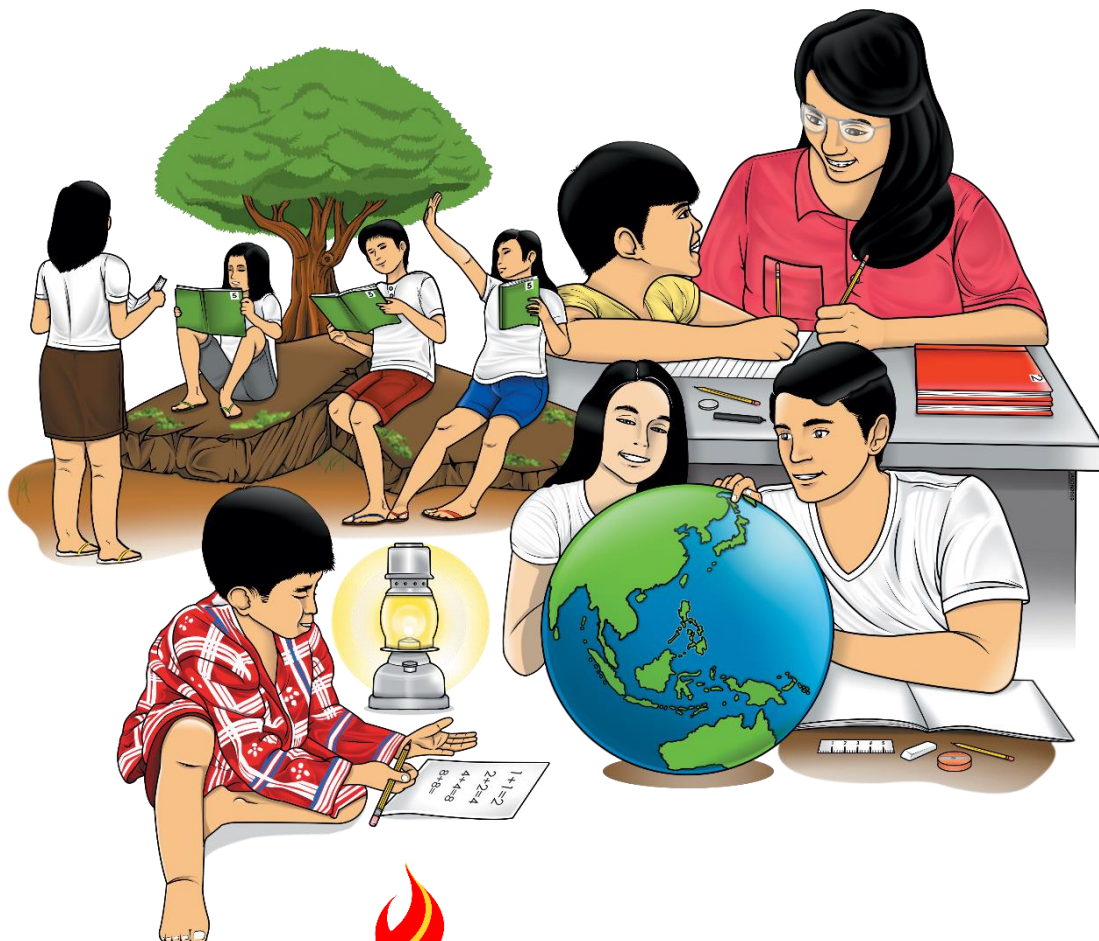


English

Quarter 1 – Module 7: Making Judgements about a Range of Texts



English – Grade 10
Alternative Delivery Mode
Quarter 1 – Module 7: Making Judgements about a Range of Texts
First Edition, 2021

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writer: Vanessa L. Abubo

Editor: Patricio Dawaton – Regional EPS-English

Reviewer: Lillian S. Pagulongan – Division EPS-English

Management Team: Estela L. Cariño, EdD, CESO III - Regional Director

Carmel F. Meris – Chief Education Supervisor - CLMD

Rosita C. Agnasi, Ed.D. – Regional EPS-LRMDS

Benjamin Dio-al – Regional ADM Focal Person

Juliet H. Sannad, Ed.D. – Chief Education Supervisor, CID, SDO-Baguio

Armi Victoria A. Fiangaan – Division EPS-LRMDS

Printed in the Philippines by _____

Department of Education – Cordillera Administrative Region

Office Address: Wangal, La Trinidad, Benguet

Telefax: (074)-422-4074

E-mail Address: car@deped.gov.ph

10

English

Quarter 1 – Module 7: Making Judgements about a Range of Texts

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

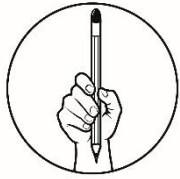


What I Need to Know

This module was designed and written with you in mind. Primarily, its scope is to teach you how to be critical readers and evaluate or make judgments about various types of texts that you come across. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course.

While going through this module, you are expected to:

1. determine the elements that add value to a text;
2. compare arguments in persuasive essays; and
3. evaluate and make judgments about a range of texts using a set of criteria.



What I Know

Choose the letter of the best answer. Read the following excerpts and answer the questions that follow. Write the letter of the correct answer on your answer sheet.

God Sees the Truth but Waits

Leo Tolstoy

That night, when Aksionov was lying on his bed and just beginning to doze, someone came quietly and sat down on his bed. He peered through the darkness and recognized Makar, the man he vowed to take revenge on.

“What more do you want of me?” asked Aksionov. “Why have you come here?” Makar Semyonich was silent. So Aksionov sat up and said, “What do you want? Go away, or I will call the guard!”

Makar Semyonich bent close over Aksionov and whispered, “Ivan Dmitrich, forgive me!” “What for?” asked Aksionov.

“It was I who killed the merchant and hid the knife among your things. I meant to kill you too, but I heard a noise outside, so I hid the knife in your bag and escaped out of the window.”

Aksionov was silent, and did not know what to say. Makar Semyonich slid off the bed and knelt upon the ground. “Ivan Dmitrich,” he said, “forgive me! For the love of God, forgive me! I will confess that it was I who killed the merchant, and you will be released and can go to your home.”

“It is easy for you to talk,” said Aksionov, “but I have suffered for you for twenty-six years. Where could I go now? ...My wife is dead, and my children have forgotten me. I have nowhere to go...”

Makar Semyonich did not rise, but beat his head on the floor. “Ivan Dmitrich, forgive me!” he cried. “When they flogged me with the knot, it was not so hard to bear as it is to see you now...yet you had pity on me, and did not tell. For Christ’s sake forgive me, wretch that I am!” And he began to sob.

When Aksionov heard him sobbing he, too, began to weep. “God will forgive you!” said he. “Maybe I am a hundred times worse than you.” And at these words his heart grew light, and the longing for home left him. He no longer had any desire to leave the prison, but only hoped for his last hour to come.

In spite of what Aksionov had said, Makar Semyonich confessed his guilt. But when the order for his release came, Aksionov was already dead.

1. What makes Makar and Aksionov well-rounded characters?
 - a. Makar and Aksionov developed faith in a supreme being as a result of their suffering.
 - b. Makar spared Aksionov’s life, and Aksionov did not sell-off Makar during the interrogation.
 - c. Makar and Aksionov are the exact opposite of each other, but both of them are at the mercy of the law.
 - d. Makar chose to rectify his evil deeds, and Aksionov found enlightenment despite having lost everything he had.
2. What important element symbolized the problems on absence of true justice, as well as lack of freedom from clinging too much on material values?
 - a. The prison setting
 - b. The act of flogging
 - c. The character Makar
 - d. The final dialogue between Makar and Aksionov

3. What is the appropriate theme of the story?
 - a. Forgiveness is given only to those who ask for it.
 - b. Forgiveness sets free both the victim and the offender.
 - c. Repeatedly asking forgiveness is a sign of the offender's sincerity.
 - d. Forgiveness does not change the past, but it lets people move on to a better future.
4. What makes the plot different from other stories?
 - a. Divine intervention helped the characters resolve the conflict.
 - b. The protagonist never succeeded in anything he did or attempted to do.
 - c. The denouement seems open-ended, but the conflict was clearly resolved.
 - d. The plot was developed with various literary techniques such as foreshadowing, flashback and plot twists.
5. What is the relevance of the title to the entire story?
 - a. It means that justice will be served, but it may come too late sometimes.
 - b. It means that trials in life are God's way of making us acknowledge his existence.
 - c. It implies that supreme beings do not intervene with the affairs and problems of humans.
 - d. It suggests that, even if the whole world is against us, God knows the truth and acts at the right time.

Women: The Bigger Victims

(1)There is now solid evidence that the adverse impacts of the COVID-19 pandemic have fallen more heavily on women. (2)There are at least four ways that the adverse impacts of the pandemic and the resulting recession are lopsided against women worldwide.

(3)First, the medical and economic frontliners, who have been most exposed to the virus, are predominantly women. (4)Data from the European Institute for Gender Equality indicate that of the 49 million health care workers in the EU, around 76 percent are women, thereby outnumbering men three to one.

(5)Second, women also dominate the jobs in the economy that are hardest hit by the pandemic recession. (6)These jobs are in restaurants, hotels, and tourism establishments; retail establishments, personal services like hair and beauty salons, and in schools.

(7)Third, the brunt of housework and child care responsibilities—including mentoring children on their online classes — has fallen on women, especially where women work from home while their husbands don't. (8)A study by McKinsey found mothers to be more than three times as likely to meet the majority of the demands for housework and caregiving during the pandemic, compared with fathers.

(9)Fourth, women have suffered from increased domestic violence that the pandemic has brought about in many places. (10)As early as April 2020, United Nations Secretary-General António Guterres noted a “horrifying global surge in domestic violence” since the start of the COVID-19 lockdowns. (11)Researchers have attributed it to stress due to increased social isolation. (12)As we plan our way out of the pandemic crisis, we clearly need to pay due attention to the welfare of women, who, through no fault of their own, have been its bigger victims.

Philippine Daily Inquirer/ July 30, 2021

6. Based on the given text, what is the structure of persuasive writing?
 - I. Make a stand or state you position.
 - II. State an issue.
 - III. End with a strong argument or an urgent call for action.
 - IV. Support your argument with reasons and evidence.
 - a. I, II, III, IV
 - b. II, I, IV, III
 - c. III, II, I, IV
 - d. IV, III, II, I
7. Which part of the essay states the writer's stand about the issue?
 - a. Sentence 1
 - b. Sentence 2
 - c. Sentence 4
 - d. Sentence 6
8. What did the writer use to support his argument?
 - a. opinions of experts or authorities
 - b. testimony of reliable witnesses
 - c. a verifiable evidence or fact
 - d. a valid appeal to logic
9. What part of a persuasive essay is not included in the excerpt?
 - a. The writer's stand about the issue
 - b. Reasons and evidence to support the argument
 - c. A call to action
 - d. None of the above
10. Who is the target audience of this article?
 - a. The general public and the political sector
 - b. Women's organizations
 - c. Education department
 - d. Religious sector

For items 11-15, determine if these elements are characteristics of a great fictional story or an effective persuasive text. Write **A** for fictional stories and **B** for persuasive essays.

11. clear and valid arguments
12. well-developed characters
13. interesting plot and conflict
14. varied evidences from credible sources
15. meaningful themes about human experience

Lesson

1

Evaluating and Making Judgments about a Range of Texts



What's In

Mastery of the learning competencies in the previous modules is crucial in understanding the content of this current module. In Module 5, for instance, you learned how to evaluate different sources of information, particularly web and print sources; and in Module 6, you employed analytical listening to understand information and solve problems. In this current module, you will need to tap on these skills to be able to evaluate and make judgments about a range of texts, namely: ***literary*** (fictional pieces such as poems, epic, and short stories) and ***informational*** texts (nonfiction writing such as essays, newspaper articles, reference books and the like.)

As you begin to expand your choices of texts to read, you also become more critical of the content of what you are reading, noting that great literary texts are not always about happy endings, remarkable feats, superpowers and adventures. Likewise, in informational texts, you will learn to evaluate arguments, evidence, and biases and you will find yourself either agreeing with the writer or questioning his writing.

Being able to do all these means that you are on the right track towards becoming a successful reader. According to Thomson, De Bartoli and Buckley (2013), successful reading involves the following: ***retrieving, interpreting, integrating, reflecting, and evaluating information***. That is why, to be able to really appreciate what a story or an essay offers, you need to move beyond being a passive reader and become critical consumer of the text. You have to read between and beyond the lines in order to mine the treasures hidden in any piece of writing.



Notes to the Teacher

It is expected that the learner has mastered the skills in the previous module to make sure that he is ready for a higher order thinking skill – critical thinking. Further, every student must be guided in reading all the excerpts included in this module.



What's New

Activity: Top Five

Identify the correct word described in each sentence by rearranging the jumbled letters given.

TEMHE

1. It is usually an insight about life that is reflected in a narrative as its main subject.

SHEIST

2. It is a one-sentence statement of the main point (argument) in an essay.

FLOCCINT

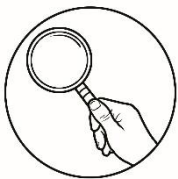
3. This refers to the opposition of forces, or the problem which will keep the plot moving.

VEEDNICE

4. This is a body of supporting factual details such as experts' statement, research findings, and examples.

THRACERCAS

5. These are the actors or actresses in a work of fiction who embody recognizable and relatable human traits.



What is It

As mentioned earlier, you will be introduced to both literary and informational texts in this module. You can probably think of many kinds of literary texts, but among the genres that young readers like you are most exposed to are short stories, particularly its subgenre: the myth. A **myth** is an ancient story created to explain natural events, present a lesson on how to live, or serve as warning to follow the rules of the society.

Many readers prefer short stories because they can be read in one sitting; their plots are usually easy to follow; and the characters are interesting. However, these criteria are superficial. What a critical reader must look for in a short story or in a myth are the following:

A. Short Story

- ✓ There is a powerful **setting** that transports the reader into the tale by appealing to all of the senses. It also plays an important role in advancing the plot as well as in character development.
- ✓ The **characters**, including characterization, are well-drawn and well-developed. The readers should find them relatable in terms of the values they embody and the principles they live by.
- ✓ The **plot** of the story is original and not predictable. It should be interesting enough for the reader to find himself drawn to it. Also, the plot is best enhanced by literary techniques such as *suspense*, *foreshadowing* (using hints or signs that a threat may lie ahead in the

story), *flashback*, *cliffhanger* (abruptly ending the story without a clear resolution for the characters) and *plot twist*.

- ✓ There should also be an interesting **conflict** that will move the plot. It should clearly show how the opposing forces (such as man versus himself, man versus society, etc.) confront one another and how it can be resolved.
- ✓ The story should have a relevant **theme** — one that provides profound insights about life. The theme is generally timeless, which means that it will remain true for different generation of readers and across different backgrounds.

B. Myth

*Myths generally share the same characteristics with short stories, but they differ in terms of the added features such as having gods and goddesses as characters, heroes possessing special abilities, and humans transforming into a different creature. Specifically, these are the characteristics to look for in a myth:

- ✓ The characters are comprised of a hero with special skills, monsters who play the villain, and gods and goddesses who may help, reward, or punish the hero. The hero must be a well-drawn character, showing relatable traits while displaying great feats.
- ✓ The plot and conflict usually revolve around the hero's adventure or quest, and his success or failure will determine whether he really is a true hero. One of the common twists in the plot of a myth is metamorphosis, or the transformation of a character into a different creature such as a bird, a monster, or a plant. These transformations are, of course, the gods' doing. On the sidelines, the plot may also present a tradition or local belief of the community where the myth originated.
- ✓ The setting plays a very important role in helping the readers visualize the hero's environment especially during his quest. It should be very vivid for the reader to picture places such as the Underworld, the forest, or the abode of the gods.
- ✓ The myth should leave the readers with a life lesson. Anchored on the general theme that good deeds are rewarded and evil is punished, the lessons are usually about moral conduct.

Well, are you now convinced that there are certain qualities to look for in a good literary text? But what does it take to convince you to believe, or to do or not do something? You would probably ask for evidences such as facts, experts' opinions, testimonies and effective persuasive techniques. All these are components of a persuasive text.

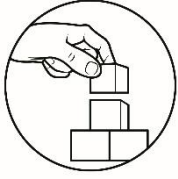
Persuasive essay refers to the kind of writing, which presents reasons and examples to effect thought and/or action. It requires the clear statement of an opinion and reasons or specific examples to support said opinion. With the intention to persuade or to convince the readers, the writers usually follow this structure:

1. *Statement of the thesis, or the theme/topic of an argument.* It usually presents a controversial topic and the writer's stand about it. A good thesis should state a truth (e.g. Divorce is not allowed in the Philippines.) or advocate a cause of action (e.g. English should be used as the medium of instruction in all public and private institutions.) Likewise, the thesis should be something that can be proven.

2. *Enumeration of a set of reasons supporting the thesis.* This part elaborates on the necessity of the proposal, its advantages and workability.
3. *Presentation of evidences that substantiate the reasons and strengthen the thesis.* Evidences and arguments must be laid down carefully for a persuasive effect. They should appeal to reason or logic, to ethics, and to emotions.
4. *Conclusion which reinforces the thesis and calls for action.*

These parts are interrelated, but the value and effectiveness of persuasive essays rely heavily on arguments. This is why, as a critical reader, you need to know how to evaluate arguments before you can say that the text is convincing or not. An easy way to do this is to remember the acronym **TELLS** (thesis, evidence, logic, language and style), and ask the following questions:

<p><u>Thesis</u></p> <p><i>Is it specific and reasonable? Does it clearly present only the scope that needs to be proven?</i></p>	<p><u>Evidence</u></p> <p><i>Are there varied range of evidences (such as scientific studies, expert testimonies, statistics, and personal anecdotes) from credible sources? Are they verifiable? Do the evidences strengthen the argument?</i></p>
<p>Persuasive Argument</p>	
<p><u>Logic</u></p> <p><i>Are the analogy or comparisons, if any, and conclusions clear and valid? Are opposing views acknowledged and countered/refuted to minimize the writer's personal bias?</i></p>	<p><u>Language and Style</u></p> <p><i>Is the writing style and tone suited for the subject/topic and the intended audience? Are the word choice and language appropriate?</i></p>



What's More

Activity: Judgmental Reading

Read the following excerpts and answer the questions that follow.

The Two Brothers

Leo Tolstoy

Two brothers set out on a journey together. At noon they lay out on a forest to rest. When they woke up they saw a stone lying next to them. There was something written on the stone, and they tried to make out what it was.

“Whoever finds this stone, let him go straight to the forest at sunrise. In the forest, a river will appear; let him swim across the river to the other side. There he will see a she-bear and her cubs. Let him take the cubs from her and run up the mountain with them, without looking back. On the top of the mountain he will see a house, and in that house he will find happiness.”

When they had read what was written on the stone, the younger brother said: “Let us go together. We can swim across the river, carry off the bear cubs, take them to the house on the mountain, and together they find happiness.”

“I am not going into the forest after bear cubs,” said the elder brother, “and I advise you not to go. In the first place, no one can know whether what is written on this stone is the truth —perhaps it was written in jest.... In the second place, even if what is written here is the truth — suppose we go into the forest and night comes, and we cannot find the river. We shall be lost. And if we do find the river, how are we going to swim across it? In the third place, even if we swim across the river, do you think it is an easy thing to take her cubs away from a she-bear? She will seize us, and instead of finding happiness, we shall perish and all for nothing. And, most of all, the stone does not tell us what kind of happiness we should find in that house. It may be that the happiness awaiting us there is not at all the sort of happiness we would want.”

The younger brother replied, “In my opinion, you are wrong. What is written on the stone could not have been put there without reason. And it is all perfectly clear. In the first place, no harm will come to us if we try. In the second place, if we do not go, someone else will read the inscription on the stone and find happiness, and we shall have lost it all. In the third place, if you do not make an effort and try hard, nothing in the world will succeed. In the fourth place, I should not want it thought that I was afraid of anything.”

And so the younger brother followed all the instructions on the stone. When he reached the top of the mountain the people came out to take him to the city, where they made him their king. He ruled for five years, but in the sixth year, another king waged war against him. The city was conquered, and he was driven out.

Again the younger brother became a wanderer, and he arrived one day at the house of the elder brother. The brother was living in a village and had grown neither rich nor poor. The two brothers rejoiced at seeing each other, and at once began telling of all that happened to them.

“You see,” said the elder brother, “I was right. Here I have lived quietly and well, whole you, though you may have been a king, have seen a great deal of trouble.”

“I do not regret having gone into the forest and up the mountain,” replied the younger brother. “I may have nothing now, but I shall always have something to remember, while you have no memories at all.”

1. What is the best description of 'happiness' based on the context of the story?
 - a. Happiness means living a simple life without any complications.
 - b. Happiness is achieved by being in power and having great wealth.
 - c. Happiness depends on what gives contentment and satisfaction to an individual.
 - d. Happiness requires heading towards a future without knowing what lies ahead.

2. What philosophy of life does the younger brother live by?
 - a. Life, with all its ups and downs, must be lived and enjoyed.
 - b. One's comfort zone is the safest and best place to grow.
 - c. One wrong decision will lead to a life full of regret.
 - d. Nothing is permanent in life.

3. What type of conflict is evident in the story?

a. Man versus man	c. Man versus society
b. Man versus himself	d. Man versus nature

4. What detail in the story hints the type of conflict present?

a. The title	c. The dialogues
b. The setting	d. The inscriptions on the stone

5. What challenge does the story want to leave to the readers?
 - a. Helping one's brother
 - b. Looking back to one's roots
 - c. Making life-changing decisions
 - d. Knowing the right time for everything

Homework Ban Yet Again

Homework is necessary, especially if it is reasonable, well-planned, and monitored or checked properly. Students themselves agree to this, adding that doing homework keeps them away from gadget addiction. In fact, based on the survey of American researcher Denise Letterman about the perception of students towards homework assignments, 80 percent of the respondents said that the assignment is necessary to understand course material.

Homework can also encourage the involvement of parents, especially when they tutor or assist their children in doing the task -- a bonding time of sorts. It also lets them see how the child is progressing and what topics are taught in school.

In cases of class suspension due to inclement weather, or when a student incurs many days of absence from school, homework assignments are important in ensuring that no student will be lagging behind in mastering the necessary competencies.

Quite obviously, whether or not teachers should give homework assignments is not the million-dollar question. It's about the quality of instruction.

If policy makers only intend to allow learners to have quality time with their families, or to help them balance academic development and personal growth, perhaps they should look first into how homework assignments can be regulated (not prohibited) so as not to compromise the students' family time. They could also organize programs that would help educators in improving the quality of their instruction so that every discussion, task and homework maximizes student learning.

6. Which of the following is the most accurate thesis statement for the passage?
 - a. Homework should be totally banned.
 - b. Home works are beneficial to students.
 - c. Home works promote bonding time among parents and children.
 - d. Home works do not improve the quality of instruction in the classroom.

7. Based on how the essay was written, which of the following is *not* among the intended audience?

a. Students	c. Teachers
b. Parents	d. Out-of-school Youth (OSY)

8. Which of these evidences could have further strengthened the writer's arguments?

a. scientific studies	c. expert's testimonies
b. specific examples	d. official documents

9. What details should have been included to make to make the arguments more balanced?
 - a. The parents' personal views about homework
 - b. Teachers' feedback about the quality of the homework submitted
 - c. The negative effects of homework and a counterargument about it
 - d. The DepEd memorandum banning the giving of homework on weekends

10. What is the greatest weakness of this essay if it intended to convince readers that homework should not be banned?
 - a. It failed to present and refute opposing ideas.
 - b. There is not enough evidence to support the thesis.
 - c. It lacks a strong conclusion that reiterates the importance of homework.
 - d. The language and writing style is not appropriate for its intended audience.

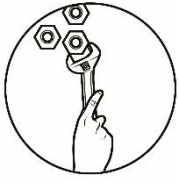


What I Have Learned

Activity: My Ideal Text

Read the following statements and determine whether they are good characteristics of a narrative or an opinion (persuasive/argumentative) article. Shade thumbs up if it is, and thumbs down if otherwise.

- | | | |
|--|--|--|
| | | 1. It has a plot that is clear, predictable, and cliché. |
| | | 2. It expresses meanings that are true for different groups of readers. |
| | | 3. It contains themes about human nature and human experience, conveys messages that will appeal to any generation of readers. |
| | | 4. It presents arguments that are based on the opinion of the majority. |
| | | 5. It helps readers think for themselves regarding an issue based on all available facts or evidence. |



What I Can Do

Activity: Reading Beyond the Lines

Now here is another activity that will ask you to critique further the stories and opinion pieces you previously read. This part of the module will require you to choose only one task to accomplish. Go over the instructions and select which task you will do.

Option A: Answer the questions and justify your response by providing details based on the guides enclosed in parentheses. Follow the tabular format shown as you write your answers on a separate sheet of paper.

	<i>The Two Brothers</i>
1. Is the main character relatable to you? (Cite some qualities that make you similar or different.)	
2. Is the setting effective or useful making you visualize the scenes? (Cite some lines that appeal to your senses)	
3. Is the plot interesting? (Cite aspects of it that make it good or dull.)	
4. Is the conflict clear and realistic? (Indicate if it is something that people are likely to experience in life.)	
5. Is the theme relevant to human experiences? (Instead of an explanation, write the theme you inferred from each story.)	

Option B: Choose a persuasive essay, or an editorial article from a local or national newspaper (or the essays given in this module), and then rate its content using the rubric below. Justify your rating by writing a two to three-sentence feedback about the essay, particularly on the arguments presented. (*Note:* If the total score is below 12 points, suggest ways on how the persuasive essay can be improved.)

Criteria	Excellent (5)	Good (3)	Needs Improvement (1)
<i>Focus/ Content</i>	The writer's stand about the issue is very clear. Problems, solutions and call for action are presented.	The writer's stand about the issue is clear; however, he failed to clearly present and discuss the problems and solutions, hence the conclusion is rather vaguely related.	The writer doesn't have a clear stand about the issue. Likewise, he failed to discuss the problems and possible solutions, and didn't make a call for action.
<i>Clarity of Ideas</i>	The text presents clear and sound arguments, as well as authentic evidences that support the arguments	Most of the arguments are clear and sound, but there are some evidences that do not support them, or are not related to the topic.	The arguments are not quite related to the issue, and the facts and evidences provided do not support the arguments.
<i>Development/ Organization</i>	There is logical arrangement of statements, and the	There is logical arrangement of statements, but the	The content of the essay/article is not organized, from the

	topic is developed thoroughly with examples and supports.	topic is not very well developed because of lack of examples and support.	thesis to the arguments and evidences; hence the text is not comprehensible to the readers.
Language Use and Mechanics	The writer used language that is appropriate for the target audience, and has good choice of words and expressions. The text displays very minimal errors in spelling, punctuation and grammar.	The writer used appropriate language, and word choice is generally suited for the audience and the topic. However, there are quite a few glaring errors in spelling, punctuation and grammar.	The language used and word choice are not appropriate for the audience and the topic. There are also too many errors on the text, making reading and comprehension difficult.
Score			

Adapted from Celebrating Diversity through World Literature (Learner's Material)



Assessment

Multiple Choice: Read the following excerpts and answer the questions that follow. Write the letter of the correct answer on your answer sheet.

God Sees the Truth but Waits

Leo Tolstoy

That night, when Aksionov was lying on his bed and just beginning to doze, someone came quietly and sat down on his bed. He peered through the darkness and recognized Makar, the man he vowed to take revenge on.

“What more do you want of me?” asked Aksionov. *“Why have you come here?”* Makar Semyonich was silent. So Aksionov sat up and said, *“What do you want? Go away, or I will call the guard!”*

Makar Semyonich bent close over Aksionov and whispered, *“Ivan Dmitrich, forgive me!”* *“What for?”* asked Aksionov.

“It was I who killed the merchant and hid the knife among your things. I meant to kill you too, but I heard a noise outside, so I hid the knife in your bag and escaped out of the window.”

Aksionov was silent, and did not know what to say. Makar Semyonich slid off the bed and knelt upon the ground. *“Ivan Dmitrich,”* he said, *“forgive me! For the love of God, forgive me! I will confess that it was I who killed the merchant, and you will be released and can go to your home.”*

“It is easy for you to talk,” said Aksionov, *“but I have suffered for you for twenty-six years. Where could I go now? ...My wife is dead, and my children have forgotten me. I have nowhere to go...”*

Makar Semyonich did not rise, but beat his head on the floor. *“Ivan Dmitrich, forgive me!”* he cried. *“When they flogged me with the knot, it was not so hard to bear as it is to see you now...yet you had pity on me, and did not tell. For Christ’s sake forgive me, wretch that I am!”* And he began to sob.

When Aksionov heard him sobbing he, too, began to weep. *“God will forgive you!”* said he. *“Maybe I am a hundred times worse than you.”* And at these words his heart grew light, and the longing for home left him. He no longer had any desire to leave the prison, but only hoped for his last hour to come.

In spite of what Aksionov had said, Makar Semyonich confessed his guilt. But when the order for his release came, Aksionov was already dead.

1. What makes Makar and Aksionov well-rounded characters?
 - a. Makar and Aksionov developed faith in a supreme being as a result of their suffering.
 - b. Makar spared Aksionov’s life, and Aksionov did not sell-off Makar during the interrogation.
 - c. Makar and Aksionov are the exact opposite of each other, but both of them are at the mercy of the law.
 - d. Makar chose to rectify his evil deeds, and Aksionov found enlightenment despite having lost everything he had.
2. What important element symbolized the problems on absence of true justice, as well as lack of freedom from clinging too much on material values?
 - a. The prison setting
 - b. The act of flogging
 - c. The character Makar
 - d. The final dialogue between Makar and Aksionov

3. What is the appropriate theme of the story?
 - a. Forgiveness is given only to those who ask for it.
 - b. Forgiveness sets free both the victim and the offender.
 - c. Repeatedly asking forgiveness is a sign of the offender's sincerity.
 - d. Forgiveness does not change the past, but it lets people move on to a better future.
4. What makes the plot different from other stories?
 - a. Divine intervention helped the characters resolve the conflict.
 - b. The protagonist never succeeded in anything he did or attempted to do.
 - c. The denouement seems open-ended, but the conflict was clearly resolved.
 - d. The plot was developed with various literary techniques such as foreshadowing, flashback and plot twists.
5. What is the relevance of the title to the entire story?
 - a. It means that justice will be served, but it may come too late sometimes.
 - b. It means that trials in life are God's way of making us acknowledge his existence.
 - c. It implies that supreme beings do not intervene with the affairs and problems of humans.
 - d. It suggests that, even if the whole world is against us, God knows the truth and acts at the right time.

Women: The Bigger Victims

(1)There is now solid evidence that the adverse impacts of the COVID-19 pandemic have fallen more heavily on women. (2)There are at least four ways that the adverse impacts of the pandemic and the resulting recession are lopsided against women worldwide.

(3)First, the medical and economic frontliners, who have been most exposed to the virus, are predominantly women. (4)Data from the European Institute for Gender Equality indicate that of the 49 million health care workers in the EU, around 76 percent are women, thereby outnumbering men three to one.

(5)Second, women also dominate the jobs in the economy that are hardest hit by the pandemic recession. (6)These jobs are in restaurants, hotels, and tourism establishments; retail establishments, personal services like hair and beauty salons, and in schools.

(7)Third, the brunt of housework and child care responsibilities—including mentoring children on their online classes — has fallen on women, especially where women work from home while their husbands don't. (8)A study by McKinsey found mothers to be more than three times as likely to meet the majority of the demands for housework and caregiving during the pandemic, compared with fathers.

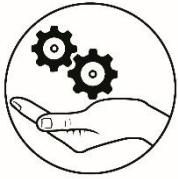
(9)Fourth, women have suffered from increased domestic violence that the pandemic has brought about in many places. (10)As early as April 2020, United Nations Secretary-General António Guterres noted a “horrifying global surge in domestic violence” since the start of the COVID-19 lockdowns. (11)Researchers have attributed it to stress due to increased social isolation. (12)As we plan our way out of the pandemic crisis, we clearly need to pay due attention to the welfare of women, who, through no fault of their own, have been its bigger victims.

Philippine Daily Inquirer/ July 30, 2021

6. Based on the given text, what is the structure of persuasive writing?
- I. Make a stand or state your position.
 - II. State an issue.
 - III. End with a strong argument or an urgent call for action.
 - IV. Support your argument with reasons and evidence.
- a. I, II, III, IV
 - b. II, I, IV, III
 - c. III, II, I, IV
 - d. IV, III, II, I
7. Which part of the essay states the writer's stand about the issue?
- a. Sentence 1
 - b. Sentence 2
 - c. Sentence 4
 - d. Sentence 6
8. What did the writer use to support his argument?
- a. opinions of experts or authorities
 - b. testimony of reliable witnesses
 - c. a verifiable evidence or fact
 - d. a valid appeal to logic
9. What part of a persuasive essay is not included in the excerpt?
- a. The writer's stand about the issue
 - b. Reasons and evidence to support the argument
 - c. A call to action
 - d. None of the above
10. Who is the target audience of this article?
- a. The general public and the political sector
 - b. Women's organizations
 - c. Education department
 - d. Religious sector

For items 11-15, determine if these elements are characteristics of a great fictional story or an effective persuasive text. Write **A** for fictional stories and **B** for persuasive essays.

11. clear and valid arguments
12. well-developed characters
13. interesting plot and conflict
14. varied evidences from credible sources
15. meaningful themes about human experience

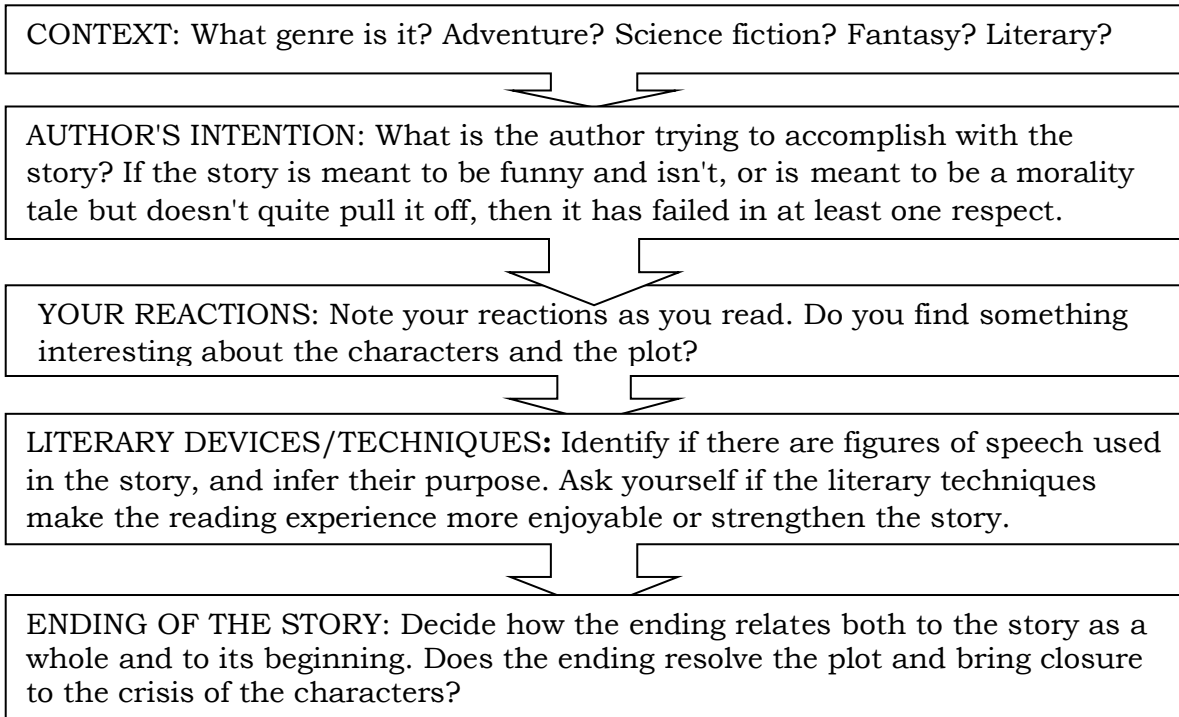


Additional Activity

Activity: A Critical Mind at Work

Choose a short story or a persuasive essay and write a critique about it. Follow the following guide in writing your critique.

A. Short Story



B. Persuasive Essay

1. Is the main point clear? Are the assertions clear? Cite the main point and assertions and then comment on their clarity.
2. What evidence is presented? Are the sources of the evidence reliable? Is the evidence convincing and sufficient? Justify your answers.
3. Are the inferences based on the evidence logical? Are there any errors in logic?
4. Is the other side of the issue presented? What would be the other side of the argument?
5. Is the language, as well as word choice, suited for the target audience? Identify first the intended audience and comment on the appropriateness of the language used.



Answer Key

What I Have Learned

- 1.
- 2.
- 3.
- 4.
- 5.

What's More

1. C
2. A
3. B
4. C
5. C
6. B
7. D
8. C
9. C
10. A

What's New

1. THEME
2. THESIS
3. CONFLICT
4. EVIDENCE
5. CHARACTERS

What I Know

1. D
2. A
3. B
4. C
5. D
6. B
7. A
8. C
9. D
10. A
11. B
12. A
13. A
14. B
15. A

Assessment

16. D
17. A
18. B
19. C
20. D
21. B
22. A
23. C
24. D
25. A
26. B
27. A
28. A
29. B
30. A

References

- BC Campus. n.d. "Chapter 10:Persuasion." Retrieved June 15.
<https://opentextbc.ca/writingforsuccess/chapter/chapter-10-persuasion/>
- Department of Education. 2015. *Celebrating Diversity through World Literature*. Pasig City, Philippines: Rex Book Store, Inc.
- Manlapig, Marga. 2020, April 21. "What's to blame for low reading comprehension of the Filipino youth?" Retrieved June 18. <https://cnnphilippines.com/>
- Owens-Kristenson, Jodi. n.d. "Evaluating Persuasive Arguments in Texts." Retrieved June 15. <https://www.sophia.org/tutorials/evaluating-persuasive-arguments-in-text>
- Philippine Daily Inquirer. 2021, July 30. "Women:The Bigger Victims." Retrieved July 30. <https://opinion.inquirer.net>
- Tagay, Lorna and Maria Luisa Brutus. 2015. *Journeying through Literature and Language*. Makati City, Philippines: Don Bosco Press, Inc.
- The Open University. n.d. "Evaluating an Argument." Retrieved May 27.
open.edu/openlearn/ocw/mod/oucontent/view.php?id=51387§ionn=6
- University of Sussex. n.d. "Critical Thinking and Reading." Retrieved May 27.
sussex.ac.uk/skillshub/?id=341

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph