge to discuss, but I did it, and it was that sort of training that helped me become the speaker I am today. I would represent the Navy in courtroom proceedings which involved cross-examining witnesses in front of a panel of senior officers and using persuasive speaking, as well as making opening and closing remarks. I started the Speakers Bureau for two reasons: I knew a lot of advanced speakers who really enjoyed their clubs but wanted something more challenging, as well as new feedback. Many of them had a message they were passionate about and issues they wanted to share with others and the Bureau provided a ready-made vehicle for connecting those speakers. The Bureau also served as a great membership promotion tool, attracting a lot of folks from other organizations such as Kiwanis.

Source:

<http://www.toastmasters.org/ToastmastersMagazine/ToastmasterArchive/2008/June/Departments/Profile.aspx>

The world knows climate change is real and action is needed. New Zealanders understand that. Let's be honest, this National Government also knows it but has buried its head in the sand rather than tackle a problem that involves more window dressing.

Looking around this room today reminds me what is great about New Zealanders and why I chose to live in this country.

All of you here understand the problem of climate change is a serious problem for our country and for the planet.

We don't bury our head in the sand and pretend there's nothing to worry about because that's the easy thing to do. We face up to it, some of us study it, some of us teach about it, some of us raise awareness about it and others among us factor it into how our business or the economy works.

It's not the Kiwi way to look the other direction when there's a challenge to be faced. This is the country that gave women the vote. This is the country that said yes to nuclear free, in the face of super power pressure.

When we see a problem, we are not defeated. We don't say no, we say "yeah-nah that's no good" and then break out the number eight wire and start to sort it out. Quite often we find positive opportunities to seize along the way.

New Zealanders have a can-do attitude; we're not by-standers.

New Zealanders think our country should do its fair share. We are not the kind of people to leave problems for others to fix.

Yet our greenhouse gas emissions are the highest they have ever been and they are going up. Yet climate change policy in our country is an international joke. That's just not the Kiwi way.

We believe our obligations go beyond ourselves and extend to others, including our Pacific neighbours. We must respond to the threat of climate change or betray our children and their children.

New Zealand was once seen as a leader on climate change. It introduced an ETS, it had opinions and influence.

Source:

<https://www.greens.org.nz/speeches/russel-normans-keynote-speech-green-party-climate-change-conference>

## YOUR FINAL TASK

### Task 12 A SYMPOSIUM FOR MOTHER NATURE

Your teacher will divide the class into groups. Each group will be given topics to be discussed in a mini symposium in your class. Each member should be given a role to play (e.g., as resource speaker, emcee, introduction officer, moderator/facilitator, etc.). Write your speech/script based on the task assigned to you. Also, prepare your slide presentation to facilitate understanding of the content. Use the rubrics below to serve as your guide in the conduct of your symposium and in the presentation of your topics.

The following are the topics to be given each group.

- Group 1 - Empowering People in the Community through the Development of One's Coping Mechanism
- Group 2 - Environmental Sustainability through Clean and Green Program
- Group 3 - One Goal, One Nation, One World
- Group 4 - Nature and Man as One
- Group 5 - Risk Reduction Program for Sustainability and Adaptability

Rubrics in the Conduct of a Symposium

|                                | 0  | 1   | 2  | 3   |
|--------------------------------|--|---|--|---|
| Organization & Time Management | Audience cannot understand presentation because the information is not sequenced logically; students have significant trouble managing time. | Audience has difficulty following presentation because students jump from one topic to another; students have some trouble managing time. | Students present information in a mostly logical sequence which the audience can follow; students nearly observe the time limit. | Students present information in a logical, interesting sequence which the audience can follow; students observe the time limit. |
| Delivery & Elocution           | Students read mostly from notes with no eye  | Students occasionally use eye contact, but still read mostly from notes; students   | Students maintain eye contact with audience most of the time, but  | Students appropriately maintain eye contact with audience, seldom returning to  |

|                                   | 0   | 1  | 2  | 3  |
|-----------------------------------|---|--|--|--|
|                                   | contact or audience consideration; students mumble or pronounce terms incorrectly; audience cannot hear the speakers clearly.           | show nervousness during the presentation; students speak too softly or use incorrect pronunciation; audience may have difficulty hearing speakers. | too often return to notes; students use gestures, voice, and clear pronunciation somewhat naturally.                       | notes; students are natural, relaxed, yet well prepared and professional; students speak with a clear voice and correct & precise pronunciation so that the audience member can hear the presentation. |
| Preparedness & Fielding Questions | Most aspects of the presentation were not well prepared or not understood; students were weak in answering questions from the audience. | Some aspects of the presentation were not well prepared. Students were uncomfortable answering questions from the audience.                        | Most aspects of the presentation were well prepared. Students were able to answer well some questions regarding the topic. | All aspects of the presentation were well prepared. Students were able to answer questions with explanations and elaboration regarding the topic (within the scope of their research).                 |

|                               |  |  |   |   |
|-------------------------------|--|--|---|---|
| Collaboration and Originality | Students lack ability to engage the audience; seem unprepared.   | Students attempt to engage the audience in the subject, but may lack creativity or originality; with the panel, but may demonstrate lack of preparation and balance.                       | Students mostly engage the audience in the subject with originality, creativity, and intuition; students appear mostly in synch with the panel, prepared, and balanced in a collaborative effort.                                   | Students engage the audience in the subject with originality, creativity, and intuition; students appear in synch with the panel, well-prepared, and balanced in a collaborative effort.  |
| Content                       | 2  | 4  | 6   | 8   |
|                               | Students lack clear or appropriate content; students do not demonstrate an understanding of integrative inter-disciplinary research process. | Students attempt to convey the content of their research, but fall short or lack clarity; students may not have a strong understanding of integrative inter-disciplinary research process. | Students mostly convey the content of their research with clarity, and that content is mostly appropriate to the integrative theme; students demonstrate a strong attempt to apply integrative inter-disciplinary research process. | Students convey the content of their research with originality and clarity, and that content is highly appropriate to the integrative theme; students demonstrate successful application and knowledge of integrative interdisciplinary research process. |

**Total points (out of 20)** \_\_\_\_\_

Source: <http://www.units.miamioh.edu/aisorg/syllabi/Parker-SymposiumRubric.pdf>

## MY TREASURE

### A Card for My Buddy

Gradually you are being exposed to public speaking which will eventually help you gain self-confidence aside from developing your competence in oral communication. Mentally, emotionally, and physically you can now consider yourself fit to face the crowd in almost any kind of situation.

As a token of appreciation, make a simple “thank you” card and give it to your member whom you think helped you a lot in the successful delivery of your speech and the smooth conduct of the the symposium.

If you receive a card from your classmate, paste it in your journal to serve as your souvenir. Then, answer the following:

The part which I like the most in the symposium is \_\_\_\_\_ because \_\_\_\_\_

The least that I like in the activity is \_\_\_\_\_ because \_\_\_\_\_

I realize that I still have to improve in \_\_\_\_\_ for me to be \_\_\_\_\_

The week’s lessons are significant for me because \_\_\_\_\_