

LEARNING MODULE

English

G10 | Q1

Resolving Intrapersonal Conflicts



NOTICE TO THE SCHOOLS

This learning module (LM) was developed by the Private Education Assistance Committee under the GASTPE Program of the Department of Education. The learning modules were written by the PEAC Junior High School (JHS) Trainers and were used as exemplars either as a sample for presentation or for workshop purposes in the JHS In-Service Training (INSET) program for teachers in private schools.

The LM is designed for online learning and can also be used for blended learning and remote learning modalities. The year indicated on the cover of this LM refers to the year when the LM was used as an exemplar in the JHS INSET and the year it was written or revised. For instance, 2017 means the LM was written in SY 2016-2017 and was used in the 2017 Summer JHS INSET. The quarter indicated on the cover refers to the quarter of the current curriculum guide at the time the LM was written. The most recently revised LMs were in 2018 and 2019.

The LM is also designed such that it encourages independent and self-regulated learning among the students and develops their 21st century skills. It is written in such a way that the teacher is communicating directly to the learner. Participants in the JHS INSET are trained how to unpack the standards and competencies from the K-12 curriculum guides to identify desired results and design standards-based assessment and instruction. Hence, the teachers are trained how to write their own standards-based learning plan.

The parts or stages of this LM include Explore, Firm Up, Deepen and Transfer. It is possible that some links or online resources in some parts of this LM may no longer be available, thus, teachers are urged to provide alternative learning resources or reading materials they deem fit for their students which are aligned with the standards and competencies. Teachers are encouraged to write their own standards-based learning plan or learning module with respect to attainment of their school's vision and mission.

The learning modules developed by PEAC are aligned with the K to 12 Basic Education Curriculum of the Department of Education. Public school teachers may also download and use the learning modules.

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ENGLISH 10

Module No.1: Resolving Intrapersonal Conflicts

INTRODUCTION AND FOCUS QUESTIONS:

In our everyday life, we encounter people who may challenge our ability to keep our cool, maintain our composure, or stretch our patience. We react or respond differently to every situation, depending on some factors that may influence such reaction or response. Sometimes, our reaction may be positive such that taking a better perspective of the situation or issue, we win friends instead of create enemies; however, human as we are, we may also respond negatively which may result to disagreements or conflicts.

In some cases, we may not be in conflict with another person but with our own selves. We may have felt like the *world caved in on us* because of a problem or situation that we could hardly resolve or get away from. Or, we feel disturbed, perplexed, or worst, depressed because we could barely decide on the best thing to do about such problematic situation.

Many of these similar situations are reflected in the literature of the world which this module deals with in order to surface how intrapersonal conflicts may be expressed and resolved. In the process, you will learn how to express your personal ideas or opinions both in oral and written English so as to convince others to accept your standpoint on certain issues or conflicting situations in real life and eventually, restore harmonious relationships with others around you.

As you go through this module, remember to search for the answers to the following focus questions:

**How do literary texts help one understand how internal conflicts can be expressed and resolved?
What makes for effective persuasive texts?**

LESSONS AND COVERAGE:

In this module, you will examine the above questions when you take the following lessons:

Lesson 1 –Evaluating Literature

Lesson 2 –Writing Effective Persuasive Texts

In these lessons, you will do the following:

Lesson 1	<ul style="list-style-type: none"> Evaluate literature as a way of expressing and resolving one’s personal conflicts. Use reflexive and intensive pronouns in sentences Suggest ways or strategies to resolve intrapersonal conflict
Lesson 2	<ul style="list-style-type: none"> Identify features of persuasive texts. Compose short persuasive texts. Employ the techniques in public speaking in a sample public speaking situation Use modals in writing persuasive texts

MODULE MAP:

Here is a simple map of the above lessons you will cover:

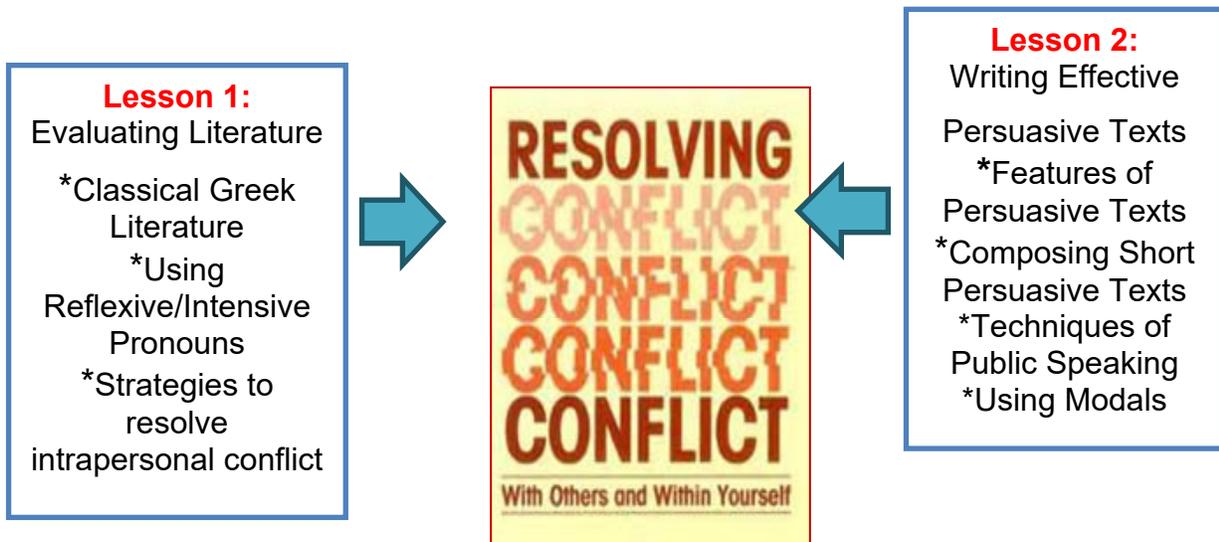


Photo credit:
<https://ph.images.search.yahoo.com/images/view: ylt=A2oKiHlk83VUtq8AJ9a1Rwx.: ylu=X3oDMTlyOGtsYWdnBHNIYw NzcgRzbGsDaW1nBG9pZAMxYjl5ZTE0OWM5Mzk0MzVmMzE3NTMwN2M5MjY2NDU1MQRncG9zAzMEaXQDYmluZw>

EXPECTED SKILLS:

To do well in this module, you need to remember and do the following:

Lesson 1:

- Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text.(K/P)
- Determine how connected events contribute to the totality of a material viewed.(P)

3. Explain how the elements specific to a selection build its theme.(P)
4. Explain how the elements specific to a genre contribute to the theme of a particular literary selection. (P)
5. Determine tone, mood, technique, and purpose of the author. (K)
6. Compare new insights with previous learning (P)
7. Draw generalizations and conclusions based on the materials viewed. (P)
8. Explain how a selection may be influenced by culture, history, environment, or other factors. (P)
9. Show appreciation for songs, poems, and other listening texts. (P)
10. Draw similarities and differences of the featured selections in relation to the theme. (K/P)
11. Examine how spoken communication may be repaired or enhanced (P)
12. Evaluate literature as a way of expressing and resolving one's personal conflicts. (P)
13. Identify ways or strategies to resolve internal conflicts (K/P)
14. Use reflexive and intensive pronouns. (K/P)

LESSON 2:

1. Get information that can be used in everyday life from news reports, speeches, informative talks, panel discussions, etc. (K)
2. Identify features of persuasive texts. (K)
3. Formulate a statement of opinion or assertion. (P)
4. Using words and expressions that emphasize a point. (K/P)
5. Compose a persuasive text of three paragraphs expressing one's stand on an issue. (P)
6. Compose short persuasive texts using a variety of persuasive techniques and devices. (K/P)
7. Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points (K)
8. Express insights based on the ideas presented in the material viewed. (P)
9. Use modals (K/P)
10. Identify the factors of public speaking (K)
11. Describe and interpret the ethics of public speaking (K/P)
12. Describe the techniques in effective public speaking (K/P)
13. Employ the techniques in public speaking in a sample public speaking situation (P)
14. Single out direct and indirect signals used by a speaker (K/P)
15. Point out the effectiveness of the devices used by the speaker to attract and hold the attention of the listener (P)

PRE-ASSESSMENT

Let's find out how much you already know about this lesson. Click on the letter that you think best answers the question. Please answer all items. After taking this short test, you will see your score. Take note of the items that you were not able to correctly answer and look for the right answer as you go through this module.

Begin here.

1. In each set of sentences, which one uses reflexive/intensive pronoun/s correctly?
 - A. They taught themselves to use computers.
 - B. He paid himself a compliment.
 - C. My family and myself just moved to Sta. Fe.
 - D. After swimming, I dried me off.

Read the excerpt from Bjornson's *The Father* (German short story) and answer the questions that follow.

For three days and three nights people saw the father rowing round and round the spot, without taking either food or sleep; he was dragging the lake for the body of his son. And toward morning of the third day he found it, and carried it in his arms up over the hills to his gard.

It might have been about a year from that day, when the priest, late one autumn evening, heard someone in the passage outside of the door, carefully trying to find the latch. The priest opened the door, and in walked a tall, thin man, with bowed form and white hair. The priest looked long at him before he recognized him. It was Thord. —*adopted*

2. What type of conflict is apparent in this excerpt of the story?
 - A. Character's struggle against nature
 - B. Character's struggle against an antagonist
 - C. Character's struggle against society
 - D. Struggle between competing elements within the character
3. Through the excerpt above, what is most likely the purpose of the author in writing this story?
 - A. Present the events that lead to the resolution of the conflict
 - B. Offer a solution to the conflict
 - C. Assert that conflict can bring about ruinous results if not resolved
 - D. Argue that there is no resolution to internal conflict

Read the given excerpts of synopses of literary selections. Study each synopsis and answer the questions that follow.

Synopsis 1

Medea by Euripides (Greek drama)

<http://www.theatrehistory.com/ancient/bates018.html>

The *Medea* tells the story of the jealousy and revenge of a woman betrayed by her husband. She has left home and father for Jason's sake, and he, after she has borne him children, forsakes her, and betroths himself to Glauce, the daughter of Creon, ruler of Corinth. Creon orders her into banishment that her jealousy may not lead her to do her child some injury. In vain she begs not to be cast forth, and finally asks for but one day's delay. This Creon grants, to the undoing of him and his. Jason arrives and reproaches Medea with having provoked her sentence by her own violent temper. Had she had the sense to submit to sovereign power she would never have been thrust away by him. In reply she reminds her husband of what she had once done for him; how for him she had betrayed her father and her people; for his sake had caused Pelias, whom he feared, to be killed by his own daughters.

Synopsis 2

Bridget Jones's Diary by Helen Fielding (British novel)

<http://www.bookrags.com/studyguide-bridget-joness-diary/#gsc.tab=0>

Bridget Jones's Diary portrays a year in the life of 30-something, career-minded Bridget Jones. Bridget is a self-involved woman concerned with her weight, appearance and securing a boyfriend. The book is written as a diary and tracks Bridget's life during a twelve-month span, beginning with her New Year's Resolutions. Her resolutions include quitting smoking, drinking less, losing weight, finding a boyfriend, getting a better career, and not dating emotionally unavailable men.

The chapters of the book represent the twelve months of the year. Each chapter is broken up into daily entries. Most of the daily entries begin with a tally of Bridget's weight, alcohol consumption, cigarettes smoked and parenthetical comments on her progress. Because the book is written like a diary the language is very frank and honest. The author has even come up with a set of abbreviations, which the reader easily catches on to such as "v." for "very" or "v.g." for "very good."

Synopsis 3

Requiem for a Dream by Hubert Selby Jr. (American novel)

<http://www.bookrags.com/studyguide-requiem-for-a-dream/#gsc.tab=0>

Harry and his mother, Sara Goldfarb, fight over his addiction to heroin. Sara lives alone in the apartment where she raised her son before her husband passed away. Harry lives with his friend Tyrone C. Love and it is common for the two of them to pawn Sara's TV for drug money. Harry and Tyrone spend their days

hanging out with other friends who use various types of drugs, hustling just enough money to get by. One summer they come across a particularly potent batch of heroin and Tyrone comes up with the idea that they should buy a large supply, stretch it out and sell it for almost double profit. The two friends start this venture around the same time that Harry starts a relationship with a girl named Marion. Their lives become tied to one another with the drug sale plan and for a while everything runs smoothly. As time passes, the friends start using too much of the product they are selling and things start falling apart. They lose their connection to the high-rate drugs and can only buy the same drug that everyone else on the street is buying and even that becomes hard to find. Eventually selling becomes an afterthought and using becomes the most important thing to them. They all ignore the signs as they sink deeper into their addictions leading them each to a grim fate.

4. What type of conflict is commonly experienced by the main characters of the 3 selections?
 - A. man versus society
 - B. man versus environment
 - C. man versus self
 - D. man versus another man

5. Which of the following strategies commonly employed by the characters in expressing and resolving internal conflicts is most likely true of the selections?
 - A. confronting the situation
 - B. acknowledgment of the problematic situation
 - C. yielding or succumbing to one's feelings or thinking
 - D. communicating one's feelings to others

6. Which of the following is true?
 - A. Unresolved conflict is more dangerous to a relationship than conflict itself.
 - B. Conflict should be avoided so that relationships with others will not be marred or ruined.
 - C. When someone disagrees with something it means that there is something inherently flawed with him or his character.
 - D. Ignoring conflict is the best way to make resolve it.

7. Which of the following signifies a wrong idea about the nature of conflict?
 - A. Facts and emotions often cannot be separated in a conflict.
 - B. All conflict is bad. There is nothing good about it, anyway.
 - C. The emotions that the conflict stirs up can often show how much the people involved do care about the issues in question.
 - D. It is not abnormal to be in conflict.

8. In writing a persuasive text about conflict resolution, what is the most important point that one must highlight in the text?
 - A. what is the problem and how can it be resolved

- B. how did people in the past who experienced the same problem resolved it
C. who are adversely affected by the problem and how can they be helped
D. why is the problem existing and who contribute to it
9. In literature, one can glean effective strategies in expressing and resolving conflicts encountered by an individual. How can this best be done?
A. reading the entire text and identifying the story elements
B. focusing on the characters' behaviors, moods, attitudes, and values
C. evaluating the literary text by scrutinizing how the characters attempt to resolve the issues
D. identifying the theme and the author's purpose in writing the literature
10. In developing a persuasive composition, the writer must be mindful of the following except _____.
A. the writing process
B. the purpose of the composition
C. the target audience
D. the references to guide in the discussion of the topic

LEARNING GOALS (Note: During the consolidation, this will be reflected (with revisions) again at the end of Lesson 2, before the Post-Assessment.)

By now, you must have a bird's eye view of what concepts, skills, understandings and performances you are expected of this module. Before you go further, establish your own goals for learning by accomplishing the **Goal Organizer: 5W's and H** worksheet below. Begin with the box labeled *What my goal is* and proceed to the next box you want to write on.

write on!

Name _____

Goal Organizer: 5W's and H

Where will I work on my goal?

Who will help me reach my goal?:

What my goal is:

When will I achieve my goal?

Why is this goal important to me?

How will I reach my goal?

<http://www.worksheetplace.com> @

You are now ready to take on Lesson 1. From time to time you may need to revisit your Learning Goals to assess how far you have reached them at some point in this module.

LESSON 1: Evaluating Literature



EXPLORE

:

In this lesson, you will evaluate selections from classical Greek literary heritaget to determine how literature can serve as way of expressing and resolving one’s personal conflicts. As you go through the learning activities in this lesson, have in mind this question:

How do literary texts help one understand how internal conflicts can be expressed and resolved?

ACTIVITY 1. Literary/Movie Characters on Parade

Go over the chart below. See how familiar you are with the literary characters from Philippine, African, English and American literatures you must have learned in your previous English classes or from movies you may have watched in the past. You can go to the sites below to view a video clip excerpt of each story. Tell how each character expressed and resolved conflicts he/she was involved in. Write your answer in each column.

Literary/Movie Character	Way/s of Expressing Conflicts	Way/s of Resolving Conflicts
 <p>from Shakespeare's <i>Merchant of Venice</i> (play) Shylock</p>		
<p>The Merchant of Venice: https://www.youtube.com/watch?v=th7euZ30wDE</p>		
<p>from Arlington's <i>Richard Cory</i> (poem) Richard Cory</p> 		
<p>Richard Cory: https://www.youtube.com/watch?v=Bw9AgVO1Sjc</p>		

 <p>From Poe's <i>Cask of Amontillado</i> (short story)</p> <p>Montressor</p>		
<p>The Cask of Amontillado: https://www.youtube.com/watch?v=RuS2pkzy1Mk</p>		
 <p>from Florentino's <i>The World Is an Apple</i> (one-act play)</p> <p>Pablo</p>		
<p>The World is an Apple: https://www.youtube.com/watch?v=xrVu5JIY3KU</p>		
 <p>from Achebe's <i>Things Fall Apart</i> (novel)</p> <p>Okonkwo</p>		
<p>Things Fall Apart: https://www.youtube.com/watch?v=0_xtOMiW0ys</p>		
<p>from Meyer's <i>Twilight</i> (novel series)</p>  <p>Bella Swan</p>		
<p>Twilight: https://www.youtube.com/watch?v=uxjNDE2fMjI</p>		

	<p>from Collin's <i>Hunger Games</i></p>		
<p>Katniss Everdeen</p>			
<p>Hunger Games: https://www.youtube.com/watch?v=do1smOv8rf4</p>			

Process Questions:

1. What common ways were employed by the characters to communicate with others the type of conflict they experienced according to the story?
2. What common ways did the characters use to resolve the conflicts they experienced within themselves?
3. Were the characters able to restore or enhance relationship with others after the conflict? Explain.

Based on your answers above, write your **Initial Answer** to the Focus Question below using the **I-R-F Worksheet** that follows.

<p align="center">How do literary texts help one understand how internal conflicts can be expressed and resolved?</p>	
<p>Initial Answer</p>	
<p>Revised Answer</p>	
<p>Final Answer</p>	

End of EXPLORE:

You just tried finding out how literary texts help in understanding how individuals express and resolve conflicts experienced within themselves. At this point, though, you still need to find out how much of your ideas are valid.

Let's now find out what the answer is by doing the next part.



FIRM-UP

Your goal in this section is to learn and understand key concepts on how literature serves as a way of expressing and resolving one's internal conflicts; examining how spoken communication may be repaired or enhanced; and using reflexive and intensive pronouns in expressing ideas in sentences.

ACTIVITY 2. Defining Literary Conflict

As you proceed, you need to unlock first the meaning of **literary conflict**. Using the Frayer's Model for vocabulary building below, list ideas about the features of literary conflict. Considering the given facts or characteristics of literary conflict as well as the given examples, provide what you think are non-examples of literary conflict, then, compose the best definition you can give to the term.

Definition 	Facts/Characteristics +struggle between opposing forces +embedded in stories/narratives
Examples +character vs. another character +character vs. self	Non-Examples

Process Questions:

1. Do you think you were able to give the correct definition of literary conflict? If not, how are you going to revise it?
2. What in your definition provides an idea about what conflict in literature is?
3. How did the use of non-examples you have listed help you arrive at a definition of literary conflict?

To learn more about conflict in literature, you can log on to the subsequent site. After which, write on the space below your answersto the questions given in selected slides of the powerpoint presentation found on this link.

<http://www.slideshare.net/gherm6/conflict-in-literature1>

Questions to Answer:

Slide 5 – Your own example of type of conflict: **Man vs. Man**

Slide 6 – Your own Example of the Type of Conflict: **Man vs. Nature**

Slide 7 – Your own Example of the Type of Conflict: **Man vs. Society**

Slide 9 – Your own Example of the Type of Conflict: **Man vs. Self**

When done, log on to <http://www.tagxedo.com/app.html> and upload your extended definition of literary conflict.

ACTIVITY 3. Identifying Internal Conflict

Study the given pictures below. Determine which of the following illustrates internal conflict. Be able to explain your answer on the space provided. Then answer the process questions that follow.



A



B



C

Picture ___ illustrates **internal conflict** because

Process Questions:

1. Was it easy to identify the picture that best illustrates internal conflict? Why?
2. What clues or hints in the picture helped you select the correct illustration?

3. What is the most dominant feature of internal conflict based on your choice of picture above?
4. What do all the pictures tell in general?

To validate your answer, click on this link below and read the article.

http://www.ehow.com/about_5598083_internal-conflict_.html

If you found your answer above to be correct, tick the Thumbs up button; if otherwise, tick the Thumbs down button. Then tell why you think you didn't get it right in a small box near the Thumbs Down sign.



I think I didn't get it right because

Photo source: https://ph.images.search.yahoo.com/search/images;_ylt=A2oKiaCw1H1UIHsA_Wu1Rwx;

ACTIVITY 4. Recognizing Type of Internal Conflict

Can you tell what type of internal conflict is encountered by the person in the picture earlier? Read below.

When characters are battling with themselves, you have internal conflict. Internal conflict consists of a character dealing with personal demons. This doesn't always mean the character is crazy or emotional. There are several types of internal conflict. Characters can struggle with their past, their heritage, their morals, their ideals, their desires, and much more.

Source: http://www.ehow.com/about_6807573_definition-literary-conflict.html

Recall what you did in **Activity 3** and see below some of the characters identified in the table. What internal conflict does each character seem to project based on William Shakespeare's play *The Merchant of Venice* (in the case of Shylock) and on Edwin Arlington's poem *Richard Cory* (in the case of Richard Cory) and Alberto Florentino's one-act play *The World is an Apple* (in the case of Pablo)? Explain your answer on the space provided.



Shylock (The Merchant of Venice)



Richard Cory (Richard Cory)



Pablo (The World is an Apple)

Keep in mind what you learn from this activity so this can aid you in doing the next task.

In the next activity, you are going to read a synopsis of a classic epic and find out the internal conflict experienced by the main character.

ACTIVITY 5. Detecting Internal Conflicts in Greek Epics

In the classic epics below you will be exposed to the different conflicts experienced by the different characters; however, you will have to focus on the internal conflicts encountered by the main characters.

You will apply *Reciprocal Teaching* in this task, thus, before you begin to read the selection, look at the main title and look at any illustrations. Based on these clues, try to predict what the story is about. Write down your *prediction* about what the story will cover.



I guess this story

Photo source: www.elizabethroseblogs.com

Now read the selection that follows to see whether it turns out as you predicted!

Selection 1

The Iliad by Homer (Synopsis)

Source: <http://www.sparknotes.com/lit/iliad/summary.html>



Note: You can view an adaptation of the Mythological Background (or back story) of this epic by clicking <https://www.youtube.com/watch?v=c9ARvoeUtPw>

Nine years after the start of the Trojan War, the Greek (“Achaean”) army sacks Chryse, a town allied with Troy. During the battle, the Achaeans capture a pair of beautiful maidens, Chryseis and Briseis. Agamemnon, the leader of the Achaean forces, takes Chryseis as his prize, and Achilles, the Achaeans’ greatest warrior, claims Briseis. Chryseis’s father, Chryses, who serves as a priest of the god Apollo, offers an enormous ransom in return for his daughter, but Agamemnon refuses to give Chryseis back. Chryses then prays to Apollo, who sends a plague upon the Achaean camp.



Ask yourself how closely the content of the actual story fits your initial prediction. How do the facts and information that you have read change your prediction about what you will find in the rest of the story?

After many Achaeans die, Agamemnon consults the prophet Calchas to determine the cause of the plague. When he learns that Chryseis is the cause, he reluctantly gives her up but then demands Briseis from Achilles as compensation. Furious at this insult, Achilles returns to his tent in the army camp and refuses to fight in the war any longer. He vengefully yearns to see the Achaeans destroyed and asks his mother, the sea-nymph Thetis, to enlist the services of Zeus, king of the gods, toward this end. The Trojan and Achaean sides have declared a cease-fire with each other, but now the Trojans breach the treaty and Zeus comes to their aid.

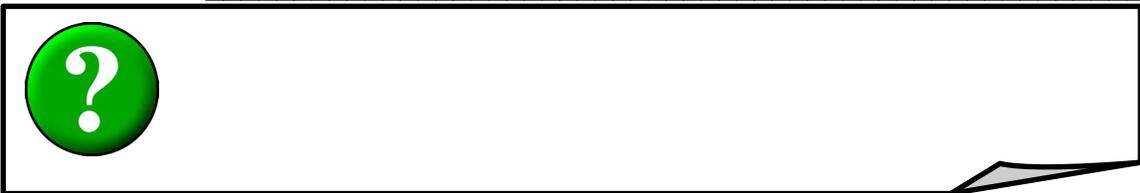


With Zeus supporting the Trojans and Achilles refusing to fight, the Achaeans suffer great losses. Several days of fierce conflict ensue, including duels between Paris and Menelaus and between Hector and Ajax. The Achaeans make no progress; even the heroism of the great Achaean warrior Diomedes proves

fruitless. The Trojans push the Achaeans back, forcing them to take refuge behind the ramparts that protect their ships. The Achaeans begin to nurture some hope for the future when a nighttime reconnaissance mission by Diomedes and Odysseus yields information about the Trojans' plans, but the next day brings disaster. Several Achaean commanders become wounded, and the Trojans break through the Achaean ramparts. They advance all the way up to the boundary of the Achaean camp and set fire to one of the ships. Defeat seems imminent, because without the ships, the army will be stranded at Troy and almost certainly destroyed.



At this point, can you identify the most essential ideas in the earlier part of this narrative? Construct one or two complete sentences that sum up only the most important ideas that appear in this section of the story. Write your summary on the lines below. You will go back to write a response in the Question Box in a little while.



Concerned for his comrades but still too proud to help them himself, Achilles agrees to a plan proposed by Nestor that will allow his beloved friend Patroclus to take his place in battle, wearing his armor. Patroclus is a fine warrior, and his presence on the battlefield helps the Achaeans push the Trojans away from the ships and back to the city walls. But the counterattack soon falters. Apollo knocks Patroclus's armor to the ground, and Hector slays him. Fighting then breaks out as both sides try to lay claim to the body and armor. Hector ends up with the armor, but the Achaeans, thanks to a courageous effort by Menelaus and others, manage to bring the body back to their camp. When Achilles discovers that Hector has killed Patroclus, he fills with such grief and rage that he agrees to reconcile with Agamemnon and rejoin the battle. Thetis goes to Mount Olympus and persuades the god Hephaestus to forge Achilles a new suit of armor, which she presents to him the next morning. Achilles then rides out to battle at the head of the Achaean army.



What's the most important idea in this section of the story? Write a summary sentence on the lines provided. Do not write anything in the Question Box yet.



Meanwhile, Hector, not expecting Achilles to rejoin the battle, has ordered his men to camp outside the walls of Troy. But when the Trojan army glimpses Achilles, it flees in terror back behind the city walls. Achilles cuts down every Trojan he sees. Strengthened by his rage, he even fights the god of the river Xanthus, who is angered that Achilles has caused so many corpses to fall into his streams. Finally, Achilles confronts Hector outside the walls of Troy. Ashamed at the poor advice that he gave his comrades, Hector refuses to flee inside the city with them. Achilles chases him around the city's periphery three times, but the goddess Athena finally tricks Hector into turning around and fighting Achilles. In a dramatic duel, Achilles kills Hector. He then lashes the body to the back of his chariot and drags it across the battlefield to the Achaean camp. Upon Achilles' arrival, the triumphant Achaeans celebrate Patroclus's funeral with a long series of athletic games in his honor. Each day for the next nine days, Achilles drags Hector's body in circles around Patroclus's funeral bier.



What's the most important idea in this section of the story? Write a summary sentence on the lines provided. Leave the Question Box empty in the meantime.



At last, the gods agree that Hector deserves a proper burial. Zeus sends the god Hermes to escort King Priam, Hector's father and the ruler of Troy, into the Achaean camp. Priam tearfully pleads with Achilles to take pity on a father bereft of his son and return Hector's body. He invokes the memory of Achilles' own father, Peleus. Deeply moved, Achilles finally relents and returns Hector's corpse to the Trojans. Both sides agree to a temporary truce, and Hector receives a hero's funeral.



The End

Look at the ideas that you have summarized as you read the passage. For each main idea listed, write down in the  **Box** at least one question that the main idea will answer.

On the space below, copy any words, phrases or sentences in the selection that are unclear. Then, write notes on how you understand them. You can use www.dictionary.com to unlock the meaning of words you find unfamiliar. _____



Debriefing:

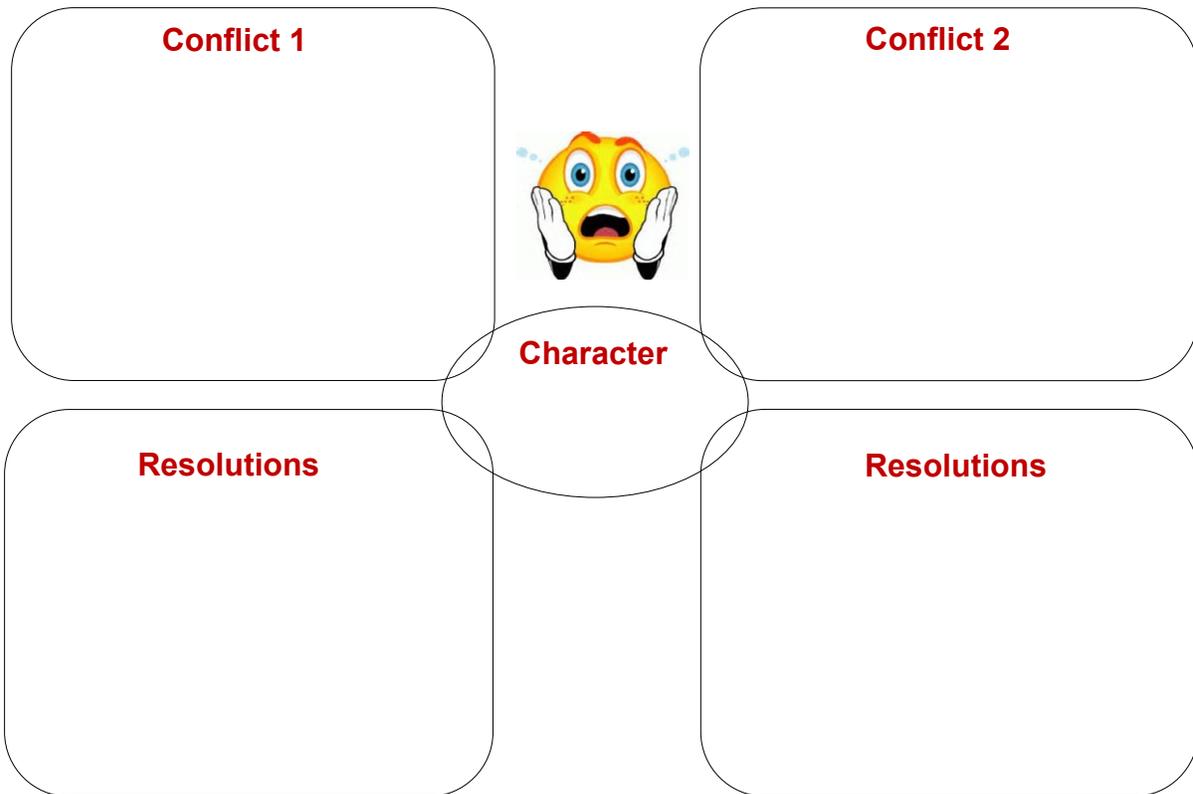
1. How did you find the Reciprocal Teaching activity?
2. Did it help you understand the selection better than simply reading the text? Explain.
3. How did the connected events contribute to the totality of the selection you just read?

ACTIVITY 6. Plotting Internal Conflicts and Resolutions in the *Iliad*

Using the following questions, complete the graphic organizer below to plot out the internal conflicts encountered by the central character in the Greek epic *Iliad* and how these conflicts were resolved. Then answer the Reflective Questions found after the graphic organizer.

Questions:

1. Who is the central character in the epic?
2. What internal conflicts did he encounter in the story? Was he in conflict with his past, his heritage, his morals, his ideals, or his desires?
3. How was he able to resolve the conflict/s he experienced within himself?
4. Having resolved such conflict, was he able to restore or improve his relationship with other characters? Give your reason/s.



Now that you have organized your ideas about the conflict-resolution issue in the epic *Iliad*, listen to this music video (lyrics only) by Jason Derulo titled *I'd Fight for You* and find out how this song can be related to the struggle that the major character went through in the story. Then answer the **Reflective Questions** found below. Click this link:

https://www.youtube.com/watch?v=AyhCE5WTO_A

Reflective Questions:

<p>1. How does the song relate to the story of Achilles in the <i>Iliad</i>?</p>	
--	--

<p>2. How does the <i>Iliad</i> help you understand how internal conflicts can be expressed and resolved?</p>	
<p>3. What specific condition/s in this epic narrative determines/determine your answer to Question No. 2? Explain briefly.</p>	

Selection 2 **Odyssey** by Homer (Plot Overview)

Source: <http://www.sparknotes.com/lit/odyssey/summary.html>



Note: You can get a bird's eye view of the epic by watching a teaser of **THE ODYSSEY: An Epic Musical Epic** on this site:
<https://www.youtube.com/watch?v=OP5qWJYr26o>



Hold on! Before you begin to read, complete this prompt: *Based on the hints given in the video clip, I predict* _____

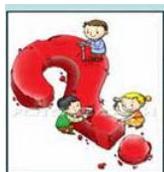
ACTIVITY 7. Modified Reciprocal Teaching: 4 Roles, 1 Play

In this selection, you will try to collaborate with three (3) other classmates to understand and appreciate better this Homeric epic in an interactive way. Each of you in the group will have to choose one of the following roles:

Summarizer



Questioner



Clarifier

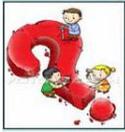


Predictor



Take note of the particular task assigned to each group member as follows:

1. At the given stopping point, the  will highlight the key ideas up to this point in the reading.



2. The  will then pose questions about the selection:
 - a. Unclear parts
 - b. Puzzling information
 - c. Connections to other concepts already learned



3. The  will address confusing parts and attempt to answer the questions that were just posed.



4. The  might suggest what the next events in the story will be.

Through  , chat with Teacher as regards your grouping in class and with your group mates on the individual roles you will take.

As soon as you have distributed among yourselves in your small group the different roles in this Reciprocal Teaching activity, complete this ID card to signify your chosen role:

Name:	<input type="text"/>
Role:	<input type="text"/>

When you are ready to take your role, begin to read and do your assigned task. Use note-taking strategies such as selective underlining or sticky-notes to help you better prepare for your role in the discussion. You will have to send your written outputs to the **Discussion Forum** for your group mates to view and work with you on their assigned tasks and for your Teacher to give you feedback on your answers or ideas.



Homer's Odyssey (Plot Synopsis)

Source: <http://www.sparknotes.com/lit/odyssey/summary.html>

I

Ten years have passed since the fall of Troy, and the Greek hero Odysseus still has not returned to his kingdom in Ithaca. A large and rowdy mob of suitors who have overrun Odysseus's palace and pillaged his land continue to court his wife, Penelope. She has remained faithful to Odysseus. Prince Telemachus, Odysseus's son, wants desperately to throw them out but does not have the confidence or experience to fight them. One of the suitors, Antinous, plans to assassinate the young prince, eliminating the only opposition to their dominion over the palace.

II

Unknown to the suitors, Odysseus is still alive. The beautiful nymph Calypso, possessed by love for him, has imprisoned him on her island, Ogygia. He longs to return to his wife and son, but he has no ship or crew to help him escape. While the gods and goddesses of Mount Olympus debate Odysseus's future, Athena, Odysseus's strongest supporter among the gods, resolves to help Telemachus. Disguised as a friend of the prince's grandfather, Laertes, she convinces the prince to call a meeting of the assembly at which he reproaches the suitors. Athena also prepares him for a great journey to Pylos and Sparta, where the kings Nestor and Menelaus, Odysseus's companions during the war, inform him that Odysseus is alive and trapped on Calypso's island. Telemachus makes plans to return home, while, back in Ithaca, Antinous and the other suitors prepare an ambush to kill him when he reaches port.



Ask yourself how closely the content of the actual story fits your initial prediction. How do the facts and information that you have read change your prediction about what you will find in the rest of the story? Write your answer on the space provided.

III

On Mount Olympus, Zeus sends Hermes to rescue Odysseus from Calypso. Hermes persuades Calypso to let Odysseus build a ship and leave. The homesick hero sets sail, but when Poseidon, god of the sea, finds him sailing home, he sends a storm to wreck Odysseus's ship. Poseidon has harbored a bitter grudge against Odysseus since the hero blinded his son, the Cyclops Polyphemus, earlier in his travels. Athena intervenes to save Odysseus from Poseidon's wrath, and the

beleaguered king lands at Scheria, home of the Phaeacians. Nausicaa, the Phaeacian princess, shows him to the royal palace, and Odysseus receives a warm welcome from the king and queen. When he identifies himself as Odysseus, his hosts, who have heard of his exploits at Troy, are stunned. They promise to give him safe passage to Ithaca, but first they beg to hear the story of his adventures.



At this stopping point, the **Summarizer** highlights the key ideas up to this point in the reading. In the box, the **Summarizer** copies key ideas from the text and arranges them in bullet form. The rest of the members continue to read the next part.

Summarizer’s Task: Key Ideas from the Text “Odyssey” (I-III)

IV

Odysseus spends the night describing the fantastic chain of events leading up to his arrival on Calypso’s island. He recounts his trip to the Land of the Lotus Eaters, his battle with Polyphemus the Cyclops, his love affair with the witch-goddess Circe, his temptation by the deadly Sirens, his journey into Hades to consult the prophet Tiresias, and his fight with the sea monster Scylla. When he finishes his story, the Phaeacians return Odysseus to Ithaca, where he seeks out the hut of his faithful swineherd, Eumaeus. Though Athena has disguised Odysseus as a beggar, Eumaeus warmly receives and nourishes him in the hut. He soon encounters Telemachus, who has returned from Pylos and Sparta despite the suitors’ ambush, and reveals to him his true identity. Odysseus and Telemachus devise a plan to massacre the suitors and regain control of Ithaca.

V

When Odysseus arrives at the palace the next day, still disguised as a beggar, he endures abuse and insults from the suitors. The only person who recognizes him is his old nurse, Eurycleia, but she swears not to disclose his secret. Penelope

takes an interest in this strange beggar, suspecting that he might be her long-lost husband. Quite crafty herself, Penelope organizes an archery contest the following day and promises to marry any man who can string Odysseus’s great bow and fire an arrow through a row of twelve axes—a feat that only Odysseus has ever been able to accomplish. At the contest, each suitor tries to string the bow and fails. Odysseus steps up to the bow and, with little effort, fires an arrow through all twelve axes. He then turns the bow on the suitors. He and Telemachus, assisted by a few faithful servants, kill every last suitor.

VI

Odysseus reveals himself to the entire palace and reunites with his loving Penelope. He travels to the outskirts of Ithaca to see his aging father, Laertes. They come under attack from the vengeful family members of the dead suitors, but Laertes, reinvigorated by his son’s return, successfully kills Antinous’s father and puts a stop to the attack. Zeus dispatches Athena to restore peace. With his power secure and his family reunited, Odysseus’s long ordeal comes to an end.

The End



At this stopping point, the **Summarizer** highlights the key ideas up to this point in the reading. In the box, the **Summarizer** copies key ideas from the text and arranges them in bullet form. The rest of the members now do their respective tasks.

Summarizer’s Task: Key Ideas from the Text “Odyssey” (IV-VI)

Now that the **Summarizer** has highlighted the key ideas in the story, the **Summarizer** reviews the listed key ideas to come up with a 20-word summary of the Odyssey and posts this on the Discussion Forum. That’s when the **Questioner** begins with the assigned questioning task.

In response to the summary posted on the **Discussion Forum**, the **Questioner** poses questions about the selection focusing on:

- a. Unclear parts
- b. Puzzling information
- c. Connections to other concepts already learned

These questions are also posted on the **Discussion Forum** for the **Clarifier** to address confusing parts and attempt to answer the questions that were just posed.

Looking back at the story's ending, the **Predictor** now suggests what the next events in the story will be. This is then posted on the **Discussion Forum**.

Or, as a variation, the group/class may opt to open an account on

www.wiggio.com

and collaborate on the task as a group. The group can then post any message, question, inquiry, summary, etc. through the group or class account which Teacher can have access to as owner or administrator.

Debriefing:

1. How did you find this modified Reciprocal Teaching experience? Do you think you learned better working with a group than working alone?
2. Were you able to do your share of the work on behalf of the group? How did you feel about it?
3. If you feel you didn't succeed, how do you plan to improve next time on collaborating with others?
4. How did your task help you achieve the goal of the group for this activity?

ACTIVITY 8. Plot and Conflict Analysis of Homer's *Odyssey*

You have just intently studied the story of the *Odyssey* attributed to the Greek poet Homer. For an animated video version of the synopsis of the *Odyssey*, you can click on these links:

<https://www.youtube.com/watch?v=9fwoTWlrfYg>

or

<https://www.youtube.com/watch?v=kSRucHuNHP4>.

Focus now on the plot structure of the *story* and analyze the conflict experienced by the main character Odysseus. Fill out this worksheet below and then after which answer the **Reflective Questions**.

Name _____ Date _____ Class Period _____

Story/Book Title _____ Author _____

Plot and Conflict Analysis



Directions: The **plot** is the sequence of events in a story, and the **conflict** is the problem that the characters struggle with. Fill in the boxes below with the required information.

- Did you feel like you were part of the story? Yes ____ No ____ Explain your answer.
- Were you able to predict the ending? Yes ____ No ____ Explain your answer.
- What was your favorite part of the story? Explain your answer.
- What type of conflict(s) did the author create? (Check one or more)
 Character vs. Nature ____ Character vs. Self ____ Character vs. Society ____ Character vs. Character ____
- What was the most important conflict in the story?
- What was the main character (the protagonist) trying to accomplish?
- How was the main conflict resolved?

Having accomplished the above graphic organizer, watch and listen to this music video ***I'm Coming Home*** by clicking this link:

<https://www.youtube.com/watch?v=z6TP1fMizkg>

Reflective Questions:

1. What do you think is the story behind the song? Does the song reflect any personal conflict? How does the person in the song resolve the conflict?	
2. How can the song in any way be related to the story of Odysseus? Can Odysseus be blamed for what happened to him? Can it be his hubris ? Why?	
3. How does this epic <i>Odyssey</i> help you understand how internal conflicts can be expressed and resolved?	
4. What specific condition/s in this epic narrative determines/determine your answer to Question No. 3? Explain briefly.	

ACTIVITY 9. Language in Focus: Reflexive and Intensive Pronouns

Listen to the audiobook of *Odyssey Book 16*, narrating the reunion between Odysseus and his son Telemachus. Click on this link and take note of some details about the reactions of Telemachus seeing his father Odysseus after 20 years: <https://www.youtube.com/watch?v=hyz8L7I2Wok>. You may stop at some point of the audio when you can determine the emotions that flowed during the reunion of father and son in this episode of the epic. Answer the given questions in complete and meaningful sentences.



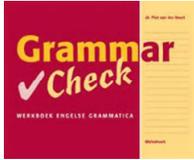
Odysseus



Telemachus

Process Questions:

1. Was it easy for Odysseus to reveal **himself** to his son in this episode? Explain.
2. Do you think his father’s absence during his growing up years was an issue Telemachus **himself** had to deal with? Explain.
3. Do you suppose both father and son must have seen **themselves** reuniting after 20 years? Justify.
4. If you were Telemachus, would you **yourself** forgive your father readily? Why?
5. What do you think is the best thing to do to free **ourselves** from the haunting hurting memories of the past?



Notice the use of the following pronouns in the sentences: **himself, themselves, yourself, and ourselves.** These parts of speech are known as reflexive/intensive pronouns. Check how much do you know of **reflexive/intensive pronouns** by studying each pronoun used in the sentence and indicating whether it is used as reflexive pronoun or not.

SENTENCE	Is the pronoun reflexive? Yes or No
1. Odysseus promised himself to beat Poseidon.	
2. The elders of Ithaca could not agree among themselves.	
3. The suitors vandalized the kingdom themselves.	
4. Penelope promised herself to be faithful to her husband.	
5. Telemachus vowed to look for his father himself.	
6. We filmed the movie Odyssey ourselves.	
7. The Greek warriors compromised themselves to rescue Helen .	
8. The soothsayer proclaimed the prophecy himself.	
9. Have you asked yourselves why we study the Homeric epics?	
10. The people continued to work for the king himself.	

Check out your **No** answers and explain below what you think of the pronouns, not used as reflexive pronoun, in the sentence.

I think the pronouns are **not reflexive** because _____

ACTIVITY 10. : Using Reflexive and Intensive Pronouns Correctly

Visit these sites to gain understanding on the use of reflexive and intensive pronouns in sentences:

- Grammar Revolution: Reflexive Pronouns & Intensive Pronouns
<http://www.english-grammar-revolution.com/reflexive-pronouns.html>
- Control Your "Self": The Proper Use of Reflexive and Intensive Pronouns
<http://grammartips.homestead.com/self.html>
- Pronoun Sense: Reflexive and Intensive Pronouns
<http://www.mcwdn.org/grammar/prorevlexin.html>

Then, go to these links and work on the exercises:

- Practice Test 1: Reflexive and Intensive Pronouns Quiz
<http://www.mcwdn.org/grammar/prorevlexin.html>
- Practice Test 2: Reflexive and Intensive Pronouns
<http://www.english-test.net/esl/learn/english/grammar/ii172/esl-test.php>
- Practice Test 3: Reflexive and Intensive Pronouns
<http://beta.englishgrammar101.com/module-2/pronouns/lesson-4/reflexive-and-intensive-pronouns>

After every exercise, record your scores using the Practice Result chart (See below.) for you to keep track of your progress in this lesson.

Practice Results

Practice No. 1 Title: <u>Reflexive and Intensive Pronouns Quiz</u> Date: _____	
My answers were all correct except for ...	
Put a check in the box next to the number of any sentence that was incorrect on your paper. If all of your answers were correct, do not put anything on this chart.	
1	6
2	7
3	8
4	9

5	10
Next time, I will...	

Practice No. 2 Title: Reflexive and Intensive Pronouns Date: _____

My answers were all correct except for ...
 Put a check in the box next to the number of any sentence that was incorrect on your paper. If all of your answers were correct, do not put anything on this chart.

1	6
2	7
3	8
4	9
5	10
Next time, I will...	

Practice No. 3 Title: Reflexive and Intensive Pronouns Date: _____

My answers were all correct except for ...
 Put a check in the box next to the number of any sentence that was incorrect on your paper. If all of your answers were correct, do not put anything on this chart.

1	6
2	7
3	8
4	9
5	10
Next time, I will...	

Looking at your Practice Test results, how do you find yourself in learning correct pronoun usage? How will you improve or keep on improving along this area or subject matter? Write what you think in the box.

ACTIVITY 11. Examining Internal Conflicts in a Greek Tragedy

The following selection is another outstanding contribution of Greek literature to the world. Written by the great Greek dramatist *Sophocles*, this literary masterpiece epitomizes tragedy as we know it today. Read the synopsis of the play to find out the internal conflicts encountered by the main character and how the character resolved these. You can also go to the link provided to view a video clip adaptation of the play.

Selection 3 ***Oedipus Rex (Oedipus the King)*** by Sophocles (Plot Overview)

Source: <http://www.sparknotes.com/drama/oedipus/summary.html>



Note: You can go to this link to read background information about the Greek theater, the Greek playwright Sophocles and the Oedipus Plays Trilogy:
<http://www.sparknotes.com/drama/oedipus/>

A plague has stricken Thebes. The citizens gather outside the palace of their king, Oedipus, asking him to take action. Oedipus replies that he already sent his brother-in-law, Creon, to the oracle at Delphi to learn how to help the city. Creon returns with a message from the oracle: the plague will end when the murderer of Laius, former king of Thebes, is caught and expelled; the murderer is within the city. Oedipus questions Creon about the murder of Laius, who was killed by thieves on his way to consult an oracle. Only one of his fellow travelers escaped alive. Oedipus promises to solve the mystery of Laius's death, vowing to curse and drive out the murderer.



Who do you think murdered the former king of Thebes? What clues do you initially find in the beginning of the story? Write your answer in the box.

Oedipus sends for Tiresias, the blind prophet, and asks him what he knows about the murder. Tiresias responds cryptically, lamenting his ability to see the truth when the truth brings nothing but pain. At first he refuses to tell Oedipus what he knows. Oedipus curses and insults the old man, going so far as to accuse him of the murder. These taunts provoke Tiresias into revealing that Oedipus himself is the murderer. Oedipus naturally refuses to believe Tiresias's accusation. He accuses Creon and Tiresias of conspiring against his life, and charges Tiresias with insanity. He asks why Tiresias did nothing when Thebes suffered under a

plague once before. At that time, a Sphinx held the city captive and refused to leave until someone answered her riddle. Oedipus brags that he alone was able to solve the puzzle. Tiresias defends his skills as a prophet, noting that Oedipus's parents found him trustworthy. At this mention of his parents, Oedipus, who grew up in the distant city of Corinth, asks how Tiresias knew his parents. But Tiresias answers enigmatically. Then, before leaving the stage, Tiresias puts forth one last riddle, saying that the murderer of Laius will turn out to be both father and brother to his own children, and the son of his own wife.



What do you think **cryptically** means? How about the word **taunts**? **Enigmatically**? Look for context clues to help you with the word meanings. Or consult a dictionary. Write your answers in the box.

After Tiresias leaves, Oedipus threatens Creon with death or exile for conspiring with the prophet. Oedipus's wife, Jocasta (also the widow of King Laius), enters and asks why the men shout at one another. Oedipus explains to Jocasta that the prophet has charged him with Laius's murder, and Jocasta replies that all prophecies are false. As proof, she notes that the Delphic oracle once told Laius he would be murdered by his son, when in fact his son was cast out of Thebes as a baby, and Laius was murdered by a band of thieves. Her description of Laius's murder, however, sounds familiar to Oedipus, and he asks further questions. Jocasta tells him that Laius was killed at a three-way crossroads, just before Oedipus arrived in Thebes. Oedipus, stunned, tells his wife that he may be the one who murdered Laius. He tells Jocasta that, long ago, when he was the prince of Corinth, he overheard someone mention at a banquet that he was not really the son of the king and queen. He therefore traveled to the oracle of Delphi, who did not answer him but did tell him he would murder his father and sleep with his mother. Hearing this, Oedipus fled his home, never to return. It was then, on the journey that would take him to Thebes that Oedipus was confronted and harassed by a group of travelers, whom he killed in self-defense. This skirmish occurred at the very crossroads where Laius was killed.



A lot of revelations have been presented at this point. Did you think the story will turn out this way? Do you remember anything similar or relevant to present realities around you? Briefly tell about it here.

Oedipus sends for the man who survived the attack, a shepherd, in the hope that he will not be identified as the murderer. Outside the palace, a messenger approaches Jocasta and tells her that he has come from Corinth to inform Oedipus that his father, Polybus, is dead, and that Corinth has asked Oedipus to come and rule there in his place. Jocasta rejoices, convinced that Polybus's death from natural causes has disproved the prophecy that Oedipus would murder his father. At Jocasta's summons, Oedipus comes outside, hears the news, and rejoices with her. He now feels much more inclined to agree with the queen in deeming prophecies worthless and viewing chance as the principle governing the world. But while Oedipus finds great comfort in the fact that one-half of the prophecy has been disproved, he still fears the other half—the half that claimed he would sleep with his mother.



***Dramatic irony** is inherent in speeches or a situation of a drama and is understood by the audience but not grasped by the characters in the play (dictionary.com). How does this episode in the story illustrate **dramatic irony**? What in the character of Oedipus can be considered his **hamartia**? Explain your answer.*

The messenger remarks that Oedipus need not worry, because Polybus and his wife, Merope, are not Oedipus's biological parents. The messenger, a shepherd by profession, knows firsthand that Oedipus came to Corinth as an orphan. One day long ago, he was tending his sheep when another shepherd approached him carrying a baby, its ankles pinned together. The messenger took the baby to the royal family of Corinth, and they raised him as their own. That baby was Oedipus.

Oedipus asks who the other shepherd was, and the messenger answers that he was a servant of Laius.

Oedipus asks that this shepherd be brought forth to testify, but Jocasta, beginning to suspect the truth, begs her husband not to seek more information. She runs back into the palace. The shepherd then enters. Oedipus interrogates him, asking who gave him the baby. The shepherd refuses to disclose anything, and Oedipus threatens him with torture. Finally, he answers that the child came from the house of Laius. Questioned further, he answers that the baby was in fact the child of Laius himself, and that it was Jocasta who gave him the infant, ordering him to kill it, as it had been prophesied that the child would kill his parents. But the shepherd pitied the child, and decided that the prophecy could be avoided just as well if the child were to grow up in a foreign city, far from his true parents. The shepherd therefore passed the boy on to the shepherd in Corinth.

Realizing who he is and who his parents are, Oedipus screams that he sees the truth and flees back into the palace. The shepherd and the messenger slowly exit the stage. A second messenger enters and describes scenes of suffering. Jocasta has hanged herself, and Oedipus, finding her dead, has pulled the pins from her robe and stabbed out his own eyes. Oedipus now emerges from the palace, bleeding and begging to be exiled. He asks Creon to send him away from Thebes and to look after his daughters, Antigone and Ismene. Creon, covetous of royal power, is all too happy to oblige.



Here ends the story of Oedipus. In your journey with him as you read his story, what message can you tell him now? Use the space below.

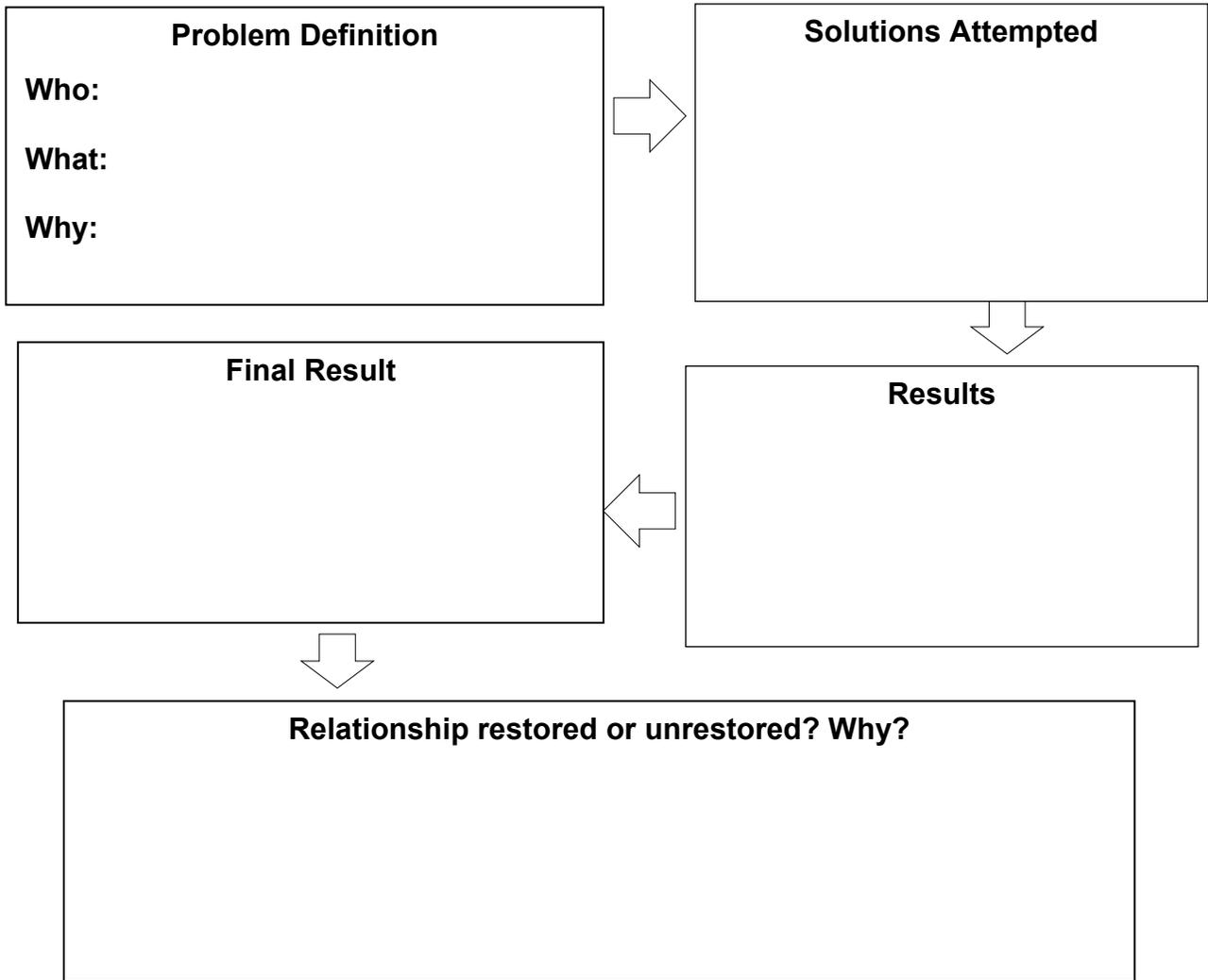
Dear Oedipus,

Note: You may also view an adaptation of Sophocles' play Oedipus Rex by clicking these links: <https://www.youtube.com/watch?v=ZZUCgq8LfhY> or <https://www.youtube.com/watch?v=oXyek9Ddus4>

Comprehension Questions:

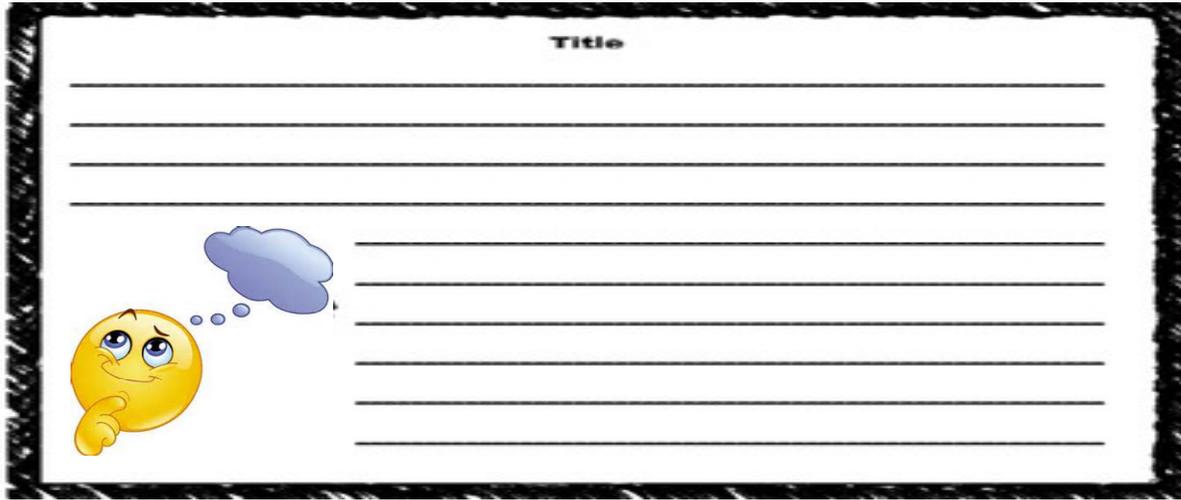
1. What is the problem in the story? Who are involved in the problem?
2. What actions were attempted at solving the problem in the story? How did these actions result to?
3. What was the final solution arrived at by the characters involved in the story?
4. Was there any indication of the character rebuilding or restoring relationship with other characters after the conflict in the story? Support your answer.

Refer to the ***Problem-Solution worksheet*** that follows and indicate your answers to the questions above.



Based on your answers above, do you find the conflict-solution scenario relevant in our times at present? What common family issues in the story do you find relevant or parallel to present problems confronting families especially in the

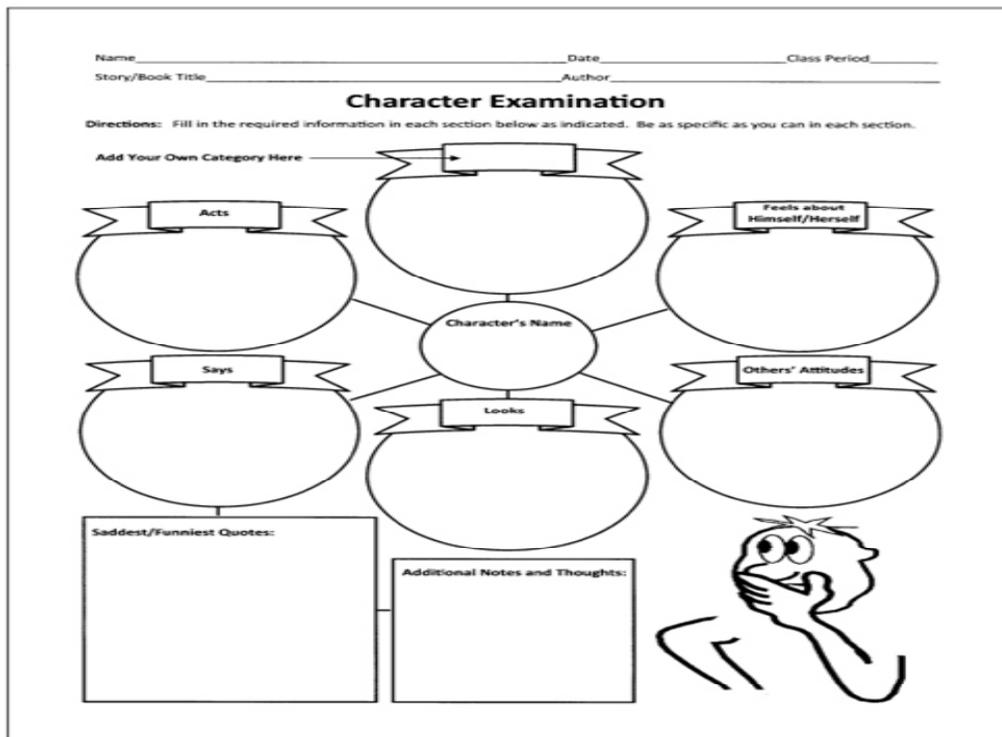
Philippines? Write a Reflective Journal on the space provided. When done, post your **Reflective Journal** in the **Discussion Forum**.



When done, create an account at <http://popplet.com/> and post your blog ideas from here.

ACTIVITY 12. Character Examination

Go back to the story of **Oedipus** and fill out the **Character Examination** graphic organizer to analyze his character and examine the conflicts with which he is caught up in the play. After which answer the subsequent questions based on this activity.



Process Questions:

1. How does the way Oedipus look at himself become the source of his problem?
2. With whom was he in conflict most in this story? Why?
3. How was this conflict resolved?
4. How did others look at him? Did this affect his decisions in life?
5. Was he able to restore or mend his relationship with others who were affected because of the conflict? Support your answer.
6. What did you think is the saddest part of his life? Why?

Having analyzed the tragic drama *Oedipus the King* using the Problem-Solution approach, click the link below to watch the music video of “*Sorry that I Loved You*” by Anthony Neely and answer the Reflective Questions that follow.

<https://www.youtube.com/watch?v=Sz-6k8Wdm8U>

Reflective Questions:

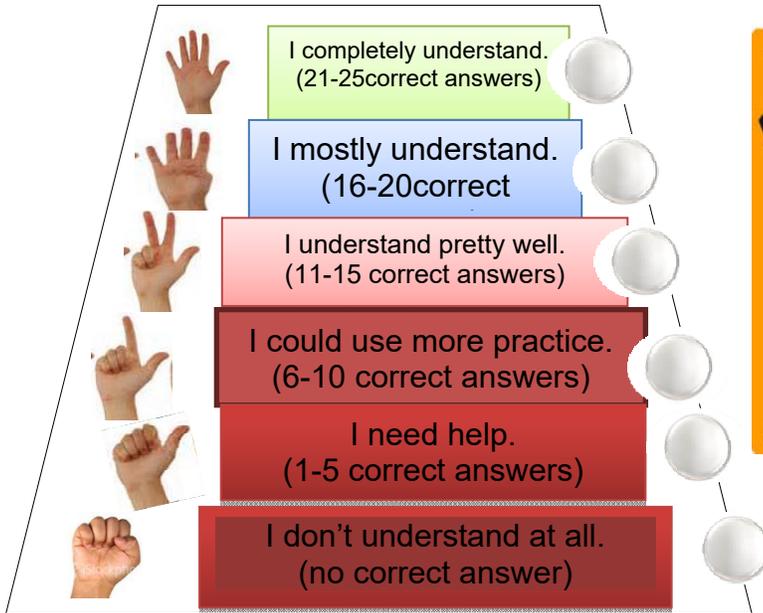
1. What idea is communicated in the song? How does the song illustrate the persona’s response to the situation he was caught up with?	
2. Does the song express a similar experience from the story of Oedipus? Explain briefly.	
3. How does the play Oedipus the King help you understand how internal conflicts can be expressed and resolved?	
4. What specific condition/s in the play determines/determine your answer to Question No. 3? Explain briefly.	

QUIZ:

Now, take an online quiz on the story of Oedipus. Click on the link below and answer the quiz. Tick the  button and view the result of your quiz.

www.gradesaver.com/oedipus-rex-or-oedipus-the-king/study-guide/quiz1

When done, go back to this lesson and tick the **Fist to Five Check** level that applies to your self-assessment of the result of your Quiz.



Checkpoint

Go back to your
5W's + 1 H
Learning Goal.
Review your goal and
check if you are leading
towards it.
Revise when necessary.

END OF FIRM UP

In this section, the discussion was about identifying internal conflict expressed and resolved by the characters in an epic, play, novel or short story.

Go back to the previous section and compare your initial ideas with the discussion. How much of your initial ideas are found in the discussion? Which ideas are different and need revision?

Revisit your **Initial Answer** to the Focus Question in this lesson and see how you can revise your ideas using the **I-R-F Worksheet** that follows. Copy and paste your **Initial Answer** in the space provided. Then write your **Revised Answer** in the next box.

How do literary texts help one understand how internal conflicts can be expressed and resolved?	
Initial Answer	
Revised Answer	
Final Answer	

Now that you know the important ideas about this topic, let's go deeper by moving on to the next section.



DEEPEN

Your goal in this section is to take a closer look at some aspects of expressing and resolving intrapersonal or internal conflicts among literary characters. Recall and keep in mind this question as you proceed:

How do literary texts help one understand how internal conflicts can be expressed and resolved?

ACTIVITY 13. Comparing and Contrasting Stories

In the earlier part of this lesson, you were introduced to three of the outstanding masterpieces of classical Greek literature: *Iliad* and *Odyssey* by Homer on one end and *Oedipus the King* by Sophocles on the other.

You have examined each narrative according to the focus question presented in the beginning of each part of this lesson. Put together all that you have learned and gathered from the three selections into this comparison and contrast worksheet.

Comparing and Contrasting Stories

Directions:

Fill the following chart to compare and contrast the characters from three stories dealt with in this lesson.

	Story 1	Story 2	Story 3
Title	Iliad	Odyssey	Oedipus
Setting			
Major Character			
Strengths of the Character			

Weaknesses of the Character			
Main Problem/ Internal Conflict			
Strategies/Approaches used to Resolve the Internal Conflict			
Theme			
Author's Purpose			

Process Questions:

1. Do the strong points in the character help him/her surpass the problematic situation met? How?
2. Do the weak points in the character cause his/her downfall? Explain.
3. What are the sources of conflicts with which the epic characters are involved? Explain.
4. Did the strategies used by each character resolve his/her personal conflicts? Support.
5. Among the characters in the grid, who do you find the most confronted with conflicts with another character? The most confronted with personal conflicts? Why do you think so?
6. What generalizations can you draw about the characters' attitudes toward managing and resolving conflicts in life?
7. What could have been the overall purpose of the classical Greek authors in writing literature?

ACTIVITY 14. Three Songs of Conflict in a Row

Earlier you viewed and listened to music videos that resemble the life story of each of the literary characters highlighted in this lesson. You may review the music videos by clicking on these sites:

Iliad: *I'd Fight for You* by Jason Derulo
https://www.youtube.com/watch?v=AyhCE5WTO_A

Odyssey: *I'm Coming Home* by iCarly Cast

<https://www.youtube.com/watch?v=z6TP1fMjzkg>

Oedipus the King: *Sorry that I Loved You* by Anthony Neely
<https://www.youtube.com/watch?v=Sz-6k8Wdm8U>

Now is your chance to select another one and explain your choice on how this may reflect Oedipus, Odysseus or Achilles’s resolution of internal conflict. Then, copy the link below and post your answer in the **Discussion Forum**.

My chosen music video is in this link:

I have chosen this song/music video because:

ACTIVITY 15. Completing the Synthesis Table

In the previous section, you examined the conflicts experienced by the major characters of the literary works in this lesson. Now, complete the **Synthesis Table** based on your answers to the following **Reflective Questions** at the end of each selection in this lesson:

1. How does the literary text help you understand how internal conflicts can be expressed and resolved?
2. What specific condition/s in the literary text determines/determine your answer to Question No. 1? Explain briefly.

	<i>Iliad</i> by Homer	<i>Odyssey</i> by Homer	<i>Oedipus the King</i> by Sophocles
Essential Question: How do literary texts help one understand how internal conflicts can be	Homer’s <i>Iliad</i> helps one understand that internal conflicts can be	Homer’s <i>Odyssey</i> helps one understand that internal conflicts can be	Sophocles’ <i>Oedipus the King</i> helps one understand that internal conflicts can be

<p>expressed and resolved?</p>	<p>expressed and resolved by...</p>	<p>expressed and resolved by...</p>	<p>expressed and resolved by...</p>
---------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

Process Questions:

1. Look at your answers to the essential question in the above table. What do all the answers have in common?
2. Did all of the characters exhibit the same strategies or techniques in approaching and resolving conflicts confronting them from within? If not, what did each character emphasize as a strategy in coping with conflicts? What did the differences in emphasis reveal?
3. Since there are varied ways of expressing and resolving internal conflicts, how does one know which approach is effective? What factors affect the best possible approach or strategy to resolve internal conflicts?
4. Complete the following statement and support your answer with examples from the above selections. Then post your answer to your Twitter account via www.twitter.com or your Facebook account via www.facebook.com or share your thoughts through your class account via www.wiggio.com.

<p>The best possible approach or strategy to resolve internal conflicts...</p> <p>Supporting reasons and examples are...</p>

End of DEEPEN

In this section, the discussion was about some aspects of expressing and resolving intrapersonal or internal conflicts among literary characters.

What new realizations do you have about the topic? What new connections have you made for yourself?

Now that you have a deeper understanding of the topic, you are ready to do the tasks in the next section.



TRANSFER

Your goal in this section is to apply your learning to real life situations. You will be given a practical task which will demonstrate your understanding of expressing and resolving internal conflicts. As this is the last phase of this lesson, keep in mind this essential question:

How do literary texts help one understand how internal conflicts can be expressed and resolved?

Your practical task is as follows:

Your friend is depressed because he learned that his parents won't be able to support his education anymore after junior high school because of their financial incapacity. You are aware that your friend passionately dreams to become a medical doctor. Your friend confides with you that he doesn't know what to do. He is thinking of rebelling against his parents to indirectly show them his dislike over their lack of alternative. He also thinks of running away from home and find his luck in a distant village. He also wants to stay in school but he can't think of any means to finance himself. He asks you to help him resolve his problem. What will you tell your friend to do? Compose (1) a letter of advice to your friend focusing on how he can resolve his personal dilemma, (2) an essay on resolving intrapersonal conflicts, (3) a blog entry on resolving internal conflict, or (4) a journal entry reflecting your insights about your friend's experience and share your composition with your friend. Use whatever applicable strategy or strategies you learned from this lesson. Your output/composition must be convincing, well-focused and free of convention errors.

The following rubric will be used in rating your composition:

	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1
Content	The essay takes a clear position and supports it consistently with compelling reasons and/or examples; may use persuasive strategy to	The essay takes a clear position and supports it with relevant reasons and/or examples through much of the essay.	The essay takes a position but provides uneven support; may lack development in parts or be repetitive OR essay is no more than a	The essay attempts to take a position (addresses topic), but position is illogical OR takes a position, but provides weak or no support; may only

	convey an argument.		well-written beginning.	paraphrase the prompt.
Organization	The essay is focused and exhibits an orderly and interesting structure with effective use of transitions.	The essay follows a logical structure with the use of transitions.	The essay is organized in parts of the essay; other parts are disjointed and/or lack transitions.	The essay has no logical sequence and wanders off into different directions
Mechanics	The essay exhibits careful writing skills—as evidenced by excellent use of grammar, spelling and punctuation	The essay has no error in grammar, spelling, and punctuation.	The essay has a number of lapses in grammar, spelling, and punctuation but do not interfere with understanding the essay.	The essay has errors in grammar, spelling, and punctuation that prevent reader from fully understanding the essay.

Adapted from http://www.readwritethink.org/files/resources/lesson_images/lesson405/PersuasiveWritingScoringGuide.pdf

ACTIVITY 16. Writing a Composition

Write your composition following these steps:

1. Prewrite or brainstorm on what you want to cover in the composition.
2. Draft your composition consisting of 3 paragraphs: introduction/background of the problem and suggested resolution based on the scenario, body/discussion of the merits or advantages of the suggested resolution, and conclusion/summary of points to convince your friend to take your suggested action or have a better option.
3. Revise your composition using the given guidelines for revision.
4. Edit and proofread your composition using the checklist provided.
5. Publish your composition by e-mailing it to your Teacher or sending your friend a personal message with an attachment through his facebook account via www.facebook.com or through your class account via www.wiggio.com.

Step 1: Prewriting

Use the following template for your prewriting activity. Be able to include significant details in each part of the template.

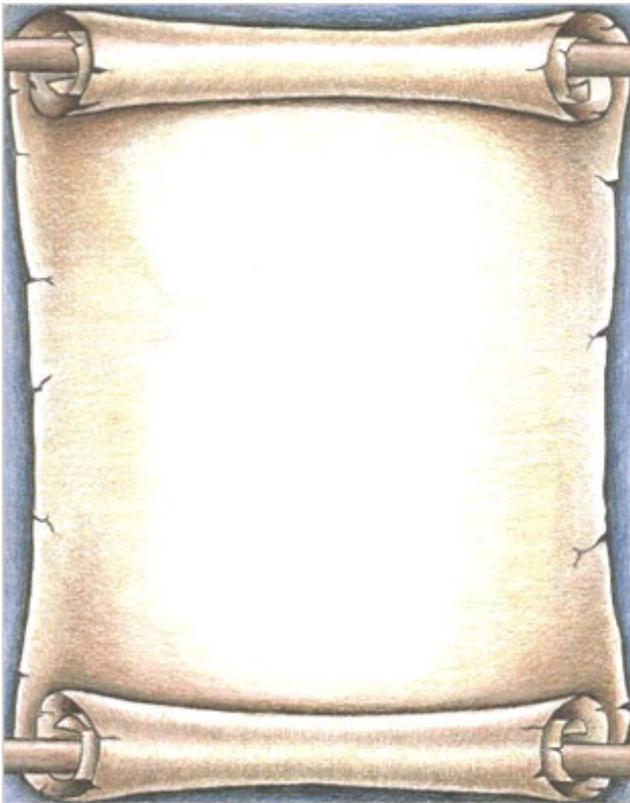
What's the problem?

What's the best solution?

What's good about this solution?

What' the whole point?

Step 2: Write a draft of your composition.

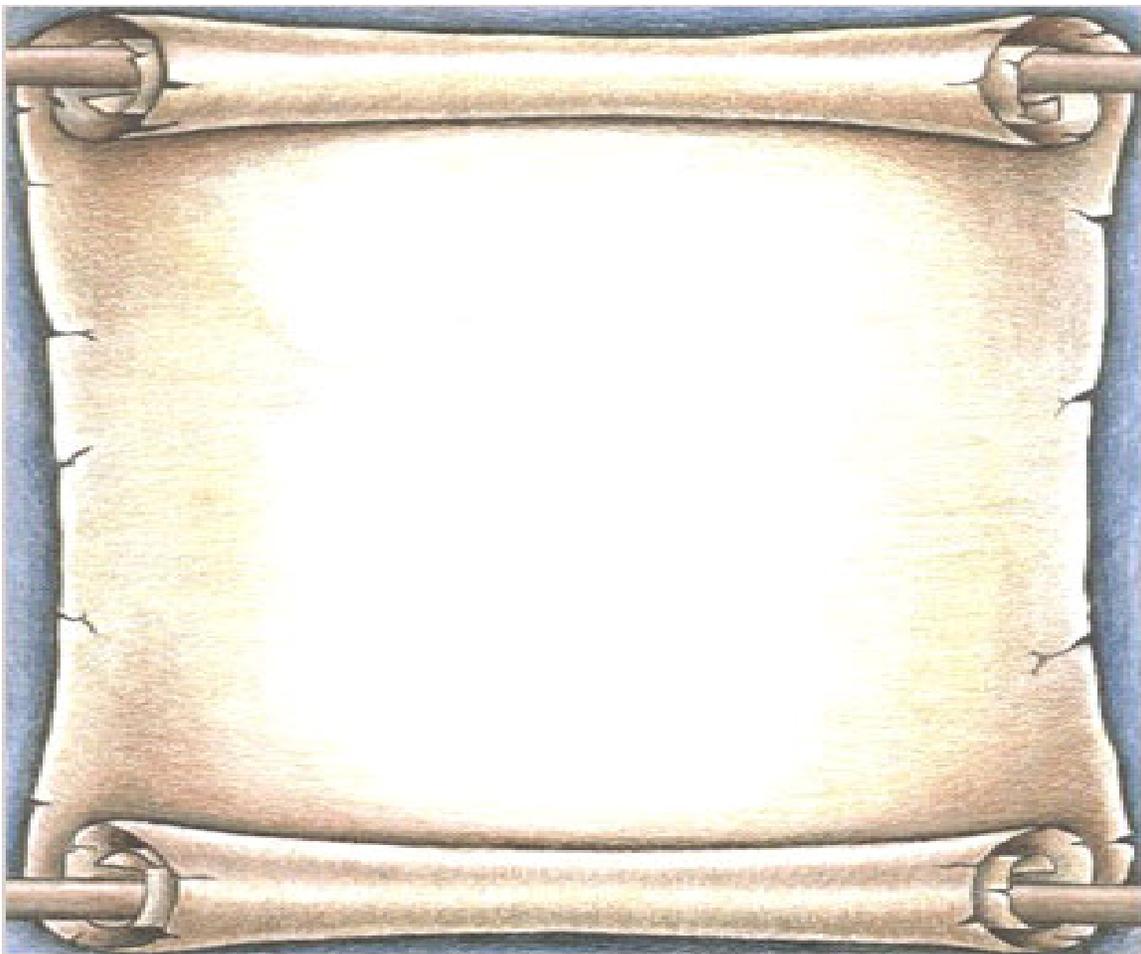


Step 3: Revise your draft using the guide questions in the table that follows. Then revise the part that could still be improved.

Questions	Yes	No
1. Does your composition show a solution to the problem/conflict?		
2. Does your composition show how your proposed solution is workable?		
3. Does your thesis statement contain the main point?		
4. Do the body paragraphs have topic sentences that are well-supported?		
5. Do you have an effective opening statement and a strong clincher?		
6. Do you follow the conventions of grammar, spelling and punctuation?		
7. Are the words you use appropriate for your target audience?		

Source: *Grammar & Writing Workbook III* (Vibal Publishing House)

Write your revised composition here.



Step 4: Edit and proofread your composition following these steps:

- A. Allow some time to pass before you edit and proofread your work. That way, you won't be too tempted to rush through the process.
- B. Read your work slowly.
- C. Double check the spelling with a dictionary.
- D. Ask someone else to read your work. A new eye catches more mistakes.
- E. Proofread one last time before making a clean copy of your work. Be guided by the checklist that follows:

Proofreading Checklist	Yes	No
1. Have I eliminated fragments, run-ons, and non-standard sentences?		
2. Are my verb tenses used correctly and consistently?		
3. Have I observed correct subject-verb agreement?		
4. Have I observed correct pronoun-antecedent agreement?		
5. Do all pronouns have clear antecedent?		
6. Have I checked conjunctions for effectiveness and clarity?		
7. Have I eliminated misplaced, dangling, and squinting modifiers?		
8. Have I used correct capitalization?		
9. Have I used all punctuation marks correctly?		
10. Is my word usage correct?		
11. Have I correctly used numerals or spelled out numbers?		
12. Have I spelled all words correctly?		

Source: Rojas, Leopoldo A. (2012) Grammar and Writing Workbook II. Quezon City: Vibal Publishing House, Inc.

- F. Go over your responses to the above checklist and prepare the final copy of your composition for publishing.
- G. Log on to <http://www.paperrater.com/> for an alternative, easy to access tool for editing and proofreading of written papers.

Step 5: Publish your composition by e-mailing it to your Teacher or sending your friend a personal message with an attachment through his/her personal accounts via www.facebook.com, www.twitter.com, or www.wiggio.com.

Having completed your transfer task for this lesson, for the last time, reconsider your **Initial** and **Revised Answers** to the Essential Question in this lesson and see how you can finalize your ideas using the **I-R-F Worksheet** that follows. Copy and paste your **Initial and Revised Answers** in the respective space provided. Then write your **Final Answer** in the last box.

How do literary texts help one understand how internal conflicts can be expressed and resolved?	
Initial Answer	
Revised Answer	
Final Answer	

ACTIVITY 17. Here's What, So What, Now What

Now that you have finished this lesson, write about your thoughts using the prompts below:

Here's What: Describe one very important concept/skill that you learned during this lesson.

So What: How can you practice or use this concept/skill so you will know that you understand/remember it?

Now What: How can you use this concept/skill to help you become a better reader, writer, or problem solver?

End of TRANSFER:

In this section, your task was to apply your learning to real life situations. You were given a practical task which to demonstrate your understanding of expressing and resolving internal conflicts.

How did you find the performance task? How did the task help you see the real world use of the topic?

Congratulations! You have accomplished this lesson. The next lesson will provide you further practice in expressing your ideas effectively.

POST ASSESSMENT

It's now time to evaluate your learning. Click on the letter of the answer that you think best answers the question. Your score will only appear after you answer all items. If you do well, you may move on to the next module. If your score is not at the expected level, you have to go back and take the module again.

1. In each set of sentences, which one uses intensive pronouns correctly?
 - A. Myself prefer to work with others in an office.
 - B. Help yourself to a snack.
 - C. Mom, prepare yourself for some exciting news.
 - D. The neighbors cleaned up the blocks themselves.

We often face conflicts in our personal as well as professional lives. But many times we think, why address a conflict and create one more or make matters more complicated? It is better to keep quiet and just see whatever is going on and go along with the flow of things! However, this strategy may not work for a long period. A time will come in life where we will find it difficult to bear the conflicts, and this would result in frustration and stress.

Source: <http://www.buzzle.com/articles/conflict-resolution-strategies.html>

2. What is the main idea expressed in the above passage?
 - A. The kinds of conflict we face in life
 - B. The reasons why conflicts in life happen
 - C. The reason why conflict must be resolved
 - D. The right time to end a conflict

Throw out the bottles and boxes of drugs in your house. A new theory suggests that medicine could be bad for your health, which should at least come as good news to people who cannot afford to buy expensive medicine. However, it is a blow to the medicine industry, and an even bigger blow to our confidence in the progress of science. This new theory argues that healing is at our fingertips: we can be healthy by doing Reiki on a regular basis.

Source: <http://www.studymode.com/essays/Health-And-Healing-At-Your-Fingertips-405800.html>

3. What is the purpose of the author in writing this persuasive text?
 - A. Present the pros and cons of using medicines
 - B. Offer a solution to reduce the prices of drugs
 - C. Argue that medicines are indispensable in healing
 - D. Assert that healing can be possible without drugs

Prince Hamlet devotes himself to avenging his father's death, but, because he is contemplative and thoughtful by nature, he delays, entering into a deep melancholy and even apparent madness. Claudius and Gertrude worry about the prince's erratic behavior and attempt to discover its cause. They employ a pair of Hamlet's friends, Rosencrantz and Guildenstern, to watch him. When Polonius, the pompous Lord Chamberlain, suggests that Hamlet may be mad with love for his daughter, Ophelia, Claudius agrees to spy on Hamlet in conversation with the girl. But though Hamlet certainly seems mad, he does not seem to love Ophelia: he orders her to enter a nunnery and declares that he wishes to ban marriages. – *from Shakespeare's Hamlet*

Source: <http://www.sparknotes.com/shakespeare/hamlet/summary.html>

4. In this excerpt of the play synopsis, how does the character manifest attempt to resolve internal conflict?
- A. by confronting the culprit Claudius
 - B. by ignoring the culprit Claudius and his own mother Queen Gertrude
 - C. by pretending to be insane while planning on the best thing to do
 - D. by out rightly investigating the case through hired men

Amanda, originally from a genteel Southern family, regales her children frequently with tales of her idyllic youth and the scores of suitors who once pursued her. She is disappointed that Laura, who wears a brace on her leg and is painfully shy, does not attract any gentlemen callers. She enrolls Laura in a business college, hoping that she will make her own and the family's fortune through a business career. Weeks later, however, Amanda discovers that Laura's crippling shyness has led her to drop out of the class secretly and spend her days wandering the city alone. Amanda then decides that Laura's last hope must lie in marriage and begins selling magazine subscriptions to earn the extra money she believes will help to attract suitors for Laura. Meanwhile, Tom, who loathes his warehouse job, finds escape in liquor, movies, and literature, much to his mother's chagrin. During one of the frequent arguments between mother and son, Tom accidentally breaks several of the glass animal figurines that are Laura's most prized possessions. -*from Tennessee William's The Glass Menagerie*

Source: <http://www.sparknotes.com/lit/menagerie/summary.html>

5. How does Amanda in this excerpt of the plot synopsis of *The Glass Menagerie* manifest her experience of internal conflict?
- A. She is constantly bickering with her son Tom for his irresponsibility.
 - B. She insists that Laura must look, act, speak and carry herself like her when she was younger.
 - C. She scolds Laura too often for going against her (Amanda's) orders.
 - D. She remains quiet all throughout the scene to signal to her children her disappointment.

6. Which of the following is a myth about conflict resolution?
 - A. Conflict hurts relationships.
 - B. Conflict is inevitable.
 - C. Disagreement and conflict have nothing to do with a person's worth or character.
 - D. Dealing with conflict before it gets out of hand is the only way to keep it from becoming a disaster.

7. Which of the following signifies a positive idea about the nature of conflict?
 - A. All conflict is bad. There is nothing good about it, anyway.
 - B. Facts and emotions often cannot be separated in a conflict.
 - C. Conflict means people don't care.
 - D. It is abnormal to be in conflict.

8. In writing a persuasive text about conflict resolution, what is the least likely to be highlighted in the text?
 - A. what is the problem and how can it be resolved
 - B. how did people in the past who experienced the same problem resolved it
 - C. who are adversely affected by the problem and how can they be helped
 - D. where is the problem taking place and what activities do people do in this place

9. In literature, one can learn effective strategies in expressing and resolving conflicts encountered by an individual. How can this best be done?
 - A. gauging the literary text by examining how the characters attempt to resolve the issues
 - B. identifying the theme and the author's purpose in writing the literature
 - C. preparing graphic organizers to identify the elements of literature
 - D. focusing on the characters' behaviors, moods, attitudes, and values

10. In developing a persuasive composition, which of the following can be most helpful to the writer who aims to produce a well-written composition?
 - A. the references to guide in the discussion of the topic
 - B. the purpose of the composition
 - C. the writing process
 - D. the target audience

GLOSSARY OF TERMS USED IN THIS LESSON

Character: a person who is responsible for the thoughts and actions within a story, poem, or other literature.

Character analysis: a literary write-up describing the character and discussing the conflict in the story, particularly in regards to the character's place in it.

Conflict/literary conflict: The opposition between two characters (such as a protagonist and an antagonist), between two large groups of people, or between the protagonist and a larger problem such as forces of nature, ideas, public mores, and so on.

Dramatic irony (the most important type for literature) involves a situation in a narrative in which the reader knows something about present or future circumstances that the character does not know.

Epic: An epic in its most specific sense is a *genre* of classical poetry. It is a poem that is (a) a long narrative about a serious subject, (b) told in an elevated style of language, (c) focused on the exploits of a hero or demi-god who represents the cultural values of a race, nation, or religious group (d) in which the hero's success or failure will determine the fate of that people or nation. Usually, the epic has (e) a vast setting, and covers a wide geographic area, (f) it contains superhuman feats of strength or military prowess, and gods or supernatural beings frequently take part in the action. The poem begins with (g) the invocation of a muse to inspire the poet and, (h) the narrative starts *in medias res* (i) The epic contains long catalogs of heroes or important characters, focusing on highborn kings and great warriors rather than peasants and commoners.

External conflict: in literature, a struggle between the protagonist and another character against nature or some outside force.

Hamartia: A term from Greek tragedy that literally means "missing the mark." Originally applied to an archer who misses the target, a *hamartia* came to signify a tragic flaw, especially a misperception, a lack of some important insight, or some blindness that ironically results from one's own strengths and abilities

Hubris (sometimes spelled *Hybris*): The Greek term *hubris* is difficult to translate directly into English. It is a negative term implying both arrogant, excessive self-pride or self-confidence, and also a *hamartia* (see above), a lack of some important perception or insight due to pride in one's abilities.

Intensive pronoun: A pronoun ending in *-self* or *-selves* that serves to emphasize its antecedent; often appears as appositives after nouns or other pronouns; has the same form as reflexive pronoun, however, unlike reflexive pronoun, it is not essential to the basic meaning of a sentence.

Internal conflict: in literature and drama, a struggle which takes place in the protagonist's mind and through which the character reaches a new understanding or dynamic change.

Irony: a literary term referring to how a person, situation, statement, or circumstance is not as it would actually seem.

Persona: In literature, the persona is the narrator, or the storyteller, of a literary work created by the author.

Plot Structure: the sequence of events that make up a story; consists of five parts dividing the play: **exposition, rising action, climax, falling action, and resolution/denouement** according to Gustav Freytag (1816 - 1895), German dramatist and novelist who came up with the structure for the way stories are told in ancient Greek and Shakespearean drama.

Reflexive pronoun: A pronoun ending in *-self* or *-selves* that's used as an object to refer to a previously named noun or pronoun in a sentence; usually follows verbs or prepositions; has the same form as intensive pronoun; however, unlike intensive pronoun, it is essential to the meaning of a sentence.

Resolution: the point in a literary work at which the chief dramatic complication is worked out

Riddle (from Old English *roedel*, from *roedan* meaning "to give council" or "to read"): A universal form of literature in which a puzzling question or a conundrum is presented to the reader. The reader is often challenged to solve this enigma, which requires ingenuity in discovering the hidden meaning.

Setting: the general locale, historical time, and social circumstances in which the action of a fictional or dramatic work occurs; the setting of an episode or scene within a work is the particular physical location in which it takes place

Song: A lyric poem with a number of repeating stanzas (called refrains), written to be set to music in either vocal performance or with accompaniment of musical instruments.

Theme: A central idea or statement that unifies and controls an entire literary work. The theme can take the form of a brief and meaningful insight or a comprehensive vision of life; the author's way of communicating and sharing ideas, perceptions, and feelings with readers, and it may be directly stated in the book, or it may only be implied.

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON

What Is an Internal Conflict?

http://www.ehow.com/about_5598083_internal-conflict_.html

Glossary of Literary Terms

<http://www2.uncp.edu/home/canada/work/allam/general/glossary.htm>

Literary Terms and Definitions

http://web.cn.edu/kwheeler/lit_terms_A.html

How to Write a Character Analysis

<http://www.teachingcollegeenglish.com/2008/02/28/how-to-write-a-character-analysis-and-a-personnel-review/#sthash.QWaRdhoL.dpuf>

Definition of Grammar Terms

<http://grammar.about.com/od/il/g/intensivepronounterm.htm>

Definition of Terms

<http://www.merriam-webster.com/dictionary/resolution>

Medea by Euripides (Greek drama)

<http://www.theatrehistory.com/ancient/bates018.html>

Bridget Jones's Diary by Helen Fielding (British novel)

<http://www.bookrags.com/studyguide-bridget-joness-diary/#gsc.tab>

Requiem for a Dream by Hubert Selby Jr. (American novel)

<http://www.bookrags.com/studyguide-requiem-for-a-dream/#gsc.tab=0>

The Merchant of Venice:

<https://www.youtube.com/watch?v=th7euZ30wDE>

Richard Cory

<https://www.youtube.com/watch?v=Bw9AgVO1Sjc>

The Cask of Amontillado

<https://www.youtube.com/watch?v=RuS2pkzy1Mk>

The World is an Apple

<https://www.youtube.com/watch?v=xrVu5JIY3KU>

Things Fall Apart

https://www.youtube.com/watch?v=0_xtOMiW0ys

Twilight

<https://www.youtube.com/watch?v=uxjNDE2fMjl>

Hunger Games

<https://www.youtube.com/watch?v=do1smOv8rf4>

Types of Conflict

<http://www.slideshare.net/gherm6/conflict-in-literature1>

Tagxedo (web 2.0 tool)

<http://www.tagxedo.com/app.html>

What is internal conflict?

http://www.ehow.com/about_5598083_internal-conflict_.html

Types of Conflict

http://www.ehow.com/about_6807573_definition-literary-conflict.html

Iliad (Plot Synopsis)

<http://www.sparknotes.com/lit/iliad/summary.html>

Mythological Background of the Iliad

<https://www.youtube.com/watch?v=c9ARvoeUtPw>

Dictionary

www.dictionary.com

I'd Fight for You (Jason Derulo)

https://www.youtube.com/watch?v=AyhCE5WTO_A

Odyssey (Plot Synopsis)

<http://www.sparknotes.com/lit/odyssey/summary.htm>

ODYSSEY: An Epic Musical Epic

<https://www.youtube.com/watch?v=OP5qWJYr26o>

Odyssey (Plot Synopsis)

<http://www.sparknotes.com/lit/odyssey/summary.html>

Wiggio (web 2.0 tool)

www.wiggio.com

Homer's Odyssey (story)

<https://www.youtube.com/watch?v=9fwoTWlrfYg>

The Odyssey 3D Animation Film

<https://www.youtube.com/watch?v=kSRucHuNHP4>

I'm Coming Home (music video)

<https://www.youtube.com/watch?v=z6TP1fMjzkg>

Odyssey Book 16 (audiobook)

<https://www.youtube.com/watch?v=hyz8L7l2Wok>.

Grammar Revolution: Reflexive Pronouns & Intensive Pronouns

<http://www.english-grammar-revolution.com/reflexive-pronouns.html>

Control Your "Self": The Proper Use of Reflexive and Intensive Pronouns

<http://grammartips.homestead.com/self.html>

Pronoun Sense: Reflexive and Intensive Pronouns

<http://www.mcwdn.org/grammar/prorevlexin.html>

Reflexive and Intensive Pronouns Quiz

<http://www.mcwdn.org/grammar/prorevlexin.html>

Reflexive and Intensive Pronouns

<http://www.english-test.net/esl/learn/english/grammar/ii172/esl-test.php>

Reflexive and Intensive Pronouns

<http://beta.englishgrammar101.com/module-2/pronouns/lesson-4/reflexive-and-intensive-pronouns>

Oedipus the King (Plot Synopsis)

<http://www.sparknotes.com/drama/oedipus/summary.html>

The Oedipus Plays (Context)

<http://www.sparknotes.com/drama/oedipus/>

Sophocles Oedipus Rex 1957

<https://www.youtube.com/watch?v=ZZUCgq8LfhY>

Oedipus Rex - The Short Version! (Animated)

<https://www.youtube.com/watch?v=oXyek9Ddus4>

Popplet (web 2.0 tool)

<http://popplet.com/>

Sorry that I Loved You (music video)

<https://www.youtube.com/watch?v=Sz-6k8Wdm8U>

Oedipus Rex or Oedipus the King Quiz 1

www.gradesaver.com/oedipus-rex-or-oedipus-the-king/study-guide/quiz1

twitter (web 2.0 tool)

www.twitter.com

facebook (web 2.0 tool)

www.facebook.com

Persuasive Writing Scoring Guide

http://www.readwritethink.org/files/resources/lesson_images/lesson405/PersuasiveWritingScoringGuide.pdf

PaperRater

<http://www.paperrater.com/>

Conflict Resolution Strategies

<http://www.buzzle.com/articles/conflict-resolution-strategies.html>

Health and Healing at Your Fingertips

<http://www.studymode.com/essays/Health-And-Healing-At-Your-Fingertips-405800.html>

Hamlet (Plot Overview)

<http://www.sparknotes.com/shakespeare/hamlet/summary.html>

The Glass Menagerie (*Plot Overview*)

<http://www.sparknotes.com/lit/menagerie/summary.html>

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https://ph.images.search.yahoo.com/search/images;_ylt=A2oKmLNvz31UCC8AcFOzRwx.?p=how+literature+can+serve+as+way+of+resolving+conflicts&fr=yfp-t-711&fr2=piv-web

https://ph.images.search.yahoo.com/search/images;_ylt=A2oKiaCw1H1UIHsAWu1Rwx.;

https://ph.images.search.yahoo.com/search/images;_ylt=A2oKiHAe4n1UQyAASVG1Rwx.;_ylu=X3oDMTBsZ29xY3ZzBHNIYwNzZWFyY2gEc2xrA2J1dHRvbg--

https://ph.images.search.yahoo.com/search/images;_ylt=A2oKiZen4H1UZGgA3zi1Rwx.;_ylu=X3oDMTBsZ29xY3ZzBHNIYwNzZWFyY2gEc2xrA2J1dHRvbg--

<http://www.worksheetplace.com>

Lesson 2: Writing Effective Persuasive Text

To do well in this module, you need to remember and do the following:

1. Get information that can be used in everyday life from news reports, speeches, informative talks, panel discussions, etc. (K)
2. Identify features of persuasive texts. (K)
3. Formulate a statement of opinion or assertion. (P)
4. Using words and expressions that emphasize a point. (K/P)
5. Compose a persuasive text of three paragraphs expressing one's stand on an issue. (P)
6. Compose short persuasive texts using a variety of persuasive techniques and devices. (K/P)
7. Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points (K)
8. Express insights based on the ideas presented in the material viewed. (P)
9. Use modals (K/P)
10. Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in signaling the functions of statements made
11. Identify the factors of public speaking (K)
12. Describe and interpret the ethics of public speaking (K/P)
13. Describe the techniques in effective public speaking (K/P)
14. Employ the techniques in public speaking in a sample public speaking situation (P)
15. Single out direct and indirect signals used by a speaker (K/P)
16. Point out the effectiveness of the devices used by the speaker to attract and hold the attention of the listener (P)



EXPLORE

You are to discover how to write persuasive text to strengthen the ways you express your own point of view in addressing personal struggles life gives you. You will connect the literary text you have read in the previous lesson as you write your own persuasive composition. At the end of the lesson you are expected to make use of the different techniques and devices in expressing yourself through persuasive writing. Let's begin by doing the initial activity designed just for you.

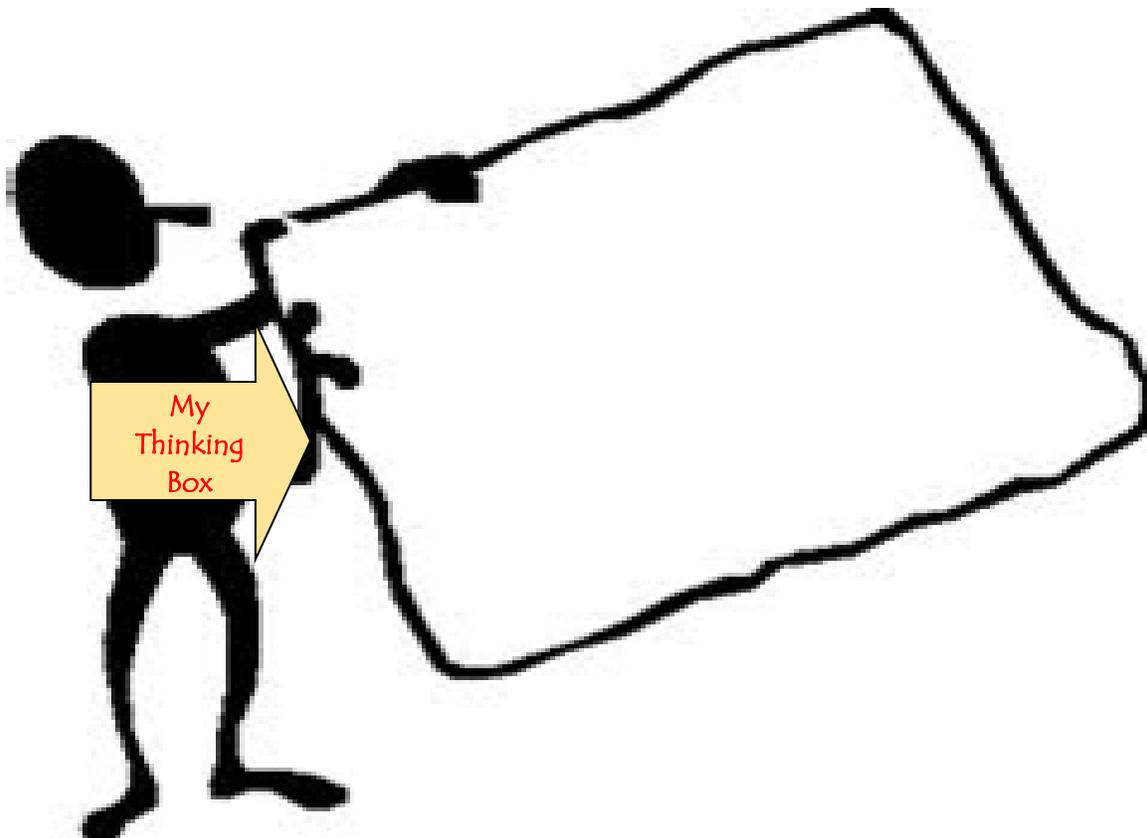
ACTIVITY 1. SOUND CLOUD!

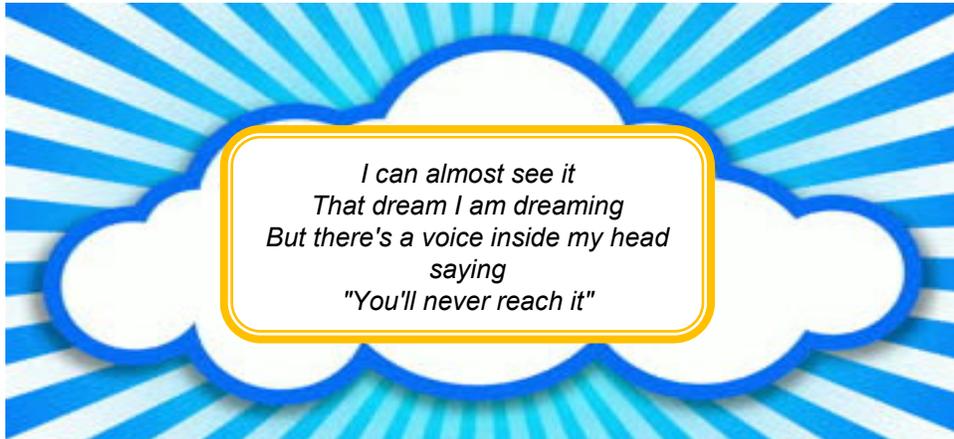
DESCRIPTIONS:

1. Watch the video in the given link. Choose a part of the music video where you can relate. Write a short reflection in the thinking box below. There are written lyrics in the clouds taken from the music video. In the box provided, write what you think is the message of the given lines. Explain to the readers what the lines want to convey.

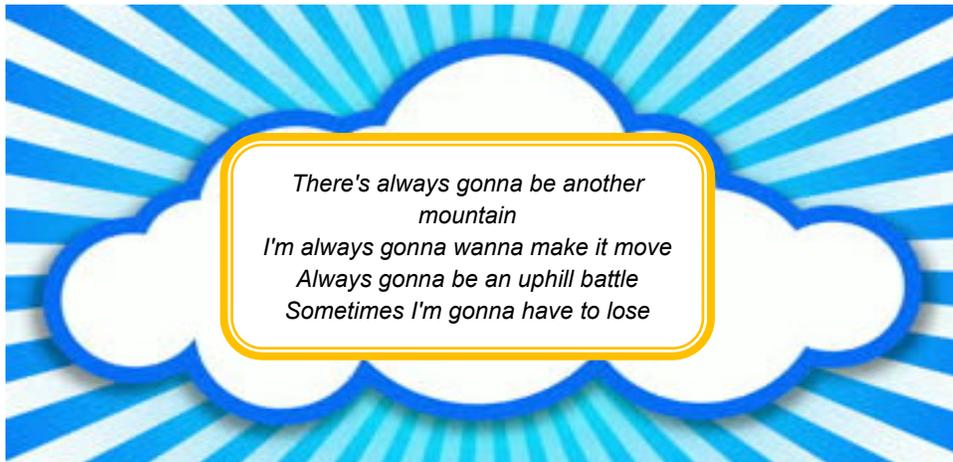
Tinkerbell Music Video-The Climb.

<https://www.youtube.com/watch?v=SpNtYNYfdDI>

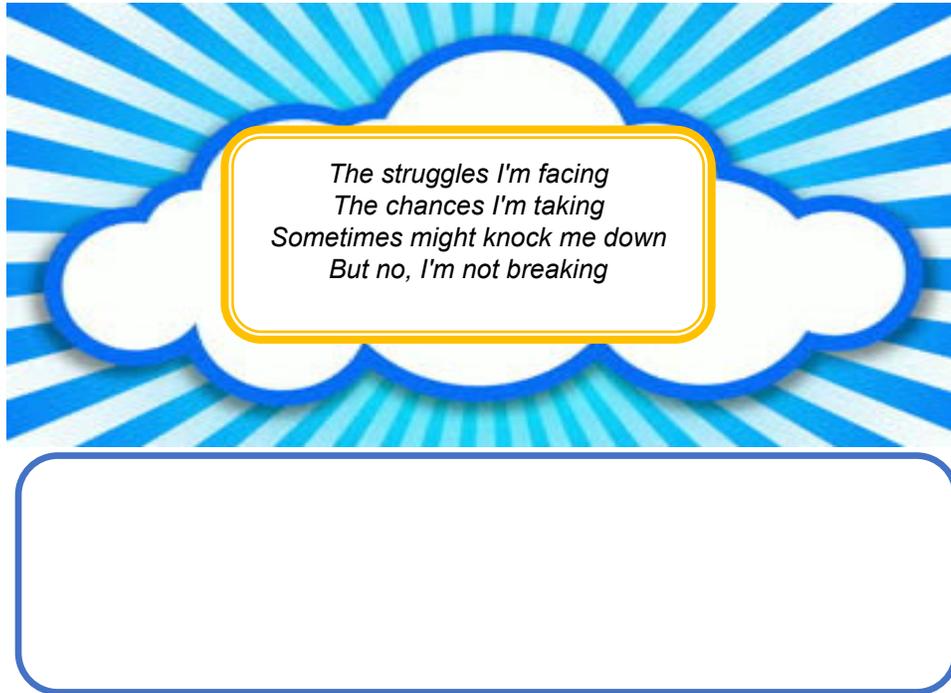




Empty rounded rectangular box for student response.



Empty rounded rectangular box for student response.



PROCESS QUESTIONS:

- a. What did you feel after watching the music video?
- b. In what manner does it reflect resolving personal conflict?
- c. How did the song “The Climb” show the character’s personal struggle?
- d. Review your explanation in the boxes. If someone were to read this, do you think he or she would agree to your explanation? Why or why not?
- e. What type of text do you think tries to make another person agree with your point of view?

 *In some ways, the above activity involves persuading others to accept your explanation. Let’s find out some more about how much you already know regarding persuasive writing.*

ACTIVITY 2. Checking in what you already know!

DESCRIPTION: Let’s check what you know about persuasive text. Make a web map about your ideas regarding persuasive text. Visit the link below to create your own web map. Upload your work in the box.

Online web map creator.
<https://bubbl.us/mindmap>

UPLOAD YOUR WORK HERE!

PROCESS QUESTIONS:

- a. What realizations do you have after doing your own web map? Is what you know enough or a lot of things are lacking?
- b. *What makes for effective persuasive text?***

 *Now, before you proceed, write your Initial Answer to the Essential Question in the IRF worksheet below. You need to accomplish only the part with “initial answer”.*

Initial Answer
Revised Answer
Final Answer

End of Explore

Did the first activity motivate you to go further? Do you know the exact reason why you need to learn what persuasive writing is? Did you ask yourself how would it be useful as you face your own difficulty and enhance your relationship to others? You can only validate what you know by moving on to the next section of this lesson. So be ready for the next challenging activities! Let's now find out what the answer is by doing the next part. What you will learn in the next sections will also enable you to do the final project which is to compose persuasive texts that illustrate the use of effective strategies in dealing with intrapersonal conflicts to improve oneself and one's relationship with others.



FIRM-UP

Your goal in this section is to learn and understand key concepts about persuasive text... Stimulate your mind and body!..... Are you ready? You will be acquainted with strategies for text analysis and directed writing to help you answer this question:

What makes for effective persuasive texts?

ACTIVITY 3. I KNOW RIGHT!

DESCRIPTIONS:

1. Let the challenge begin! Use the FRAYER's Model to give the meaning of persuasive text. The Frayer's Model is a strategy that uses a graphic organizer for vocabulary building. Visit the links to guide you as you complete the graphic organizer.

Persuasive Text

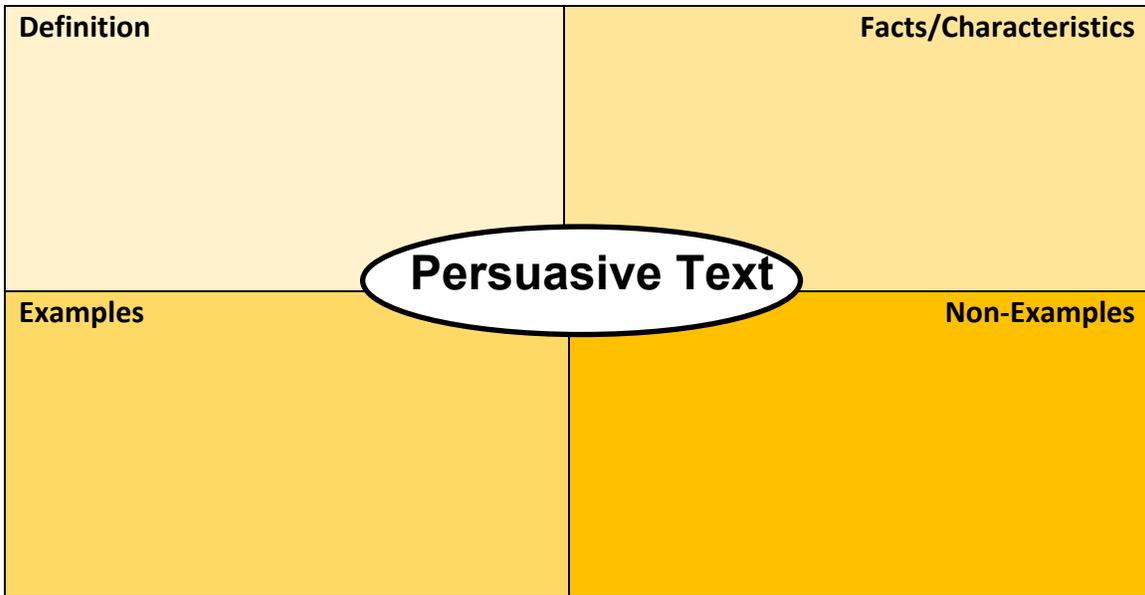
<https://www.youtube.com/watch?v=d2037BUnQ4M>

Persuasive Writing Part 1

<https://www.youtube.com/watch?v=erxkEgLTblc>

Persuasive Writing Part 2

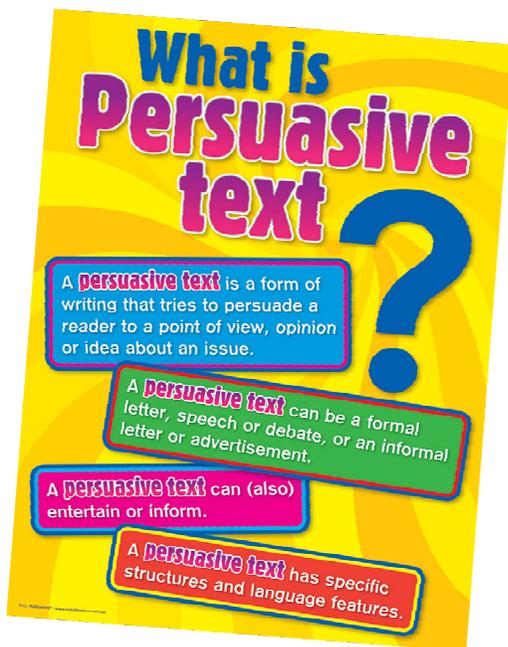
<https://www.youtube.com/watch?v=azblss6ajlU>

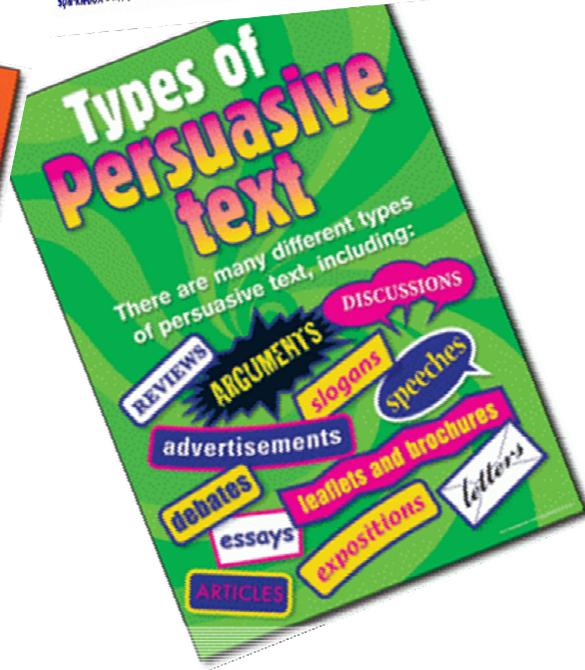
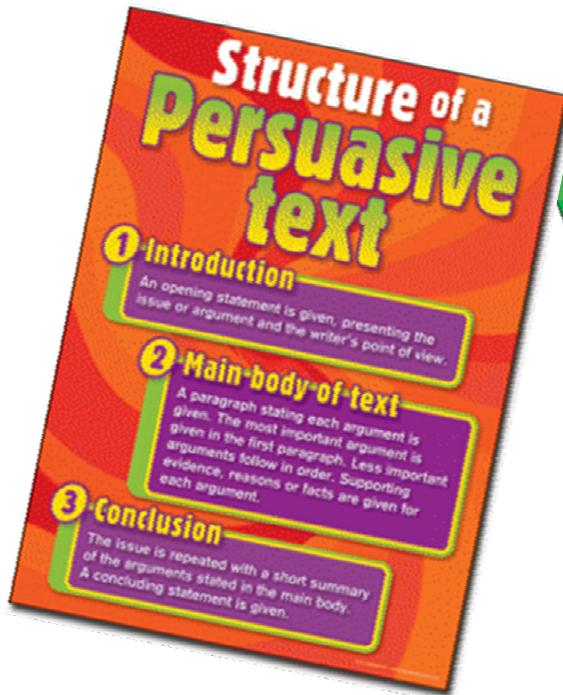
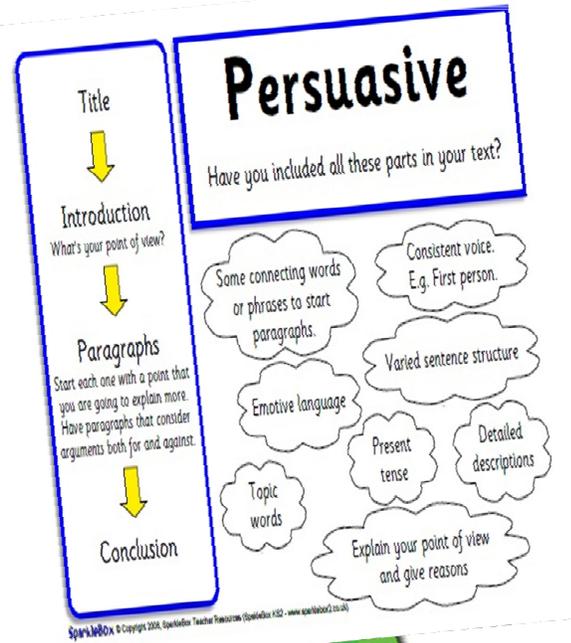


PROCESS QUESTIONS:

- a. Do you think you were able to fill up the graphic organizer with right answers? Which part of the Frayer’s model you think your answer is correct? Incorrect?
- b. In what box give you the features of a persuasive text? devices and techniques?
- c. **What makes for an effective persuasive text?**

To the programmer after learners answer process questions the following images will appear





- Now you are to go back to your Frayer's Model and compare your answer from the information the illustrations provide. Determine if you already got the correct answer; if not, you have the chance to change what you have written.

PROCESS QUESTIONS:

- Were you able to give the correct definition of persuasive text? facts and characteristics? examples? non-examples? If no, what was the revision that you made?
- After doing the activity, how will you differentiate persuasive text from other text types?
- How can one write an effective persuasive?

 *After knowing the definition, characteristics and examples of persuasive text are you now ready to compose your own? The next activity will give you more inputs about persuasive text before you write your own. You will determine and analyze examples of persuasive text.*

ACTIVITY 4. GIVE IT A TRY!

DESCRIPTIONS:

- Read the following statements of famous Filipinos and determine whether persuasive or not. Click the text if you think it is persuasive. If you click the wrong one, it will disappear in from your screen.

“The Filipino is worth dying for.”

-Ninoy Aquino

“I hereby declare Martial Law.”

-Ferdinand Marcos

“I just do whatever it is that I believe I should do, regardless of the risks to my life.”

-Cory Aquino

“Those who like me, raise your hand, for those who don’t like me raise your standards”

-Miriam Santiago

“Those who say it cannot be done should not interrupt the person doing it.”

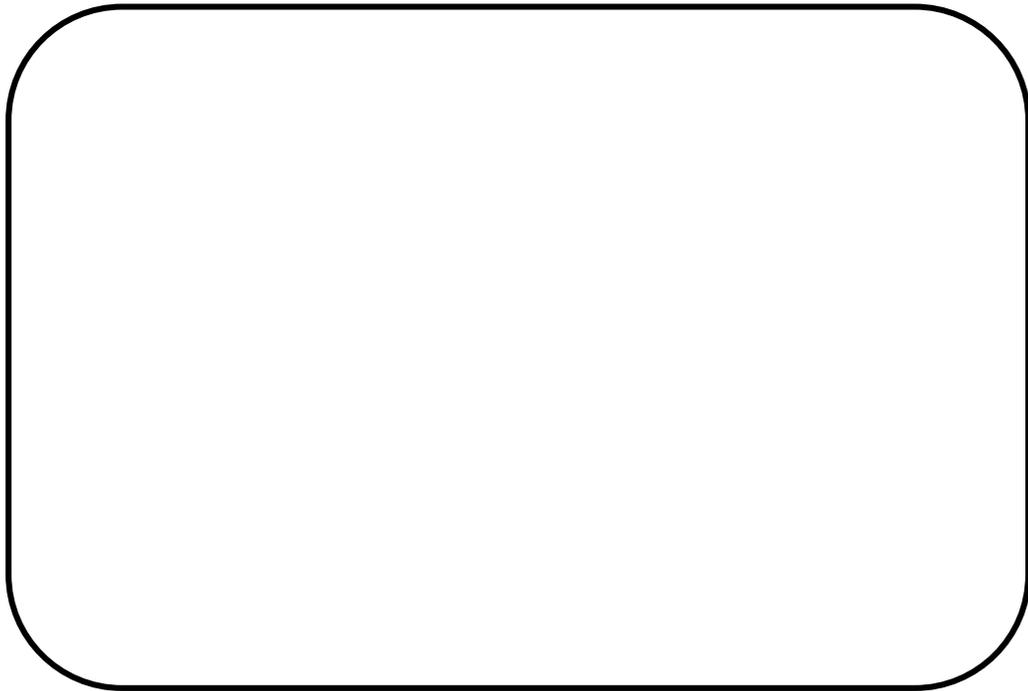
-Jessie Robredo

Peace in the Middle East is of prime importance to the Philippines, due to the presence of around 2 million of our countrymen working in that region.

-Benigno Aquino III

PROCESS QUESTIONS:

- a. What is common in all the statements?
 - b. In what way do you think the quoted lines influence Filipinos as they face their struggles in life?
 - c. Based on the quoted lines, what is persuasive text?
 - d. How will you differentiate persuasive text from other text types?
 - e. **What makes for an effective persuasive text?**
2. Based on the samples given you are to give your own features of persuasive text through a word cloud. Create your own word cloud in the space provided. Visit www.wordle.com for an example of a word cloud.



3. In the stories read in lesson 1, each character faced different struggles including conflict within themselves. Inspire others by sharing how the characters in the texts influence you. Compose a persuasive line or a short convincing statement based on the given images below. Your statement should motivate readers as they face personal challenges.



Iliad



Oedipus Rex



Odyssey

PROCESS QUESTIONS:

- a. How does giving convincing statements can help an individual deal with his own queries within himself/herself?
 - b. In what way this activity help you better understand World Literature?
 - c. What are the important things you need to remember in making persuasive statement?
 - d. Through the activity, **how can one write a convincing statement?**
4. Familiarize yourself with several persuasive texts that you come across with in your daily life. Almost every day as you browse the internet, use social media network, watch TV, listen to the radio broadcast, or read newspaper and magazine you encounter persuasive texts. **Can you tell how persuasive texts are used in social media networking, TV, radio and print media? How do these media capture the interest of the viewers, readers, listeners, or consumers through the persuasive texts they use?**

Write your answer to the above questions in the box below.



5. To further enhance your understanding of persuasive texts, go these links that provide an explanation about persuasive texts.

Persuasive Texts. <http://www.bbc.co.uk/skillswise/factsheet/en03text-/l1-f-persuasive-text>

Persuasive Text.

http://www.blake.com.au/v/vspfiles/assets/images/naplan_sec_persuasive_text_worksheets_download.pdf

6. You have learned the devices used in persuasive texts in the link that you just have browsed. Now, browse the link that follows to find out the elements of and techniques or devices used in a TV commercial.

Device and techniques used in TV commercial.
<https://www.youtube.com/watch?v=FWmfWo1Rcd4>

PROCESS QUESTIONS

- What is the video about? What is featured in the video clip?
- Were persuasive texts used in the video clip? Cite samples from the clip.
- What features of persuasive text do you think are evident in the clip?
- Can you identify techniques or devices used in the video clip that can help you explain the features of persuasive texts? What are these devices used? Cite examples.
- Do you think you will be persuaded to respond positively to the appeal of the video clip? Why?
- Do you think this video clip is effective in persuading the audience to take action? Why or why not?*

In answer to the last question, Get to know what other students think of the question and find out with whom you share opinions with. You may respond at [PollEv.com/wireddawn529](https://www.poll-ev.com/wireddawn529) when the presenter pushes this poll by Texting 334130 or sending your message to 22333.

 *Can you now make an early assessment on the knowledge you have learned/ acquired about persuasive writing? You are to use “Thumbs up” assessment. Place a check mark on the thumb that shows your understanding.*



Go! I understand all the concepts in this activity.



Wait! There are some concepts that need to be clarified. I will review my answers.



Help! Still I cannot understand what a persuasive text is.



If your answer is **HELP** click the links for you to better understand what a persuasive text is.

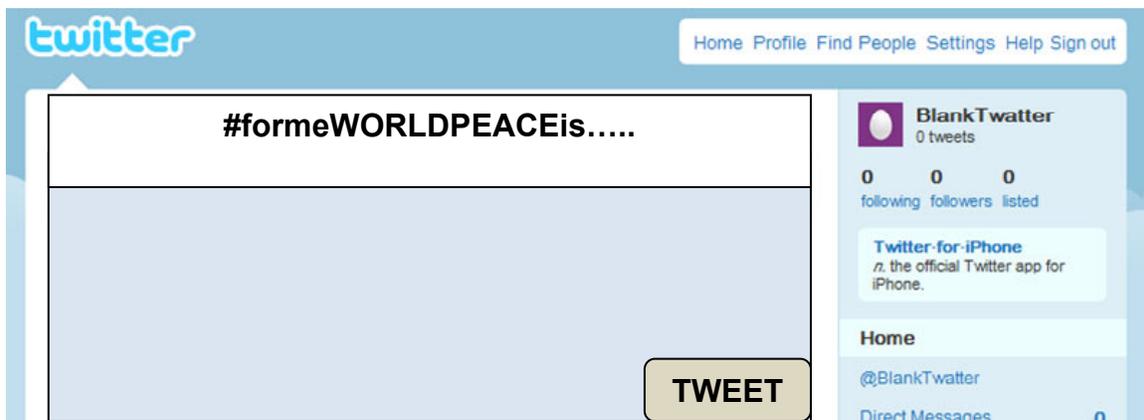
Persuasive text. <http://www.bbc.co.uk/skillswise/factsheet/en03text-l1-f-persuasive-texts>
www.slideshare.net/MrshHeller/persuasive-propaganda-techniques
https://www.blake.com.au/v/vspfiles/assets/images/naplan_pri_persuasive_worksheets_download.pdf


 After determining the features of persuasive text, the next activities will guide you as you develop or enhance your skills in writing for you to do the final task. The next task will lead you as you express your point of view and assert to what you believe in! 1, 2, 3....CLICK!

ACTIVITY 5. Right Here! Write Now!

DESCRIPTIONS:

1. World Peace! What do you know about this? What are the ideas that pop up into your mind? You are to log in in your Twitter account (www.twitter.com) and share what you believe about world peace. Make your post trending by starting your tweet with #formeWORLDPEACEis. *Think before you click!*



2. After posting your opinion about, you are to read “Essay on World Peace” by Radhakanta Swain. After reading compare your own point of view posted in your Twitter.
- 3.



Essay on World Peace.

Reading

<http://www.publishyourarticles.net/knowledge-hub/essay/essay-on-world-peace.html>

PROCESS QUESTIONS

- a. How did the essay affect you as an individual?
 - b. What is point of the writer that struck you the most? Why?
 - c. After reading the essay, do you think this can help to address interpersonal conflict how?
 - d. What makes the essay a persuasive text?
 - e. How did the writer take his stand in World Peace?
 - f. **What makes for an effective persuasive text?**
 - g. What are the words that he used to show assertion and emphasis?
 - h. Why do you think you should be assertive and put emphasis in writing persuasive text?
4. Tank Check! Let's see if you really understand the text you are to provide a summary of the given essay by doing the following:
- ✓ Use the **single strike out** to take out the material that is not important for your understanding.
 - ✓ Use the **double strike out** to take out the information that is repeated.
 - ✓ **Replace** list of things with one word that describes the things in the list. Highlight these words in red.
 - ✓ Find the **topic sentence** then change the word color to red. If you cannot find the topic sentence, make one up and change the color to red.
 - ✓ Leave to complete your **20-word** summary.

Copy then paste the text here then do what is being asked for you to summarize the "Essay on World Peace".

Write your 20-word summary here!

5. At this point you are to acquire more ideas about persuasive text. To learn how to use emphasis in writing, you are to visit the link below.

How to use emphasis in writing.
<http://www.writeexpress.com/emphasis.html>

Did you learn something new? What are the new ideas you acquired?
Share it!



Sharing what I gained!

6. Then again, now go over and evaluate the Essay on World Peace and use the checklist for persuasive writing to see if the writer used the features of persuasive text and the use of techniques for emphasis. Then, write a short evaluation on the space provided.

Checklist for Persuasive Writing



- ✓ An introductory paragraph that states the argument
- ✓ Words like
 - Some believe that...*
 - In my opinion...*
 - Therefore...*
 - Moreover...*
 - For this reason...*
 - I feel that..*
 - Surely...*
 - I am sure that...*
 - Firstly...*
 - Secondly...*
 - It is certain...*
- ✓ Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it.
- ✓ Points out the arguments **for** and **against**
- ✓ Has facts that support the evidence given
- ✓ Ask the reader questions that encourages them to think
- ✓ A strong concluding paragraph that sums up the main argument

MY EVALUATION:

7. This time you will prepare to write your own persuasive text. Watch an excerpt from the movie “Troy”, the battle between Paris and Menelaus. Convince audience how the characters in the video face their struggles in life and how they faced death. If you were in the same situation how are you going to handle the conflict you are facing? In what way do you think the material used will help motivate an individual to be strong in facing interpersonal conflicts? First you will fill up the map as you organize your ideas and opinion.

Troy- Battle between Paris and Menelaus
<https://www.youtube.com/watch?v=eS9kqg6PNnQ>

Organizing my ideas and opinion

My ideas/opinion:

REASON1:

REASON2:

REASON3:

REASON4:

My conclusion:

PROCESS QUESTIONS

- a. What are your basis in writing your ideas and reasoning?
 - b. What are the things you need to consider in writing persuasive text?
 - c. How can you make your own writing effective?
8. Right Here! Write Now! Using the concept map as your guide, you are now to compose your persuasive text. You are free to choose the type of persuasive text you want. But make sure to review its structures and features. And also put emphasis and assertion in your writing. You will go to www.edublogs.com to share your composition. You may also consider logging in an online proofreader website to check the spelling, grammar and punctuation. Just go to http://www.paperrater.com/free_paper_grader#
9. Now assess your own writing using the checklist below. You are to sight the exact text in your composition to show what is being asked in the checklist.

1. CHECKLIST: PERSUASIVE WRITING.

Features of persuasive writing	TEXT
What sort of persuasive writing is it? e.g. essay, letter, poster/flyer, travel brochure, advert, catalogue, book blurb etc.	
Is the point of view clearly explained in an introduction ?	
Is there a series of points with elaboration ? (Elaboration means adding more detail.	
Is the point of view clearly explained in an introduction ?	
Is it in the present tense ?	
Does it use logical connectives ? e.g. because, consequently, as a result, however, nevertheless etc.	
Does it use emotive language (e.g. strong adjectives)?	
Does it force the opinion by challenging the reader? e.g. using adverbs and phrases; Clearly, Surely, Obviously, Everyone knows that.. etc	
Is there a clear conclusion or final statement ?	

Created by A. Gill (Mosborough School) and J. O'Neill (Whiteways School) June 2005 Sheffield Learning Network



After composing your own persuasive text, do you think you can now do the final task? Let's have some grammar drills. Let us check if you can now use correct grammatical signals as you compose your own persuasive text.

ACTIVITY 6. In the MOODE!

DESCRIPTIONS:

1. Analyze the highlighted words in the given statements taken from the essay on World Peace. Observe the functions and the used of each modal.

Not a single man
could escape.

So, war **should**
always be
avoided for
world peace.

The wise men
counted that the
human civilization
would be ruined
to the bit, if a war
ever takes place.

PROCESS QUESTIONS:

- a. Based on the given samples, what are modals?
- b. What are the functions of modals in the given statements?
- c. How are modals used in each sentence?
- d. In what way modals help out in making a persuasive text?
- e. What make modals significant in understanding a given statement?

2. Challenge yourself by visiting the link to know more about modals. There are online exercises for you to answer.

Modal Verb Tutorial

<http://www.englishpage.com/modals/modalintro.html>

3. Your goal in this activity is to inspire your fellow youth by sharing how you face your personal struggles in life. Use modals as you write the dos and don'ts of facing the challenge. *“Odysseus came up with a Trojan horse to end the battle in Troy. He thought this will be the solution to the conflict in the society and to each character who are having battle not only to others but also to themselves. There were lots of challenges all protagonist and the villains faced.”* Just like Odysseus, you are to share an experience that you consider as the most challenging either in your family, friends or in your community where you were involved in coming up for the solution. You are to compose a blog in www.glogster.com. Write, enjoy and inspire others!

PROCESS QUESTIONS:

- a. What will you consider when you compose your blog?
- b. How did modals help your readers to fully understand the message of your blog?
- c. How could one make an effective persuasive text?

2.

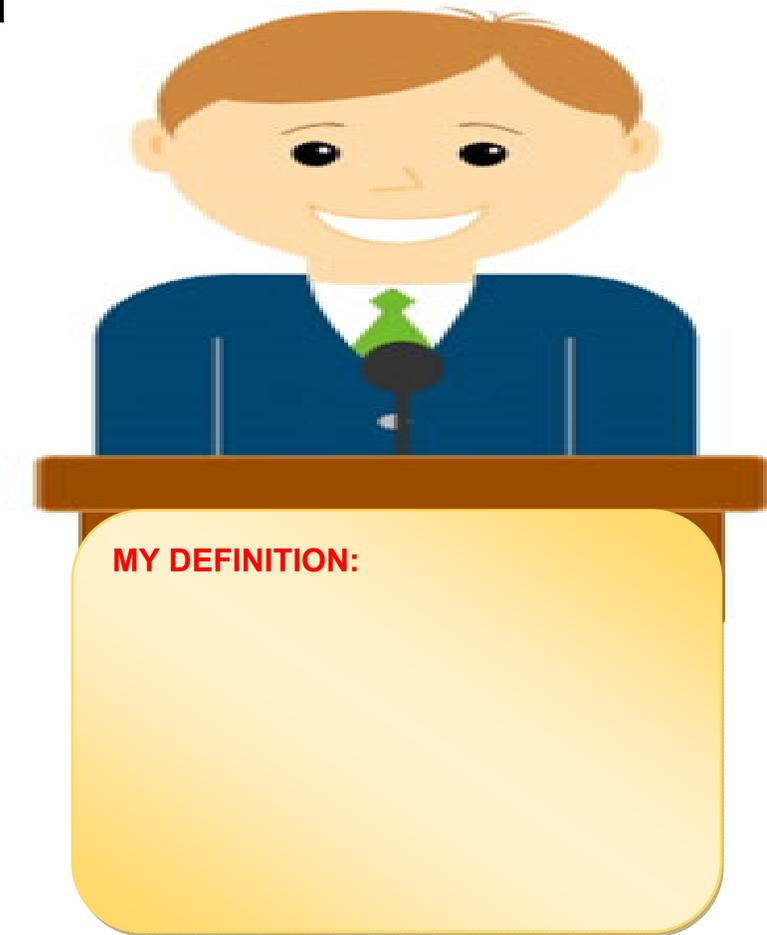
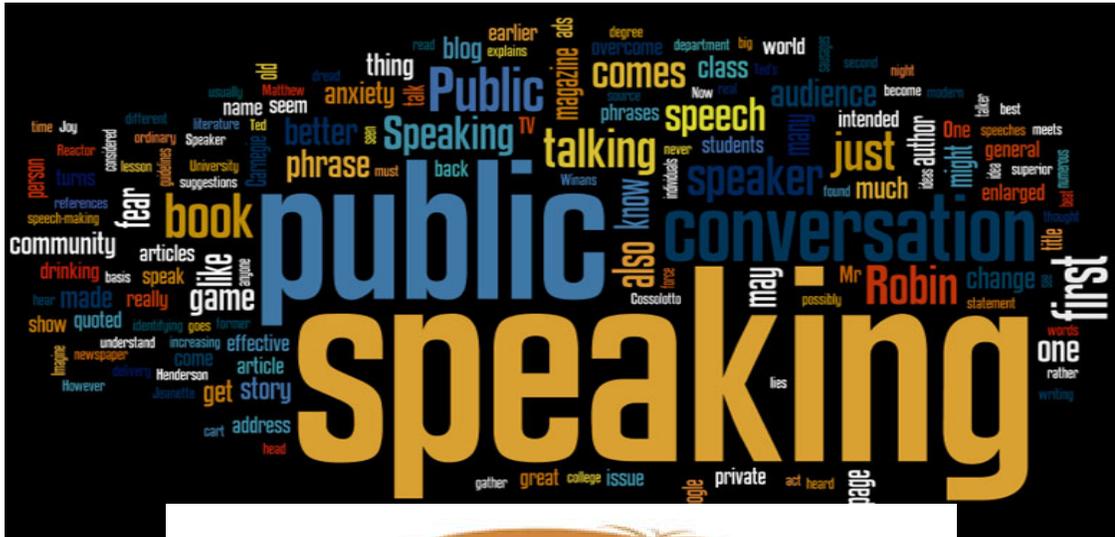


You already expressed yourself in writing persuasive text in the previous activities. This time let us try SPEAKING! You are to learn more about Public Speaking. Can you now gauge your confidence level to speak in front of a crowd delivering your own piece? Activate your mind...STAND and SPEAK UP!

ACTIVITY 7. Sneak SPEAK!

DESCRIPTIONS:

1. Just by looking at the word cloud you are to come up with your definition of public speaking.



Compare your answer to this:

- ❖ Public speaking is all about delivering speech in front of a large audience in a formal situation. Here, you, the speaker display your oratory as well as eloquence talents.
- ❖ Public speaking is communicating ideas with others through words as well as actions so that you can let others know what is going through your mind.
- ❖ Public speaking is communicating with the audience directly-creating ideas in the mind of others by the combination of facial expressions, stimuli of words and movements.

1. Click the links then watch and listen to the following speeches. Observe the manner and techniques as the speakers deliver their piece. Take note of the key ideas shared in the speech related to interpersonal conflict. Complete the diagram below as you listen to the speech.



Mark Anthony Speech "Julius Ceasar" (1970)
<https://www.youtube.com/watch?v=0bi1PvXCbr8>



Steve Jobs' 2005 Commencement Speech
<https://www.youtube.com/watch?v=UF8uR6Z6KLc>



The girl who silenced the world for 5 minutes
<https://www.youtube.com/watch?v=oJGuIZVfLM>

	What can I say?
Key Ideas	
Gestures	
Delivery	
Conviction	

PROCESS QUESTIONS:

- Were you convinced by the speakers with their pieces? Why? Why not?
- How are the three speeches similar and different in terms of delivery and gestures?
- How can you prove that they were effective speakers?
- Do you think their piece were persuasive? Prove your answer.
- What makes for an effective persuasive text?**

You. Public Speaker!



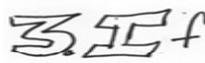
"I'm afraid of public speaking!"
No. You're not. You already ARE
a public speaker.



you TWEET you speak



you FACEBOOK you speak



you BLOG you speak



you're already a VERY Public Speaker!

ARTicles
by paul
paulbevans.com

2. Do you agree that YOU are already a good public speaker? Sometimes you do not notice that you do public speaking in social media, or when you talk in front of your friends and classmates sharing what you think, your ideas or opinions. But when can we say that one is an effective public speaker? Click the links to learn the ethics and get some tips on how to be an effective public speaker.

Ethics in Public Speaking

<http://www.speechmastery.com/public-speaking-ethics.html>

<http://www.speechmastery.com/ethics-in-public-speaking.html>

How to be an effective public speaker

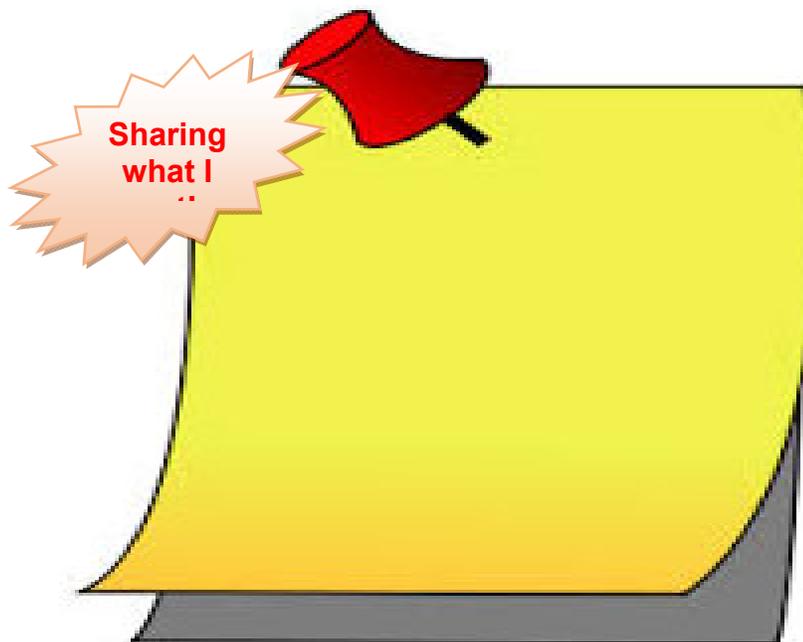
<http://www.wikihow.com/Be-an-Effective-Public-Speaker>

Be a more confident Public Speaker

<https://www.youtube.com/watch?v=tShavGuo0 E>

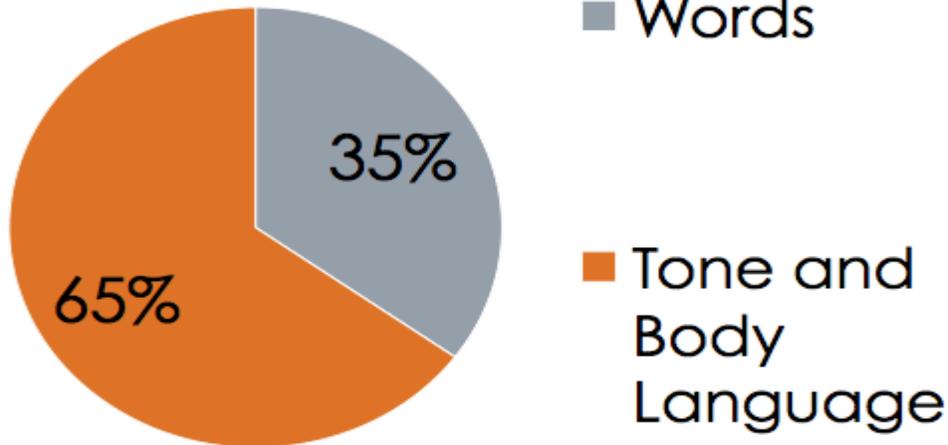
Share what you have learned from the links. Use the guide questions as you write the knowledge and new ideas you acquire.

- *What do you need to remember when you do public speaking?*
- *What are the factors that a public speaker must consider in delivering his/her piece?*
- *How can you be an effective speaker?*



ACTIVITY 8. Signal Strength!

DESCRIPTIONS:

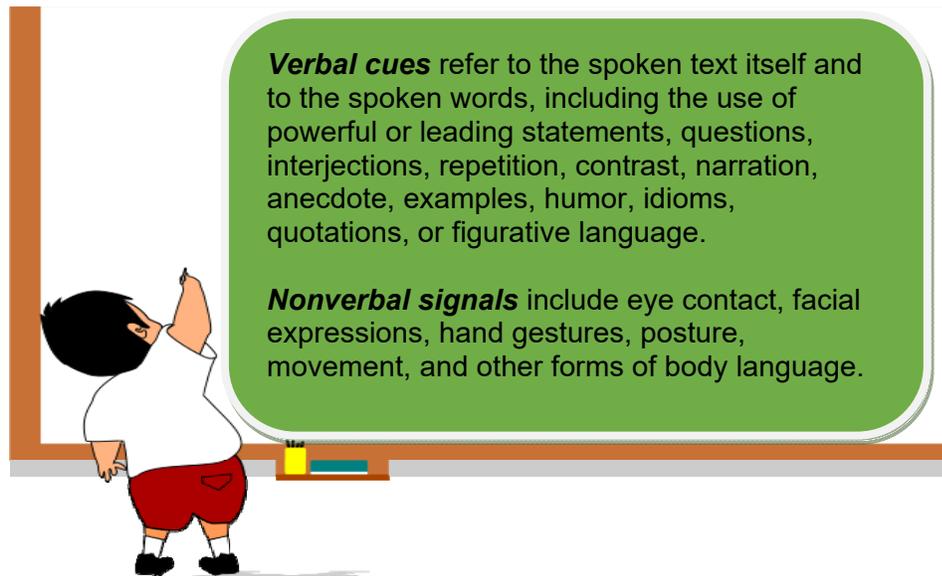


1. Interpret the graph by answering the given questions:

- *Why do you think only 35% is given to words?*

- *Why do you think tone and body language has a higher percentage than words?*

- *How do words, tone and body language make public speaking effective and engaging?*



2. Effective public speaking means being able to use both **verbal** and **nonverbal** cues in delivering your speech and engaging the attention and interest of your audience. You are to watch and listen again to the 3 speeches in activity 6. You are to observe and list down the verbal cues and nonverbal signals used by the 3 speakers.

<i>Public Speakers</i>	<i>Verbal</i>	<i>Nonverbal</i>
<i>Brutus</i>		
<i>Steve Jobs</i>		
<i>Severn Suzuki</i>		

PROCESS QUESTIONS:

- a. What does a speaker need to remember in using verbal and nonverbal signals?
 - b. Can these signals be misinterpreted by the audience? Give examples to prove your answer.
 - c. How do verbal cues and nonverbal signals make public speaking engaging?
 - d. In what way do these signals and cues make public speaking effective?
3. Listen to the following excerpts of the speech of the late Ninoy Aquino and point out the effectiveness of the speaker to attract and hold the attention listeners. Complete the diagram below.

Ninoy's Memorable Speech in Los Angeles, CA
<https://www.youtube.com/watch?v=jHyJYcUIUjg>
<https://www.youtube.com/watch?v=xaX9OcVfsmk>

Tone	
Verbal Cues	
Nonverbal Signals	
Audience Response	

PROCESS QUESTIONS:

- a. How did the piece of Ninoy Aquino reflect the conflict he had been through?
- b. If you were the in the audience during that time, would you sympathize with him? Why? Why not?
- c. What were the devices did the speaker use to get the attention of his audience in the beginning of his speech?
- d. How did the speaker hold the attention of the audience in his entire speech?
- e. Were the verbal cues and nonverbal signals used appropriate? Prove your answer.

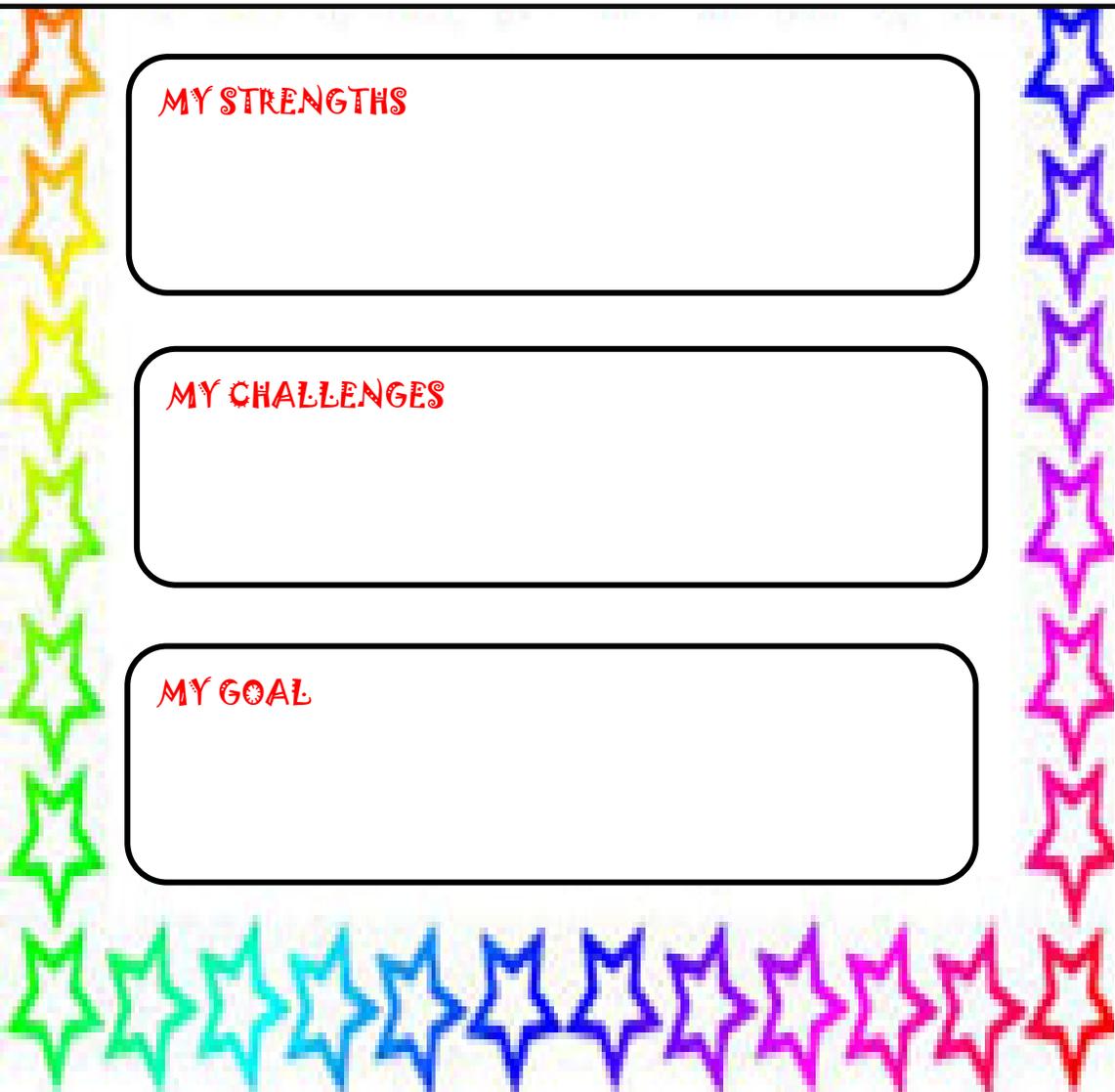


After learning all about public speaking, you are now to assess your Strengths and Challenges! Make a draft of your strength, and challenges then think of your goal to address your difficulties and enhance your strengths in public speaking!

MY STRENGTHS

MY CHALLENGES

MY GOAL



ACTIVITY 9. Discovering Connections!

DESCRIPTIONS:

1. Combine sentences **a** and **b** using the connectors in the parenthesis. Make the necessary changes.

- a. Eris was not invited to the marriage feast.
b. She threw a golden apple, in the middle of the banquet.
(*during*)

Answer: _____

- a. Achilles could not fight 300 men alone.
b. He was very strong. (*even though*)

Answer: _____

- a. Odysseus came with a wooden horse.
b. To end the battle in Troy. (*in order to*)

Answer: _____

- a. Hector called Andromache several times.
b. She did not listen. (*but*)

Answer: _____

PROCESS QUESTIONS:

- a. What words were used to connect the given statements?
- b. How did these words help out in understanding the statement?
- c. Can these also be used in writing persuasive text and in public speaking? Explain your answer
- d. How can discourse markers guide the speaker and audience in public speaking?

Functions of Discourse Markers

"Although somewhat dated, [this list of functions based on Laurel J. Brinton (1990:47f)] is still relevant to current studies of **discourse markers**. According to this list, **discourse markers** are used

- to initiate discourse,
- to mark a boundary in discourse (shift/partial shift in topic),
- to preface a response or a reaction,
- to serve as a filler or delaying tactic,
- to aid the speaker in holding the floor,
- to effect an interaction or sharing between speaker and hearer,
- to mark either foregrounded or backgrounded information."

Source: <http://grammar.about.com/od/d/g/discoursemarkerterm.htm>

Here are samples of discourse markers!

Show location:	Compare and contrast:	Show time:	Clarify:	Add information:
Above	Similarly	First	Before	Putting it simply
Beneath	Either/or	Later	During	Besides
In back of	However	Then	Afterward	Considering
Beyond	Otherwise	Second	Last	In addition
In front of	Even though	Next	In other words	For example
Next to	Neither/nor	Soon	As a result	Furthermore
Under	In the same way	Third	In short	Equally important
Over	On the other hand	Earlier	To put it another way	Another thought

To show continuation:	To give an example:	To conclude:	To emphasize:
next	to exemplify	hence	markedly
hence	for example	in conclusion	especially
also	to demonstrate	in summary	specifically
further	to clarify	to sum up	expressively
furthermore	in detail	on the whole	surprisingly
additionally	for instance	all in all	frequently
moreover	as evidence	overall	significantly
following this	to elucidate	in final analysis	with this in mind
to continue	to point out	as shown above	important to realize
in addition	to enumerate	by and large	another key point

2. You are to challenge yourself as you answer the exercises below. Can you finish the two exercises in 20 minutes! Visit <http://www.online-stopwatch.com/full-screen-stopwatch/> let's see timer starts now!

Discourse Markers Quiz 01
http://www.elbase.com/quiz/543_01.htm
Discourse Markers Exercises
<http://bond.edu.au/student-resources/student-support/student-learning-support/learn-online/writing/cohesion/discourse-markers/>

3. You are to take photos and videos in your community showing resolving interpersonal conflict. You are to create a slideshow of images or video, using discourse markers to describe the images/ videos. Compose a short persuasive text or use the voice recording of the given application. You are to encourage others to comment on each photo by text, audio or video. Embed into any webpage. You are to use the application in voice thread. Create your own account, enjoy the app!

Slideshow of images and videos
<http://voicethread.com/>

PROCESS QUESTIONS:

- a. After taking photos and videos, what did you realize about how people deal with their own struggles?

- b. In what way did the activity help you to understand yourself with the challenges life gave you?
- c. How did the use of discourse markers help readers and listeners to appreciate your description?
- d. Did it make your text and oral description more convincing? How?
- e. **What then makes for an effective persuasive text?**



Now, answer the IRF Worksheet again but this time you are to place your answer in the “revised answer” part. Let’s see if you stick to your initial answer to the Essential Question or something has changed. Let’s see if you are learning.

Initial Answer
Revised Answer
Final Answer



You are now ready to self-check to monitor your confidence level after doing all the activities in firm up stage. Check your honest response to each item. Then, send Teacher an email or post in the Discussion Board your questions or clarifications based on this self-monitoring guide.

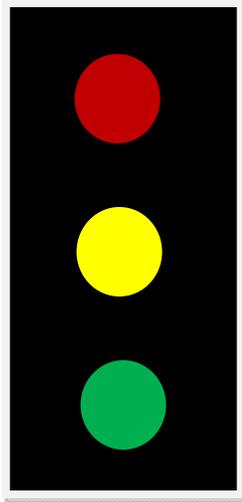
Self-Monitoring of Competency

I can....	very well	somewhat	hardly
1. Identify features of persuasive texts.			
2. Get information that can be used in everyday life from news reports, speeches, informative talks, panel discussions, etc.			
3. Formulate a statement of opinion or assertion.			
4. Using words and expressions that emphasize a point.			
5. Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points			
6. Use modals			
7. Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in signaling the functions of statements made			
8. Identify the factors of public speaking			
9. Describe and interpret the ethics of public speaking			
10. Single out direct and indirect signals used by a speaker			
11. Describe the techniques in effective public speaking			
12. Point out the effectiveness of the devices used by the speaker to attract and hold the attention of the listener			

End of FIRM UP

In this section, you learned the different concepts that you need to know in your way to accomplishing this lesson by doing varied activities.

Go back to the previous section and compare your initial ideas with the discussion. Which ideas are different and need revision? What new learning goal should you now try to achieve? Before you proceed to deepen part, gauge first how much you have learned by doing the activity below. Assess yourself using the TRAFFIC LIGHTS then Write a 1 minute essay summarizing all the thing you have learned in Firm Up. Click the link and set the online stopwatch to 1 minute.



RED- I still need more activities to understand all the concepts

YELLOW- More than 50% of the concepts I fully understand

GREEN- I understand all and will be able to apply those concepts in real life.

Online Stopwatch. <http://www.online-stopwatch.com/countdown-timer/>



DEEPEN

Now that you know the important ideas in this lesson, let's go deeper by moving on to the next section. Your goal in this section is to take a closer look and see the connections of the concepts acquired to real life situations!

ACTIVITY 10. Make not Break!

DESCRIPTIONS:

1. The links for you to visit deal with the issues of freedom, respect, racism, understanding and cooperation. In this activity you will do the following roles;

Code Breaker: list down new acquired ideas, unlock meaning of unfamiliar words, interpret symbolisms in the videos and texts

Meaning Maker: get main ideas of the videos and texts and make meaning to what is shared by the speakers and;

Text Analyst: Interpret the message and make realizations on the impact of the contents to oneself, to fellows and to society



In Tearful, Amazing Speech, Philippines Climate Delegate Announces Hunger Strike

In Tearful, Amazing Speech, Philippines Climate Delegate Announces Hunger Strike

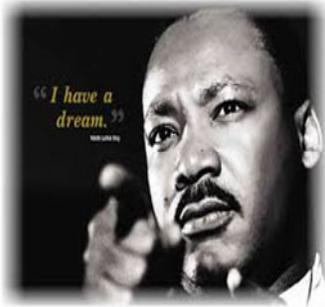
<https://www.youtube.com/watch?v=S6RXGGFBdlo>



Race: Panel Discussion

Race: Panel Discussion

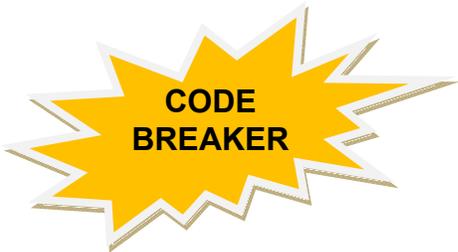
<https://www.youtube.com/watch?v=Vs8GwrHSOlw>



Martin Luther King Jr. I have a dream
<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>



Nelson Mandela`s Address to a rally in Cape Town on his release from prison
<http://www.anc.org.za/show.php?id=4520>



Complete the following chart independently after you have read the text.

Ideas and Word	Meaning
<p><i>List new, difficult or unfamiliar words, ideas or symbols</i></p>	

<p><i>List ideas, symbols or words that are important or interesting</i></p>	
--	--



Record the main ideas of the speakers/text and think of possible meanings in the boxes provided below.

VIDEO 1	⇒	
VIDEO 2	⇒	
TEXT 1	⇒	
TEXT 2	⇒	

Are the ideas in the given links persuasive? Explain your answer

What prior or further knowledge might help you make meaning of the videos and text? How do the links address interpersonal conflict?



- What kind of person and with what interests and values, were reflected in the video and the text?

- What made them persuasive?

- How did the people in the text and video address conflict?

- What beliefs and points of view were presented? What points of view were missing?

- Do I think ideas shared are useful as you I face my own struggle? How?

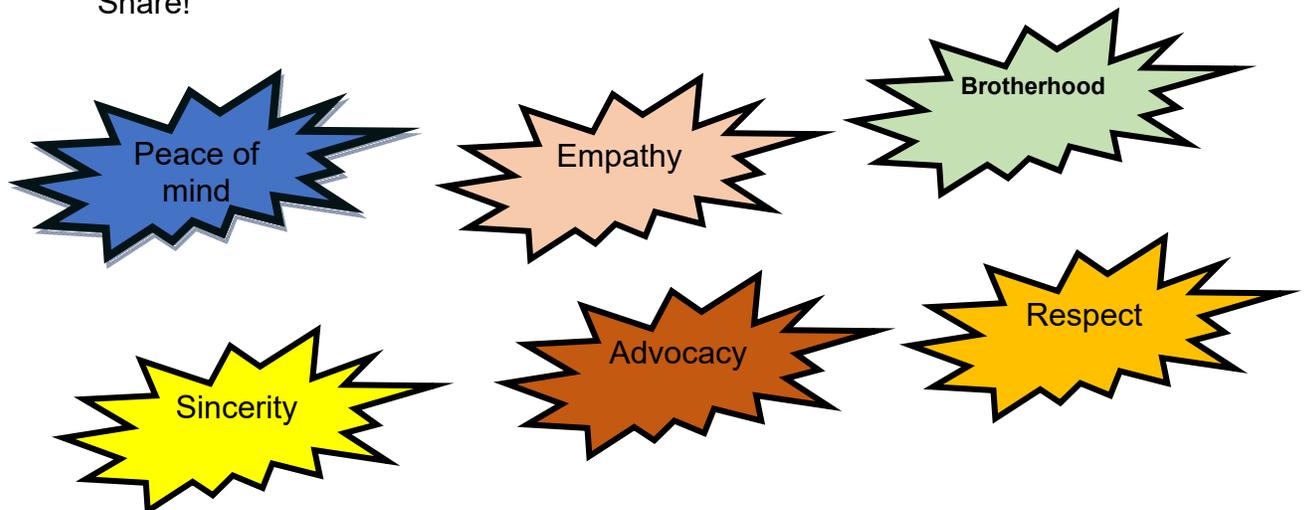
- How did the belief of the speakers influenced me? What might I do with this?


You just finished analyzing the content of the videos and text, as a part of our society, you are to inspire your fellows by showing the impact of these to you as a person. You are to express your stand in the different issues we are facing.

ACTIVITY 11. Expressing my stand!

DESCRIPTIONS:

1. Below are words taken from the videos and text in activity 9. You are to show the connections of the words as you compose a persuasive text of three paragraphs expressing one’s stand with the issues in resolving interpersonal conflict. You are to compose your persuasive text in www.glogster.com. Let other learners read your output! Think, Reflect, Share!



After writing, what are your realizations? Share a 1 minute reflection with 20-30 words.



PROCESS QUESTIONS:

- a. How did the videos and articles motivate you to inspire others despite the challenges you are facing?
 - b. How are words related to one another?
 - c. What makes for an effective persuasive text?
2. Assess your work! The checklist below is same in what you used in the previous activity. Compare your persuasive text in this activity with the first composition you have in activity 4.

Checklist for Persuasive Writing



- ✓ An introductory paragraph that states the argument
- ✓ Words like
 - Some believe that...*
 - In my opinion...*
 - Therefore...*
 - Moreover...*
 - For this reason...*
 - I feel that..*
 - Surely...*
 - I am sure that...*
 - Firstly...*
 - Secondly...*
 - It is certain...*
- ✓ Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it.
- ✓ Points out the arguments **for** and **against**
- ✓ Has facts that support the evidence given
- ✓ Ask the reader questions that encourages them to think
- ✓ A strong concluding paragraph that sums up the main argument

MY ASSESSMENT:

Empty space for student assessment.

 *After writing your stand, share what you believe in a convincing manner and employ the techniques in public speaking you learned in the previous activity.*

ACTIVITY 12. iSPEAK!

DESCRIPTIONS:

1. Speak your mind! In every problem we are facing, there are lessons to be learned and things to be changed. Based on the first video in activity 9, the Philippines has undergone a lot of struggles whether in terms of economy, education, employment, migration and even politics. Filipinos have their own ways to surpass all challenges life has brought. What do you think is the most important values they acquire after facing those problems? Write your answer in the box below.

The most important values they acquire are

2. Based on the values acquired, complete the diagram below choose a specific value that you think people in the community should learn, state the reasons then gives examples or evidences.

Public Service Announcement on Values



Which value do you want to encourage your community to incorporate into their lives?

Reason #1 on why this value is important

Reason #2 on why this value is important

Reason #3 on why this value is important

Examples or Evidence

Examples or Evidence

Examples or Evidence

3. Sum up what you have written in the diagram. Come up with a 3 minute speech. Your focus is to convince people to enrich what you think is the most important value each one must possess. Employ public speaking techniques you learned in firm up. Take a video of yourself and upload you work here. Lights, camera, action!

PROCESS QUESTIONS:

- a. Do you think you will convince others if they watched and listen to your speech? Why? Why not?
 - b. What are the factors you consider in your speech?
 - c. How did the verbal and non-verbal cues help you to better express yourself?
 - d. What should be the expected realization of your audience after listening to your speech?
 - e. How did your speech address the issue in resolving interpersonal conflict?
4. Summarize the ideas on how we can influence people on how they deal with their struggles. Use the 3:2:1 chart below to assess the concepts you learned in this stage.

3 ways on how people resolve issues and interpersonal conflict

1

2

3

2 examples on how persuasive text and public speaking influence what people believe in

1

2

1 way on how concepts learned in this lesson can be applied to real life situations

1

 Before you go to the last stage of this lesson, Assess yourself by placing a check mark in the statement best describes you!

**ASSESS
YOURSELF**

I am a **NOVICE** still
I need to learn because
I don't understand most
of the concepts yet.

I am an
APPRENTICE I
can fully understand the
all the concepts if I get
help or look for more
examples.

I am a
PRACITIONER
I can do the activities on
my own without asking
any help.

I am an **EXPERT** I
can do everything on my
own and be able to
apply all the concepts in
real life setting.

End of DEEPEN

In this section, the discussion was focused on how to apply concepts learned to in real life situations. Seeing the connections of academics and society.

What new realizations do you have about the topic? What new connections have you made for yourself? Now that you have a deeper understanding of the topic, you are ready to do the tasks in the next section.



TRANSFER

Your goal in this section is apply your learned concepts to real- life situations. You will be given a practical task which will demonstrate your understanding.

The next activity will help you to further understand what makes for an effective persuasive text and ways how to influence others through writing and speaking. Go to the Graphic Organizer Online Maker by clicking the given link.

ACTIVITY 13. Seeing Connections!

DESCRIPTIONS:

1. You are to connect all the ideas learned in this lesson using words or illustrations. Make a mind map showing relationship of all the concepts. Email the link to your teacher or upload your work here. In the box below write your interpretation and determine how all the things learned are associated to what is happening our society.

Graphic Organizer Online Maker.
www.gliffy.com

PROCESS QUESTIONS:

- a. What do you think is the most important learning you acquired after making the mind map?
- b. In what way did the concepts in your mind map help you to realize how literary texts help one understand how internal conflicts can be expressed and resolved?
- c. Did the different stages help you to understand how an effective persuasive text is written? Prove your answer



ACTIVITY 14. ConnecTHINGS

TASK

Peace, Not War, Inc. (PeNoWI), a non-government organization, has launched its annual Peace Advocacy Campaign inviting all bona fide Filipinos aged 15 – 55 years old to support this year’s theme: **“Resolving Conflicts Within”** through your effective self-made promotional materials.

Choose from the list below a role you want to take to show your learning on how to persuade others to use effective strategies in dealing with intrapersonal conflicts so as to improve oneself and enhance relationships with others.

See the table below for the list of **Differentiated Roles/Products.**

DIFFERENTIATED ROLE	SITUATION	AUDIENCE	DIFFERENTIATED TASK	DIFFERENTIATED PRODUCT/PERFORMANCE
<i>TV segment producer</i>	Peace, Not War, Inc. (PeNoWI), a non-government organization, has launched its annual Peace Advocacy Campaign inviting all bona fide Filipinos aged	<i>Organizing Committee</i>	<i>Produce a short film on resolving personal conflicts effectively.</i>	Short Film

	15 – 55 years old to support this year’s theme: “Resolving Conflicts Within” through your effective self-made promotional materials.			
editorial cartoonist			Create an <i>editorial cartoon with texts depicting effective strategies in resolving personal conflicts.</i>	Editorial Cartoon with texts
blogger			<i>Write a blog on effective strategies in resolving personal conflicts</i>	Blog
guidance counselor			<i>Prepare an Effective Intrapersonal Conflict Management Intervention Program for Students</i>	Intervention Program for students

For your self-made promotional material to gain merits for posting/uploading through the PeNoWI official website: www.PNWi.org.ph /www.glogster.com your output will be evaluated/screened (by the Organizing Committee) using the following criteria: Content, Relevance, Appeal to audience, Organization, and Effectiveness.

**RUBRIC FOR DIFFERENTIATED PERFORMANCE TASKS
(Writing Persuasive Texts)**

	Excellent (4)	Satisfactory (3)	Developing (2)	Beginning (1)
Content	Contents are extensively presented. Connection between ideas is well-established in a clear and detailed way.	Contents are adequately presented. Connection between ideas is established in a clear way.	Contents are presented in a limited manner. Connection between ideas is partially established.	Few or no elements are presented, thereby; little or no connection between ideas is established.
Relevance	The output is significantly related to the theme. It is aligned with the theme and developed in a compelling way.	The output is adequately related to the theme. It is aligned with the theme and developed in a clear way.	The output is partially related to the theme. It is less focused on the topic at hand and inconsistent in some parts	The output is not related to the theme. It is not focused on the topic at hand.
Organization	The output communicates the main idea in a logical and interesting order.	The output communicates the main idea in a logical order.	The output shows inconsistencies in the way the main idea is communicated. The flow of ideas at times veers away from the main idea.	There is no clear order in the presentation of the main ideas.
Effectiveness	The output provides persuasive and logical reasons for its point of view. Arguments are strong	The output provides logical reasons for its point of view. Arguments are consistent.	The output in several parts shows conflicting ideas thereby creating confusion in the minds of the reader or	The output is faulty in its manner of providing support for its point of view. Arguments are

	and convincing.		audience. Arguments are shaky.	seriously flawed. .
Appeal to Audience	The output captures and engages the interest of the audience.	The output captures the interest of the audience.	The output in some parts is unable to hold audience's interest.	The output is unable to have the audience pay attention

 *After doing the performance task, you are now ready to give your FINAL answer to the essential questions? You need to give your final answer to the IRF Worksheet. This time write your answer in the "Final Answer" part. You will for yourself show if your initial thoughts about the Essential Question are true, modified or completely different.*

Initial Answer
Revised Answer
Final Answer

ACTIVITY 15. Myself and My learning!

1. In three sentences, how will you describe your learning experiences in this lesson? Can you now list down the goals you achieve in this lesson? What do you need to do so these goals will not be disregarded?



Things I did well to achieve my goals are:



Things I need to keep working on to reach my goals are:

2. After doing all the activities designed for you, it is now time to evaluate yourself using the reflection organizer below.

What I did to make all my tasks meaningful?	What I learned in doing all the tasks given to me?	How will my output influence others as they face and resolve internal conflict?

End of TRANSFER

In this section, your task was to apply what you learned from previous sections to real-life situations.

How did you find the performance task? How did the task help you see the real world use of the topic?

POST ASSESSMENT



You have completed this lesson. Before you go to the next lesson, you have to answer the following post-assessment. It's now time to evaluate your learning. Click on the letter of the answer that you think best answers the question. Your score will only appear after you answer all items. If you do well, you may move on to the next module. If your score is not at the expected level, you have to go back and take the module again.

1. In each set of sentences, which one uses intensive pronouns correctly?
 - A. Myself prefer to work with others in an office.
 - B. Help yourself to a snack.
 - C. Mom, prepare yourself for some exciting news.
 - D. The neighbors cleaned up the blocks themselves.

We often face conflicts in our personal as well as professional lives. But many times we think, why address a conflict and create one more or make matters more complicated? It is better to keep quiet and just see whatever is going on and go along with the flow of things! However, this strategy may not work for a long period. A time will come in life where we will find it difficult to bear the conflicts, and this would result in frustration and stress.

Source: <http://www.buzzle.com/articles/conflict-resolution-strategies.html>

2. What is the main idea expressed in the above passage?
 - A. The kinds of conflict we face in life
 - B. The reasons why conflicts in life happen
 - C. The reason why conflict must be resolved
 - D. The right time to end a conflict
3. The following is an example of persuasive statement EXCEPT:
 - A. We are living in a world where some people think that violence is the only reason to solve every problem.
 - B. Like I said before, most of the teenagers have a very low self-esteem and by telling them mean things, they will only become worst.
 - C. The victims of this violence are mostly kids and teenagers around the ages of 10-18. Bullying is when someone says mean things to someone in person or in a social network.
 - D. If we all stand up together against bullying, the world will be a better place. You might think that the one that you are making fun of is a monster because of the stuff he or she has done, but in reality, you are the monster for making them feel worst.

4. Choose the appropriate modal to complete the passage below:
"I worried that they _____ realize I was just a student in a dorm and hang up on me. Instead they said: "We're not quite ready, come see us in a month," which was a good thing, because we hadn't written the software yet." - Bill Gates
- A. may
 - B. shall
 - C. would
 - D. should
5. Connect given sentences using discourse marker.
I learned a lot here at Harvard about new ideas in economics and politics. I got great exposure to the advances being made in the sciences.
- A. I learned a lot here at Harvard about new ideas in economics and politics and **also** I got great exposure to the advances being made in the sciences.
 - B. I learned a lot here at Harvard about new ideas in economics and politics **overall** I got great exposure to the advances being made in the sciences.
 - C. I learned a lot here at Harvard about new ideas in economics and politics **in detail** I got great exposure to the advances being made in the sciences.
 - D. I learned a lot here at Harvard about new ideas in economics and politics **surprisingly** I got great exposure to the advances being made in the sciences.

Throw out the bottles and boxes of drugs in your house. A new theory suggests that medicine could be bad for your health, which should at least come as good news to people who cannot afford to buy expensive medicine. However, it is a blow to the medicine industry, and an even bigger blow to our confidence in the progress of science. This new theory argues that healing is at our fingertips: we can be healthy by doing Reiki on a regular basis.

Source: <http://www.studymode.com/essays/Health-And-Healing-At-Your-Fingertips-405800.html>

6. What is the purpose of the author in writing this persuasive text?
- A. Present the pros and cons of using medicines
 - B. Offer a solution to reduce the prices of drugs
 - C. Argue that medicines are indispensable in healing
 - D. Assert that healing can be possible without drugs

Prince Hamlet devotes himself to avenging his father's death, but, because he is contemplative and thoughtful by nature, he delays, entering into a deep melancholy and even apparent madness. Claudius and Gertrude worry about the prince's erratic behavior and attempt to discover its cause. They employ a pair of Hamlet's friends, Rosencrantz and Guildenstern, to watch him. When Polonius, the pompous Lord Chamberlain, suggests that Hamlet may be mad with love for his daughter, Ophelia, Claudius agrees to spy on Hamlet in conversation with the girl. But though Hamlet certainly seems mad, he does not seem to love Ophelia: he orders her to enter a nunnery and declares that he wishes to ban marriages. – *from Shakespeare's Hamlet*

Source: <http://www.sparknotes.com/shakespeare/hamlet/summary.html>

7. In this excerpt of the play synopsis, how does the character manifest attempt to resolve internal conflict?
- A. by confronting the culprit Claudius
 - B. by ignoring the culprit Claudius and his own mother Queen Gertrude
 - C. by pretending to be insane while planning on the best thing to do
 - D. by out rightly investigating the case through hired men

Amanda, originally from a genteel Southern family, regales her children frequently with tales of her idyllic youth and the scores of suitors who once pursued her. She is disappointed that Laura, who wears a brace on her leg and is painfully shy, does not attract any gentlemen callers. She enrolls Laura in a business college, hoping that she will make her own and the family's fortune through a business career. Weeks later, however, Amanda discovers that Laura's crippling shyness has led her to drop out of the class secretly and spend her days wandering the city alone. Amanda then decides that Laura's last hope must lie in marriage and begins selling magazine subscriptions to earn the extra money she believes will help to attract suitors for Laura. Meanwhile, Tom, who loathes his warehouse job, finds escape in liquor, movies, and literature, much to his mother's chagrin. During one of the frequent arguments between mother and son, Tom accidentally breaks several of the glass animal figurines that are Laura's most prized possessions.-*from Tennessee William's The Glass Menagerie*

Source: <http://www.sparknotes.com/lit/menagerie/summary.html>

8. How does Amanda in this excerpt of the plot synopsis of *The Glass Menagerie* manifest her experience of internal conflict?
- A. She is constantly bickering with her son Tom for his irresponsibility.
 - B. She insists that Laura must look, act, speak and carry herself like her when she was younger.
 - C. She scolds Laura too often for going against her (Amanda's) orders.
 - D. She remains quiet all throughout the scene to signal to her children her disappointment.
9. Which of the following is a myth about conflict resolution?
- A. Conflict hurts relationships.
 - B. Conflict is inevitable.
 - C. Disagreement and conflict have nothing to do with a person's worth or character.
 - D. Dealing with conflict before it gets out of hand is the only way to keep it from becoming a disaster.
10. Which of the following signifies a positive idea about the nature of conflict?
- A. All conflict is bad. There is nothing good about it, anyway.
 - B. Facts and emotions often cannot be separated in a conflict.
 - C. Conflict means people don't care.
 - D. It is abnormal to be in conflict.

The passages for items 4-6 are taken from the speech of Bill Gates in Harvard Commencement in 2007.

“Harvard was just a phenomenal experience for me. Academic life was fascinating. I used to sit in on lots of classes I hadn’t even signed up for. And dorm life was terrific. I lived up at Radcliffe, in Currier House. There were always lots of people in my dorm room late at night discussing things, because everyone knew I didn’t worry about getting up in the morning. That’s how I came to be the leader of the anti-social group. We clung to each other as a way of validating our rejection of all those social people. Radcliffe was a great place to live. There were more women up there, and most of the guys were science-math types. That combination offered me the best odds, if you know what I mean. This is where I learned the sad lesson that improving your odds doesn’t guarantee success.”

11. In the passage above the speaker revealed:
- A. The activities he had when he was still a student.
 - B. The morals he learned after all the things he had done.
 - C. The mistakes he committed when he was still studying in Harvard.
 - D. The remarkable experiences when he was still part of the institution.

“If we can really see a problem, which is the first step, we come to the second step: cutting through the complexity to find a solution.

Finding solutions is essential if we want to make the most of our caring. If we have clear and proven answers anytime an organization or individual asks “How can I help?,” then we can get action – and we can make sure that none of the caring in the world is wasted. But complexity makes it hard to mark a path of action for everyone who cares — and that makes it hard for their caring to matter.

Cutting through complexity to find a solution runs through four predictable stages: determine a goal, find the highest-leverage approach, discover the ideal technology for that approach, and in the meantime, make the smartest application of the technology that you already have — whether it’s something sophisticated, like a drug, or something simpler, like a bednet.”

12. In the above passage, how did the speaker influence readers in resolving conflict?
- A. Be optimistic, keep oneself motivated despite challenges.
 - B. Positively thought of possible solutions to the problems faced.
 - C. Continue doing what you think could help you to be a better person.
 - D. Look at the different angles of the problem before coming up with a solution.

“You graduates are coming of age in an amazing time. As you leave Harvard, you have technology that members of my class never had. You have awareness of global inequity, which we did not have. And with that awareness, you likely also have an informed conscience that will torment you if you abandon these people whose lives you could change with very little effort. You have more than we had; you must start sooner, and carry on longer. Knowing what you know, how could you not?

And I hope you will come back here to Harvard 30 years from now and reflect on what you have done with your talent and your energy. I hope you will judge yourselves not on your professional accomplishments alone, but also on how well you have addressed the world’s deepest inequities ... on how well you treated people a world away who have nothing in common with you but their humanity.”

13. In the conclusion part of the speech, how did Bill Gates encourage and motivate his audience to keep their drive to succeed?

- A. Treat others with respect and a humble heart.
 - B. Continue improving one's self by helping others.
 - C. Keep the determination to reach ones goal no matter hard it is.
 - D. Enhance and continue develop not only skills but one's character.
14. In writing a persuasive text about conflict resolution, what is the least likely to be highlighted in the text?
- A. what is the problem and how can it be resolved
 - B. how did people in the past who experienced the same problem resolved it
 - C. who are adversely affected by the problem and how can they be helped
 - D. where is the problem taking place and what activities do people do in this place
15. In literature, one can learn effective strategies in expressing and resolving conflicts encountered by an individual. How can this best be done?
- A. gauging the literary text by examining how the characters attempt to resolve the issues
 - B. identifying the theme and the author's purpose in writing the literature
 - C. preparing graphic organizers to identify the elements of literature
 - D. focusing on the characters' behaviors, moods, attitudes, and values
16. In developing a persuasive composition, which of the following can be most helpful to the writer who aims to produce a well-written composition?
- A. the references to guide in the discussion of the topic
 - B. the purpose of the composition
 - C. the writing process
 - D. the target audience
17. If you were to deliver a speech to foreign diplomats, as you compose your speech what should be your first consideration?
- A. Audience
 - B. Appearance
 - C. Body Language
 - D. Words and Ideas
18. The Philippines aims to produce globally competitive graduates. That is one of the reasons why there is already a mandate from the Department of Education regarding the K-12 curriculum. If you were part of the academe, what could be the possible way to promote K-12?
- A. Let people watch the video on what will happen on ASEAN 2015.
 - B. Post on billboards posters showing students who are exposed in collaborative work.

- C. Create a committee that will orient and monitor students' activities and tracks to be offered.
 - D. Conduct a symposium for the parents and students give them a background on the possible opportunities for their children in the new curriculum.
19. Coca-Cola Company is planning to have the first launching of the new "Cola Iced Drop" in Visayas region, as the marketing officer you were tasked to make an advertisement to convince people to patronize the new product. You will be working with Cebuanos and Waray in making the advertisement for you to understand them, what should be the first thing you need to learn?
- A. Beliefs
 - B. Cuisines
 - C. Language
 - D. Working Habit
20. You are tasked to give a message in a youth summit with the theme: "Resolving conflicts within". Persuade audience the importance of confidence and courage in facing personal struggles. What do you need to remember as you give the conclusion of your speech?
- A. Be professional. Avoid language abuse or derogatory speech.
 - B. Be sincere. Give a message that will leave a mark in the heart of your audience.
 - C. Be specific. Tell them what you really want to happen after they listen to your speech.
 - D. Be more confident in delivering your conclusion. Make sure that your audience will be convinced and satisfied.

GLOSSARY OF TERMS USED IN THIS LESSON:

Challenges is to confront or struggle with as a test of one's abilities.

Communication is the exchange of thoughts, messages, or information as by speech, signals, writing or behavior.

Conflict contributes the overall appreciation of the story and it serves as a means to achieve a desired theme or value.

Conversation is not entirely made up of content or informative words: various language devices or expressions serve as the material that allows the conversation to flow.

Discourse markers words, phrases and expressions that connect the different parts of the text.

Nonverbal are gestures and facial expressions, that do not involve verbal communication but which may include nonverbal aspects of speech itself.

Modals is pertaining to, or expressing the mood of a verb.

Opinion is a belief or conclusion held with confidence but not substantiated by positive knowledge or proof.

Persuasive text is a type of non-fiction writing used to convince the reader to agree with the author about an issue.

Public speaking is the act, art or process of making effective speeches before an audience.

Point of view is the manner of view things, an attitude or belief.

Speech is the faculty or act of expressing or describing thoughts, feelings, or perceptions by the articulation or words.

Struggle is the difficulty to do or achieve something.

Verbal is spoken rather than written.

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