

Unit III

Module 5

Responding to Media

Overview

If you want to know the latest news here and abroad, media is the best source of information. Switch on a television set, a radio, or simply read the newspaper and you will definitely know the happenings around the world.



To know present issues is important, not only for the professionals, but for students as well. You are able to understand your own country, its present concerns, and its relationship or ties with other countries in the world. Furthermore, getting informed will help you build your own dreams and plan your own future. More importantly, interaction with media will develop your thinking skills.

Although our papers today focus on the ills of society, they open your eyes so that you can help fight them in your own little ways. You can use media to express your sentiments and opinion. As a concerned citizen, you should stand for the truth by making your voice heard.

This module will teach you how to be involved with the affairs of our country without really marching along the streets or joining a picket line.

Objectives

At the end of the module, you will be able to :

1. work down details in an article read
2. make inferences
3. draw conclusions
4. identify the meaning of an idiomatic expression and use it in everyday speech
5. quote other people accurately
6. share one's opinion about an issue presented
7. write a letter to the editor
8. show one's concern about the affairs of the country and participate actively in decision making

Instructions

1. Do not write anything on this module as several students will be using it. Do all your work in your notebook. **Be sure to label your work by the module number and title.** Keep a separate notebook for your Reflective Journal.
2. Read each section carefully. If you have not read the first two sections, go over them first.
3. Each module begins with a brief introduction or **Overview** followed by a list of **Objectives** you are expected to learn.
4. Before working on the activities, answer the **Pretest** first. Find out how well you did by checking your answers against the answers given under the **Self-Check** of the pretest.
5. As you work on the activities, try to relate them to the objectives of this module. What skill or strategy does the activity develop?
6. After each activity go over the **Self-Check** that follows to find out how well you fared in that activity. Pay attention to the items you missed. Learn from your mistakes.
7. After working on all the activities take the **Posttest**.

Now you are ready to take the *Pretest*.

Pretest



I. Reading

Read the following article. It is an editorial published in a leading newspaper. Then answer the questions that follow. Some items have options. You may refer to the article every now and then.

Going After Tax Cheats

Boy Scouts have been tapped for an awareness campaign on paying taxes while a hotline has been set up for anonymous tips from the public about suspected tax evaders. Perhaps it's no coincidence that the programs were launched during the Lenten season, when it may be easier to encourage honesty in tax payments. Meanwhile, a new law is now in effect, seeking to encourage revenue collectors to improve their performance through a system of reward and punishment.

The government is crossing its fingers that the combination of measure will help raise the value added tax.

So far the efforts to go after tax cheats show some promise. The approach to encourage better performance from revenue collectors may work at least among tax payers who aren't rich enough to bribe their way out of hug tax assessment. Those Boy Scouts may remind fixed income earners to file income tax returns on time to avoid fines. And that hotline can be useful in ferreting out corrupt public officials, racketeers, and other criminals using legitimate business fronts.

Among those corrupt officials, however, are revenue collectors themselves. Graft has long been a major stumbling block to tax collection efforts. The biggest tax evaders can top any reward that the government can offer to revenue collectors. The only people who pay the right taxes in this country are those whose payments are automatically withheld from their monthly paychecks.

Tax evasion has also been encouraged by perceptions that public funds are being squandered or are being pocketed by the corrupt. Good government will give revenue collection a major boost. Fiscal responsibility on the part of the government inspires civic responsibility. If taxpayers see that their money is being spent judiciously, it lightens the burden of sharing their earnings with the state. Give the government credit for trying, but it will take more than Boy Scouts and hotlines to encourage honesty among taxpayers.

*The Philippine Star, p. 8
March 22, 2005.*

1. What school-based organization was tasked to help in the tax campaign?
2. What word in sentence 1 means the same as *unsigned*?

3. Tax evaders are people who
 - a. pay their taxes regularly.
 - b. do not pay their taxes regularly.
 - c. avoid paying taxes.
 - d. refuse paying taxes.
4. Which of the following statements is TRUE based on the second paragraph?
 - a. There will be additional measures to encourage taxpayers to pay their taxes.
 - b. It is more important to improve tax collection.
 - c. The additional measures will increase the government's earnings.
 - d. The earning will increase as the measures are implemented.
5. Which of the following statements is NOT true based on the third paragraph?
 - a. There is hope to lessen tax evaders because of the actions that will be undertaken.
 - b. The plans will succeed especially for those who cannot afford to pay fixers.
 - c. The Boy Scouts will remind employees to pay taxes on time.
 - d. The hotline can help unlawful officials and other criminals.
6. In paragraph 4, what problem was identified to be the cause of failure in tax collection drive?
 - a. Tax collection is not systematic.
 - b. Some tax collectors are corrupt.
 - c. Many people refuse to pay taxes.
 - d. Some people cannot afford to pay taxes.

There are idiomatic expressions used in the article. Identify the one which is being defined in the given statement:

7. Paragraph 1 -- it also means arranged.
8. Paragraph 2 -- it also implies strongly hoping.
9. Paragraph 3 -- it also means to find and bring to open.
10. Paragraph 4 -- it is a problem which stops you from achieving something.

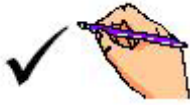
II. Grammar

Changing sentences to indirect speech (15 points). Fill in the blank with the correct word.

1. "You're mistaken," Marie said.
Marie said _____ I _____ mistaken.
2. The boy said, "I tried my best."
The boy said that _____ tried _____ best.
3. Father asked, "What did your mother say?"
Father asked what _____ mother _____ to me.
4. "Turn left on Rosario Street," the boy directed us.
The boy directed us _____ turn left on Rosario Street.
5. "What are your reasons?" challenged the police officer.
The police officer asked what our reasons _____.
6. Miss Almendras asked, "Are you tired?"
Miss Almendras asked me _____ I _____ tired.
7. "Why did you come here?" Ester asked Zoilo.
Ester asked Zoilo why _____ came here.

8. Lilia asked anxiously, "Did you see a little boy in blue?"
Lilia asked anxiously _____ we _____ a little boy in blue.
9. "I'm sorry," I apologized.
I said _____ I was sorry.
10. The old man pleaded, "Tell the people the truth about me."
The old man asked them _____ tell the people the truth about _____.

Self-check



How was it? Do you think you made good? You know there's nothing to worry because the test only aims to find out how much you know of the lessons in this module.

Let us see how you fared. Check your answers against those below.

I. Reading

- | | | | |
|---------------|------|-------------------------|---------------------|
| 1. Boy Scouts | 4. c | 7. set-up | 10. stumbling block |
| 2. anonymous | 5. c | 8. crossing its fingers | |
| 3. c | 6. b | 9. ferreting out | |

II. Grammar (15 points)

1. Marie said that I was mistaken.
2. The boy said that he tried his best.
3. Father asked what my mother said to me.
4. The boy directed us to turn left on Rosario Street.
5. The police officer asked what our reasons were.
6. Miss Almendras asked me if I was tired.
7. Ester asked Zoilo why he came here.
8. Lilia asked anxiously if we saw a little boy in blue.
9. I said that I was sorry.
10. The old man asked them to tell the people the truth about him.

Again, do not be discouraged with the result of the test. Of course, you wish to get perfect but it seems not quite possible at this point.

Anyway, rate yourself just the same.



- 25 - Excellent
- 20 - 24 - Very Good
- 15 - 19 - Good
- 10 - 14 - Fair
- 9 or less - You will have to study this module very closely.

Reading Adventure



Pre-reading

Now, let us begin our new lesson. You are about to read another editorial that talks about a different issue.

Do you already have an idea about what course you will take up in college?
Do you dream of working abroad to improve your family's quality of life?

Complete the table below stating your opinion regarding employment abroad. Write at least three reasons in each column.

Advantages	Disadvantages
1.	1.
2.	2.
3.	3.

Now complete the following phrases by connecting them with any of the reasons you wrote in the Table.

1. I strongly believe that _____.
2. In my opinion, _____.
3. It is ridiculous that _____.
4. I strongly disagree _____.
5. I think that _____.

Which of the expressions above are stated firmly? Moderately? Weakly?

While Reading



The article you are about to read is also an editorial. Remember that an editorial expresses the stand or opinion of a newspaper regarding an issue which may be social or political.



Falling Standards

As nursing schools mushroom across the country, it is not surprising that education standards in these schools are falling. A report this week said less than 10 percent of educational institutions that offer nursing courses produce graduates who score higher than 90 percent in the nursing board exams. The average scores in several schools were lower than 20 percent.

Nursing courses have boomed due to demand that continues to grow in the international job market. In recent years nursing schools have sprouted to meet the demand while existing educational institutions have expanded their nursing programs. The graduates, unfortunately for the nation, do not stay long enough in their own land. Health experts are warning of a crisis in public health care not only due to the exodus of nurses for high paying jobs abroad, but also because even doctors are taking nursing courses and leaving the country.

Because of the rapid increase in the number of nursing schools, education officials have found it difficult to monitor the quality

of nursing programs being offered. Education officials will have to move quickly to raise the standards of nursing programs. A nursing course does not come cheap; one semester in a reputable college can cost over P30,000. Tuition alone can eat up the life savings of an average family. For the poor, a nursing course is out of the question, unless the prospective nurse can obtain a full scholarship.

Because so much hope is pinned on a future nurse, and so much money, time and effort are invested in a nursing course, the government should make sure that students get their money's worth. Whether graduates work abroad or in their own country, the quality of their nursing education will show. And if the quality of Philippine nurses deteriorates, demand will shift to nurses from other countries. At home, public health care can only suffer further when nursing skills slide. Education must move quickly to stop that trend.

*The Philippine Star p. 14
March 4, 2005*

Words Unlocked

Read the editorial again and look for words that have the same meaning as the following words/phrase. The number of the paragraph is given to help you.

Paragraph 1	-	to spread quickly	_____
Paragraph 2	-	grew or flourished	_____
	-	increased	_____
Paragraph 3	-	fast	_____
	-	to watch closely	_____
	-	potential	_____

Paragraph 4	-	put to use	_____
		becomes worse	_____
		more from one	
		place to another	_____
	-	general course	_____

Self-check



Were you able to find the following words?

Mushroom, boomed, expanded, rapid, monitor, prospective, invested, deteriorates, shift, trend.

Post Reading



A. Answer the following questions based on the editorial.

1. How many percent of our nursing graduates usually get scores higher than 90% in the nursing board exams?
2. Why do many students choose to take nursing?
3. What problem is caused by the rapid increase of nursing schools?
4. How does this affect the quality of nursing graduates?
5. In effect, what will happen to the demand of nurses from other countries?
6. Could a poor family send a child to a nursing school? Why?
7. Give at least 3 words used to mean the same as rapid increase.
8. If you were a nurse and you were offered \$8,000.00 salary per month in the USA, would you take the job? Why?
9. What do you think should the government do to keep the nurses and teachers from leaving the country?
10. What should be the role of the schools?
11. How can society help?
12. Can you say that Philippine education has succeeded when many professional Filipinos are accepted to work abroad? Why?

B. Interview at least ten of your neighbors and find out how many of them have family members who are working abroad. Moreover, ask each for at least one good reason why they opted to take the job. Write them down in your notebook.

Self-check

Here are the possible answers for the Comprehension Questions. Except for nos. 7-10, the answers may not be the exact words in the key but they mean, more or less, the same.

1. Usually less than 10%
2. Because of its continued demand abroad.
3. To be able to work abroad and eventually migrate
4. Because of the rapid increase of nursing schools, the government is having a hard time monitoring the quality of education the schools are offering.
5. If the quality of nursing graduates will worsen, the other countries might get their demand from other nations, not from us anymore.
6. A poor family cannot send a child to a nursing school because it is expensive. Unless of course, if the student could get a scholarship, then there won't be any problem.
7. Mushroom, boomed, sprouted
- 8 – 12. Answers may vary and require statements of opinion. A point is given for every question answered.

Count your score and rate yourself.



- 12 - Excellent!
- 10 - 11 - Very Good!
- 8 - 9 - Good
- 6 - 7 - Fair
- 5 and below – Try and read the article again for better understanding.

Language Focus



Study the following pictures and report what each picture says by filling in the blank with the correct words. The first one is done for you.



I love reading books.

1. John says that he loves reading books.



What do you think of today's media?

2. Ellen asks me _____ I _____ of today's media.



Do your work well

3. Mother advised me _____ do _____ work well.



Do you know the latest news?

4. Pete asked me _____ I _____ the latest news.



Please help me.

5. My brother requested me _____ help _____

Self-check



Let's see how well you did the preceding activity. Here are the answers.

1. John says that he loves reading books.
2. Ellen asks me what I think of today's media.
3. Mother advised me to do my work well.
4. Pete asked me if I knew the latest news.
5. My brother requested me to help him.

Generalizations

Direct speech gives the exact words of the speaker. *Indirect* speech gives the words of the speaker as reported by another person.

When changing direct speech to indirect speech, the following changes take place.

For **statements**

1. The introductory word *that* is used.

He says that...

2. When the verb in the introductory part is in the present tense, the verb in the indirect speech is also in the present tense.

He says that he is happy.

3. When the verb in the introductory part is in the past tense, the verb in the indirect speech is also in the past tense.

He said that he was happy.

4. When the quoted part expresses a general truth, the same present form is used in the indirect speech.

She said that water boils at 100° Centigrade.

Now let's apply the rules on changing direct speech to indirect speech. Do this exercise.

Change the following statements to indirect speech. The first number is done for you.

1. "Newspapers play an important role in society," the journalist says.
The journalist says that newspapers play an important role in society.

2. "I don't agree with what the newscaster said," Mika said.

3. "Newspapers inform and entertain," the journalism teacher said.

4. Tina remarked, "The news on the crime rate is alarming."

5. Cris commented, "Some news are not accurate."

Here are the rules to remember when changing questions from direct speech to indirect speech.

1. In Wh-questions, the question words *who*, *what*, *how*, *when*, etc. serve as link between the introductory clause and the reported question.
 - *“Who is he?” she asked.*
She asked who he was.
2. In yes-no questions, the connectors *if* or *whether* is used as a link between the introductory clause and the reported question.
 - *“Is she a sophomore?” he asked.*
He asked if she was a sophomore.
 - *“Will you go or not?” I asked.*
I asked whether he would go or not.

Show you understood the rules on changing questions from direct speech to indirect speech by doing the following activity.

Change each question from direct speech to indirect speech.

1. “Are you coming?” they asked me.
2. “Did the news delight you?” I asked Raul.
3. She asks, “Who is the new Pope?”
4. “Which newspaper do you read?” Alma asked him.
5. “Do you believe me or not?” Vergel asked me.

For changing commands or requests from direct speech to indirect speech, take note of the following:

3. The verbs *tell*, *order*, *request*, *bid* or *command* are used in the introductory part.
 - *“Tell me the truth,” the father said.*
The father told his son to tell the truth.
4. The infinitive (to + verb) is used instead of the imperative form.
 - *“Run,” she said.*
She told me to run.

Do the following activity.

Change each command or request from direct speech to indirect speech.

1. "Move faster," the coach commanded.
2. The son said, "Please listen to me, Daddy."
3. I said, "Say something, Flora."
4. "Practice very well," she admonished.
5. The teacher said, "Write a letter to the editor."

One more thing to remember is the punctuation marks used in direct quotations.

Quotation Marks are used to enclose the exact words of the speaker. The first word of a direct quotation begins with a capital letter. A comma or commas separate the main idea except in questions.

See how well you can apply these rules in the next activity.

Change the following sentence to direct speech.

Example: Beth promised she would come early.
 Beth promised, "I will come early."

1. She told them she wanted a part-time job.
2. The guard warned the men not to enter the building.
3. Dessa asked where her cell phone was.
4. Father advised me to be more diligent in my studies.
5. I asked the stranger if he was a Japanese.
6. The President announced that there was an increase in employment rate.
7. The policeman warned the suspect to lay down his gun.
8. He requested the maid to let him in.
9. She said that she's having a great time here.
10. The old lady asked who I was.

More Practice

For more practice, do the following exercise.

Change the following sentences to indirect speech. Remember to use the correct connecting words and to make changes in pronouns and verb tenses when necessary. The first number is done for you.

1. "I love talk shows on television," Edda remarks.
Edda remarks that she loves talk shows on television.
2. Oscar asked, "What talk show do you watch?"
3. "Who is your favorite TV announcer?" I asked Nena.
4. "Stand for the truth," the man admonished the young reporters.
5. I asked her, "Do you listen to news broadcast?"
6. "How do newspapers gather the news," the pupil asked.
7. "Do you want to become a journalist?" the news editor asked.
8. "My dream is to become a newscaster," Wilma said.
9. The teacher advised Vicky, "Pursue your journalism career.
10. "Why are news brief?" Willy asked.

Self-check



Language Focus

1. John says that he loves reading books.
2. Ellen asks me what I think of today's media.
3. Mother advised me to do my work well.
4. Pete asked me if I knew the latest news.
5. My brother requested me to help him.

For statements:

1. The journalist says that newspapers play an important role in society.
2. Mika said that she didn't agree with what the newscaster said.
3. The journalism teacher said that newspaper inform and entertain.
4. Tina remarked that the news on the crime rate was alarming.
5. Cris commented that some news were not accurate.

For questions:

1. They asked me if I was coming.
2. I asked Raul if the news delighted him.
3. She asks who the new Pope is.
4. Alma asked him which newspaper he read.
5. Vergel asked me whether I believe him or not.

For commands or requests.

1. The coach commanded his team to move faster.
2. The son asked his father to listen to him.
3. I told Flora to say something.
4. She admonished them to practice very well.

5. The teacher told us to write a letter to the editor.

Punctuation Marks used in direct quotations.

1. She told, them, "I want a part-time job."
2. The guard warned the men, "Don't enter the building."
3. Dessa asked, "Where is my cell phone?"
4. Father advised me, "Be more diligent in your studies."
5. "Are you a Japanese?" I asked the stranger.
6. "There's an increase in employment rate," the President announce.
7. "Lay down your gun," the policeman warned the suspect.
8. "Please let me in," he requested the maid.
9. He said, "I'm having a great time here.
10. "Who are you?" the lady asked me.

More Practice

1. Edda remarks that she loves talk shows on television.
2. Oscar asked me what talk shows I watched.
3. I asked Nena who her favorite TV announcer was.
4. The man admonished the young reporters to stand for the truth.
5. I asked her if she listened to news broadcast.
6. The pupil asked how newspapers gathered the news.
7. The news editor asked him if he wanted to become a journalist.
8. Wilma said that her dream was to become a newscaster.
9. The teacher advised Vicky to pursue her journalism career.
10. Willy asked why news are brief.

Write Thing



Do you read the newspapers? Many times there are issues published in the dailies which we do not really seem to agree with. When this happens, what do you do? Do you just let it pass without giving yourself a chance to be heard? Wouldn't it feel better if you did?

Pre Writing

Here is an example of a letter to the editor. You will find the name of the sender at the end of the article. Take note that he properly identified himself. Read the letter very carefully.

Below are some guide questions for you to consider.

Guide Questions:

1. The first paragraph is a statement of the sender's stand about an issue. Is it about a newspaper article recently published? If yes, what particular date of issue or title of the article? If no, what particular issue in government or non-government office?
2. Is there a transition device used to shift from one paragraph to another?
3. Look for examples of opinion statement. Are they strong, moderate or weak? Why do you say so?
4. What conclusion does the writer give?

No to electronic surveillance, no to anti-terrorism bill

As a communication rights advocate, I vehemently oppose the anti-terrorism bill authored by Rep. Robert Ace Barbers. The bill, which has a provision on electronic surveillance, encroaches on the people's right to privacy, freedom of expression, and communication. Under the pretext for combating 'terrorism', this bill threatens my personal freedom to communicate as I fear that the government will abuse this measure to conduct surveillance to minimize dissent and silence activists.

In 2001, I protested against the Estrada regime through a website called Erap Alis (www.erapalis.net.ph), which was created by the Foundation for Media Alternatives. This website, along with 200 others and 100 email groups that were set up during that time, became the weapon of choice of many Filipinos frustrated with Mr. Estrada's kind of governance. By sending their statements and by downloading materials through the Internet, Filipinos from all over the world were linked together and were able to topple another president in what was dubbed as the 'multimedia revolution'. If this bill will be enacted into a law, we may never have the chance to use the power of Internet again to air grievances.

It is recognized worldwide that wiretapping and monitoring of online environments are highly intrusive forms of investigation and affect persons and organizations opposing a government. Studies have shown that in countries with wiretapping and electronic surveillance laws, targets include political opponents, student leaders, human rights activists, trade unionists and even journalists. For instance, in Denmark and Sweden, two of the most democratic countries, intelligence organizations were conducting surveillance of thousands of left-leaning activists for nearly forty years (Watching the Watchmen and their Watchers, Privacy International).

Yes, 'terrorism' is a menace that must be stopped but not at all cost; certainly not at the expense of our right to privacy and communication. The Philippines has enough laws to combat 'terrorism', we surely do not need this one.

JOEY O. DIMAANDAL
Pasong Tamo, Quezon City
Email: j-mod@rocketmail.com,
joey@akbayan.org

Activity 1

Write down at least 5 opinion statements and complete the table. Put a check mark where you think it best.

Opinion Statement	Strong	Moderate	Weak
1.			
2.			
3.			
4.			
5.			

Note that practically all opinion statements are strongly worded. It is very evident that the sender do not subscribe to the bill.

Activity 2

Writing Proper: First Draft

Go over the reasons you have stated on the issue about going abroad. Get as many as you want to include in the letter to the editor you are going to write.

Activity 3

With “*No to electronic....*” as your model, write your letter to the editor about “Falling Standards.” Do this in your notebook.

Assess your own composition using the following Checklist

	Yes	No
A. Content		
1. Did I indicate the specific issue that I am reacting to?		
2. Are my opinion statements convincing?		
3. Did I use the appropriate expression to drive at a point?		
4. Did I deviate from the issue?		

	Yes	No
<p>B. Organization / Structure</p> <ol style="list-style-type: none"> 1. Did I use appropriate conjunctions to expand the sentences? 2. Did I use transition words to link one paragraph to another? 3. Do the verbs agree with the subjects? 4. Are the sentences coherent? 5. Are the statements clear and understandable? 6. Did I use correct punctuation marks? 		

Activity 4

Polish your work and request somebody to read it. Try to get suggestions on how to improve your work.

Activity 5

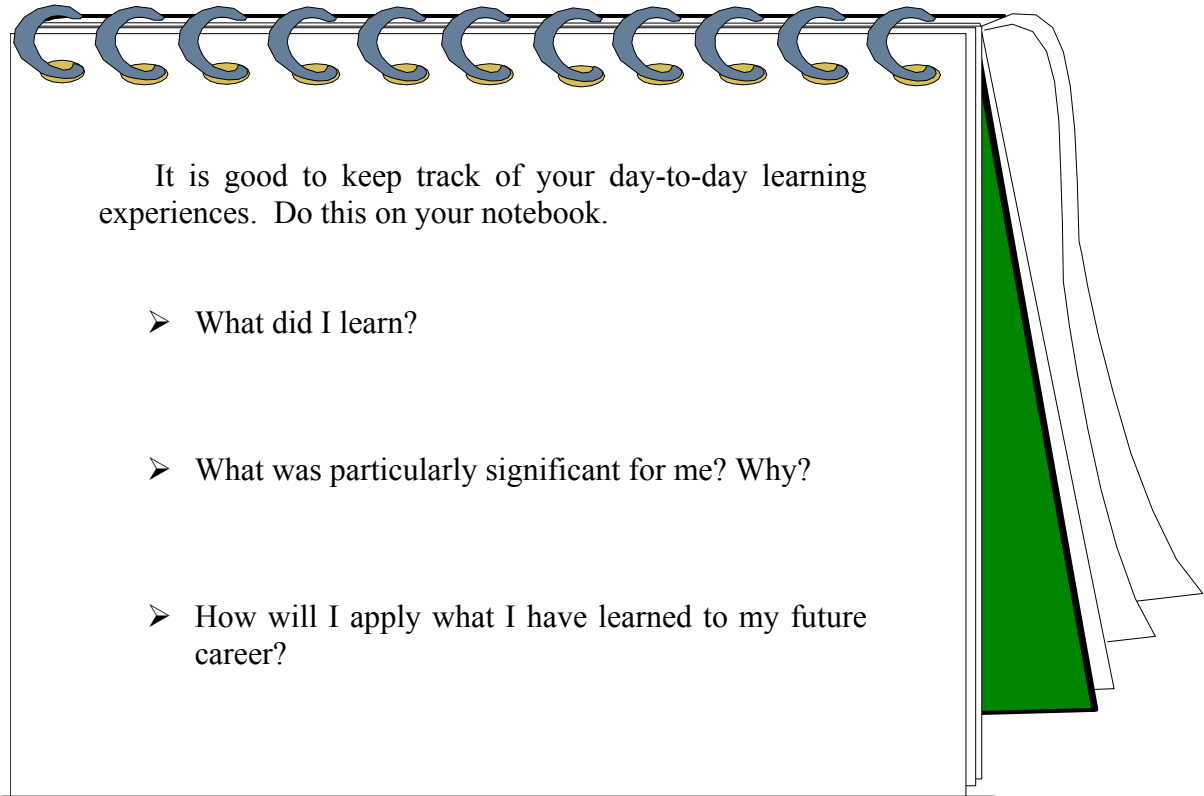
Finalize your letter and then send it to Philippine Star. Get a copy of the newspaper for other details on writing to the editor.



It is time to write down your reflections on what you have just learned.



Reflective Journal



It is good to keep track of your day-to-day learning experiences. Do this on your notebook.

- What did I learn?

- What was particularly significant for me? Why?

- How will I apply what I have learned to my future career?

Everyday Expressions

Study these idioms and their meaning.

<i>come about</i>	-	happen; arise
<i>come across</i>	-	find; meet by chance
<i>come by</i>	-	get; obtain
<i>come into</i>	-	inherit
<i>come out</i>	-	be published

Activity 1

Practice using the idioms in the box by filling in the blank with the correct idiom in each sentence. Use the correct form of *come*.

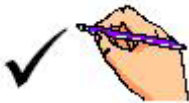
1. Glory _____ a fortune when her uncle made her his heir.
2. Mike _____ a diary kept by her late grandmother.
3. High-paying jobs are hard to _____ even for college graduates nowadays
4. The news about his winning in the journalism contest _____ in the school paper.
5. Many quarrels _____ because of a misunderstanding.

Activity 2

Rewrite the following sentences by substituting an idiom for the underlined word. Choose your idiom from the box. Remember to use the correct form of *come*.

1. Her essay was published in the popular magazine.
2. He could not explain how he got the money.
3. The problem of the family arose when both parents left to work aboard.
4. I found a gold necklace with a locket in my mother's jewelry box.
5. If ever I inherit a fortune, I would donate a part of it to charity.

Self-check



Activity 1

- | | |
|----------------|---------------|
| 1. came into | 4. came out |
| 2. came across | 5. come about |
| 3. come by | |

Activity 2

1. Her essay came out in the popular magazine.
2. He could not explain how he came by the money.
3. The problem of the family came about when both parents left to work aboard.
4. I came across a gold necklace with a locket in my mother's jewelry box.
5. If ever I come into a fortune, I would donate a part of it to charity.

You're almost done with this module, Let's now see how much you have learned from it. Take the posttest.

Posttest



I. Reading

The following is an example of a letter to the editor. Read it very carefully then answer the questions that follow.

Cabatangan belongs to Zamboangueños

Dear Mr. Soliven,

Your column of March 1, 2005 captured in crisp colorful language the sentiments of the Zamboangueños over the projected reoccupation of the Cabatangan complex. You gave voice to the deep pain and silent sufferance of a great majority of the peace loving people of Zamboanga. You are, by the power of the pen, an avenger, a defender of our rights that is at the moment being threatened by the ugly head of political vendetta.

The exact details of historic events, the citing of articles of law, the descriptions of power players in the bloody business of armed confrontation, the portrayal of truth cannot be expressed any better. You said it as it is. We fear, however, that you are a voice in the wilderness in the face of stubborn refusal to heed our plea, our anger, and our supplication, our desperate attempt to get what rightfully belongs to us by law.

A docile people, patient and peace loving pray that they may not be pushed to the limit of their forbearance. Thank you so much for putting out cause in the national consciousness. We hope and pray the effort will not be in vain.

-FLORINDA V. GARCIA
Zamboanga City
The Philippine Star, p.16, March 4, 2005

1. The letter is a reaction to an article published on what date?
2. The particular article spoke of what province in Mindanao?
3. What word would best describe the mood of the letter?
a. Radical b. Emotional c. Melancholy d. Didactic
4. Who is referred to as the avenger, defender of right of the Zamboangueños?

5. What does this sentence imply: "We fear, however, that you are a voice in the wilderness..."
 - a. The letter sender is full of hope.
 - b. The letter sender has strong faith in the government.
 - c. The letter sender has given up.
 - d. The letter sender feels helpless.
6. Who is the letter sender?
7. Who is the letter sendee?
8. What does *stubborn* mean?

a. Weak	b. Patient	c. Firm	d. Lazy
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9. What does *supplication* suggest?

a. Pride	b. Humility	c. Love	d. Anger
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10. What are *docile* people capable of? They are easily

a. taught	b. loved	c. liked	d. favored
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II. Grammar: Changing sentences to indirect speech (15 points)

Fill in the blank with the correct word.

1. "There is freedom of speech in the country," he said.
He said _____ there is freedom of speech in the country.
2. "Does that mean that I can say what I want?" she asked.
She asked _____ that meant that she _____ say what _____ wanted.
3. He tells her, "You're free to say the truth."
He tells her that _____ is free to say the truth.
4. "Be sure you give accurate reports," the news editor reminded the reporters.
The news editor reminded the reporters _____ be sure that _____ gave accurate reports.
5. "What does the front page of a newspaper contain?" the student asks.
The student asks _____ the front page of a newspaper _____.
6. "Get a newspaper and find the answer to your question," Miss Pineda advised the student.
Miss Pineda advised the student _____ get a newspaper and find out the answer to _____ question.
7. "Do you always read the editorial page?" I asked Norman.
I asked Norman if _____ always read the editorial page.
8. Norman answered, "Of course, I do."
Norman said that _____ definitely _____.
9. The teacher explains, "Editorials are eye openers because they express different views on present issues."
The teacher explains that editorials _____ eye openers because they express different views on present issues.

Self-check



Finally, we have come to this point when we will once again find out if you are ready to move on.

Check your answers against the key.

I. Reading

1. March 1, 2005
2. Zamboanga
3. b. Emotional
4. Mr. Soliven
5. c. The letter sender has given up
6. Florinda V. Garcia
7. Mr. Soliven
8. c. Firm
9. b. Humility
10. a. taught

II. Grammar (15 points)

1. He said that there is freedom of speech in the country.
2. She asked if that meant that she could say what she wanted.
3. He tells her that she is free to say the truth.
4. The news editor reminded the reporters to be sure that they gave accurate reports.
5. The student asks what the front page of a newspaper contains.
6. Miss Pineda advised the student to get a newspaper and find out the answer to his (or her) question.
7. I asked Norman if he always read the editorial page.
8. Norman said that he definitely did.
9. The teacher explains that editorials are eye openers because they express different views on present issues.

Again, congratulations!

You must have satisfactorily completed the tasks. The rating is as follows:



- | | |
|-----------|--------------|
| 25 points | - Excellent! |
| 20 – 24 | - Very Good! |
| 15 – 19 | - Good! |
| 10 – 14 | - Fair |




9 and below tell you, you might have lacked the focus. Go back and review your errors.

The next module sounds interesting but may give you something to really think about because it is on Taking Risks. Have you tried that before? Was it worth taking the risk?

Well, find out more on your next lesson.

Before you put aside this module, spend some time reflecting on what you have learned from it. Use this format in your reflective journal.

What I think of the activities in this module

<i>Things I Did</i>	<i>How I liked them</i>		
	 <i>(Very much)</i>	 <i>(Just fine)</i>	 <i>(Not so much because)</i>
<i>What I liked best</i>			

