

## Chapter 9 STORY 9

### Devotion

Imagine if you will shoes of every kind, or of no special kind, all lying outside the Door. When I first saw so many shoes, they were in a picture. These were simple shoes all the same. No one shoe was any different from another.

It was a still life picture, of shoes. But the story that they told was a (1) profound one. A story that is told in deep silence, of eyes closed and sometimes in special movements or no movement, at all.

A simple life; with simple shoes, and a simple story. I looked inside the doors and saw the statues of Buddha, the fruit placed in positions of honour and the alarming ornate beauty of the temple.

The shoes outside the door were placed in several lines, as were the people inside, but it was the shoes that made the first lasting impression.

Shoes of Devotion. Shoes of respect. Shoes of peace and shoes of reverence.

Shoes of the monks and of those who worshipped within.

***In Asia, patrons remove their shoes outside the temples before entering into the inner sanctum to pray. The shoes were photographed and that photograph had a haunting quality that captured the reverence and the piety.***

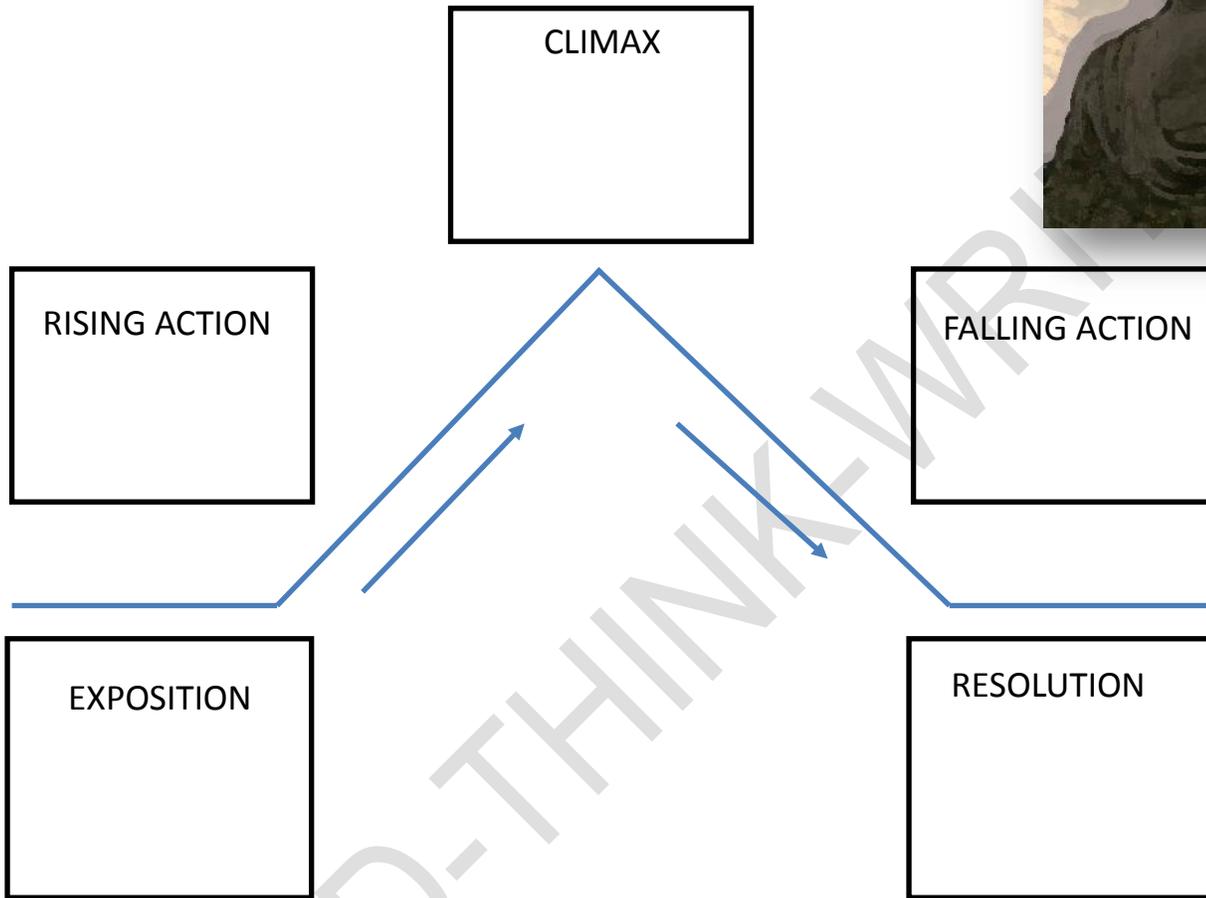
#### Key Words:

1. Devotion (dĭ-vō'shən) Religious ardour or zeal; piety.
2. Respect (rĭ-spĕkt) To feel or show deferential regard for; esteem.
3. Profound (prə-found', prō-) Situated at, extending to, or coming from a great depth; deep
4. Reverence (rĕv'ərəns) A feeling of profound awe and respect and often love; veneration.
5. Impression (ĭm-prĕ'shən) An effect, feeling, or image retained as a consequence of experience
6. Still Life (stĭl'ĭf) A painting, picture, or photograph of inanimate objects.

**Co-Creative Writing**

Please write a short story that showcases your understanding of Devotion.

**WRITE AND TELL THE STORY**



Use Freytag's format below, to construct your Story. Exposition, Rising Action, Climax, Falling Action and Resolution assist in defining your story.

TITLE \_\_\_\_\_

**Exposition**

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**Rising Action**

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**Climax**

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**Falling Action**

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**Resolution**

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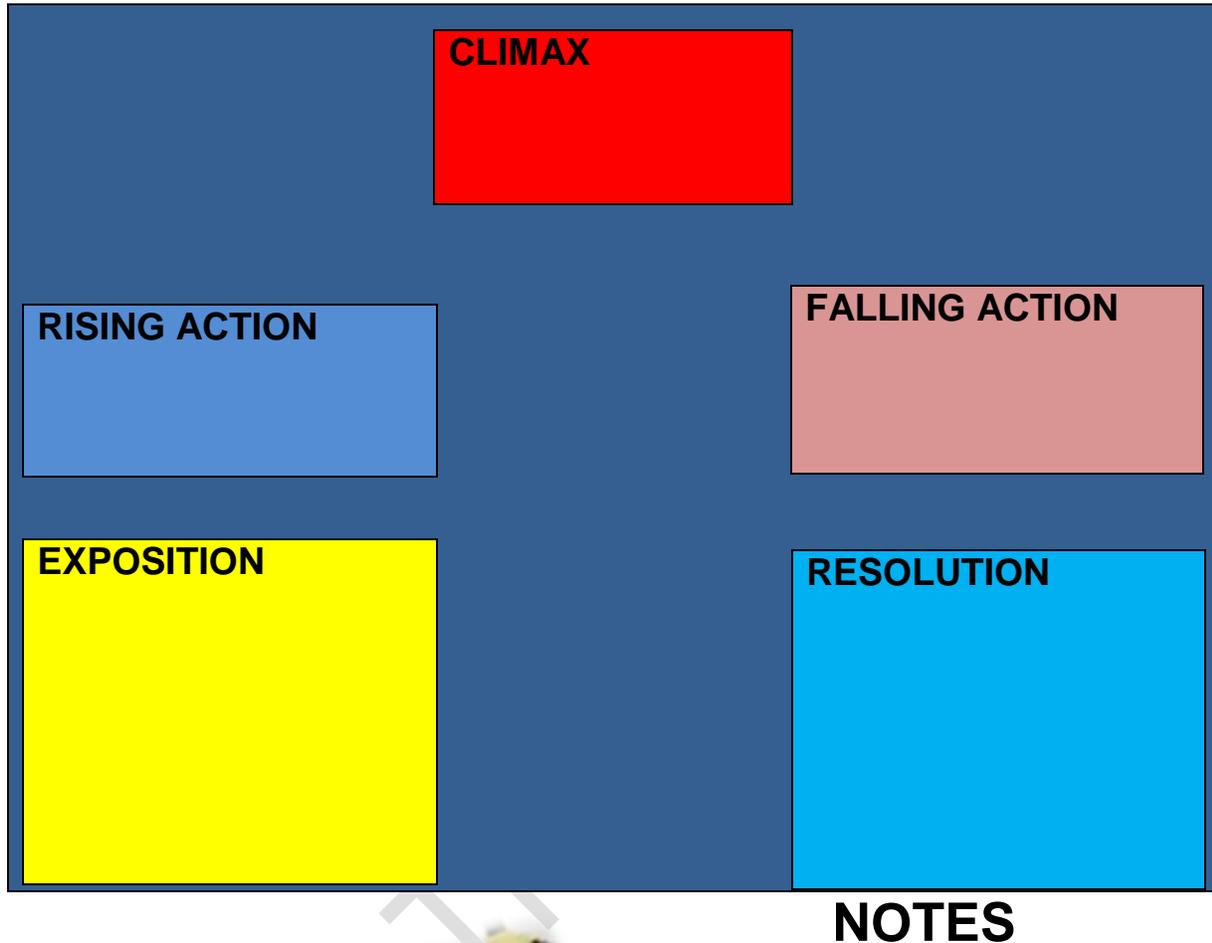
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## Organize the details- Use your Notes



## Transcendental Meditation Experiment Arrests Crime

Study Shows Dramatic Drop in Violent Crime During D.C. Project

A study published in the peer-reviewed journal *Social Indicators Research* reports on one of the most dramatic sociological experiments ever undertaken. Researchers predicted in advance that the calming influence of group meditation practice could reduce violent crime by over 20 percent in Washington, D.C., during an 8-week period in the summer of 1993. In fact, the findings later showed that the rate of violent crime--which included assaults, murders, and rapes--decreased by 23 percent during the June 7 to July 30 experimental period. The odds of this result occurring by chance are less than 2 in 1 billion. Rigorous statistical analyses ruled out an extensive list of alternative explanations, according to John Hagelin, lead author of the study and director of the Institute of Science, Technology and Public Policy at Maharishi University of Management in Fairfield, Iowa.

This work and theory that informs it deserve the most serious consideration by academics and policy makers alike." Dr. David Edwards, University of Texas- Austin

## Governments should censor violence in the media



Anyone who sees violence in movies and on television today would agree that governments should censor violence in the media. This would be for the good and safety of all people.

Primarily, violence has an extremely negative influence on children. If a child constantly sees violent images, it is only natural for them to want to replicate it at home or at school. All one has to do is read the newspaper or watch the news to realize that this is happening all over the world. Children simply cannot grasp the fact that what they do has irreversible repercussions.

In addition, violence influences people's behaviour in everyday life. It has been shown that people who watch violent and graphic images have a tendency to be more aggressive and angry on a day-to-day basis. Such behaviour comes out in ways like yelling at strangers or through road rage. Although such behaviour seems minor, it can be dangerous.

Finally, violence is often upsetting to people who are particularly sensitive. There are many people who simply cannot stomach certain images. However, such images are hard to escape, as they pop up everywhere. People who are sensitive to such images should be able to go to the movies with the peace of mind they won't run across anything upsetting.

### NOTES

The result of violence in the media causes people to behave more aggressively, and favor violence as a way of solving conflicts. Studies show that media violence has a desensitization effect on viewers. These negative effects become an effort to attract and hold TV audiences. In looking over the evidence of the increasing level of violence in the media, TV is affecting children and adults in a harmful manner. As a result, specific levels of violence are becoming more acceptable over time. If violence in the media cannot be erased altogether then it is up to the parents to monitor the programs their child watches.



## Comprehension

Answer the questions- Fill in the Blanks



1. What is the opinion of the author?

- a. Governments should censor violence in the media.
- b. Governments should not censor violence in the media.
- c. Media has freedom of expression.

2. Who is influenced negatively by violence?

Violence has an incredibly negative influence on children.

3. What happens if a child constantly sees violent images?

If a child constantly sees violent images, it is only natural for them to want to replicate it at home or at school.

4. What kinds of tendencies do people who watch violent and graphic images have?

People who watch violent and graphic images have a tendency to be more aggressive and angry on a day-to-day basis.

5. In what ways do sensitive people act out aggressive behaviours?

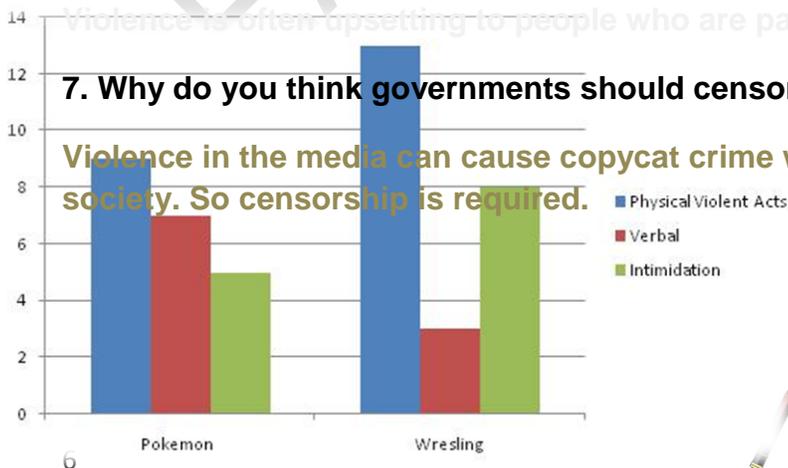
People act out aggressive behaviours by yelling at strangers or through road rage.

6. Is Violence often upsetting?

Violence is often upsetting to people who are particularly sensitive.

7. Why do you think governments should censor violence in the media?

Violence in the media can cause copycat crime which increases the danger to society. So censorship is required.



## Dictation

**A:** Did you catch that war movie on television last night? Wasn't it gory?

**B:** I couldn't watch it because it was too disturbing. Governments should really censor violence in the media.

**A:** Wow. That would be a pretty extreme step. Do you really believe that?

**B:** Absolutely. I think it's necessary. After all, violence in the media has an enormous impact on children and their actions. They often watch something on TV or in the movies and try to replicate it. However, they have no idea that what they do actually has serious repercussions and can cause irreversible harm. After all, the people in the movies "live" again or survive violent situations.

**A:** I see your point, but don't you think censorship is too much?

**B:** Definitely not, if you stop to think how it influences people's behavior. It has been shown that people who watch violent images often become violent themselves on an everyday basis. This comes out in a variety of ways, whether it be yelling at someone or having a serious case of road rage – even killing someone.

**A:** I guess that's true to some extent. But I still don't know if censorship is the answer.

**B:** Well, then think about it from the perspective of those who are highly sensitive. Why should they be subjected to violence if it makes them upset? Some people cannot handle seeing graphic and violent images. But it's hard to escape those images since they are prevalent in so many shows. But if there's censorship, a person could go see a movie with the knowledge that there wouldn't be so much violence.

**Dictation #2** -Listen and complete the dialog.

**A:** Did you catch that war movie on television last night? Wasn't it gory?

**B:** I couldn't watch it because it was too disturbing. Governments should really censor violence in the media.

**A:** Wow. That would be a pretty extreme step. Do you really believe that?

**B:** Absolutely. After all, violence in the media has an enormous impact on children and their actions. They often watch TV or movies and try to replicate violent situations. They don't know about the real serious repercussions and irreversible harm that is caused.

**A:** I see your point, but don't you think censorship is too much?

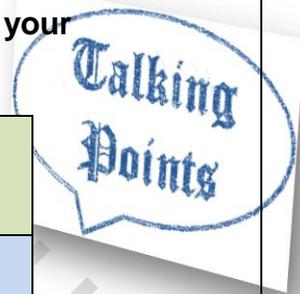
**B:** Definitely not. It has been shown that people who watch violent images often become violent themselves. This can be by verbal abuse or road rage or even killing someone.

**A:** I guess that's true to some extent. But I still don't know if censorship is the answer.

**B:** Think about it from the perspective of those who are highly sensitive. Why should they be subjected to violence if it makes them upset? Some people cannot handle seeing graphic and violent images that are prevalent in so many shows. But censorship ensures less violence.

### The Shoe is on the other Foot

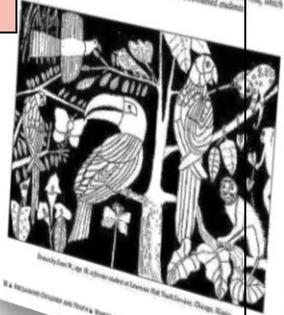
Discuss the opposite side of the previous topic. Write your Opinions and your arguments for PRO AND CON



<b>Opinion</b>			
<b>Pro</b>			
<b>Con</b>			
<b>Opinion</b>			
<b>Pro</b>			
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**When the Shoe Is on the Other Foot**  
 A 10th grader  
 Beverly Cleary Nelson  
 10th Grade  
 10th Grade

In this article, an experienced professional develops a richer understanding of troubled children and youth as a result of her own emotional journey. Following a series of family interviews, including the death of her daughter, the author found herself being pulled in many directions. In addition, she was the one to try to reach the first responder and guide what they wanted. Henry Cleary shares what she learned in the perspective of a parent who is going for a new perspective in her work with troubled students.

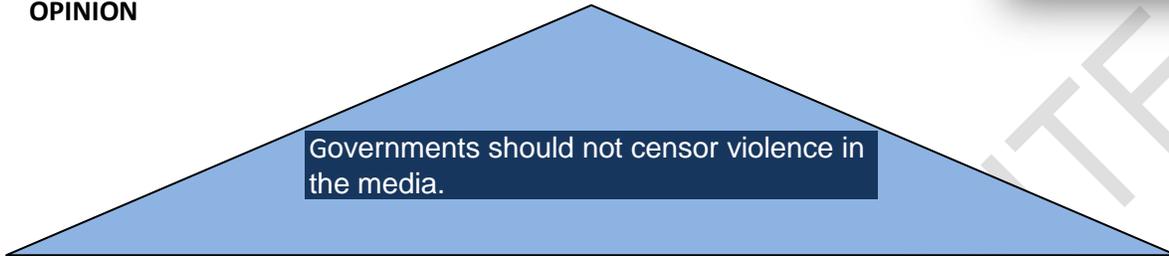


# Speaking

## Oral Presentation

Organize and present

### OPINION



**REASON 1**

It is merely a form of entertainment that provides escapism to viewers.

**REASON 2**

Some violence is necessary

**REASON 3**

Allowing governments to censor violence is a slippery slope. More violence creates violence or suppressing the violence or to deny it exists will create anarchy.

**SUPPORT**

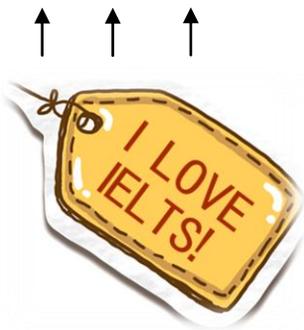
It paints an accurate and realistic picture of what is going on in the world today There is a lot of war, death, and hardship going on in the world today. People need to face the facts of what's going on.

**SUPPORT**

People have fun watching it because they know that it's something that they can't do in real life. It's a harmless form of entertainment.

**SUPPORT**

Allowing governments to censor violence could lead to the censorship of other images that are deemed inappropriate.



## Presentation for Debating

Title: Governments should censor violence in the media.

Talking  
Points

### Reason 1: influence on children

It is clear that governments should censor violence in the media. For one thing, violence has a negative impact on children. If children see violent images, they'll of course want to replicate it at home or school. The problem is they might not necessarily know that what they see is not real, and that what they do in real life can cause irreversible harm.

### Reason 2: Influence on everyday behaviour

How can you say that violence in the media is harmless? It has been shown that people's everyday behaviour is influenced by such violence. Thanks to graphic images, people have become more aggressive and less patient. They tend to get into more fights, and vent their frustrations through actions such as aggressive behaviour. It's dangerous for everyone.

### Reason 3: Impact on sensitive people

That's true to some extent, but a line has to be drawn somewhere. People don't need to see everything. And think of the people who are sensitive to such images. Some just can't stomach seeing violent images. Why should they be subjected to it when watching the news or seeing a movie? It's not fair to them.

### Summary

It is clear that the government should censor violence in the media. For one thing, it has a negative impact on children since they end up wanting to replicate the violent images that they see. In addition, violence influences people's everyday activity by making them more aggressive and more prone to violence. Finally, violence often cannot be handled by those who are sensitive and cannot stomach violent images.

## NOTES- BAN ON TORONTO CANADA

### TORONTO CANADA 2012 – Wind causes Violent behaviour, Diabetes and Mental illnesses

- What if the WIND can create violence in the community? Ontario suffers from the largest population of Diabetes, Mental illnesses, Heart Disease and autism. Diabetes is rated by neighborhood and the City of Toronto has over 780,000 cases of diabetes, increasing yearly by a rate of 4000 new cases per year. Within a short time of residing in Toronto Immigrants have fallen sick here and developed some of these extraordinary illness,. Alarmingly Toronto has a high assault and physical acts of Violence have increased 65% since 2007. The power of the Wind is being studied as Toronto is buffeted with wind gusts that lower the temperatures, and cause people to live inside and create very sedentary and isolated lives. This phenomenon is associated with mood swings and aggressive outbursts. In Toronto the Wind may play a crucial role in VIOLENCE. The Wind in Canada is known to stimulate electromagnetic frequencies and this seems to affect the populations biochemistry creating a Violent culture.

*Some violent movies can increase violent responses to provocation and acceptance of violence in real life. Two recently published studies show that prolonged exposure to gratuitous violence in the media can escalate subsequent hostile behaviors and, among some viewers, foster greater acceptance of violence as a means of conflict resolution. Weaver and Zillmann found that exposure to the gratuitously violent film showed that prolonged exposure to gratuitously violent films can escalate hostile behavior in both men and women and instigate such behavior in unprovoked research participants. They determined that the effect is not short lived, but remains for some time after the viewing of the films*

# Presentation for Debating

Group Work & Individual Work

Debate Title: Title: Governments should censor violence in the media

**AGAINST**

Talking Points

## Reason 1: Entertainment

Blaming violence in the media is taking the easy way out. A lot of what is seen on television is simply for entertainment purposes. Movies and shows use violence as a form of escapism for those watching it. People have fun watching it because they know that it's something that they can't do in real life. It's a harmless form of entertainment.

## Reason 2: Realistic news

Okay. I'll agree with you up to a certain point. But you have to agree that some violence is necessary. Take the news, for example. There is a lot of war, death, and hardship going on in the world today. It's the responsibility of the news to show what's happening accurately. Real life shouldn't be sugar coated simply because it may be deemed too violent by a government. People need to face the facts of what's going on.

## Reason 3: Other censorship

You can't protect just a minority of people. You have to think of what's best for people as a whole. Allowing censorship of violence is a slippery slope. Once the government has the ability to censor violence, it will lead to the censorship of other images that are deemed "inappropriate." That is taking away rights and freedoms from the people.

## Summary

It is clear that the government should not censor violence in the media. For one thing, it is merely a form of entertainment that provides escapism to viewers. In addition, it paints an accurate and realistic picture of what is going on in the world today. Finally, allowing governments to censor violence is a slippery slope since it could lead to the censorship of other images that are deemed inappropriate.

## NOTES

While working in Korea, the Author was shot by his 7 year old students, who thought it was funny to SHOOT him with a high powered pneumatic toy gun, powerful enough to kill birds. The Author was momentarily paralysed and could not move. The students thought it was funny and the administration terminated my contract, as I was shot. The students brought the guns to school all day and it was seen all day, but the other teachers ignored the guns. However in my class the students decided to spray the room with pellets, until I was shot. At first I could not understand what was happening as there was a hail of pellets coming at me, but I had on a thick winter coat. Finally one boy carrying a high powered Air-luger style gun, aimed and fired into my thigh. I was suddenly on the floor – yelling you shot me !!??  
Christopher De Caermichael



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WRITE





## Grammar Debate

### Learning a language without Grammar Rules

Talking  
Points

I personally favour the use of grammar for decoding, but am more reluctant to use it for encoding. That is, it's good to find out what's going on with a language when you're trying to "just take it in." That the way you master grammatical patterns is for example, say a lot of sentences the right way and let your brain do the grammar processing based on habits formed rather than through deliberate conscious processing through memorisation. We can discuss the "no-grammar" method compared to the "grammar" method, and how sometimes it's nice to have a blend of the two.

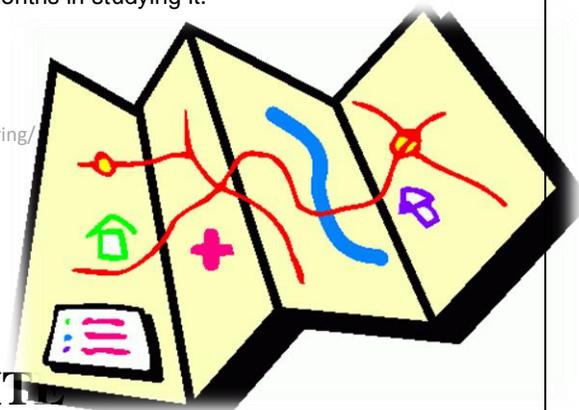
What I feel with Asian languages is that there are two levels. There are sentences that are technically "grammatically correct" according to grammar rules that seem to fit all situations, and then there are sentences that people say and that native speakers consider to be correct. What I mean by this is that we can all think of examples we have heard where someone says something in our native language but it doesn't seem quite right. Maybe it's technically correct, but nobody really says it that way. Quite commonly, there are many "grammatically correct" ways to express ideas, but only a few of them are the way that native speakers actually use. This is what it means to speak a language...you say what other people say, because "you're used to how it works". In other words, the set of grammar rules over-specifies the language. I can often think of several ways to say something, but then when a native speaker tells me what *they* would say, I quite often think "wow, I never would have guessed that *that* was the correct way to say it". Now that I think about it, this really points towards the necessity of hearing lots of correct input. Along the way, you'll notice common patterns that we call "grammar", but by learning the grammar rules first will mean that you may end up producing things that *seem* correct according to these rules, but are actually not correct in the language, overall.

Grammar rules are sometimes quite handy when decoding what someone else has said. I think this can still be overcome just by exposure though, so that you ultimately intuitively know what is being said. I have no experience that would let me say how long it takes to get to that point though, since my language learning has always seemed to start off with a big grammar component, usually through classes. Grammar is a simply a map that linguists have drawn to describe the language. Of course, the map is not the terrain. Studying grammar can definitely help, just like looking at a map to find your way around an unknown city is helpful. But to really know the place, nothing beats walking the streets, and you have to walk them all several times before you can really say you know the place like the back of your hand. Takes time. When I have lots of time to explore, I like to just wander around (grammar), get lost maybe, discover some surprising places, and then when safely home and check a grammar map of where I was to see what actually happened there.

People studying grammar are usually looking for two things. A way to make sure they're approaching the language correctly and for a way to get started communicating without having to invest the time that a native speaker needs to get up to speed. Given that we have a finite time in which to learn any tool that helps reduce the hours of immersion needed for mastery is literally a lifesaver. The point of the grammar debate, then, isn't just about the best way to learn to speak like a native. It's about whether **grammar** saves you time by giving you a "road map" to the language so you can get around in it while you're still a novice and make use of input faster or whether grammar is necessarily deficient as a road map to the language so that you'll lose more time going down blind alleys and getting lost in detours than you gain with the illusion that you know where you're going with the language. If grammar really provided a good clear way to decode language, I would be all for it because I would love to be able to more methodically figure out what's going on with a language before I've invested months in studying it.

#### Works cited

- [www.ling.hawaii.edu/faculty/ogradey/Lg.%20without%20Grammar.pdf](http://www.ling.hawaii.edu/faculty/ogradey/Lg.%20without%20Grammar.pdf)
- <http://languagegeek.net/2009/03/25/grammar-for-decoding/>
- <http://languagefixation.wordpress.com/2009/03/25/the-grammar-debate-a-red-herring/>



## Grammar Debate - 1

Talking  
Points

### 1. Third Conditional

"If I **would have known** about the party, I would have gone to it."

**This is INCORRECT**, although commonly used, especially in American English.

The correct form is: If + had + past participle, would + have + past participle

"If I **had** known about the party, I would have gone." **This is CORRECT.**

### 2. Don't vs. Doesn't

"He **don't** care about me anymore."

**This is INCORRECT**. **Doesn't**, **does not**, or **does** are used with the **third person singular** - words like **he, she, and it**.

**Don't**, **do not**, or **do** are used for other subjects.

"He **doesn't** care about me anymore." **This is CORRECT.**

### 3. Bring vs. Take

"When we **go to the party** on Saturday, let's **bring** a bottle of wine."

**This is INCORRECT**. When you are viewing the movement of something from the point of arrival, use "bring":

"When you **come** to the party, please **bring** a bottle of wine." **This is CORRECT.**

When you are viewing the movement of something from the point of departure, use "take":

"When we **go** to the party, let's **take** a bottle of wine." **This is CORRECT.**

### 4. Fewer vs. Less

Sign at the checkout of a supermarket: "**Ten items or less**".

**This is INCORRECT**. You can count the items, so you need to use the number word "fewer". These nouns are *countable*.

"Ten items or **fewer**." **This is CORRECT**. If you can't count the substance, then you should use "less". These nouns are *uncountable*. "You should eat **less** meat." **This is CORRECT.**

## Grammar Debate - 2

### 5. However -

"We were supposed to go to the dance last night, **however**, it was cancelled because of lack of interest."

**This is INCORRECT.** A semicolon, rather than a comma, should be used to link these two complete sentences: "We were supposed to go to the dance last night; **however**, it was cancelled because of lack of interest." **This is CORRECT.**

It should be noted that there ARE situations in which you can use a comma instead of a semi-colon:

"The match at Wimbledon, **however**, continued despite the bad weather." **This is CORRECT.**

There is only one complete sentence in this example. It is not a compound sentence.

### 6. Have vs Of

"I never **would of thought** that he'd behave like that."

**This is INCORRECT.** It should be **would have**:

"I never **would have/would've** thought that he'd behave like that." **This is CORRECT**

It's the same for **should** and **could**: "He **should of** come with me." **This is INCORRECT**

\* "He **should have/should've** come with me." **This is CORRECT**

"She **could of** had anything she wanted." **This is INCORRECT**

\* "She **could have** had anything she wanted." **This is CORRECT.**

### 7. Double negative

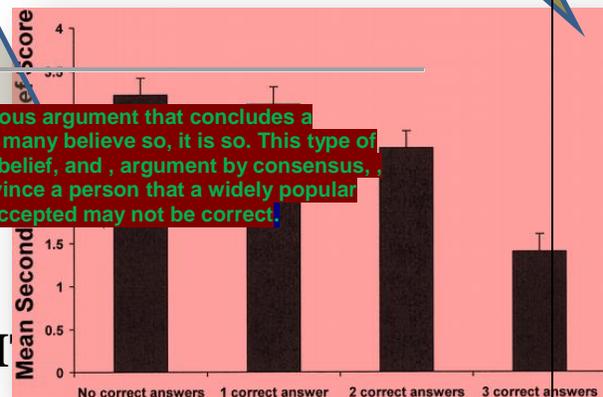
"I'm **not** speaking to **nobody** in this class."

**This is INCORRECT.** Since 'not' is a negative, you cannot use 'nobody' in this sentence:

\* "I'm **not** speaking to **anybody** in this class." **This is CORRECT.**

### Argumentum ad populum

In logic, an argumentum ad populum (Latin for "appeal to the people") is a fallacious argument that concludes a proposition to be true because many or most people believe it; which alleges: "If many believe so, it is so. This type of argument is known by several names, including appeal to the masses, appeal to belief, and , argument by consensus, and bandwagon fallacy. This fallacy is sometimes committed while trying to convince a person that a widely popular thought is true. As it is in Language development what may be common and or accepted may not be correct.



## 8. Present perfect

"He **has took** the train."

**This is INCORRECT.** The correct form for the present perfect is: would + have + **past participle**

\* "He has **taken** the train." **This is CORRECT.**

## 9. Went vs. Gone

"I **should have went** to school yesterday."

**This is INCORRECT.** The correct form is: should + have + **past participle**

\* "I should have **gone** to school yesterday." **This is CORRECT.**

## 10. Its vs. It's

"**Its** going to be sunny tomorrow."

**This is INCORRECT.** **It's** is the contraction of It is:

\* "**It's** going to be sunny tomorrow." **This is CORRECT.**

"What's that? I can't remember **it's** name."

**This is INCORRECT.** **Its** is a possessive pronoun that modifies a noun:

"What's that? I can't remember its name." **This is CORRECT.**

**OTHERS**

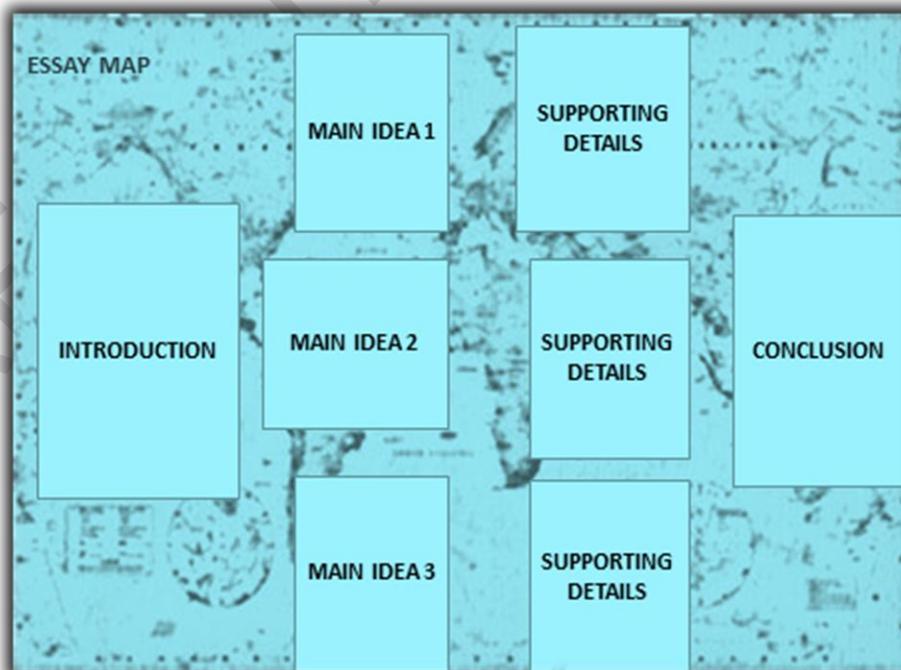
- *lay" instead of "lie" or "for who?" instead of "for whom?"*
- ***Malapropisms:** "See Cher's heart-rendering performance!" So when you've rendered Cher's heart in a saucepan to release the fat, what then?*
- *The **split infinitive** is now the norm rather than an error, and recently people actually distort sentences in order to create one, whereas they used to distort sentences in order to avoid one. Star Trek television series: to boldly go where no man has gone before. Here, the adverb "boldly" splits the full infinitive "to go".*
- *The **unrelated participle** always leads to the funniest errors of course. My favourite is a news report in a local radio station from - "after being reported missing a month ago, Toronto police have recovered the body". I've often wondered how anyone could manage to mislay a complete police force for an entire month!*
- *Escalators go down as often as they go up, so the verb "to escalate" is utterly meaningless for direct motion.*

## LEXICAL WRITING TABLE

FILL IN THE BLANKS WITH ANY WORDS YOU DO NOT KNOW. LEAVE A BLANK SPACE IF YOU REQUIRE THE MEANING BESIDE IT. ADD ALL WORDS THAT ARE DISCUSSED IN CLASS THAT ARE NOT FAMILIAR TO YOU. IN THE TEXT PLACE THE CORRESPONDING #. Example (1)

**profound**

1 <i>profound</i>	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
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81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100



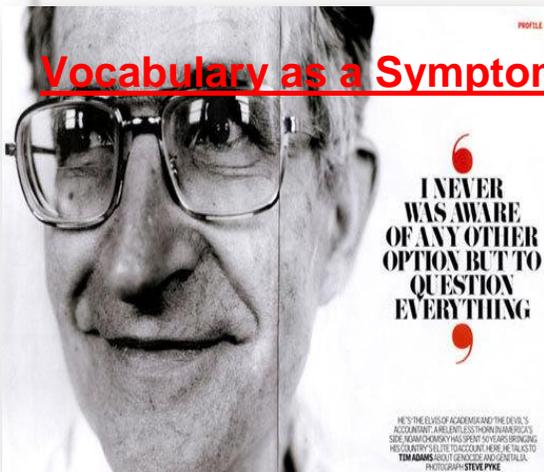


Please document, by writing the Grammar that most confuses you

Lined writing area with red horizontal lines on a white background.



Vocabulary as a Symptom of Intellect



**INTELLECT**

In simple terms, Intellect is the ability to use the mind creatively.

WRITERS

