

# Module 8

## Refuting Arguments

### 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*

Occasionally there maybe local, national or international issues on which you are concerned and of which you wish to argue about. Like most people of your age, you may be questioning, doubting and wondering about the truth in some issues. Go ahead and wonder. Doubt. Think. Ask. Listen. Study. Find out the truth and argue. In the process, you'll grow and become a better person.

In an argument, you need to present evidence that support your stand. One effective way to clarify your stand is to express your opinion clearly. Once your position is clarified, you are now ready to present evidence to refute the argument. You have to show what is wrong with the opposing evidence and to offer insights overlooked by the opposition. How about that for a start?

In this module, your thoughts about the main challenges of refuting arguments will be clarified. This module will shed lights on what are the proper ways, of refuting argument. How do you refute an argument? Why do you need to refute an argument? The answer to these questions and other related ideas/thoughts will be answered as you learn the act of refuting arguments. Similarly, you'll learn how to prove an argument, how to defend ideas ad how to verbalize your thoughts.

## *What You Are Expected To Learn*



- Listen for arguments presented
- Take note of the expressions used to facilitate the flow of ideas
- Agree/disagree with statement or observations made
- React to assertions and proofs statements presented in the text
- Draw conclusions
- Identify and use noun forming suffixes
- Show close relationships of ideas by using transitional markers
- Interpret and explain allusions used to achieve certain effects
- React to the experiences and arguments of the speaker in relation to real life situations
- Revise the draft of a research paper.

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❖ Prepare well for...

## *How Much Do You Know*



### *Reading*

Direction: Read the passage and write the letter of the words or phrases that complete each sentence after it.

#### **PUBLICITY** by: John Berger

1.) It is important here not to confuse publicity with pleasure or benefits to be enjoyed from the things it advertises. 2.) Publicity is very effective precisely because it feeds upon the real. 3.) Clothes, foods, cars, cosmetics, sometimes are real things to be enjoyed. 4.) Publicity begins by working in a natural appetite for pleasure but it

can't offer the real object of pleasure's own terms. 5.) The more convincingly the publicity conveys the pleasure of, for example, bathing in a warm distant sea, the more the spectator – buyer will be aware that he/she is hundred miles away from that sea and the more remote the chance of bathing in it will come to him. 6.) Publicity is never a celebration of pleasure in itself. 7.) It is always about the future buyer. 8.) It offers him the glamour of life through the product being advertised. 9.) The image makes him envious of himself as he might be. 10.) It is about social relations not objects. 11.) It promises happiness via pleasure offered by the products. 12.) Happiness, then, is judged from the outside.

- The issue being clarified is publicity's \_\_\_\_\_.  
A. benefits                      B. effects  
C. future                         D. image
- According to the writer, publicity in most cases is \_\_\_\_\_.  
A. about objects                B. about pleasure  
C. an appetite                    D. very effective
- To prove his point, the writer uses the best reason which is publicity \_\_\_\_\_.  
A. begins in appetite            B. convinces the buyers  
C. feeds upon the real         D. promises happiness
- The writer's argument appeal more on the readers' \_\_\_\_\_.  
A. emotion                      B. imagination                C. knowledge                 D. reason
- Sentence number 2 is based on \_\_\_\_\_.  
A. fact                      B. imagination                C. opinion                      D. survey
- Most probably, the strongest evidence used by the writer is stated in sentence number \_\_\_\_\_.  
A. 3 & 1                      B. 4 & 5                      C. 9 & 10                      D. 11 & 12
- Obviously, the writer is \_\_\_\_\_ publicity.  
A. against                      B. for                            C. ignoring                      D. supportive of
- The last two sentences of the articles gives a feeling of \_\_\_\_\_.  
A. certainty                      B. doubt                        C. fear                            D. hope

## Vocabulary



Direction: Write the letter of the antonym of each underlined word in the sentences below. Use the word pool for your answers.

- |               |             |                           |
|---------------|-------------|---------------------------|
| A. artificial | D. distaste | G. simpleness/naturalness |
| B. clarify    | E. pain     |                           |
| C. discourage | F. near     |                           |

- |                                      |   |
|--------------------------------------|---|
| 1. Ads <u>confuse</u> buyer          | 5. Women appreciate <u>glamour</u>          |
| 2. Ads <u>feeds</u> upon the real.   | 6. <u>Remote</u> areas are covered by<br>us |
| 3. Men have <u>appetite</u> for good | 7. We <u>cater</u> for your pleasure        |
| 4. We prefer <u>natural</u> beauty   |   |

## Grammar

Directions: Write the letter of the correct transitional device to complete each sentence. Use the word pool for your answer.

A. but   B. because   C. obviously   D. similarly   E. at the same time

In own eagerness to exact equal treatment, we women seem to forget who we are. We are not men, \_\_\_\_ (1) \_\_\_\_ men can't bear children. \_\_\_\_ (2) \_\_\_\_, for a woman, the birth of a child is a transforming experience.

It's true that we women have much to do to achieve equal treatment in the job market. That fight has to go on, \_\_\_\_ (3) \_\_\_\_, I sense a militancy that it's harder for women to stay at home, \_\_\_\_ (4) \_\_\_\_ our freedom to work outside our home must go to the freedom to work inside our home. It is good choosing to stay at home \_\_\_\_ (5) \_\_\_\_ that's where our heart is.

- ❖ To make great, you have to start with great tasks.  
Let's try. Ready?

## Listening

Just like news broadcast about significant events, happenings and commentaries about issues, radio or T. v. ads reach us in varied ways.

Listening to a radio or television advertisements allows your to weigh and analyze, judge the relevance or irrelevance of an idea. As you listen, you also verify then reasons, advantages and disadvantages of the product being advertised. You may look for facts and evidences just like refuting arguments.

### Activity 1

Read and react to the truth or falsity of this statement.

“Ads mislead consumers instead of ads giving the truth and information about the product.”

- ❖ Do you agree with the statement? Prove your point.

### Activity 2

Listen to the taped commercial ad once to get the general impression of what it is all about.

**Activity 3**

Listen for the second time, and as you listen check the questions which are answered in the ad.

Question:

- \_\_\_\_\_ 1. What is being advertised?
- \_\_\_\_\_ 2. What are the features of the product?
- \_\_\_\_\_ 3. How can this product help in giving better life to the consumers?
- \_\_\_\_\_ 4. Where are this product available?
- \_\_\_\_\_ 5. Why is this product important? What reasons are presented/highlighted in the ad?
- \_\_\_\_\_ 6. What makes this ad interesting?
- \_\_\_\_\_ 7. Is the “come on” line based on fact or opinion or both?

**Activity 4**

Listen to the ad again and write brief but concise answers to the question in activity 3.

**Activity 5**

Listen to the ad again and complete the chart with appropriate entries.

Product being Advertised _____	
Come on line: _____	
Reasons/Advantages	Appeal (emotion, reason, competition)
1. _____	_____
2. _____	_____
3. _____	_____
etc. _____	_____

View I agree most	Reason	View I Disagree most	Reason



**Activity 7**

React on what you think of the product being advertised. Give the advantages (pros) and disadvantages (cons).

Product: _____	
Advantages	Disadvantage

**Activity 8** Look out! World View!

Think of a national or local problem which is related to or which can be solved by this commercial ad. Point out their relationship or give reasons why this ad can be used as a solution to such problem. Remember to clarify how it can solve the problem as well.

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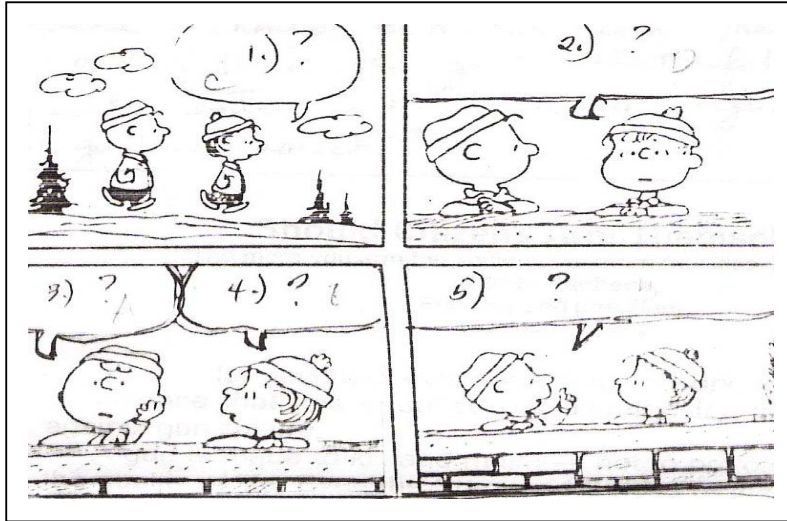
- ❖ Here's something which will ignite your spirit!  
You can't help but try this one, right?



As you know, argument is a decent and respectable way to develop ideas. What's more, it can be personal and can move people to action. When you agree to an idea, you must first convince and give others people specific reasons. You need facts and figures. Your words must work for others to believe and take your side.

### Activity 1

Read by taking a closer look at the four frames of the comic strips. Determine what the characters are saying. Fill in the frames by writing the characters' words to be chosen from the speech bubbles below.



That's a universal problem!

Absolutely! People must fear destruction by nuclear force

Is it possible to keep peace in the world?

At present, every country is afraid of being destroyed by superior nuclear power.

Yes, we have to find ways to ensure world peace.

### Activity 2

Determine which of what the character are saying are factual and which are opinion based.

(1 – 5)

### Activity 3



## Vocabulary

Spot and copy the noun forming suffix in the following words

- |               |                 |
|---------------|-----------------|
| 1. fatalities | 7. prevention   |
| 2. approval   | 8. manufacturer |
| 3. government | 9. protection   |
| 4. violence   | 10. solution    |
| 5. tragedy    | 11. resident    |
| 6. proponent  | 12. dealer      |

### Activity 4

Read “Should Citizens Arm Themselves?” by Nandy Pacheco and fill in the grid that follows it with appropriate entries. What are the arguments by the gunless society?

#### **Should Citizens Arm Themselves?**

“The more you arm the society, the more fatalities you will have.”

**Nandy Pacheco**

Founder and President,  
Gunless Society

It’s time for each and every one of us to work, to change the culture of violence that has engulfed our country. It’s time to turn the tide against gun culture.

A gun is made to kill and maim – not to prolong life or to improve the quality of life. Even the Stars and Stripes of the US Armed Forces, said, “The handgun has ten functions: to kill, to kill, to kill, to kill, to kill, to kill, to kill, to kill, to kill, and to kill more.”

Good men can become bad men especially when too drunk, too paranoid, to depressed, to jealous, etc. and when they have access to guns human frailties can rapidly become tragedies. Can anyone guarantee that an individual, even after passing a neuro-psychiatric test, can continue to be fit to have access to guns? A gun is a tragedy waiting to happen.

Arming the law-abiding is no solution. Arm the people? Arm ourselves and become Wild, Wild West? God forbid! Violence begets more violence. Bearing arms is not a right but a wrong. The way we manage conflicts may well be the single most important activity in determining the quality of our lives.

#### **Madman’s Idea**

Arming the people for self-defense can only be a madman’s Idea of a peaceful society. It’s only the animals in the jungle that do so.

They kill to survive only until they are killed themselves. In a society where everybody carries a gun in public, everyone is a potential killer.

The lessons of America cannot be ignore: a nation rife with guns is rife with violence

Our sorry peace and order situation is due to the government’s pro-gun sentiment, the government’s policy to promote guncry, the “an eye for an eye, a tooth for a tooth” policy, the behavior and lifestyle of most politicians, government official and their VIPs, and the macho image deeply embedded in our culture, which is perpetuated by the movie industry and advertiser.

### **Fear**

Pro-gun proponents say over and over again that they need “to protect themselves from criminals.” Don’t fall for this trap. The more you arm the society, the more fatalities you will have. The pro-gun argument prevents the introduction of crime-prevention measures, leads to more violence, and promotes the reign of fear.

The argument means that if gun is the problem, gun is the solution. One does not put out fire with fire. The pro-gun argument is selfish, un-Christian and anti-communitarian.

It does not promote the common good. It favors only gun manufacturers and dealers.

What can the government do to change the environment of violence and keep citizens and foreign residents safe from crime? One way is the passage of a total gun ban in public places except for the police, military and licensed private security guards, who are authorized, in uniform and on duty. Keeping of a licensed gun at home for protection or in a gun club may be allowed. Gun control is only one element in the package of policies necessary to reduce gun violence in the country.

We have been advocating the passage of a gun control bill for the past 12 years but to no avail. Gun control passed because we have a pro-gun Congress and pro-gun President except Corazon Aquino.

Other enemies of gun control are the criminals, the gun manufacturers and gun dealers, the machos, and the pro-gun lobby. But I must say, a truly responsible gun owners support a total gun ban in public places. The gun ban is in line with the saying “an ounce of prevention is worth a pound of cure.” With the gun ban, the government removes situations that give rise to temptation or problem. Many gun related deaths, and injuries over traffic and other incidents could have been avoided if the gun, whether licensed or not, or even if there is permit to carry, is not available.

If the government can be hard on drugs, why can’t it be hard on guns? You cannot control crime unless you control the criminals, and to do this the government must control the guns. Without the gun, the criminal’s capability is greatly diminished. Ensuring the removal of the means to kill and injure is one of the first principles taught in crime intervention.

### **Control**

Gun control isolates and easily identifies the outlaws and gun control violators, thus facilitating their apprehensions and confiscations of their weapons. Concerned citizens can blow the whistle without fear that they are pointing at the wrong person. Says an ordinary police officer in uniform and in foot patrol, “Without the gun ban it is extremely difficult to distinguish criminals from the plainclothes or from those with ‘permit to carry’ or from bodyguards, because they are all in civilian clothes.”

If we have a gun ban during the election period, why can't we have it throughout the years? We can make the gun ban more effective if there are no exemptions.

The gun ban helps you keep the Fifth Commandment: "You shall not kill." It prevents you from joining the criminal population.

We are not losing hope because in Christianity there is room for despair. We will never have peace in this country for as long as our leaders follow "the ways of the world." Peace will come when we, the people, including our leaders, are converted into the ways of peace Christ gives based on love, justice, reconciliation, active nonviolence and progressive disarmament. "It's time to abandon the language of arms," says pope John Paul II.

Arguments presented by the gunless society.

MADMAN'S IDEA	ADVOCATED FEAR	GUN CONTROL

### Activity 5

Answer the following questions.

1. What is the author's answer to the title?
2. What arguments did he present to strengthen his stand?
3. According to the writer, what lessons can we learn from America?
4. What can the government do to have a peaceful society and its people safe from crime?
5. How can the gun ban promote peace?

### Activity 6

Reread the article again. Tell whether the writer is for or against or cautious about arming the people for self-defense. Find out also what he used to appeal to the readers. Copy the table and complete it with appropriate information.

Message	Stand (for, against or cautious)	Appeal (emotion, reason, competition)

### Activity 7

Go over the list of arguments in the table for Activity 5. Decide which ones you agree most and which ones you disagree strongly on. Give reasons for your choices.

I agree most on _____ _____ _____ _____ _____ _____ _____ _____	One reason is _____ _____ _____ _____ _____	I disagree strongly on _____ _____ _____ _____ _____	The reason is _____ _____ _____
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### Activity 8

Design a sticker or an ad flyer that supports the idea of gun ban for citizens and its importance. Plan what you'll include in your flyer or sticker to make it as interesting and appealing to the people as possible.

❖ That's encouraging!  
It's worth the effort.



When refuting an argument, you need to win others to your position. You can do this by using words and sentences which are most effective. Words which show clear connection between ideas smoothens expressions.

### Activity 1

Add each words/expression inside the box at appropriate point in the text.

- A. Thus
- B. On the whole
- C. Second
- D. Third
- C. First

My mother's education greatly affected me also. \_\_\_\_ (1) \_\_\_\_, our nightly lessons gave me the ability to grasp languages easily. With a little work, I can master anything \_\_\_\_ (2) \_\_\_\_. I know all about ignorance. \_\_\_\_ (3) \_\_\_\_, when giving directions to assistants or teaching my students, I have the patience to help them. \_\_\_\_ (4) \_\_\_\_, I believe there is no age limit to learning. Upon turning 36, I, like my mother, began studying subjects which I had never had the chance to study before. \_\_\_\_ (5) \_\_\_\_, all I asked for was the strength and the faith that I could do it.

From: "My Mother, My Teacher"  
Readers Digest, Sept. , 1983 p. 69

## Activity 2

An effective way to show logical development of ideas in a paragraph or in a composition is to use transitional words or phrases. Some transitional words or phrases are listed below (in the box). Go over these transitional words, and find out which of them can be written in the appropriate boxes.

--	--	--	--	--	--

Order

emphasis  
Cause

Time

Place

Purpose

--	--	--	--	--	--

Result Example

Difference

Likeness

Addition

End

obviously	as a result	to summarize
certainly	afterwards	whereas
similarly	later	in conclusion
likewise	to the right	at any rate
for instance	to this end	again
to illustrate		
in addition	above	in short
next	in brief	meanwhile
again,	in other words	to put it indifferently
finally	accordingly	in the meantime
because	in short	the reasons for ....
since		

**Activity 3** Below is a well unified paragraph with transitional words/phrase. Read it carefully and spot the transitional words/phrases. Tell what each transitional word emphasizes.

These have been only a few times in my adult life when I have known for certain that I made a terrible decision in choosing to become a writer. Obviously, all of them have taken place at the theatre. What I mean is at the musical theatre. In brief, it began when someone stopped the show. Anyone in the theatre, at any rate, can give you a nice, precise obvious definition of what it means. For example, a show stopper, they tell you literally to stop the show. In addition, they'll do this to the point where the audience will not let the performers do their thing anymore. In other words, the show goes downhill. All the preparations are meaningless. It's over.

### Key Points



- To make connections explicit, to state connections plainly, **Transitional words or phrases** are used
- Each **transition device** serves a specific purpose. Generally each transitional word/phrase signals a new but related idea
- Some of the transitional words/phrases are grouped below according to purpose.

Likeness: likewise, similarly, at the same time

Difference: but, however, yet, still, nevertheless, on the other hand, on the contrary, in contrast

Addition: and, moreover, equally important, next, again, also, too, besides, furthermore

Order: first, second, third, etc. in the first place, in the second place, etc.

Example: for example, for instance, to illustrate

Time: soon, in the meantime, afterwards, later, meanwhile, earlier, simultaneously

Place: here, there, over there, beyond, nearly, opposite, to left, to the right

Purpose: for this purpose, to this end

End: in conclusion, to summarize, finally, on the whole

Restatement: in short, in other words, in brief, to put it in differently

Conclusion

Result: therefore, as a result, consequently, accordingly, thus, then, hence, so

Cause: because, since, as, for

### Activity 4

Complete the paragraph by supplying appropriate transitional words or phrases at specific points. Use the words enclosed in parenthesis as guide.

Transitional words often signal the need to begin a new paragraph. 1. (reason) these would provide obvious linkers that a readers can depend on. Cautious students



are known to overuse some of them. 2. (purpose), be on guard against using them. 3. (restatement), where your text could be clear without transition word, avoid using one. When you do use them, be especially careful not to use transition words/ phrases inaccurately, 4. (example) where your material doesn't show connection clearly, forget the idea. They are not to be used as desperate measures to fasten together ideas, 5. (conclusion) every link must make sense.

### Activity 5

The following begin with three arguments. Select one and copy it on your paper. Write at least three objections to refute the argument. Present the advantages or disadvantages of the argument as reasons for your choice. Use transitional markers to smoothen the flow of your ideas.

1. Watching movies is a more enjoyable pastime than reading books, because films maintain a faster pace. It involves the audience to a greater extent. It requires little effort on the part of the viewers.
2. It is no longer necessary for people to learn mathematics. In today's world all basic computation can be performed quite simply on convenient calculation, computers and cellphones.
3. Politics is not a promising field for a conscientious person to enter. There are too many possibilities for corruption.

- ❖ Continue exploring life, now!  
you can surely unravel life's mysteries. Ready?

## Literature



### Activity 1

We are looking for a three letter word which gives fear or apprehension to almost all people throughout the world. What do you think is it? To solve it, use the following clues.

- \_\_\_\_\_ 1. It's first letter is at the beginning of the world.
- \_\_\_\_\_ 2. It's second letter is at the middle of van.
- \_\_\_\_\_ 3. I'm at the end of terror

- ❖ What am I? the word is \_\_\_\_\_.  
Can things happen if there is war?

# Vocabulary



## Activity 2

### Vocabulary Development

Choose from the words in parenthesis the meaning of the underlined words found in the selection.

1. to indulge in the illusion of hope  
(image, belief, aspiration, message)
2. arduous struggle for liberty  
(committed, foolish, ill-timed, laborious)
3. to solace themselves  
(help, convince, comfort ], sacrifice)
4. insidious smile  
(treacherous, cheerful, sad, confident)
5. a snare to your feet  
(cover, balm, noose, weight)
6. implements of war and subjugation  
(destruction, militarization, conquest, death)
7. to avert the storm  
(prevent, turn off, fly over, get over)
8. we have prostrated ourselves  
(lifted up, thrown down, turned over, looked into)
9. so formidable an adversary  
(ally, friend, countrymen, enemy)
10. invincible by any force  
(unconquerable, defensible, destructible, inexhaustible)

### Activity 3

Which do you value more in life freedom or power? Read “Liberty or Death” by Patrick Henry to find out why and how other people value freedom.

#### **Liberty or Death**

Patrick Henry

*Patrick Henry (1736-1799). He began to practice law in 1760. in 1765, he was elected to the Virginia House of Burgesses. As delegate to the First Continental Congress, he opened his speech with “I am not a Virginia, but an American.” On March 25, 1775, he delivered this speech at the Virginia Convention.*

“Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!”

It is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to that song of siren till she transforms us into beasts. Is this part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst and to provide for it.

I have but one lamp by which my feet are guide, and that is the lamp of experience. I know of no way of judging the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir: it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition conforms with those warlike preparations, which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwillingly to be reconciled that force must be called in to win back our love? Let us not deceive ourselves. These are the implements of war and subjugation – the last arguments to which kings resort.

I ask, gentlemen, what means this martial array, if its purpose be not to force us into submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains, which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? We have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it was capable; but it has been all in vain.

Shall we resort to entreaty and humble supplication? What terms shall we find, which have not been already exhausted? Let us not, I beseech you, deceive ourselves longer. We have done to avert the storm, which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves at the foot of the throne, and implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petition have been slighted; our remonstrance's have produced additional violence and insult; our supplications have disregarded; and we have been spurned, with contempt, from the foot of the throne!

In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free, if we mean to preserve inviolate those inestimable privileges for which we have been so long contending, if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, WE MUST FIGHT! An appeal to arms and to the God of hosts is all that is left us! the brave. Besides, we have no election, if we were base enough to desire it; it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forced! Their clanking may be heard on the plains of Boston! The war is inevitable – and let it come! I repeat, LET IT COME.

They tell us that we are weak – unable to cope with so formidable an adversary. But when shall we be stronger? Will be the next week, or next year? Will it be totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope until our enemies shall have bound our hands and feet? We are not weak, if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible

by any force which our enemy can send against us. Besides, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles of us. The battle is not to the strong alone; it is not to the vigilant – the active –

It is vain to extenuate the matter. Gentleman may cry, Peace, Peace – but there is no peace. The war is actually begun. The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is that gentleman wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

#### Activity 4

1. Judging from the tone of the speech, what would be the attitude or mood of the delegates to the First Continental Congress?
2. What are the preparations for the war that the British were making?
3. What are the questions the author asks the delegates?
4. What did the writer want the delegates in the convention to realize?
5. What arguments did the author give to convince the delegates that war was inevitable?
6. If you were a delegate to this convention, would you be convinced to agree with him and join him?
7. What does the last paragraph mean? Explain its significance.
8. State the writer's objective in writing or delivering his speech.

#### Activity 5

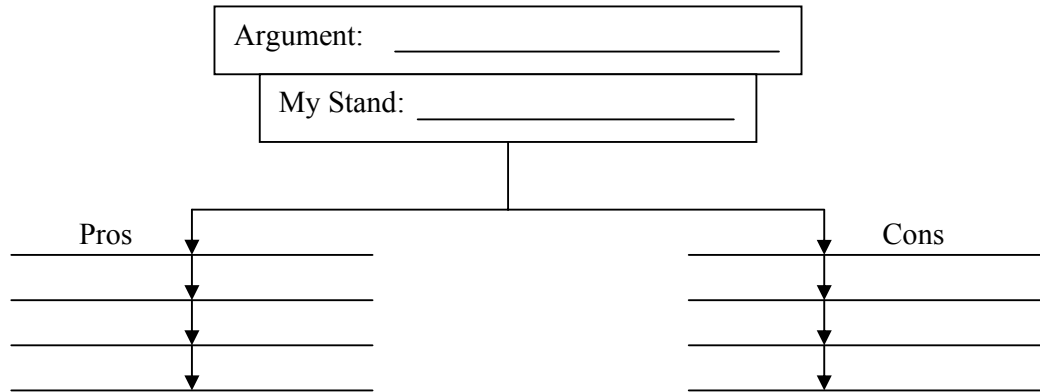
Writers use allusion to compress great deal of meaning into a very few words. Allusion is a reference, generally brief, to a person, place, thing, event which the reader is presumably familiar. It works if it's clearly understood. For example "Oh Rizal, let your love for freedom ring!" Patrick Henry used the following allusions.

1. "song of the siren till she turns into beasts"(mythological allusion)
2. "betrayed with a kiss" (biblical allusion)

- ❖ What do these allusions mean?
- ❖ Give other examples of allusions?

### Activity 6

Choose one argument that P. Henry used and of which you agree or disagree strongly. Analyze and express its pros and cons. Copy the tree diagram below and fill it with appropriate entries.



### Activity 7

Scout for quotation that upholds the value of freedom or liberty.

\_\_\_\_\_

\_\_\_\_\_

❖ Let's say you made it good, no perfectly I mean. What's next?

## Writing



What is the next best thing you should do after writing the first draft of your research paper?

You probably need to revise it once you have completed the first draft. Look at it with “new eyes”. When you revise it, you do far more than correcting spelling, punctuation and grammar errors. You look at it as a reader so you can see if the ideas are presented clearly. That is, you consider and improve both the content and the style of your paper.

### Activity 1 (Reviewing the content)

To make sure that your ideas are presented clearly and completely, review your paper for the following.

How well do you know these terms?

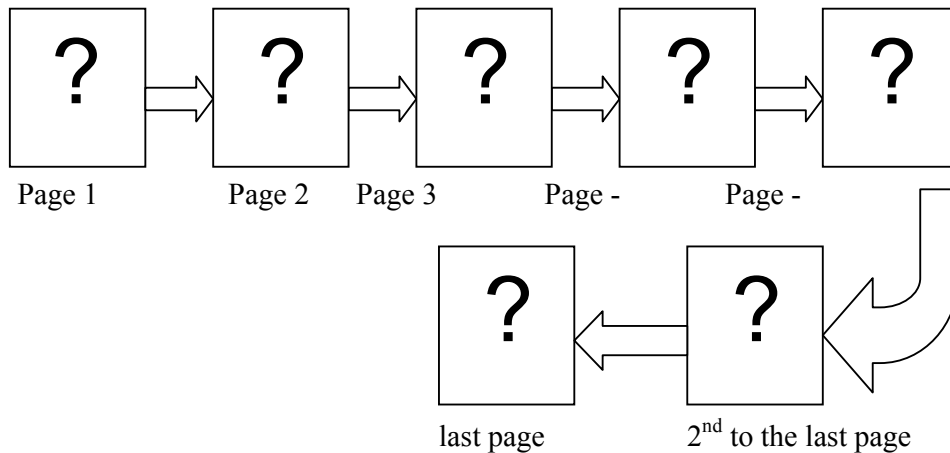
Go over the description below and examine which are familiar to you. Identify what is being described in each numbered item.

1. I am a very important idea for the research paper I am the general statement that serves as sentence nucleus of the paper upon which the stand or argument of the researcher will be proven.
2. I'm IP. I set the tone for the research paper in three or more paragraphs. I create an interesting beginning by clearly presenting the stand or argument. I present the importance and the purpose of the topic to be discussed. I also give the scope and the controlling background information.
3. I have fully developed and organized paragraphs by providing the facts that support the thesis statement and I provide smooth transitions from the thesis statement to the rest of the parts, thereby I shape the thoughts of the paper in different ways. I set out information logically to support the thesis statement. My initials are B.O.P.
4. I tie together what has been written in part, 1 and 2. I draw the paper to a close by summarizing the main idea and expressing the findings, generalizations and recommendations I restate the main topic in other way.
5. I provide a smooth flow of ideas and I made clear connections between sentences or paragraphs.
6. I am the framework or the plan for the research paper. I enable you to check the sequence of ideas and to rearrange the order if necessary I also show the amount of support you need for each main point.
7. I am one form of documenting your paper whenever you use information that is not your own. Using superscript is needed to provide number of information that are borrowed. You can avoid plagiarism because of me.
8. I am the last page of your research paper. I include alphabetical listing of all the serves of specific ideas you read.

**Activity 2** Parts to a whole

How do you arrange the parts of your research paper?

Using the information you gathered in Activity 1, write the parts of the research paper in the order they are to be presented. Copy the following flow chart, and fill it up with appropriate entries.



### Activity 3     Reviewing the Mechanics and Style

Read through the checklist and find out which step you agree or disagree on. If you disagree, point out the word/phrase that makes it wrong. Substitute it with the correct one.

1. Use white bond paper, 8 ½ by 11 inches.
2. Double-space your typing throughout except including quotations.
3. Keep your margin consistent.
4. Indent the first word of a paragraph five spaces from the left margin. Indent long quotations of four lines or more ten spaces from the left margin.
5. Do not underline your title.
6. Put your last name and page number on the top right hand corner one and ½ inch from the top of the page.
7. Number all pages consecutively without using any punctuation and without using letter “p” before the number.
8. Research paper should be written in the third person.
9. Use contraction such as “don’t” or “can’t or abbreviation like “w/out” and “w/”.
10. Works of theory should be cited in the past tense.
11. Results of experiments, surveys are reported in the present tense.
12. Generalization and conclusion are stated in the past tense.
13. Transitional words and phrases should be used to relate or to connect paragraph.
14. The thesis statement should be reinforced in the conclusion and the endnotes.
15. Formal and simple words should be used.



## Key Points

In revising your research paper, you must.

- Read through your draft carefully several times.
- Refer to your outline and check to see that you have all the points in correct order. You can reorganize the sequence if you want to improve your paper.
- Check each section or part for unity. Each supporting detail should clearly relate to the point being made. Delete words or parts that do not support your main point.
- Be sure you have enough information in introduction body and concluding part.
- Make use of transitional devices to produce a coherent whole.
- Use third person and not first or second person pronouns.
- Formal and serious words should be used. Special terms should be defined or described clearly.
- Correct errors in grammar, usage, spelling, punctuation and capitalization.
- Make sure there is no error in endnotes and bibliography. Omission of entries should be avoided.
- Use white bond paper, 8 ½ 11 inches. If you use computer paper, make sure to tear off the edges before turning in your paper.
- Double-space your typing throughout, including quotations and the list of works cited.
- Keep your margins consistent. Except for page numbers, leave one inch on both sides and one inch at the top and bottom. Do not justify the type if you are using a word processor,
- Indent the first word of a paragraph five spaces from the left margin. Indent long quotations of four lines or more ten spaces from the left margin.
- On the first page of the research paper, begin one inch below the top of the page and flush with the left margin type the following information:  
Your name  
Your instructor's name  
Title of the course  
Date
- Double-spaces again and center the title of the paper on that line. Double-spaces between the title and the first line on the text.
- Do not underline your title, enclose it in quotation marks, or type in all capital letters. Underline only those words you would underlined in the text, such as the title of the book.
- Put your last name and the page number in the top right-hand corner one-half inch from the top of the page, even on the first page.....Number all pages consecutively without using any punctuation and without using the letter *p* before the number.

## Activity 4

Read through your first draft carefully. Check your paper against the key points and for the following points.

1. Did you develop each paragraph sufficiently?
2. Did you make all your paragraphs unified?
3. Did you make clear transitions between paragraphs?
4. Did you check the organization of your draft against your outline?
5. Do all the points in the paper support the thesis statement?
6. Is each point clearly stated and developed?
7. Is your paper unified?
8. Did you connect your ideas with transitional words?
9. Are the parts logically arranged?
10. Is your finished paper neat and free of errors?

❖ Keep it up!  
Harvesting time once again.

## How Much Did You Learn



## Reading



Directions: Read the passage carefully. Write the letter of the expression which best fits each sentence that follow the passage.

1) But there is something that I must say to my people who stand on the threshold which leads into the palace of freedom and equality. 2) In the process of gaining our rightful place, we must not be guilty of wrongful deeds.

3) Let us not seek to satisfy our trust for freedom by drinking from the cup of bitterness and hatred. 4) We must forever conduct our struggle on the high place dignity and disciplines. 5) We must not allow our creature protest to degenerate into physical violence. 6) Again and again, we must rise to the majestic heights of meeting physical force with soul force.

7) The marvelous new militancy which has engulfed the negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and they have come to realize that their freedom is inextricably bound to our freedom. 8) We cannot work alone.

9) And as we walk, we must make the pledge that we shall always march ahead. 10) We can't turn back.

- From! "I have A Dream" by: Martin Luther King Jr.

- The issue given comment on is thirst for \_\_\_\_\_.  
 A. discipline and dignity      C. freedom and equality  
 C. struggle and protest      D. violence and terror
- The speaker's stand is to gain freedom and equality through \_\_\_\_\_.  
 A. making pledges      C. physical force  
 C. rightful deeds      D. wrongful deeds
- The article clearly shows that the speaker is \_\_\_\_\_ the issue of gaining freedom and equality not through wrongful deeds.  
 A. against      B. for      C. ignoring      D. verifying
- Sentence number 8 is a statement based on \_\_\_\_\_.  
 A. hearsay      B. fact      C. opinion      D. rumor
- One of the evidence presented by the speaker to support his argument is the \_\_\_\_\_.  
 A. cup of bitterness      B. march ahead of them  
 C. presence of their "white brothers"      D. process of gaining
- When the speaker says, "We can not walk alone." It means that he \_\_\_\_\_ on meeting physical force with soul force.  
 A. agrees      B. disagrees      C. ignores      D. wonder
- The reasons cited by the speaker \_\_\_\_\_ his argument.  
 A. clarify      B. nullify      C. support      D. both A and C
- The speaker's purpose in presenting his argument, doubtlessly, is to \_\_\_\_\_.  
 A. call attention      B. express his views  
 C. more people to act      D. oppose other views

## Vocabulary



Directions: For each underlined word in the sentences, there is an antonym in the box below to help your understand it's meaning. Write the letter of the correct antonym of each underlined word.

- |                    |                      |
|--------------------|----------------------|
| A. agreement       | E. ordinary          |
| B. bondage         | F. rightful          |
| C. exit; end point | G. sweetness         |
| D. increase        | H. full of hindrance |

- We fight for our freedom.
- He stands on the warm threshold.
- We are not guilty of wrongful deeds.

4. Don't drink in the cup of bitterness.
5. We must struggle with dignity.
6. Our protest degenerate into physical violence.
7. We must rise to the majestic heights.
8. Their freedom is inextricably bound to our freedom.



Directions: Write the letter of the transitional word that best completes each sentence.

Education is not an end \_\_\_\_\_ (1.) \_\_\_\_\_ a means to an end. \_\_\_\_\_ (2.) \_\_\_\_\_, we do not educate children only for the purpose of educating them \_\_\_\_\_ (3.) \_\_\_\_\_ our purpose is to fit them for life. it is preparation for life \_\_\_\_\_ (4.) \_\_\_\_\_, when we say that all of us must be educated in such a way that \_\_\_\_\_ (5.) \_\_\_\_\_, each of us can do whatever job is suited to one's ability and brain. \_\_\_\_\_ (6.) \_\_\_\_\_ we can realize all jobs are necessary to our society and \_\_\_\_\_ (7.) \_\_\_\_\_ it is bad to be ashamed of one's work.

- |                      |             |                   |
|----------------------|-------------|-------------------|
| A. but               | D. firstly  | G. in other words |
| B. because           | E. secondly |                   |
| C. equally important | F. in fact  |                   |

## Check Yourself



## How Much Did You Know



## Reading

1. B → (effects)
2. D → (very effective)
3. C → (feeds upon the real)
4. D → (reason)
5. A → (fact)
6. B → (4 and 5)
7. A → (against)
8. A → (certainty)

## Vocabulary



1. B → (clarity is the opposite of confuse)
2. C → (discourages is the opposite of feeds)
3. D → (distaste is the opposite of appetite)
4. A → (artificial is the antonym of natural)
5. G → (glamour is the opposite of simpleness/naturalness)
6. F → (near is the antonym of remote)
7. C → (pain is the antonym of cater)

## Grammar



1. B → (because → the following clause clarifies reason)
2. A → (but → the following clause signals a opposition)
3. E → (at the same time → the following clause signals addition)
4. D → (similarly → the following signals similarity)
5. C → (obviously → the following clause signals clarification)

# Listening



## Activity 1 (answer may vary)

Yes, ads mislead consumers instead of giving the truths about the product. Ads use come on liner or arguments based on the opinion. Most of the times, they promise pleasure and lend people to buy things which are not needed. They are full of promises.

### Activity 3

1. ✓
2. ✓
3. ✓
4. ✓
5. ✓
6. ✓
7. ✓

### Activity 4

1. BIG charge credit card.
2. a. most powerful credit card in he world.  
b. ticket to the world  
c. accepted all over the world
3. The most useful card in the world
4. telephone numbers are given
5. give the comfort and pleasure
  - give chance to see the world
  - accepted all over the world
  - most powerful card in the world
6. it caters to the need of the people
7. both (fact and opinion)

### Activity 5

Product advertised: BIG charge credit card	
Come on line: Remember that cash isn't necessary! What is important? Your comfort and pleasure!	
Reasons/Advantages	Appeal
1. Ticket to the world of International business	reason
2. More than a credit card	reason
3. Accepted all over the world	reason
4. There is a special introductory gift	reason/emotion
5. Most useful and in the world	reason
6. Travel in self-assured manner	emotion
7. important	emotion

### Activity 6 (answers may vary)

View I agree most	Reason	View I Disagree most	Reason
...more than a credit card	There are other features aside from being a credit card.	Travel in self-assured manner of experienced <u>business people who are in control.</u>	- Very competitive - based on the opinion

**Activity 7** (answers may vary)  
Sample answers

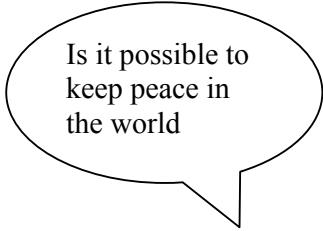
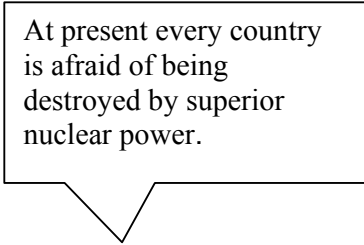
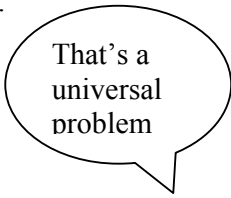

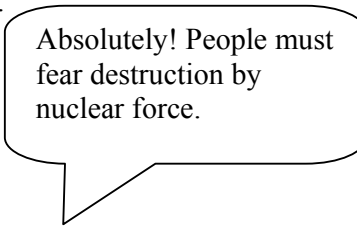
Product: BIG charge card	
Advantages	Disadvantages
experienced traveling with business people	accumulate credit
chance to possess an executive travel case for free	temptation to have more than one can afford
cash is not necessary	lost control in expenses

**Activity 8** (answers may vary)

Our economy is down and this is the change for small scale businessman to look out for other possibilities of economic stability through small business deals abroad.

*Reading* 

**Activity 1**

1. 
2. 
3. 
4. 
5. 

**Activity 2**

1. opinion
2. fact
3. fact
4. opinion
5. opinion

**Activity 3**

- |             |           |
|-------------|-----------|
| 1. - i ties | 7. - ion  |
| 2. - al     | 8. - rer  |
| 3. - ment   | 9. - ion  |
| 4. - nce    | 10. - ion |
| 5. - dy     | 11. - nt  |
| 6. - nent   | 12. - er  |

**Activity 4**

Arguments Presented

Madman's Idea	Advocate Fear	Gun Control
<ul style="list-style-type: none"> <li>animals in the jungle do so-kill to survive</li> </ul>	protection from criminals	<ul style="list-style-type: none"> <li>isolates and identifies the outlaws easily</li> </ul>
<ul style="list-style-type: none"> <li>sorry peace and order because of pro-gun</li> </ul>	pro gun is selfish, in Christian	<ul style="list-style-type: none"> <li>Keep the 5<sup>th</sup> commandment</li> </ul>
<ul style="list-style-type: none"> <li>macho image</li> </ul>	Gun ban is needed to avoid injuries, death abuse	<ul style="list-style-type: none"> <li>gun ban throughout the year</li> </ul>
<ul style="list-style-type: none"> <li>lifestyles of politicians</li> </ul>	<ul style="list-style-type: none"> <li>control's criminals</li> </ul>	<ul style="list-style-type: none"> <li>abandon the language of arms</li> </ul>
<ul style="list-style-type: none"> <li>Perpetuated by the movie industry</li> </ul>	<ul style="list-style-type: none"> <li>crime intervention</li> </ul>	

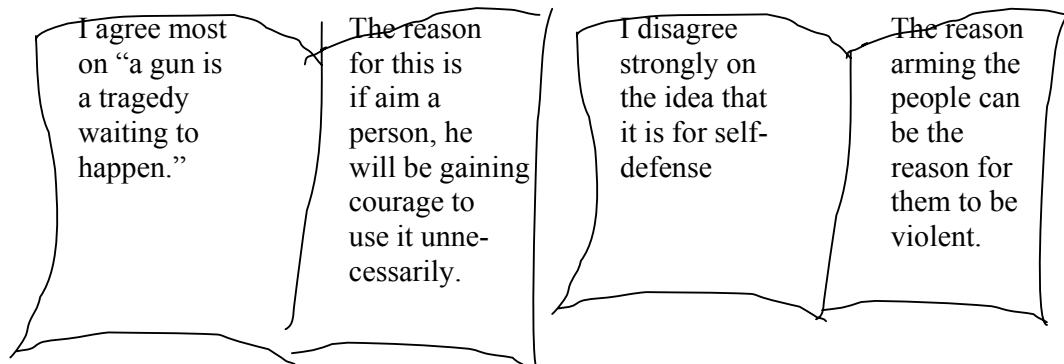
**Activity 5**

- No, citizens need not arm themselves.
- Positive arguments.
- A gun is a tragedy waiting to happen. Violence begets violence
- promote gun bar
- Gun ban is one best way for peace. It can lesson if not totally eradicate violence.

**Activity 6**

Message	Stand	Appeal
"It's time to turn the tide against gun culture."	against gun culture	reason and emotion

**Activity 7**





# Grammar



## Activity 1

1. First
2. second
3. Thus
4. Third
5. On the whole

## Activity 2

next afterwards	obviously Certainly At any rate	again later meanwhile  later	to the right above	in brief for	because since
Order	emphasis	Time	Place	Purpose	Cause
as a result inconclusion so thus	for instance to illustrate	in other words whereas but	similarly likewise inlike manner	in addition also furthermore	finally hence to this end
Result	Example	Difference	Likeness	Addition	End

## Activity 3

1. obviously → emphasis
2. In brief → restatement
3. at any rate → emphasis
4. For example → example
5. In addition → addition
6. In other words → likeness

## Activity 4

1. for
2. for this purpose
3. In short
4. for instance
5. therefore

## Activity 5 (answers may vary)

1. Reading is more enjoyable than watching movies since it will enrich your vocabulary. You will wider your knowledge and you will gain vicarious experiences.
2. Mathematics is a basic subject. Not all problems can be solved by calculations, computer and cell phone. Math sharpens the skills of humans.

3. Politics is not good for conscientious reason since it is a dirty place in life. one can be tempted to lean on to negative side because of pressure and like. Moral virtues are not considered always in politics.

## Literature



### Activity 1

1. W
2. A
3. R

### Activity 2

1. image
2. laborious
3. comfort
4. treacherous
5. weight
6. conquest
7. prevent
8. thrown down
9. enemy
10. defensible

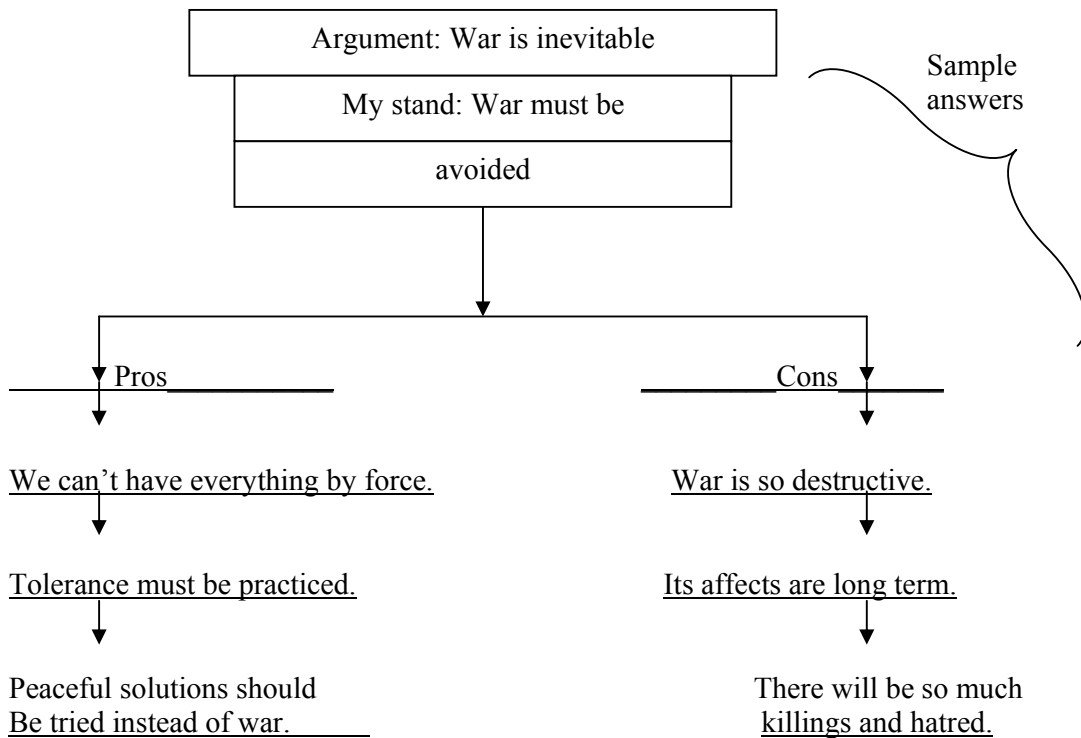
### Activity 4

- 1.
2. accumulated armies and navies
3. "Is life so dear, so sweet as to be purchased at the price of chains and slavery?"  
"Is the part of wise men engaged in the great and arduous struggle for liberty?"  
"Are we disposed to be the number of those who having eyes see not, having ears, hear not?"  
"What means this martial away, if its purpose be not to force us to submission?"  
"Has Great Britain no enemy in this quarter of the world?"  
"Shall we try argument?"  
"Have we anything new to offer upon the subject?"  
"Why stand we here idle?"  
"What is it that gentlemen wish?"
4. The war is inevitable.
5. There is no peace.  
The war has actually begun.  
Our brethren are already in the field.
6. No, I wouldn't be convinced to agree with him.
7. There is no turning back. They have to wage war and be ready for sacrifices.  
They know war entails death but their love for liberty supersedes the love for life.
8. Most probably, he did want to convince and move people to action.

### Activity 5

1. They ought to fight in war until the time that they could not avoid to kill their enemies.
2. You have been fooled by someone who showed fake concern and love.

### Activity 6 (answers may vary)

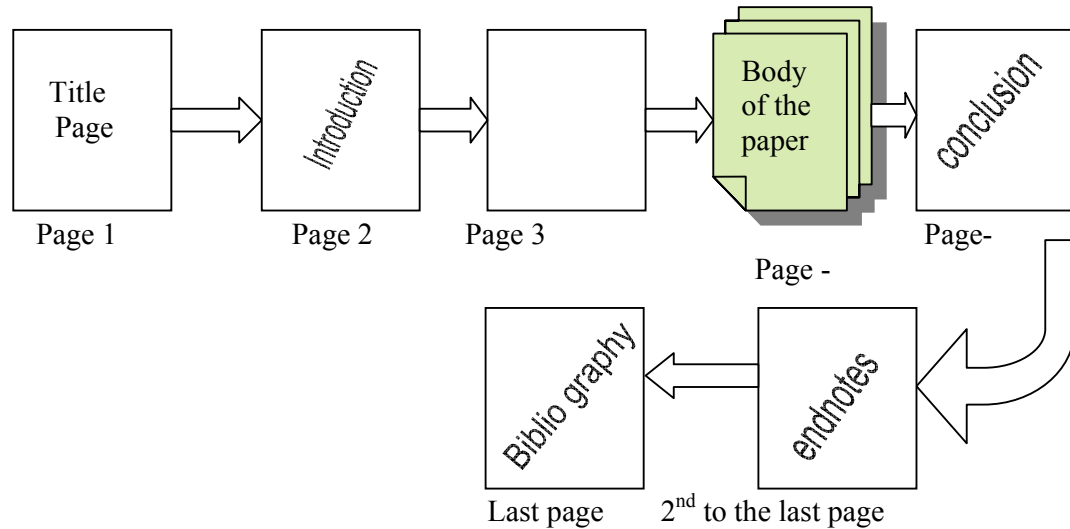


## Writing

### Activity 1

1. thesis statement
2. Introductory part
3. Body of the paper
4. Conclusion
5. transitional words
6. outline
7. footnote/endnote
8. bibliography

## Activity 2



## Activity 2

1. agree
2. agree
3. agree
4. agree
5. agree
6. one and 1/2 (should be 1/2 inch)
7. agree
8. agree
9. disagree – use constructions (should be don't use contractions) formal language must be used.
10. disagree – past tense (it should be present tense)
11. disagree – present tense (results should be presented in the past tense)
12. disagree – past tense (generalizations and conclusion are stated in the present tense)
13. agree
14. agree
15. agree

## How Much Did You Learn



## Reading



1. C (freedom and equality)
2. C (right feel deeds)
3. B (for)



## Vocabulary

1. B (bondage)
2. C (exit; end point)
3. F (rightful)

4. C (opinion)
5. C (presence of their white brothers)
6. A (agrees)
7. D (both A and C)
8. C (move people to act)

4. F (sweetness)
5. A (agreement)
6. D (increase)
7. E (ordinary)
8. H (full of hindrance)

## Grammar



1. A (but)
2. D (Firstly)
3. B (because)
4. E (secondly)
5. G (in other words)
6. F (in fact)
7. C (equally important)

❖ It's a success!

### CONGRATULATIONS!

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

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

Completed the reflections before you move to the next module.

The next module will help you become more proficient at

### Your Score

- |       |  |
|-------|--|
| 19-23 | Excellent! Keep up the good work!      |
| 14-18 | Very good! You're doing fine.          |
| 10-13 | Good job! Go over the ones you missed. |
| 6-8   | Fair! Try to do better next time.      |
| 0-5   | Needs Improvement. Double your effort. |

**Listening Text** (tape script)

COMMERCIAL AD – BIG CHARGED CARD

Do you know that you are listening to the ad of the most powerful credit card in the whole world?

Here are three big reasons why you should have it.

The BIG charge card is more than a credit card. It is your ticket to the world of International business travel. You will find it accepted all over the world.

If you wish to apply for membership, please call us. Our numbers are 434 11 23 / 434-11-24 / or 491 7854. If you apply this Monday, you will receive an executive travel case. This special introductory gift is beautifully designed and styled for special people like you.

Why not put your signature on the most useful card in the world?

Travel in self-assured manner of experienced business people who are in control.

- ❖ Remember that cash is not necessary!  
What is important? Your comfort and pleasure!