

Module 7

Taking A Stand

TO THE STUDENT

Welcome to this module! You must be very eager to start with the learning activities. The activities in the module have been designed to provide you with rich and stimulating learning experiences that will help you communicate better in English! Familiarize yourself with the different sections of this module.

What are the parts of this module?

The different sections of the module are presented by the following headings and icons.



MODULE NUMBER AND TITLE appears on the first page of the module is represented by the icon on the left. The module number and the title are followed by a picture and a brief introduction which tells you what the module covers. You should read carefully the title and the introduction to give you an idea of the exciting things in store for you.



WHAT THIS MODULE IS ABOUT provides you insights on what you are going to learn. This section encourages you to read carefully the activities you need to work on.



WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE This section lists what you should learn after going through the activities in the module. You can use this list to check your own learning.



HOW TO WORK ON THIS MODULE. This section provides the steps that you need to do in accomplishing the activities.



HOW MUCH DO YOU KNOW. Assesses what you already know about the skills you will learn in the module. Do not worry if you fail to answer all the question. After working on the various module activities, you will take similar test.



ACTIVITIES consist of a variety of learning experiences and exercises designed to help you develop the skills and competencies covered in this module. The icon on the left introduces this section. The learning areas are also introduced by a specific icon. The icons and the titles serve as your guide on the languages activities you are to focus on: listening, speaking, vocabulary, reading, grammar, literature and writing. You should not skip any of the activities. They have been sequenced to help you achieve what you are expected to learn from this module. After each exercise, you are invited to check your answer under the **Check Yourself** section.

Following are the specific icons for the specific activities discussed above.



A listening lesson is introduced by this icon.



This icon introduces a speaking lesson.



A reading lesson is introduced by this icon.



This icon introduces a grammar lesson.



A writing lesson is introduced by this icon.



This icon introduces a literature by this icon.



A vocabulary activity is introduced by this icon.



KEY POINTS provides the key terms, concepts and generalization from this module.

Grammar lessons are clearly discussed in this part.



HOW MUCH DID YOU LEARN. After you have work on all the activities in the module, check on how much you have achieved. It has the same icons as the **HOW MUCH DO YOU KNOW.**



CHECK YOURSELF provides the answers to the exercises as well as the answers to the **HOW MUCH DO YOU KNOW** and **HOW MUCH DID YOU LEARN**. The purpose of the **CHECK YOUR SELF** is to help you determine if your responses are correct, and to provide you with feedback. If you are able to answer correctly all the items in the exercise, you may proceed immediately to the next learning activities. If you are unable to answer most of the topics, you may need to go back and review the lessons which you have not understood well.

After checking your answer, go over the topics or items you missed



How To Learn From This Module

1. Study the cover. Read the title. What does it mean to you? Look at the picture. What do you see? From the title and the pictures what do you think is the module about?
2. Go over the pages of the module. What are the different parts? What do you think you will learn? What do you think you will be doing?
3. Read the sections, **What This Module Is About** and **What You Are Expected To Learn**. Were your guesses right? Are you clear now on what you will learn and do?
4. You will find exercises to work on. **Write you answers on these exercises on a separate sheet or in your English notebook.**
5. Check your answers to each exercise against **Check Yourself**. Read carefully the sentences that explain the answer.

Good Luck!



What This Module Is About

Let's say you are to make intelligent decision on "which is more important in life money or dignity?" What do you think you will choose? One thing is sure, in making decision you have to take a stand. You have to commit yourself to one side or the other since your argument based on what you believe as reasonable should never

be half hearted. Remember, you need to be 100% certain in taking a stand and that requires you to be confident of the position you need to defend. Defending your belief, conviction or principle is taking one's stand. This becomes another challenge you ought to face but how do you go about it? What do you need to arm yourself with? Why will you be doing such?

This module will give you insights into the act of taking a stand. It will also expand your vision on how other people take a stand. Remember to keep an open mind as you move on. Think about how important other's opinion, ideas, feelings, etc. are.

What You Are Expected to Learn



- Determine the stand and attitude of the speaker/ writer
- Note the value of friendship from the selection listened to
- Take a stand on given issues
- Determine the meaning of words through context clues
- Note specific details
- Make intelligent decision
- Report queries proficiently
- Determine the writer's purpose, characterization, and language used to achieve certain effects
- Write the final outline for a research paper.

❖ Now that you know what you are expected to learn, you have to make great by checking how much do you know about taking a stand. You're in charge now!

How Much Do You Know



Reading



Directions: Read the poem. Write the letter of the word or phrase that completes each sentence

- 1 "What is good?"
- 2 I asked in a musing mood,
- 3 ORDER, said the law court:
- 4 KNOWLEDGE, said the school.
- 5 TRUTH, said the wise man;
- 6 PLEASURE, said the fool;

7 LOVE, said the maiden;
 8 BEAUTY, said the dreamer;
 9 HOME, said the sage;
 10 FAME, said the soldier;
 11 EQUITY, said the seer;
 12 Spoke my heart full sadly,
 13 “The answer is not here.”
 14 Then within my bosom,
 15 Softly this I heard,
 16 “Each heart holds this secret;
 17 KINDNESS is the word –
 18 Protecting you from...
 19 Temptations and distorted values
 20 From this cruel world.

From: “Lakbay Diwa” by Bella Angeles Abangan, Tempo, August, 2002, p.5

1. The poem narrates how the speaker finds answer to what is _____
 A. knowledge B. good C. love D. pleasure
2. As answer to the question asked by the speaker, “truth” is given by the _____
 A. dreamer B. foul C. maiden D. wise man
3. The speaker’s heart answer to “what is good” is _____
 A. beauty B. kindness C. knowledge D. truth
4. The speaker’s reason why he believes “kindness a good” is it can _____
 A. distort your values B. make you see the world
 C. protect your from distorted D. tempt you to find pleasure values
5. The speaker describes the world as _____
 A. cruel B. distorted C. fool D. sad
6. The line that states clearly the reasons why the speaker describes the world as such is line number _____
 A. 16 B. 17 C. 19 D. 20

7. The speaker makes a general statement about life and that is kindness

- A. protects us from cruel world's temptation and distorted values.
- B. helps us see the cruel world
- C. is in the heart of everyone
- D. makes us sad

8. Lines 17 to 20 present more of speaker's _____ about the world.

- A. dedication
- B. dream
- C. explanation
- D. opinion

Vocabulary

Directions: Write the letter of the correct meaning for each underlined word.
Choose your answer from the box.

- | | | |
|-------------|--------------------|---------------------|
| A. breast | D. meditating | G. one who foresees |
| B. fairness | E. wise man | |
| C. inhuman | F. twisted meaning | |

1. oid distorted values.
2. Truth lies deep in my bosom.
3. Equity is to be followed always.
4. A wise man is always in musin mood.
5. He's considered as a sage because of his views.
6. Each one can be a seer of values and truth.
7. We can be freed from this cruel world.

Grammar

Directions: Write the letter of the correct reported question.

1. I asked myself, "What is my stand about the issue?"

- I ask myself what
- A. my stand about the issue is.
 - B. my stand about the issue was.
 - C. her stand about the issue was.
 - D. to stand about the issue.

2. "Who knows the truth now?" he asked.

He asked who {
A. knew the truth then.
B. Knew the truth now.
C. Knows the truth then.
D. Knows the truth.

3. "Where shall we go after this program?" they asked.

They asked where {
A. shall we go after that
B. shall they go after that
C. to go after that
D. to go after this } program

4. We asked, "who accepted your ideas?"

We asked who {
A. accepts your ideas.
B. accepted your ideas.
C. accepts their ideas.
D. accepted ideas.

❖ Impressive!
Want to feel glorious? Try this one first!

Listening

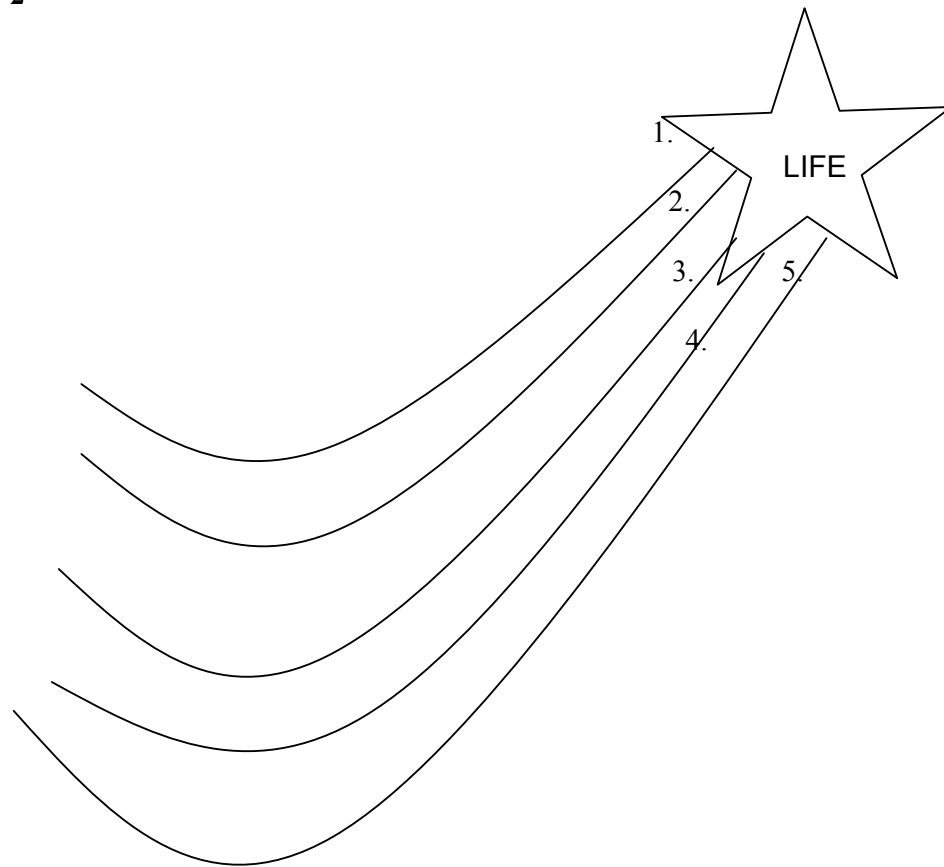


Activity 1

What do you value most in life? Consider the entries in the box below, and choose at least five (5) which you give importance. Read them in their order of importance. Plot your entries in the illustration as show below.

loyalty	nature	honesty	education
friends	faith	money	sports
cars	kindness	properties	religion
music		technology	values
		love	parents

Activity 2



Vocabulary

Give the meaning of the underlined words in each of the given sentences through context clues. Choose your answer from the box below.

1. The two friends were struggling artist. Both worked hard to succeed.
2. They cast lots as to who should study first.
3. His gnarled hands with their stiff and twisted fingers could no longer paint.
4. Albretch assured Frank that he would return.
5. His friends paid an enormous price.
6. He produced his masterpiece.

- | | | |
|----------------------------|------------------|------------------|
| A. works of superior skill | C. take a chance | E. twisted hands |
| B. artists battling life | D. very large | F. made sure |

Activity 3

React to the truth or falsity of the following quotation:

“Friendship is like a sheltering tree.”

- ❖ Is this true? Do you at times serve as a sheltering tree to your friend? How do you show faithfulness to each other?

Activity 4

Listen to the passage read by your (friend mother or sister) once to get a general impression of what it is about. As you listen, check the questions which are answered in the text.

Questions:

- _____ 1. What was the problem met by Albretch and Franz?
- _____ 2. How did they solve their problem?
- _____ 3. Why was Albretch surprised when he came back?
- _____ 4. How did they produce a masterpiece?
- _____ 5. Why is “The Praying Hands” considered a masterpiece?

Activity 5

Listen to the passage again, and complete the grid by taking note of the things the two friends did for each other as a sign of giving value to their friendship.

The two friends	Things they did for each other that gave value to their friendship
Albretch Durer	
Franz Knigstein	

Activity 6 Listen to the passage again and write the answer to the questions in Activity 4 and to the following questions.

6. If you were Franz, would you have continued working so hard to see your friend through his studies in art school?
7. If you were Albretch, would you have continued schooling while your friend was toiling so hard?
8. To what extent are you ready to go through hardship for friendship’s sake?
9. Have you found a true friend? Explain your answer.
10. What do you do to preserve your friendship?

Activity 7

Who of the two friends deserves more admiration—Franz, who worked very hard so that Albretch could pursue his studies in an art school or Albretch who immortalized his friend’s love, sacrifice, and devotion by painting the latter’s gnarled praying hands. Take a stand and be able to defend it.

- ❖ Let’s have a little secret here!
Just think what this following phrase can do to you. Ready?

Reading



Activity 1 Back –to-front writing.

Find out what meaningful statement is hidden in this back-to-front writing.

“ . EFIL NI TNATROPMI TSOM SI THAT ERA UOY
TAHW TUB EVAH UOY TAHW TON SI TI”

- ❖ Is this true? Explain.

Activity 2



Vocabulary

Word Scramble Through Context Clues.

Read each clues, unscramble the answer and write the vocabulary word. Use the words inside the box.

A. bald B. bulk
C. oak D. sere

1. If we do not watch our weight, we could grow in _____

KLUB

2. When water is scarce, trees become dry and _____

ESRE

3. I have to cover my head because I am _____

DLAB

4. A person who lives long like an _____ tree.

AKO

Activity 3

How can you make your life meaningful? What gives meaning to life – living or existing?

Read “It Is Not Growing Like A Tree” by Ben Jonson to find out which is more meaningful

IT IS NOT GROWING LIKE A TREE

by: Ben Jonson

- 1 It is not growing like a tree
- 2 In bulk, doth make men better be;
- 3 Or standing long on oak, three hundred years’
- 4 To fall a log at last, a day, bald and sere:

- 5 A lily of a day
- 6 Is fairer far in May
- 7 Although it fall and die that night.
- 8 It was the plant and flower of light.
- 9 In small proportions we just beauties see,
- 10 And in short measure life may perfect be.

Activity 4

Answer the following questions as briefly as you can.

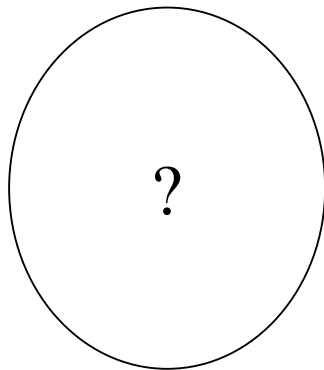
1. To what does the speaker compare the life of man?
2. In stanza 1, the speaker of the poem says that people become better not by “growing like a tree” Why? What happens to an oak tree that has lived for 300 years?
3. Why is the lily that lives for a day better than the oak tree?
4. What kind of life is symbolized by the oak tree? by the lily?
5. What is the meaning of “In small proportions we just beauties see, and in short measure life may perfect be”?
6. What is the stand of the speaker about living and existing? Cite lines that support his stand. Do you agree?
7. When do you say that a person has truly lived? Has merely existed?
8. How can a person live a better and meaningful life though brief?

Note: Plot your answers for numbers 6 to 8 in the illustrations shown below. Copy them on your notebook.

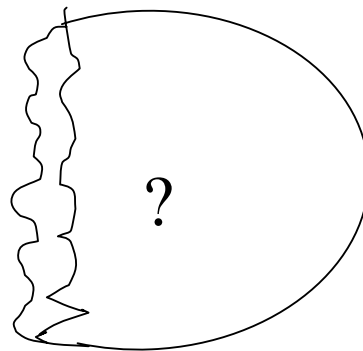
6.

	Speaker's Stand	Lines/Support	My Stand	Reason
Living	_____	_____	_____	_____
Existing	_____	_____	_____	_____

7.

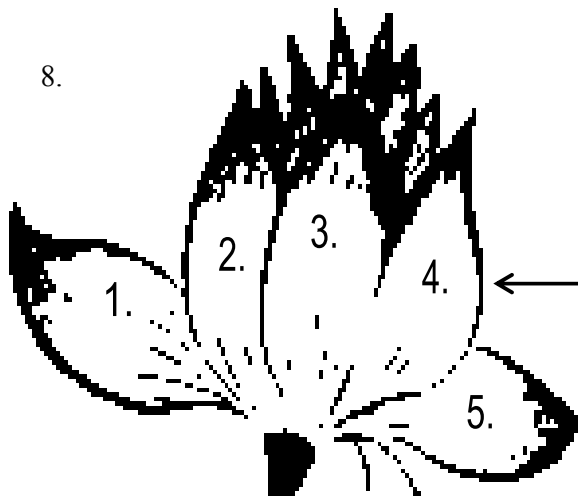


truly lived



existed

8.



Lily of the Day

Activity 5

React to the following statements. Plot your answers on the grid.

1. We might decide on things quickly.
2. Some people can't make up their minds right away.
3. We must get all the facts before we make a decision.
4. You must listen to advice but you must make your own decision.
5. Your future depends on the decision you make now.

Agree	Reasons	Disagree	Reasons
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Activity 6 Think back and remember the time you made a very important decision in your life. Explain why you have decided to do the thing, and what difference you expect to make it in your life.

- ❖ Keep up the good work! Very impressive!
It's time to move on.
Let's try this!

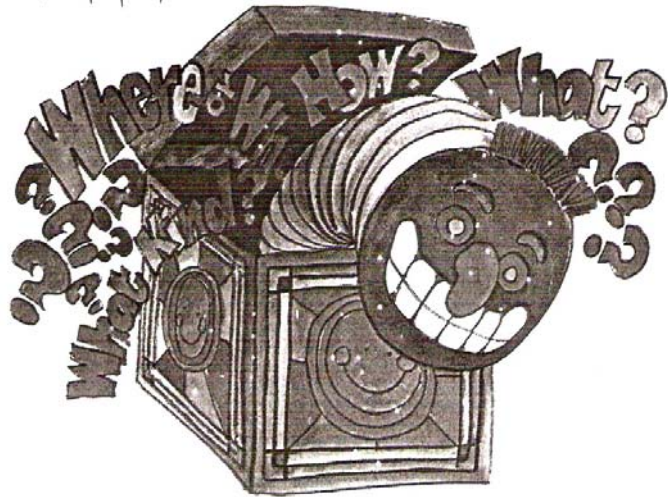
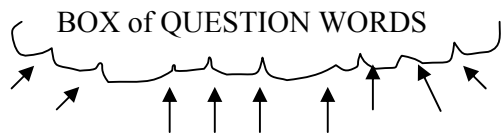
Grammar



Activity 1

From the box of question words choose which one is answered by each encircled word in the following sentences.

<p>_____ ? _____</p> <p>1. I make my own <u>decisions</u></p>	<p>_____ ? _____</p> <p>2. We have to take a stand <u>now.</u></p>
<p>_____ ? _____</p> <p>3. Taking a stand is important <u>because it makes us</u></p>	<p>_____ ? _____</p> <p>4. A decision made hastily is a <u>hasty</u> decision.</p>



Activity 2

Formulate questions out of the sentences in Activity 1

1. _____?	2. _____?
3. _____?	4. _____?

Activity 3

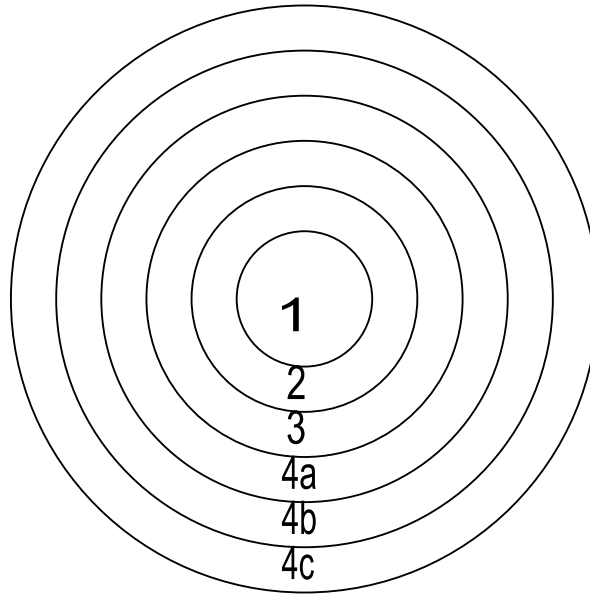
Read the sentences in the table below, take note of the changes that occur when they are changed from direct to reported speech. Answer the questions after the grid/ table.

A. DIRECT	–	QUESTIONS	–	B. REPORTED
1. He asked, “What <u>did</u> I make?”				1. He asked what <u>he made</u> .
2. “Why <u>is it</u> important?” she asked.				2. She asked why <u>it was</u> important
3. I asked, “What will I do?”				3. I asked what <u>to</u> do.
4. “Who <u>is that?</u> ” mother asks.				4. Mother asks who <u>that is</u> .
5. Teachers asked, “What is your stand on this issue?”				5. Teacher asked what <u>my stand was</u> on <u>that</u> issue.

Questions:

1. What kind of questions are asked in Activity 2? What about the questions inside the table?
2. What kind of words introduced them?
3. When these questions are changed from direct to reported speech, what changes are observed?
4. a. If the verbs inside the quoted area is transitive, what happened in the reported question?
b. If the verbs inside the quoted area is linking, what changes are observed?
c. If the verb inside the quoted area is intransitive, what happened to the form of the verb?

Note: Copy the illustration below and fill it with appropriate entries.
(Answers to questions above)



Activity 4

Change the following **WH** questions from direct to reported speech.

1. I asked, “Who accepted the memorandum?”
2. “Why are you confused?” she asks.
3. He asked, “How will I sing?”
4. “What is your decision?” he asks.
5. The man ask, “Where will I go?”



Key Points

- Informative or WH questions are introduced by question words like: who, whom, whose, which, what, when, where, why or how.
- When changing WH questions from direct to reported speech the following changes are observed:
 1. Quotation marks and questions marks are omitted.
 2. Question words are retained
 3. a. If the verb inside quoted area is transitive, no change in the order of words is observed;
b. If the verb inside the quoted area is linking, the verb comes after the subject;
c. If the verb inside the quoted area is intransitive, the word “to” is added to the verb after the question word.

Activity 5

What do you think is happening in this cartoon? Think about what questions the characters could be asking. For each speech balloon, write question that might make sense there.

Be sure you'll use WH question.



Activity 6

Rewrite each WH question in Activity 5. Use direct discourse, then change each to reported question.

Activity 7

Tune in to a T.V. or radio talk show or commentary where people are given the chance to air their opinions and/ or to ask questions about an issue being discussed. Choose and write at least five (5) WH questions. Use direct speech first then change to reported question.

e.g.

- a. "What is your stand on the abolition of death penalty?" the man asks.
b. The man asks what his stand on the abolition of death penalty is.

❖ That's really something!
You want it BIG?
Try this one!

Literature



Activity 1

Read and react to this statement:

“Death penalty can deter crimes.”

- ❖ Do you agree? Why? Can death penalty prevent crimes?

Activity 2

Write the letter of the correct meaning for each underlined word below. Use the words in the box. Plot your entries in the figures shown below.

- | | |
|--------------|--------------------------------------|
| A. weak | D. pushing with stick |
| B. convicted | E. justices of the peace |
| C. horrified | F. place where prisoners are hanged. |

1. These were the condemned men.
2. The Hindu was a puny man.
3. We're getting him ready for the gallows.
4. The superintendent is moodily prodding the gravel.
5. The magistrates followed everyone.
6. Everyone stood aghast.

1. condemned ?

4. prodding ?

2. puny ?

5. magistrates ?

3. gallows ?

6. aghast ?

Activity 3

Read “A Hanging” and answer the questions after each point in the text.

A HANGING

George Orwell

1. It was in Burma, a sodden, morning of the rains. A sickly light, like yellow tinfoil, was slanting over the high walls into the jail yard. We were waiting outside the condemned cells, a row of sheds fronted with double bars, like small animal cages. Each cell measured about ten feet by ten and was quite bare within except for a pink bed and a pot of drinking water. In some of them brown silent men were squatting at the inner bars, with their blankets dropped round them. These were the condemned men, due to be hanged within the next week or two.

2. One prisoner had been brought out of his cell. He was a Hindu, a puny wisp of a man, with a shaven head and vague liquid eyes. He had a thick, sprouting moustache, absurdly too big for his body, rather like the moustache of a comic man on the films. Six tall Indian warders were guarding him and getting him ready for the gallows. Two of them stood by with rifles and fixed bayonets, while the others handcuffed him, passed a chain through his handcuffs and fixed it to their belts, and lashed his arms tight to his sides. They crowded very close about him, with their hands always on him in a careful, caressing grip, as though all the while feeling him to make sure he was there. It was like men handling a fish which is still alive and may jump back into a water. But he stood quite unresisting, yielding his arms limply to the ropes, as though he hardly noticed what was happening.

3. Eight o'clock struck and a bugle call, desolately in the water air, floated from the distant barracks. The superintendent of the jail, who was standing apart from the rest of us, moodily prodding the gravel with his stick, raised his head at the sound. He was an army doctor, with a grey toothbrush moustache and a gruff voice. “For God’s sake hurry up, Francis,” he said irritably. “The man ought to have been dead by this time. Aren’t you ready yet?”

4. Francis, the head jailer, a fat Dravidian in a white drill suit and gold spectacle, waved his black hand. “Yes, sir, yes sir,” he bubbled. “All is satisfactorily prepared. The hangman is waiting. We shall proceed.”

5. “Well, quick march, then. The prisoners can’t get their breakfast till the job’s over.”

Questions:

1. Why was the superintendent so important?
2. How do you think he felt during that time?

6. We set out for the gallows. Two warders marched on either side of the prisoner, with their rifles at the slope; two others marched close against him, gripping him by the arm and shoulder, as though at once pushing and supporting him. The rest of us, magistrates and the like, followed behind. Suddenly, when he had gone ten yards, the procession stopped short without any order or warning. A dreadful thing had happened—a dog, come goodness know where, had appeared in the yard. It came bounding among us with a loud volley of barks, and leapt round us wagging its whole body, wild with glee at finding so many human beings together. It was a large wooly dog, half Airedale, half pariah. For a moment it pranced round us, and then, before anyone could stop it, it had made a dash for the prisoner, and jumping up tried to lick his face. Everyone stood aghast, too taken aback even to grab at the dog.

Question:

3. What dreadful thing happened?

7. “Who let the bloody brute in here?” said the superintendent angrily. “Catch it, someone!”

8. A warder, detached from the escort, chased clumsily after the dog, but it danced and gamboled just out of his reach, taking everything as part of the game. A young Eurasian jailer picked up a handful of gravel and tried to stone the dog away, but it dodged the stones and came after us again. It’s yaps echoed from the jail walls. The prisoner, in the grasp of the two warders, looked on curiously, as though this was another formally of the hanging. It was several minutes before someone managed to catch the dog. Then my handkerchief was put through its collar and moved off once more, with the dog still straining and whimpering.

9. It was about forty yards to the gallows. I watched the bare brown back of the prisoner marching in front of me. He walked clumsily with his bound arms, but quite steadily, with that bobbing gait of the Indian who never straightens his knees. At each step his muscles said neatly into place, the lock of hair on his scalp danced up and down, his feet printed themselves on the wet gravel. At once, in spite of the men who gripped him by each shoulder, he stepped slightly aside to avoid a puddle on the path.

10. It is curious, but till that moment I had never realized what it means to destroy a healthy, conscious man. When I saw the prisoner step aside to avoid the puddle, I saw the mystery, the unspeakable wrongness, of cutting a life short when it is full tide. This man was not dying, he was alive just as we were alive. All the organs of his body were working—bowels digesting food, skin renewing itself, nails growing, tissues forming—all toiling away in solemn foolery. His nails would still be growing when he stood on the drop, when he was falling through the air with a tenth of a second to live. His eyes saw the yellow gravel and the grey walls, and his brain still remembered, foresaw, reasoned—reasoned even about puddles. He and we were a party of men walking together, seeing, hearing, feeling, understanding the same world; and in two minutes, with a sudden snap, one of us would be gone – one mind less, one world less.

Question:

4. What mystery was realized by Orwell at that point in time?

11. The gallows stood in a small yard, separate from the main grounds of the prison, and overgrown with tall prickly weeds. It was a brick erection like three sides of a shed, with planking on top, and above that two beams and a crossbar with the rope dangling. The hangman, a grey-haired convict in the white uniform of the prison, was waiting beside his machine. He greeted us with a servile crouch as we entered. At a word from Francis the two warders, gripping the prisoner more closely than ever, half led, half pushed him to the gallows and helped him clumsily up the ladder. Then the hangman climbed up and fixed the rope round the prisoner's neck.

12. We stood waiting, five yards away. The warders had formed in a rough circle round the gallows. And then, when the noose was fixed, the prisoners began crying out of his god. It was a high, reiterated cry of "Ram! Ram! Ram!" Not urgent and fearful like a prayer or a cry for help, but steady, rhythmical, almost like the tolling of a bell. The dog answered the sound with a whine. The hangman, still standing on the gallows, produced a small cotton bag like a flour bag and drew it down over the prisoner's face. But the sound, muffled by the cloth, still persisted, over and over again: "Ram! Ram! Ram! Ram!"

13. The hangman climbed down and stood ready, holding the lever. Minutes seemed to pass. The steady, muffled crying from the prisoner went on and on. "Ram! Ram! Ram! Ram! Never faltering for an instant. The superintendent, his head on his chest, was slowly poking the ground with his stick; perhaps he was counting the cries, allowing the prisoner a fixed number – fifty, perhaps, or a hundred. Everyone had changed colour. The Indians had gone grey like bad coffee, and one or two of the bayonets were wavering. We looked at the lashed, hooded man on the drop, and listened to his cries – each cry another second of life; the same thought was in all our minds: oh, kill him quickly, get it over, stop that abominable noise!

14. Suddenly the superintendent made up his mind. throwing up his head he made a swift motion with his stick. "Chalo" he shouted almost fiercely.

Question:

5. What made up the mind of the superintendent?

15. There was clanking noise, and then dead silence. The prisoner had vanished, and the rope was twisting on itself. I let go of the dog, and it galloped immediately to the back of the gallows; but when it got there it stopped short, barked, and then retreated into a corner of the yard, where it stood among the weeds, looking timorously out at us. We went round the gallows to inspect the prisoner's body. He was dangling with his toes pointed straight downwards, very slowly revolving, as dead as a stone.

16. The superintendent reached out with his stick and poked the bare body; it oscillated slightly. "He's all right," said the superintendent. He backed out from under the gallows, and belowed out a deep breath. The moody look had gone out of this face quite suddenly. He glanced at his wrist-watch. "Eight minutes past eight. Well, that's all for this morning, thank God."

17. The warders unfixing their bayonets and marched away. The dog, sobered and conscious of having misbehaved itself, slipped after them. We walked out of the gallows yard, past the condemned cells with their waiting prisoners, into the big central yard of the prison. The convicts, under the command of warders armed with laths were already receiving their breakfast. They squatted in long rows, each man holding a thin pannikin, while two warders with buckets marched round ladling out rice; it seemed quite a homely, jolly scene, after the hanging. An enormous relief had come upon us now that the job was done. One felt an impulse to sing, to break into a run, to snigger. At all once everyone began chattering gaily.

Questions:

6. Why did everybody feel relieved?
7. What did the superintendent mean when he say, "He's all right"?

18. The Eurasian boy walking beside me nodded towards the way we had come, with a knowing smile. "Do you know, sir, our friend (he meant the dead man), when he heard his appeal had been dismissed, he pissed on the floor of his cell. From fright – Kindly take one of my cigarettes, sir. Do you not admire my new silver case, sir? From the boxwallah, two rupees eight annas. Classy European style."

19. Several people laughed – at what, nobody seemed certain.

20. Francis was walking by the superintendent, talking garrulously: "Well sir, all ahs passed off with the utmost satisfactoriness. It was all finished – flick! like that. It is not always so – oh, no! I have known cases where the doctor was obliged to go beneath the gallows and pull the prisoner's legs to ensure death. Most disagreeable.

21. "Wriggling about, eh? That's bad," said the superintendent.

22. "Ach, sir, it is worse when they become refractory! One man, I recall, clung to the bars of his cage when we went to take him out. You will scarcely credit, sir, that it took six warders to dislodge him, three pulling at each leg. We reasoned with him. 'My dear fellow,' we said, 'think of all the pain and trouble you are causing us!' but no, he would not listen! Ach, he as very troublesome!"

Question:

8. How did Francis describe the prisoners to be hanged?
9. What attitude towards the prisoners was displayed by Francis?

23. I found that I was laughing quite loudly. Everyone was laughing. Even the superintendent grinned in a tolerant way. "You'd better all come out and have a drink," he said quite generally. "I've got a bottle of whisky in the car. We could do with it."

(24) We went through the big double gates of the prison, into the road. “Pulling at his legs,” exclaimed a Burmese magistrate suddenly, and burst into a loud chuckling. We all began again. At that moment Francis’s anecdote seemed extraordinary funny. We all had a drink together, native and European alike, quite amicably. The dead man was a hundred years away.

Question:

10. Were the magistrate really happy about what happened? Prove your point.

Activity 4

Find out more and give your opinion.

1. What is Orwell reporting on?
2. Did Orwell state the man’s offense? Did he deserve to be hanged? Prove your point.
3. Why is the incident of the dog mentioned?
4. What other incidents that do not directly related to the hanging are included in the essay? What effect do they give?
5. What effect do the last two sentences give? What do you think is the author’s purpose in these two statements?

Activity 5

Choose a part of the selection you want to eliminate/change. Explain why you’ll do so. Remember to provide your own part.

Activity 6

Choose a character whom you like to write a letter. Write what you would say to him if he were with you now.

Activity 7

Think of and list at least (5) various offenses and crimes that are punishable by law. What punishment is given to the offenders and criminals who are convicted. Should capital punishment/ death penalty be imposed for these crimes? Support your stand.

-
- ❖ Surely, you have ignited sparks of your interest.
 - ❖ This time, try what this equally interesting phase has to offer!

Writing



Activity 1 Letter Search/ Word Search through riddles. Your job is to search for a simple yet meaningful and functional word. Find the missing letters hidden in the following statements to form that word. Put the letters together, presto! You can now unlock the hidden word.

- _____ 1. Look at the end of two.
- _____ 2. You'll find me in our but not in ore.
- _____ 3. I'm in the middle of rites
- _____ 4. Remove me from love and add another letter to mean "a bind used as sign of peace".
- _____ 5. I'm the first letter of island.
- _____ 6. I appear three times in nonsense.
- _____ 7. I'm at the end of nowhere.

❖ **Remember** that a clearly written outline will help you write your final paper. Following the preliminary outline you prepared accurately will make you include in the paper sequence or order all the relevant information you have included in your paper. This serve as the skeleton of your research paper where a clear impression of your topic is drawn.

Activity 2

Imagine you are preparing a final outline for your research paper on Sonia Lazo, a famous Filipino singer. The ideas you gathered are numbered below. Read, classify and group them to form mathematical topics. Add the number of topics which are closely related to come up with a number that represent the main idea/ topic, then arrange these ideas in the skeletal outline that follows.

$$\text{Example: } \underline{1} = \underline{1} + \underline{3} + \underline{5} = \underline{9}$$
$$\underline{1} = \underline{9}$$

List of topic and ideas

1. Began many years ago
2. Summer games
3. First Olympic contest in 776 B.C.
4. Winter games
5. Olympic games every four years
6. guidelines to follow
7. games committees
8. ceremonies and awards
9. History of Olympics games
10. Kinds of games

Olympic Games

I. History of Olympic Games

A. Olympic began many years ago

B. First Olympic contest in 776 B.C.

C. Olympic game every four years

II. Etc. _____

A. _____

List of topics and ideas for Sonia Lazo, Filipino Singer

1. birth and other details
2. concert at CCP, 1997
3. Phil. Delegate to Europe
4. famous concerts and shows
5. Age 5. a different singer
6. Various awards and honors
7. Career peak in 2000.
8. Music and award giving body
9. U.P. lessons
10. Modes of entertainment
11. new frontiers
12. Problems and challenges
13. Singing career
14. Press release
15. Early life
16. Dress styles
17. Major accomplishments

❖ Where

$$I. = \frac{\quad}{(A)} + \frac{\quad}{(B)} + \frac{\quad}{(C)} = 15$$

$$II. = \frac{\quad}{(A)} + \frac{\quad}{(B)} + \frac{\quad}{(C)} = 13$$

$$III. = \frac{\quad}{(A)} + \frac{\quad}{(B)} + \frac{\quad}{(C)} = 17$$

Sonia Lazo, Filipino Singer

- I. _____
- A. _____
- B. _____
- C. _____

- II. _____
 A. _____
 B. _____
 C. _____

- III. _____
 A. _____
 B. _____
 C. _____



Key Points – Making Final Outline

1. Obviously you have gathered complete information from your sources and you may need to revise some parts of your preliminary outline. Review your notes carefully.
2. Check and state your thesis if they are supported by your research findings. Write your thesis statements after the title.
3. Sort your cards according to their subject headings. Classify and arrange the ideas using
 - a. cause and effect
 - b. chronological order
 - c. order of importance
 - d. problem- solution
 - e. or any arrangement suited to your topic
4. Check the sequence of your ideas and re arrange them if necessary
5. Provide for Introduction and Conclusion as subject topic headings. Supply the other heading, sub-headings and details from the information in the rough outline.
6. Examine and revise the prepared preliminary outline. Write the final outline for your research paper.

Activity 3 Prepare a final outline based on the list of ideas below. Write the appropriate idea which fits each slot in the skeletal outline.

WONDER OIL IN SPORTS TRAINING

Thesis Statement: Wonder oil is used as magical treatment in sports' training.

- I. Introduction
- A. Thesis statement
 - B. _____ (1.) _____
 - C. Purpose of the paper

- II. _____ (2.)
 - A. Traditional method of healing
 - B. _____ (3.)
 - C. Persons behind the discovery

- III. Uses of Wonder Oil
 - A. _____ (4.)
 - B. Implications for training
 - C. _____ (5.)
 - D. _____ (6.)

- IV. _____ (7.)
 - A. Tests for performance and efficiency
 - B. _____ (8.)
 - C. _____ (9.)

- V. _____ (10.)
- VI. Conclusion

- A. Background of the study
- G. Other uses of Wonder Oil
- B. Light technology
- H. Observations and findings
- C. Sports training
- I. Computers for diagnosis and prediction
- D. Magical solution
- J. Technology involved in Wonder oil
- E. Wonder Oil discovery
- F. History of Wonder Oil

Activity 4

Prepare your final outline for your research paper. Take a closer look at your categorized/ grouped/ classified ideas or topics and compare them in the order you classify them in your preliminary outline. Arrange them in the order you want your paper to be read or written. You can have a change of heart or last minute changes in the order of your ideas.

Activity 5

Read through the final outline that you prepared. Check it for the following points:

- _____ 1. a thesis statement is placed at the beginning of the outline (following the title)
- _____ 2. headings (main ideas) and sub headings plus support ideas are in logical order
- _____ 3. importance, causes, effects, history, kinds, solutions, uses and other elements are considered sub headings
- _____ 4. all major and sub points needed are included

- _____ 5. Introduction and conclusion are included as headings
_____ 6. Single space is allotted after each sub headings and double space used before each heading

- ❖ C'mon you're doing great!
❖ Harvesting time once more. Fee glorious?

How Much Did You Learn



Reading



Directions: Read the following excerpt of “To extend life or to end it”. Write the letter of the correct word or phrase that completes each sentence.

If I were the president of this country, I'd do the same—unburden myself of the responsibility to decide alone who lives and who dies.

To do so is to play God despite the law. In the first place, how can one tell with utmost certainty if a convicted person is truly guilty or not. Judges and justices can err. They are not fallible. They too can suffer lapses in their decisions.

No one in his right mind should take somebody else's words as gospel truth. With the complexities in life, there's always doubt and the safest route to take is to abolish the death penalty law, for in death, the convict has no more chance to reform and to live a new life. We have to be pro life.

... Not only it is good for one's soul but it is also good for one's humanity.

Death penalty is a savage way of confronting the issue. imagine taking another person's life if that is not the lowest thing any human being can do. Despite it, heinous crimes continue to be committed. Nothing has changed.

If we see that criminality has worsened this past three years then congress can opt to put the death penalty again.

- From! “Uncensored” by Manoling S. Morato
People's Journal, (April 29, 2006), p.4.

1. The issue given comment on is the _____
A. abolition of death penalty B. complexities in life
C. guilt of the convict D. safest route to reform
2. The article clearly shows that the writer is _____ death penalty.
A. against B. for
C. promoting D. suggesting

3. One reason given by the writer for the abolition of death penalty which is based on opinion is _____.
 A. judges commit errors B. it is the safest route to take
 C. it is good for humanity D. there's always doubt in life

4. Most probably, the best evidence given by the writer to support his stand is _____.
 A. it's good for the soul B. judge can err
 C. there's always doubt in life D. in death the convict has no more chance to reform

5. The writer agrees on _____.
 A. implementing death penalty B. extending life sentence
 C. taking another person's life D. taking somebody else's words as gospel truth

6. The reasons cited by the writer _____ his argument.
 A. clarify B. nullify C. support D. distant

7. The writer appeals more on reader's _____.
 A. emotion B. imagination C. intuition D. reason

8. The writer's purpose is presenting his argument is to _____.
 A. express his views B. give evidence
 C. reveal the truth D. win other's approval

Vocabulary



Directions: Write the letter of the correct meaning of each underlined word. Use the word pool for your answers.

- | | |
|-----------------|-------------------|
| A. confidence | E. inhuman |
| B. criminal | F. mistake/ error |
| C. difficulties | G. stop |
| D. evil | H. weak |

1. We have to abolish terrorism.
2. Work with certainly and you'll be confident.
3. To err is human
4. Each one is fallible.
5. The convict may not be guilty.
6. Heinous crimes continue.
7. It is another form of savage justice.
8. The complexities in life can be avoided.

Grammar



Directions: Write the letter of the correct reported question.

1. "What is the real truth?" the man asked.

The man asked {
A. about the truth.
B. what is the real truth.
C. What the real truth is
D. what the truth was

2. My friend asks, "who gave him freedom?"

My friend asks who {
A. gave us freedom.
B. gave him freedom.
C. gives him freedom.
D. gives you freedom.

3. "When do we run away from evil?" the child asks.

The child asks {
A. to run
B. do we run
C. when we do run
D. when to run } away from evil

4. Their parents inquire, "How can we convince you?"

Their parents inquire how {
A. can we convince you.
B. can we convince them.
C. can they convince me.
D. to convince them.

Check Yourself



How Much Do you Know

Reading



- 1.B → (good)
- 2.D → (wise man)
- 3.B → (kindness)
- 4.C → (protect you from distorted value)
- 5.B → (distorted)
- 6.B → (line no. 17)
- 7.A → (kindness protects us from cruel world's temptation and distorted values)
- 8.D → (opinion)

Vocabulary



- 1.F → (twisted meaning)
- 2.A → (breast)
- 3.B → (fairness)
- 4.D → (meditating)
- 5.E → (wise man)
- 6.G → (one who foresees)
- 7.C → (inhuman)

Grammar



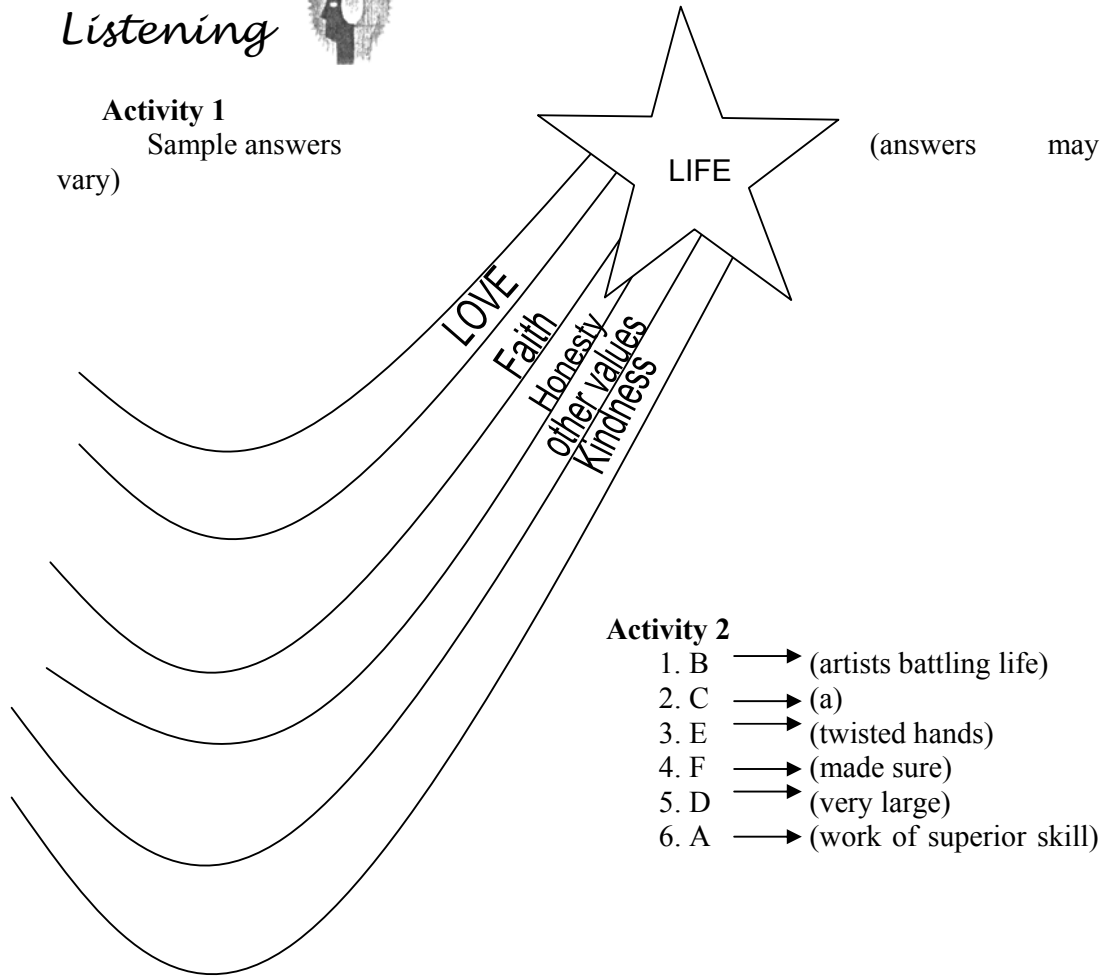
- 1. A → (may stand about the issue is.)
- 2. A → (knew the truth then.)
- 3. B → (shall they go after that)
- 4. B → (accepted your ideas)

Listening



Activity 1

Sample answers
vary)



Activity 3 (answers may vary)

Friends are considered sheltering trees for we can lean on them. We can depend on them in times of need. They can protect us

Many times I make it a point that my friends can depend on me. They can trust me for I am always faithful to them.

Activity 4

- ✓ 1. They were very poor and advancement was so slow.
- ✓ 2. They decided that one would work while the other pursued his studies.
- ✓ 3. Franz' slender fingers became stiff and twisted.
- ✓ 4. Albretch painted the hands of Franz while he was praying.
- ✓ 5. The object of their love, sacrifice and devotion is depicted in the "praying hands"

Activity 5

The two friends	Things they did for each other
Albretch Ducer	painted the hands of Franz while he was praying
Franz Knigstein	Hard manual labor as a form of sacrifice; prayers for Albretch

Activity 6 (answers may vary)

6. Of course, we're friends.
7. Yes, because it's our agreement.
8. I'll see to it that we keep our promises.
9. Of course. Having a true friend is a kind of give and take game. If you make yourself a real friend, then others will be the same to you.
10. I never abuse her. We are very honest to each other. We're showing who we are and we're accepting each other.

Activity 7 (answers may vary)

It's Franz. He worked very hard. Seldom do we find friends like him specially nowadays. He's so selfless so he deserves to be admired. Persons like him are hard to find at present.

Reading



Activity 1 (answers may vary)

"It is not what you have but what you are that is most important in life." This is really true. Possessions especially material ones do not make a man man. What matters is how you deal with other human beings. You treat them as you would like them to treat you. It is as simple as that.

Activity 2

1. bulk
2. serene
3. bald
4. oak

Activity 3 (answers may vary)

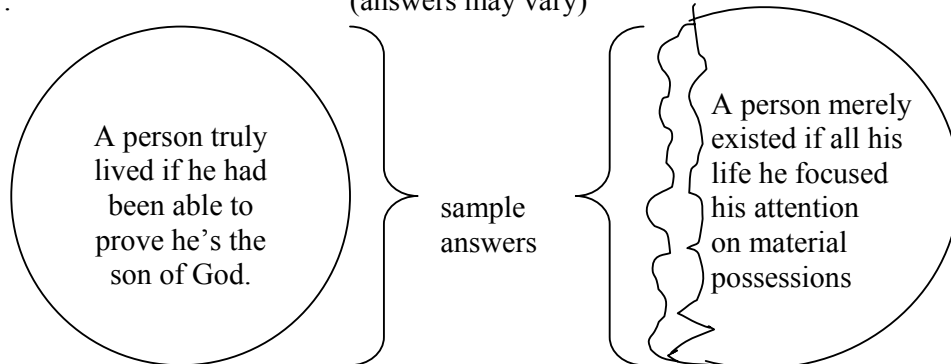
Living is more important and meaningful than existing. Obviously, when you just exist in this world, you'll not fulfill what is God's plan for you. Life will become very dull and boring you'll become insecure. Unlike when you're living, you can prove your worth as a human being.

Activity 4

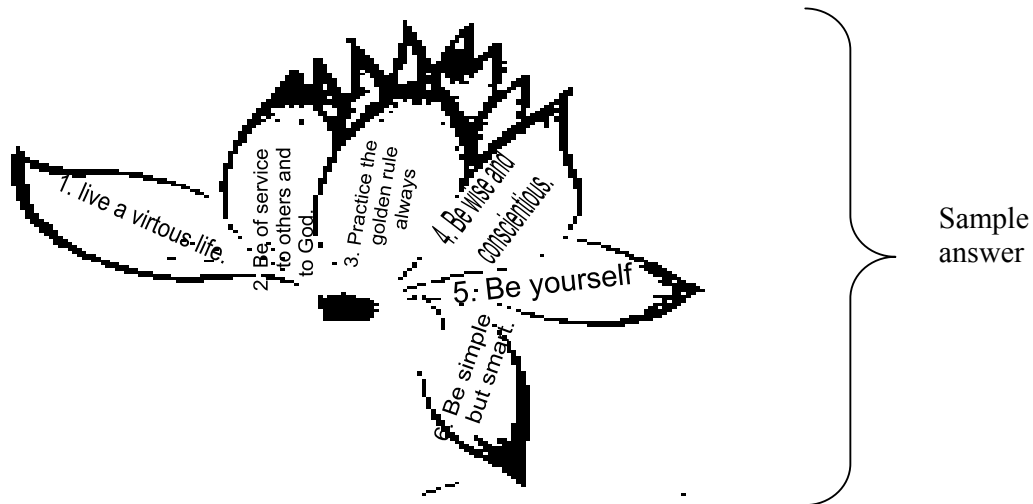
1. to a tree
2. It's not the length of time you stay in this world that matters. The oak tree just exists. It doesn't bear fruit.
3. The lily for the day serves its purpose in life although it doesn't live long.
4. Oak tree symbolizes a long but wasted or unproductive life while the lily symbolizes short but meaningful/ productive/ effective life.
5. We can serve our purpose according to God's plan even if we live a short life here on earth. It is not the length of years which matters in life but it is the quality of life that is important.
6. (answers may vary)

	Speaker's stand	Lines/ Support	My stand	Reasons
Living	even if it is short can be meaningful	Lines 5 to 10	I agree with the author's idea.	The kind of life we lead makes us see and appreciate the meaning of life.
Existing	in meaningless because it is not what matters in life	Lines 1 to 4	I share the opinion of the author/ speaker.	Existing is useless and a waste of time. It's for nothing.

7. (answers may vary)



8. (answer may vary)



Activity 5 (answers may vary)
Sample answers

Agree	Reasons	Disagree	Reasons
1. Some people can't make up their minds right away.	It is necessary to think about the pros and cons	1. We must decide on things quickly.	"Haste makes waste." We need to think a lot of time before we make decisions. We need to be extra careful.
2. We must get all the facts before we make a decision	We have to be sure about everything		
3. Your future depends on the decision you make now.	What will happen is the result of the present action		
4. You must listen to the advice but you can must make your own decision.	The last say must come from us. It is our life that is at stake.		

Activity 6 (answers may vary)
Sample answer

One very important decision I made was when I decided to take full responsibility over my nephews who need me. I have taken care of them since birth and I have seen to it that they have had the best of everything especially on the moral side. I have been able to bring them up as children of God. I have regarded it as a "BIG" success.



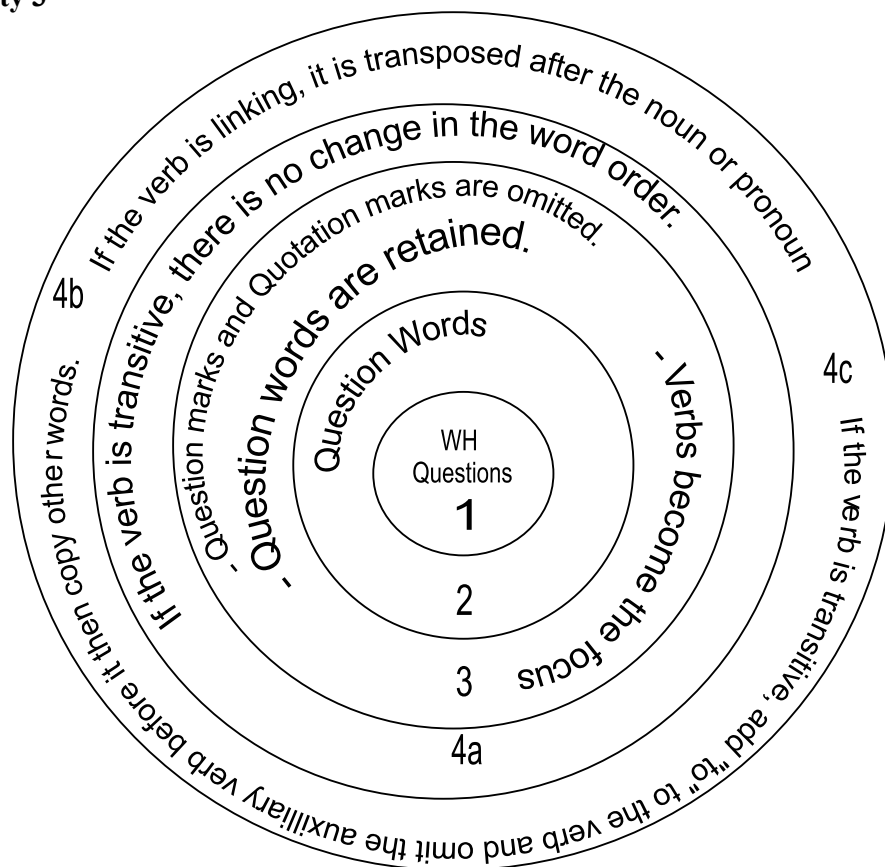
Activity 1

1. what
2. when
3. why
4. what kind

Activity 2

1. What do you make?	2. When do we have to take a stand?
3. Why is taking a stand important?	4. What kind of decision is made hastily?

Activity 3



Activity 4

1. I asked who accepted the memorandum.
2. She asks why you are confused.
3. He asked how to sing.
4. He asks what your decision is.
5. The man asks where to go.

Activity 5

1. Where will I go?
2. Why will I go there?
3. Who is Alex?
4. What will she give me?

Activity 6

1. a. Father asked, "Where will I go?" —→ Direct
b. Fatima asked where to go. —→ Reported
2. a. Sheila asked, "Why will I go there?" —→ Direct
b. Sheila asked why will she go there.
3. a. "Who is Alex?", she asks.
b. She asks who Alex is.
4. a. "What will she give me?" she asked.
b. She asked what would she give her.

Activity 7

1. a. "What is it you approved of?" She asks.
b. She asks what it is you approved of.
2. a. "When will you apply this?" the anchorman asked.
b. The anchorman asked when would you apply that.
3. a. "Why is it necessary?" the reporter asked.
b. The reporter asked why it was necessary.
4. a. The guest ask, "Who made it to the top?"
b. The guests ask who made it to the top.
5. a. "Where will I stand?" the singer asks.
b. The singer asks where to stand.

Literature



Activity 1 (answers may vary)

It is true death penalty can deter crimes but not at all times, especially now that some people are so evil. They are not scared of penalty. Some criminals continue to commit heinous crimes because they are so crooked.

Activity 2

1. B —→ (convicted)
2. A —→ (weak)
3. F —→ (place where prisoners are hanged)
4. D —→ (pushing with stick)
5. E —→ (justices of the peace)
6. C —→ (horrified)

Activity 3

1. The man ought to have been dead at that time.
2. He was irritated probably.
3. A dog appeared in the yard and jumped to lick the prisoner's face.
4. He realized that they will have to destroy a healthy conscious man by cutting his life short and it is wrong.
5. He wanted to end up the process of hanging the prisoners because he probably was bothered by his conscience when the prisoner continuously cry, "Ram! Ram! Ram! Ram!"
6. The job was done without a problem.
7. The prisoner was dead.
8. They become sources of trouble to them.
9. He was so numb and careless for these prisoners to be hanged.
10. No, they were not happy though they pretended to be happy. Yes, they were laughing but they were also being bothered by their conscience. Why did they have to drink whisky afterwards? They were only doing their duties.

Activity 4

1. The hanging of one of the prisoners.
2. No, he didn't. I don't think so. I'm a pro-life so I don't approve of death penalty. If he had committed a crime let him be jailed throughout his life.
3. It proves that most of the times dogs are loyal and faithful companions to man unlike some men who are otherwise. Another thing is, dogs are more sensitive than man.
4. One incident is when the man to be hanged avoided a puddle on the path by stepping slightly aside. Another one is when the Eurasian boy asked if they admired his new sliver case. These incidents made the story so realistic.
5. The last two sentences made us realize that the story brings out realistic scenes and they make the story effective in bringing out that general truth in life. The author most probably would like us to accept the fact that all people, regardless of the race and their conviction, are ready to work harmoniously for the common good. (answer may vary)

Activity 5 (answers may vary)

I want to eliminate the part when the superintendent poked the body of the hanged prisoner and said, "He is all right." He never thank God for that. It proves he's so insensitive and inhuman.

Activity 6

I feel like writing to the Superintendent, and I will tell him to try making use of his conscience. He has to value lives of people. I will tell him to pray and ask for God's guidance.

Activity 7

Crimes punishable by law

1. murder
2. robbery
3. rape
4. terrorism
5. drug trafficking/ pushing

Punishment

- death penalty
- imprisonment
- death penalty
- imprisonment
- death penalty

If the real criminals are the ones convicted, they have to be given death penalty after serving around twenty years. They have to be given chance to correct the wrongs they'd done.

Writing

Activity 1

1. O
2. U
3. T
4. L
5. I
6. N
7. E

Activity 2

Mathematical topics for Sonia Lazo, Filipino Singer

$$I = \frac{1}{(A)} + \frac{9}{(B)} + \frac{5}{(C)} = 15$$

$$II = \frac{2}{(A)} + \frac{4}{(B)} + \frac{7}{(C)} = 13$$

$$III = \frac{3}{(A)} + \frac{8}{(B)} + \frac{6}{(C)} = 17$$

Sonia Lazo, Filipino Singer

- I. Early Life
 - A. birth and other details
 - B. U.P. lessons
 - C. Age 5- a different singer
- II. Singing Career
 - A. concert at CPP, 1977
 - B. Famous Concerts and Shows
 - C. Career peak in 200
- III. Major Accomplishments
 - A. Phil. Delegate to Europe
 - B. Music and award giving Body
 - C. Various awards and honors

Activity 3

1. Background of the study
2. History of Wonder Oil
3. Wonder Oil discovery
4. Sports training
5. Magical Solution
6. Other Uses of Wonder Oil
7. Technology involved in wonder oil

8. Light technology
9. Computers for diagnosis and prediction
10. Observations and Findings



How Much Did You Learn

Reading



1. A → (abolition of death penalty)
2. A → (against)
3. B → (it is the safest route to take)
4. D → (in death penalty, the convict has no more chances to reform)
5. B → (extending life sentence)
6. C → (support)
7. D → (reason)
8. D → (win other's approval)

Vocabulary



1. G → (stop is the same as abolish)
2. A → (confidence, is another word to certainty)
3. F → (mistake/ error is the same as err)
4. H → (fallible means weak)
5. B → (convict is another word for criminal)
6. D → (heinous means evil)
7. E → (savage means inhuman)
8. C → (difficulties are complexities)

Grammar



1. G → (what the real truth is)
2. B → (gave him freedom)
3. D → (when to run)
4. C → (can they convince me)

Feel great?

That's a successful work! Fabulous!

Congratulations!

You made it. Now that you've complete the activities in this module, you may want to go over the parts that you found

- a. most interesting
- b. most challenging
- c. most rewarding

Remember to complete the Reflectionnaire before you move on to the next module.

The next module will help you become more proficient at refuting arguments.

Your Score

17 – 20 Excellent! Keep up the good work!

13 – 16 Very Good! You're doing fine

9 – 12 Good job! Go over the ones you missed

5 – 8 Fair. Try to do better next time

0 – 4 Needs improvement. Triple your effort.

Listening text

About 1490, two friends, Albrecht Durer and Franz Knigstein, were struggling artists. They were very poor and advancement was so slow that they decided that one would work while the other pursued his studies. The cast lots and Durer won. Before leaving, Albrecht assured Franz that he would return and help him so that he, too, could develop his talent.

Albrecht came back after his studies, but he was surprised and deeply touched at the enormous price his friend had paid. Hard manual labor has caused Franz' slender sensitive fingers be stiff and twisted. Never would they be able to execute the delicate brush strokes necessary in fine painting.

One day, Albrecht found Franz kneeling, his gnarled hands folded in fervent prayer for his companion. Quickly, the great artist painted that scene, and from it he produced his masterpiece, "the Praying Hands." The world is richer because of Albrecht Durer and Franz Knigstein. The object of their love, sacrifice, and devotion will be themselves glorious works of art.