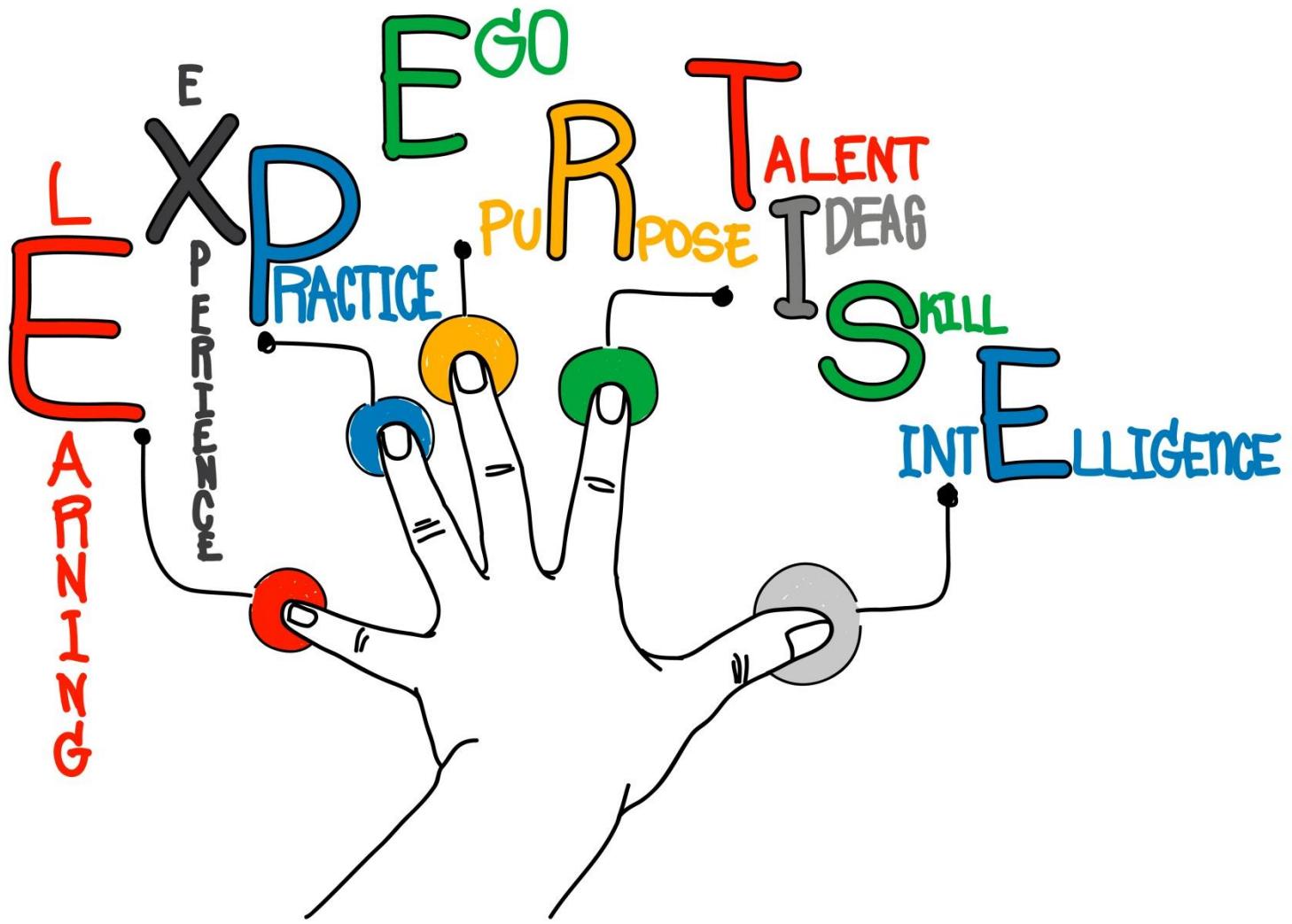


LEARNING MODULE

English

G7 | Q1

Knowing Myself



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.

Schools, teachers and students may reproduce the LM so long as such reproduction is limited to (i) non-commercial, non-profit educational purposes; and to (ii) personal use or a limited audience under the doctrine of fair use (Section 185, IP Code). They may also share copies of the LM and customize the learning activities as they see fit so long as these are done for non-commercial, non-profit educational purposes and limited to personal use or to a limited audience and fall within the limits of fair use. This document is password-protected to prevent unauthorized processing such as copying and pasting.

ENGLISH 7

Module 1: Knowing Myself

How can the tales and wise sayings of the past help us live today? INTRODUCTION AND FOCUS QUESTIONS

Let us start this unit by recalling stories and wise sayings that you have heard from your grandparents or from an old folk such as the famous Lola Basyang. Think about this question:

How can the tales and wise sayings of the past help us live today?

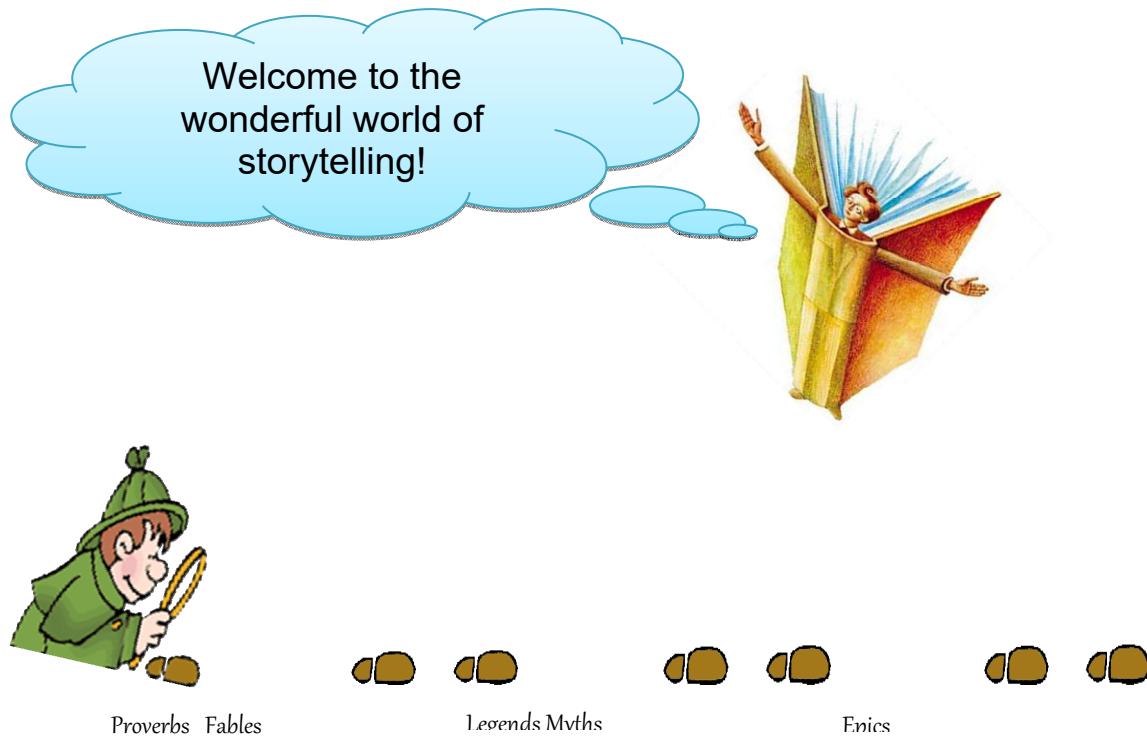
MODULE COVERAGE

This module has the following lessons:

Lesson No.	Title	You'll learn to...	Estimated Time
Lesson 1	Learning from the Past	Identify and formulate simple and compound sentences.	15 Days
Lesson 2	Knowing My Origin	Formulate grammatically correct sentences and retell tales using the written mode.	10 Days
Lesson 3	Exploring Filipino Culture	Use grammatically correct sentences in retelling tales using the oral mode.	15 Days

Concept Map of the Module

Here is a simple illustration of the lessons you will cover in this module



Expected Skills

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

1. Determine how expressive and oral skills serve as carriers of meaning.
2. Use expressive skills when reading short passages aloud and engaging in interpersonal communication.
3. Use words that are suitable to the purpose of a communication situation.
4. Be familiar with, appreciative of, and critical towards selected Philippine folk literature texts and other parallel selections.
5. Compose grammatically correct expressions and sentences.
6. Use appropriate mechanisms/tools in the library for locating resources.
7. Establish goals for learning based on self and peer assessment.

PRE-ASSESSMENT



Let's find out how much you have already known about Philippine Folk Literature by reading the provided text and answering the questions that follow.

READING TEXT

One day, Darang Magayon was bathing in the river when she slipped on the rocks. She did not know how to swim. Fortunately, Panganoron, the son of Rajah Karilaya from the Tagalogs, saw her calling for help in the Yaw river and saved her.

After saving her life, Panganoron started to court her. After some days she finally accepted his proposal. Consequently, he decided to ask Darang Magayon's father, Rajah Makusong for her hand in matrimony. The father accepted Panganoron to be his daughter's husband.

When Pagtuga heard of the news that Darang Magayon was to be betrothed to Panganoron, he got very angry. Pagtuga kidnapped Rajah Makusong and took him to the mountains. Then he told everyone that he would release him only if Darang Magayon would marry him. Afraid that Pagtuga would hurt her father, she accepted to be his wife.

When Panganoron knew about the situation, he asked his warriors to follow him to the mountains to fight against Pagtuga. The battle was fierce. Panganoron killed Pagtuga, but he was also eventually killed by an arrow thrown by one of Pagtuga's warriors. Sadly, while Darang Magayon ran to the arms of her beloved Panganoron, an arrow pierced her heart and killed her.

After the battle was over, Rajah Makusong laid the bodies of both lovers in a single grave. As days passed by, people who went to the grave to pay respect, saw that the grave was rising and turning into a land form. They started to call it Mayon, short for Magayon.

Each time that the Mayon volcano would erupt, some would say that such eruptions are songs of love between the lovers. People say that the spirit of Darang Magayon lives on the volcano. On the hand, Panganoron, whose spirit is believed to be living on the clouds above the volcano, would disperse rain to keep its flowers and plants fresh, so it stays beautiful.

1. What does the reading selection manifest?
The story...
 - a. mirrors almost exactly the origin of a particular volcano.
 - b. depicts consequences of parental interventions.
 - c. exemplifies heroic adventure of Panganoron.
 - d. poses a love story of genuine roots.

2. It is a story of _____.
 - a. courage and faith
 - b. honesty and hope
 - c. love and courage
 - d. hope and sacrifice

3. If the reading text were to explain the actions of gods and heroes or a natural phenomenon, then it would be a sample of a _____.
 - a. myth
 - b. legend
 - c. epic
 - d. folk tales

4. If you were to write an epic, what element should you consider?
 - a. origin of a place
 - b. moral of a story
 - c. adventure of a hero
 - d. love between the hero and heroine

5. Using the Dewey Decimal System, which classification do the legends, myths, epics and folktales fall under?
 - a. 400-499 Language
 - b. 700-799 Arts
 - c. 800-899 Literature
 - d. 300-399 Social Sciences

6. Which of the following words is stressed differently?
a. accepted b. proposal c. everyone d. another

7. What does *indifferent* mean as used in the sentence,

“Pedro, who seemed *indifferent*, refused to participate in class discussions about Philippine folk literature”?

- a. curious b. uninterested c. agitated d. quiet

8. Based on its structure, how do you classify the following sentence?

“People say that the spirit of Darang Magayon lives on the volcano.”

- a. simple
b. complex
c. compound
d. compound-complex

9. The reading text is a tale that was passed along by word of mouth. This means it is part of the _____ of our country.

- a. culture
b. oral tradition
c. heritage
d. customs

10. Which of the following is true?

Philippine Literature _____.

- a. started during the coming of Spaniards in 1521.
b. is based on how ancient people talk.
c. traces its roots in oral tradition.
d. has an ethnic origin.

11. Which of the comments below would you give if you were to assess the subject-verb agreement in the sentence, “Each of the legends are interesting”? The subject-verb agreement in the sentence is _____.

- a. correct b. incorrect c. partly correct d. cannot be determined

12. Juana was asked to do an oral retelling of the reading text. Which statement below manifests that she is doing it effectively?

- a. She tells the story loud enough to make the listeners look at her intently.
b. She moves around the room while retelling the story so that she would catch the attention of her audience.

- c. She establishes eye contact with her audience, varies her voice for dramatic effect, and uses simple and understandable language.
d. all of the above.
13. When Ella was retelling a story, she used a monotonous voice and mispronounced many words. Why is it important for her to articulate words clearly and correctly? It is important in order _____.
a. to communicate effectively
b. to impress her audience
c. to increase her word power
d. to enhance her reading comprehension
14. The choices below share the same meanings. In retelling a story, which word would you use to describe your appreciation for a character's trait?
a. determined b. pig-headed c. stubborn d. unreasonable
15. Why is it important to know the right word in any writing situation? Knowing how a word is used _____.
a. shows mastery of the English language
b. endears the readers to the writer
c. determines its meaning
d. impresses the readers
16. In doing a retelling of the origin of your locality, why should you consider your audience?
a. to grab their attention
b. to know the big words that can truly amaze them
c. to leave a lasting impression of your storytelling ability
d. to know the content and language most suitable to them
17. Why is there a need to study folk literature?
a. Folk literature should be given importance.
b. Folk literature is rarely appreciated in the 21st century.

- c. Folk literature offers enchanting stories about nature.
- d. Folk literature provides insights into the people's culture and beliefs.
18. You were asked by Philippine Daily Inquirer to tell a story which forwards a lesson and uses characters that will be most interesting to young children. What tale would you choose?
- a. myth b. legend c. epic d. fables
19. How would you revise the sentence, "Juan commanded the goat and shook its whiskers until his mother and brothers had all the silver they could carry"?
Change _____.
- a. "there" to "their."
b. "he" to "it."
c. "it's" to "its."
d. No revision is needed.
20. Matanglawin Publication has asked you to do a **written** retelling of an existing legend. Which of the choices below should you **NOT** consider? You should not use _____.
a. words produce vivid imagery.
b. words with fewer syllables.
c. sentences with varied structures.
d. sentences that evoke vivid imagery.

21-25. In 3-5 sentences, retell the reading text using your own words.

The reading text is adapted from: <http://www.read-legends-and-myths.com/mayon-volcano.html>



EXPLORE

Have you ever wondered how the ancient Filipino teenagers interacted with their peers and the elderly? What kind of guessing games do they play to entertain themselves? What advice did their elderly tell them so that they would grow mature and wise? As you attempt to know their culture and the conversations they had with their peers and elderly, think about this question:

ACTIVITY 1. Knowing You, Knowing Me

Fill out the second column based on the questions found below. Accomplish the 3rd column using your experience as the point of reference.

How did Filipino teenagers interact with their peers and the elderly?
What advice did the elderly tell them so that they would grow up wisely?
What guessing games do they play to amuse themselves?

<i>Interactions</i>	<i>Youth of the Past</i>	<i>Youth of the Present</i>
Peer		
Parents		

ACTIVITY 2. Reflection Checkpoint

Go back to the comparison table found in Activity 1. Think about the similarities and differences between you and the youth from the past. Write your insights on the box below.

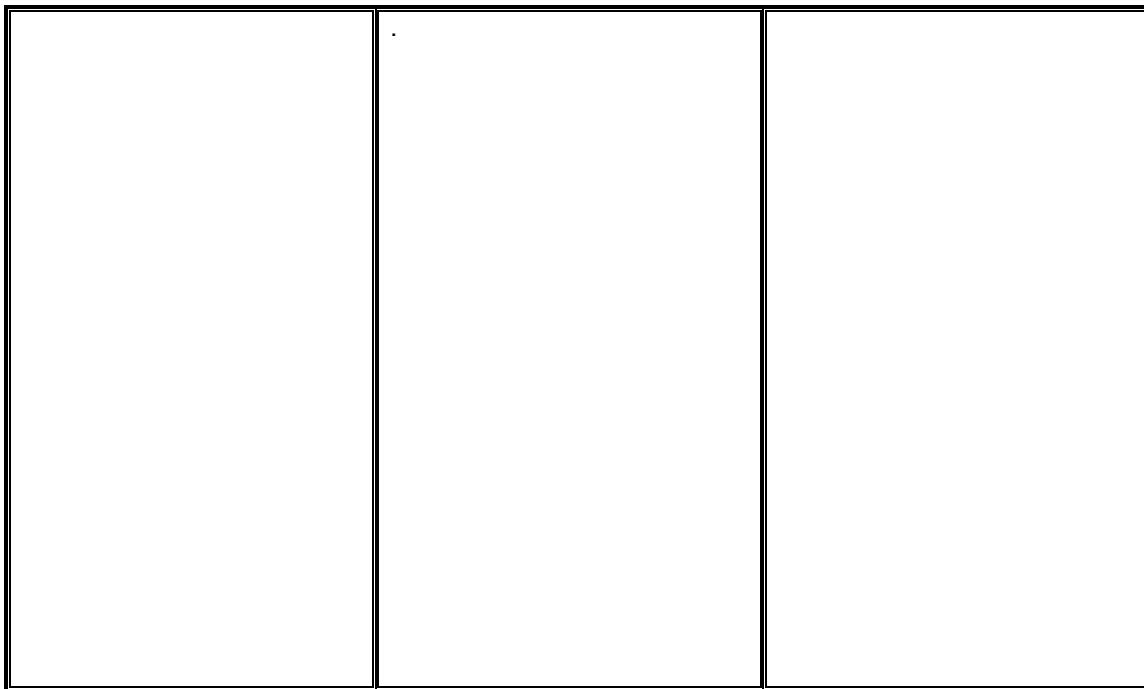


ACTIVITY 3. KWL Chart

Below is a KWL Chart. It will help you check your understanding of the lessons in this unit. Fill in with appropriate information the different sections of this module. Now, you are supposed to complete the first and second columns with what you know and wonder about the topic. Click on the “Submit” button to submit your response.

Philippine Folk Literature

K KNOW	W WONDER	L LEARNED
Write what you think you know about the topic.	Write what you wonder or want to learn about the topic.	Write what you have learned about the topic.

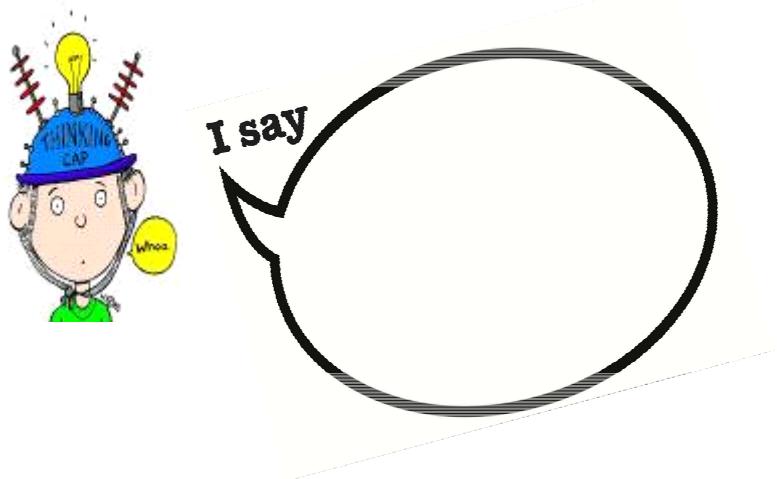


ACTIVITY 4. Inventory of Philippine Folk Literature



Answer these preliminary questions before you fully explore what Philippine folk literature is. Jot down your answers to these questions in the thought bubble found below.

1. What does folk literature mean?
2. What are examples of Philippine folk literature?
3. Under what categories do these examples fall under?





End of Explore

On your own, you tried to determine what the people of the past talk about or believe in. Get to know more about these through the next learning segments.



FIRM-UP



Your goal in section is to gain more information about the two kinds of folk literature in our country. Continue to think of the question:

How can the tales and wise sayings of the past help us live today?

ACTIVITY 5. Amuse me!

Take a look at how these youngsters entertain themselves through a guessing game that tests wit or intellectual ability.



nutart.blogspot.com

English Translation:

Girl: a deep well full of sharp instruments
 Boy: mouth

ACTIVITY 6. Brainy Battle!

Follow the instructions found below:

- A. Go to this link:



Mga Bugtong: Tagalog Riddles

<http://tagaloglang.com/philippine-literature/filipino-riddles/mga-bugtong-at-sagot-tagalog-riddles-answers.html>

- B. Play this game with a peer. Take turns in guessing what is being referred to by the statements found in the link.
- C. Use the scoring sheet to tabulate your correct answers to determine who wins in this game of wits.

<i>Brainy Battle</i> Scoring Sheet		
Names		
1		
2		
3		
4		
5		
6		
7		
8		
# of Correct Answers		

Congratulations!

You have just put your wit to a test through the universal art of riddling. Now, click the next arrow to know more about riddles.

Refer to the riddles as you write your observations on the following questions:



Questions to Answer:

1. What do the riddles talk about? Take note of the answers for the various riddles.

2. What do you notice about the highlighted words at the end of each line? What does it say about the structure of riddles?

Nang hatakin ko ang baging , nagkagulo ang mga matsing .	Limang puno ng niyog , isa'y matayog .
---	---

3. What purpose do riddles play as Filipinos interact with one another?

4. What are riddles and how do they manifest the rich culture and tradition of our country?

5. How can the tales and wise sayings of the past help us live today?
3.



Riddles, which are famous among Filipinos, are witty and puzzling statements referring to animals, objects or fruits found in the country. Since riddles have been passed from one generation to another, their origins are difficult to trace. This kind of folk literature is used not only to entertain but also to showcase the Filipino wit and intellect.

Philippine riddles can either be prose or verse. They are usually written in couplets.

The anthology of ASEAN FOLK LITERATURE edited by Damiana L. Eugenio outlines the stylistic devices manifested in Philippine riddles.

1. Balance and parallelism:

Araw araw bagong buhay; *Every day it has new life;*

Taon-taun namamatay. *Every year it dies.*

Kalendaryo

Calendar

2. Parallel statements expressing contrast:

Mataas kung nakaupo; *Tall when sitting,*

Mababa kung nakatayo. *Short when standing.*

Aso

Dog

3. Paradox, or reversal of the expected:

Nang maala-ala'y naiwan, *When remembered, it was left behind;*

Nadala nang malimutan *When forgotten it was carried.*

Amor siko

Amor seco

4. An odd or illogical action:

Nagsaing si Hudas *Judas cooked rice*

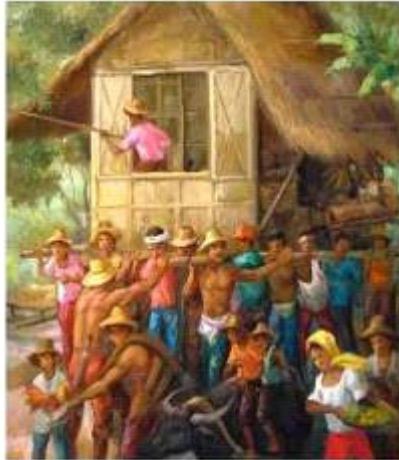
Itinapon ang bigas

He threw the rice

ACTIVITY 7. Of Wit and Wisdom

Study the pictures and sayings below and then answer the questions that follow. Write your thoughts on the thinking box.

Source: http://mmdelrosario.hubpages.com/hub/Salawikain_Filipino_Proverbs#



Ang mabigat ay gumaagaan, kung pinagtutulungan.

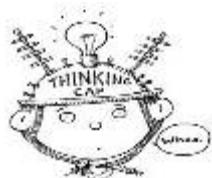


Ang palay ay parisan, habang nagkakalaman
ay lalong nagpugpugay.



Questions to Answer:

1. What are these sayings called?
2. What do these sayings express?
3. What is the structure of these sayings?
4. What is the function or purpose of these wise sayings?
5. How do these wise sayings reflect the culture of our country?



My
Thinking
Box



Filipino Proverbs are wise sayings. Like riddles, they are handed from one generation to another. It is quite difficult to trace their roots since they were originally in oral form. They are culled from the wisdom of daily living, providing lessons and observations about life.

Proverbs manifest not only the richness of Philippine culture but also the values and philosophy of Filipinos.

The anthology of ASEAN FOLK LITERATURE edited by Damiana L. Eugenio provides examples which are classified under the following categories:

1. Proverbs expressing a general attitude towards life:

11. And dalan sa langit The road to heaven

12. Wala bakbakig kabulakan is not strewn with thorns.

13. Ceb

14.

2. Ethical Proverbs:

- 15. Habang maiksi ang kumot** *While your blanket is short,*

- 16. Maqtiiis mammaluktot** *Endure crouching under it.*

17. Tag

18.

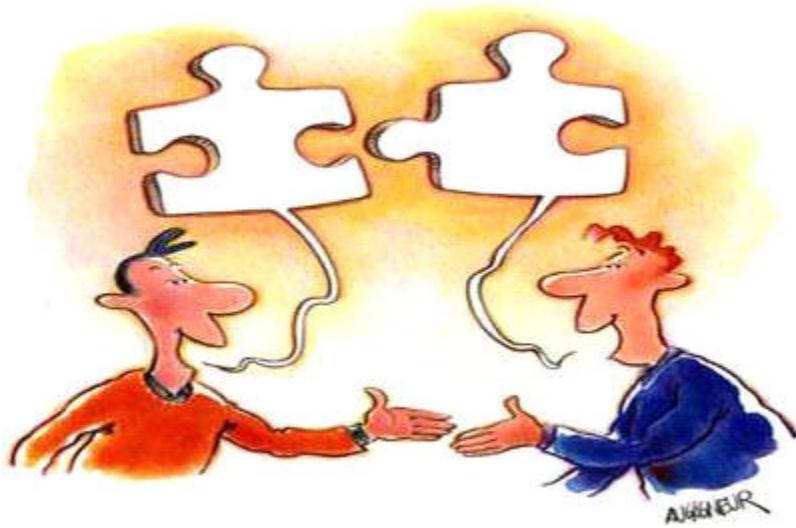
3. Proverbs expressing values:

19. Ing mayap a lagyu A good name

20. Maiquit ya king qintu. Is better than gold.

ACTIVITY 8. Express Yourself!

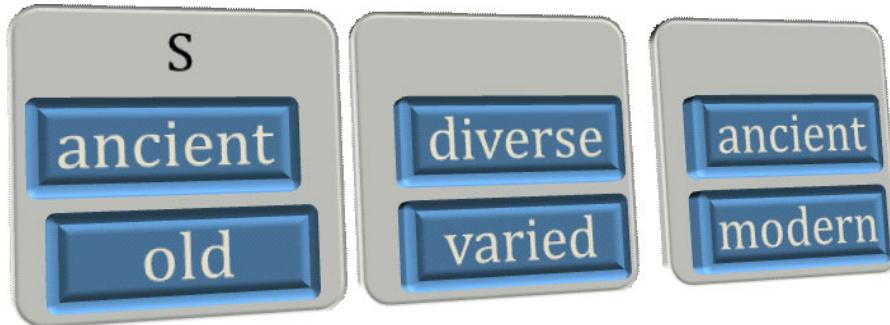
Imagine that you have been selected to represent your country in an international conference geared towards promoting culture and heritage among the youth today. You meet someone who is keen on knowing about your country's customs and traditions. What would you say? How would you express your ideas clearly? Fill in the dialogue boxes with things you would say. Take turns in playing this role.



ACTIVITY 9. Word Power

- A. Examine this screenshot and look for the words **diverse** and **ancient**.

- B. Determine which pair of words shows opposite or similar meanings.



Questions to Answer:



1. What are words with similar meanings called? _____
2. What are words with opposite meanings called? _____



A synonym is a word that has the same meaning as another word. On the other hand, an antonym is a word with a meaning opposite to that of another word. In a dictionary or thesaurus, synonyms and antonyms are often given as part of the definition of a word. Take a look at the sample found below.

wise *adjective*

1 having or showing deep understanding and intelligent application of knowledge <a respected and wise old judge famous for her sensible rulings>

Synonyms discerning, insightful, perceptive, prudent, sagacious, sage, sapient

SOURCE: <http://www.merriam-webster.com/thesaurus/wise?show=0&t=1341365358>

- C. Using a dictionary or thesaurus, look for the antonym and synonym of the highlighted words found in the riddles and proverbs. Write your answers on the table.

1. “**Better** a slip of the foot than a slip of the tongue.”

2. “He who questions much excels the **wise**.”
3. “A man in **extreme** need will clutch even at a sharp knife.”
4. “Leaves of Cappa-cappa turned backwards and **identical**.” EARS
5. “A deep well full of **sharp** instruments.” MOUTH

WORD	SYNONYM	ANTONYM
1.		
2.		
3.		
4.		
5.		

ACTIVITY 10. Hear ye! Hear ye!

- A. Listen to the following conversation among the members of the *International Cultural Club*. **Note the correct pronunciation of the highlighted words.**

Michael: Carla, **this** is Maria de La Cruz.

Carla: Nice to meet you Maria. I’m Carla. So, I heard you are from the Philippines.

Maria: That’s right!

Carla: Cool! What’s Philippines like?

Maria: Well, it’s a beautiful country! And its culture **is** diverse.

Carla: Great! I need to write an article about your country’s ancient past. Can you help me with **it**?

Maria: That’s interesting! Sure. I can meet you at the library later. Let’s talk after I get my borrower’s card.

Carla: That sounds fine. See you there!

- B. Observe the contrast in the pronunciation of these words.

Short	Long
it	Eat
this	These
is	Ease

ACTIVITY 11. Speak easy!

Practice saying these words correctly.

bit-beat

hit-heat

sit –seat

ship-sheep

Web Link:

Access this link to get a complete list of words that differ in one sound:

<http://www.englishclub.com/pronunciation/minimal-pairs.htm>

Go to this link to get free online pronunciation exercises:

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

ACTIVITY 12. Library Walk



Aside from your school library, your city or town library can also provide resources and services to support your research needs. As you study the online forms, think about the importance of giving accurate information.



Many libraries such as the National Library of the Philippines have shifted to automated library book borrowing system (LBB system). In this case, library users need to fill out an online form.



Forms require names, birth dates, and addresses which need to be written in different ways. Before you fill out any form, look for specific directions such as writing your last name first or using uppercase or capital letters. Follow these general rules when filling out forms:

1. Read each item in the form very carefully.
2. Follow instructions for printing or encoding.
3. Supply true and specific data or information.

National Library Registration Process

STEP 1 : Enter your ID number

(ID NUMBER is the BARCODE NUMBER found at the BACK of your READER's ID ; Letter 'B' is always CAPITAL)

	<input type="text"/>	<input type="button" value="SUBMIT"/>	<input type="button" value="CLEAR"/>
B376386			

STEP 2: Fill-up the form then click save record

Please don't put single quote (') in your entry

Patron ID number	*	<input type="text" value="B999998"/>
First name	*	<input type="text"/>
Surname	*	<input type="text"/>
Gender		Female <input type="radio"/> Male <input checked="" type="radio"/>
Birthdate		Year <input type="text"/> Month <input type="text"/> Date <input type="text"/>
Email address		<input type="text"/>
Contact number		<input type="text"/>
Address : No. Street, Brgy/Municipality	*	<input type="text"/>
Address : City	*	<input type="text"/>
School/Office		<input type="text"/>
Username	*	<input type="text"/> <small>We recommend to use your id number</small>
Password	*	<input type="text"/>
<input type="button" value="Save record"/>		<input type="button" value="Reset"/>

* Required fields

[BACK TO STEP 1](#)

Reference no : 387603

Thank you, **Juan Dela Cruz**

Your username is : **B999999** and your password is **B999999**

please proceed to **OPAC computers** located at 2nd and 3rd floor lobbies to search library materials.

FINISHED

Source: National Library of the Philippines

ACTIVITY 13. Language in Focus



What happens when a person writes the way he speaks? Why is it important to know the difference between spoken and written language? Explore the answers to these questions by taking a look at the samples below.

Spoken

Carla: Hey Maria! I saw a cab which has something about having more fun in the Philippines.

Maria: uhm, oh yeah! that's **our** new tourist campaign. So, how do you find the slogan?

Carla: Well, it's cool! I'm thinking about asking my folks to bring me to your country.

Maria: That would be great! **I'd** love to give you a tour when you visit our country.

Carla! I'll count on it!

Written

London cabbies have 'more fun' with PH slogan

By Nancy C. Carvajal
Philippine Daily Inquirer

London's iconic black cab, one in motorcade led by Filipino officials on Tuesday, goes around the streets of London proclaiming that "It's more fun in the Philippines." The London promotion opens the country's new tourism campaign that targets the millions from all over the world predicted to converge in the UK capital for the Queen's jubilee feast and the Olympics.



Questions to Answer:

1. Which of the two forms of communication sounds more formal? Why?
2. In what way do they differ?



Instinctively, many people are aware of the differences between oral and written language. Written language is more formal than spoken language. Knowing the differences between the two is crucial in making writing formal and thus suitable to the academic setting.

Found below are some of the typical features of spoken and written language as listed by Craig Thaine (2010).

Spoken Language	Written Language
Spontaneous and sometimes redundant	Planned, precise, and well thought out
Informal in style	Formal in style
Instant feedback	Delayed or no feedback
Utterances not complete sentences	Use of simple and complex sentences
Stress, intonation and pauses for conveying meaning	Use of punctuation for ensuring clarity

ACTIVITY 14. Write it out!

Go to the web link found below and read the article about **Ancient Philippine Archipelago**.

Web Link: <http://ancientweb.org/explore/country/Philippines>

As you read, note the features of written communication in the specified text.
 Write your answers in the box below.



Note that formal written communication uses complete sentences. You have learned in earlier grades that a sentence is a set of words that is complete in itself, thus it contains a subject and predicate. According to structure, a sentence can be simple, compound, complex or compound complex. In this lesson, we will focus on learning about and writing simple and compound sentences. Read the excerpted paragraph below and make your generalizations about these two kinds of sentences.

SOURCE: <http://coconuter.blogspot.com/2007/11/philippines-ancient-culture.html>

Our ancestors spoke many languages and dialects as there were tribes. When the Spaniards arrived, our forefathers already had known how to read and write in their own ancient alphabet that came from India. **Our ancient alphabet consisted of seventeen letters.** *Almost all these ancient writings are lost today, but some relics can still be seen in the archives of the Dominican fathers in Manila and in private collections.*

<p><i>Our ancient alphabet consisted of seventeen letters.</i></p> <p>This sentence expresses one complete thought. This sentence is called _____.</p>	<p><i>Almost all these ancient writings are lost today, but some relics can still be seen in the archives of the Dominican fathers in Manila and in private collections.</i></p> <p>This sentence is made up of two simple sentences. This sentence is called _____. <i>Conjunctions such as or, and, or but are used in this kind of sentence.</i></p>
 <p>Web Links</p> <p>Access these interactive exercises in order to hone your skills in identifying and creating simple and compound sentences.</p>	 <p><i>In 5 sentences, write what you have learned about the early Filipinos. Use simple and compound sentences.</i></p>

A. This website will test your skill in identifying simple and compound sentences.

http://www.quia.com/quiz/242899.html?AP_rand=1860197414

b. This website will help you construct simple and compound sentences.

<http://www.glencoe.com/sec/writerschoice/rws/mslessons/grade6/lesson16/exercisea.shtml>

End of Firm Up



In this section, the discussion was learning about riddles and proverbs and using language in real life. Go back to the question posed at the start of this lesson. Jot down your answers on the “I Say” thought bubble found in Activity 15.

How can the tales and wise sayings of the past help us live today?

ACTIVITY 15. Pause. Think. Write.



I say

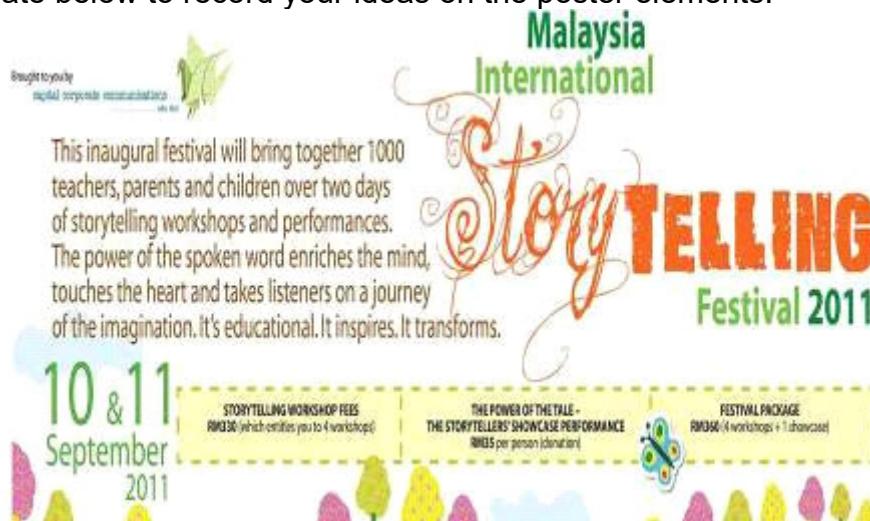


DEEPEN

ACTIVITY 16. Writeshop!

A. Brainstorming

Be familiar with the poster elements by studying the sample poster below. Fill out the template below to record your ideas on the poster elements.



Source: <http://kakiseni.com/myresources/events/607poster.jpg>

ELEMENTS	DICTIONARY DEFINITION	YOUR SPECIFIC TASK
<i>Poster</i>		<i>What kind of poster are you making?</i>
<i>Design</i>		<i>How will you design this poster?</i>
<i>Message</i>		<i>What message will make readers gain interest in the festival?</i>
<i>Audience</i>		<i>Who will read this poster? Why is it important to know and consider your audience in making this poster?</i>
<i>Purpose</i>		<i>Why are you making this poster?</i>

Why are these elements important in making a poster?

B. Designing Your Poster

As you design your poster, think about the message that you want to forward to your audience. Use 2-3 sentences that would immediately grab your reader's attention. Write your message below. Afterwards, incorporate the other elements in your poster.

To ensure that people will take the time to read your poster, consider the checklist below. Ask a peer editor to place a ✓ or ✗ mark to answer each question. Afterwards, have the revised poster ready for editing.

	Is the message clear?
	. Is the message written using simple and compound sentences that can easily grab the readers' attention?
	. Is the information brief and easy to read?
	. Is the poster neat and clutter free?

D. Editing



Before you prepare the poster for posting, proofread its content. Note the basic rules on subject-verb agreement and then answer the drills that follow. These grammar tips and drills will hone your writing skill and help you write grammatically correct sentences.

A singular subject needs a **singular verb**.

Knowledge **is** wealth that can't be stolen.

A plural subject needs a **plural verb**.

Riddles **are** witty sayings that are handed over the course of many generations.

In present tenses, nouns and verbs form plurals in this manner:

<u>She likes riddles.</u> ↓ ↓ Singular Verb subject + s	<u>They like riddles.</u> ↓ ↓ plural Verb subject - s
---	---

Use the **s-form** of the verb (**likes, writes**) if the subject is singular.

Use the **base form** of the verb (**like, write**) if the subject is plural.

Right Practice Makes Perfect

A. Go to these web links:

<http://www.grammarbook.com/grammar/subjectVerbAgree.asp>

<http://owl.english.purdue.edu/owl/resource/599/01/>

http://eslbee.com/cgi-bin/quiztest.cgi?sv_agreement

These websites will give you more tips on achieving subject-verb agreement in your sentences.

B. Study the sample riddles and proverb and do the following:

1. On the 2nd column, identify whether the statement is a riddle or a proverb.
2. On the 3rd column, place a √ if the sentence is grammatically correct. Otherwise, place an X mark.
3. On the 4th column, write the edited version of the sentence. Write NA if the original sentence is correct.

Original Version	English Translation	√ or ×	Edited Version
Dalaua cong cahon bucsan ualang ugong. (Tagalog)	I opens my two boxes noiselessly.		
Nagapanilong apang basa. (Bisaya)	He is under the shed but is always wet.		
Ania ti parsua ni apo Dios nga aoan ti imana nga aoan ti sacana quet ammona ti agsao? (Pampangeno)	What creature of God have no arms and legs but can talk?		
Pulutin ang mabuti, ang masama ay iwaksi. (Tagalog)	<i>Emulate what is good; ignore what is bad.</i>		
<i>Ti táo nga mannaríta, awán ti ania nga magapuánanna.</i> (Ilokano)	A man that talk too much accomplishes little.		

C. Read the informational text below and choose the verb which agrees with its respective subject.

Filipinos - A Rich Blend of East and West

Adapted from: <http://www.selectphilippines.com/filipinos.html>

The Philippines, because of 1. (its, it's) favorable location, has attracted people from Asia, Europe and America and has become a true melting pot of cultures.

As a result, the Filipinos came from a mixture of Asian, European, and American.

Knowing these facts 2. (enables, enable) one to appreciate the unique nature of the Filipino people and to understand why they 3. (is, are) not the typical Asians one 4. (has, have) come to meet and know.

In fact, most foreigners 5. (find, finds) the Filipino people to be more western and Latin in their ways.

But beneath the veneer of Hispanic, Mexican and American heritage, the Filipino people, in heart and in spirit, 6. (is, are) Asians.

They 7. (is, are) Asian in race and in geography with an indestructible Asian heritage.

Indeed, this reputation for being cultural hybrids reflect in the Filipino art, religions, fashion, architecture, behavior, business and government practices.

8. (It's, Its) easy to "fall in love" with the Filipino people. Everywhere you find them in the world, Filipinos 9. (is, are) genuinely friendly and 10. (always, alway) ready to help.

The Filipino people 11. (is, are) known for their captivating smiles, natural charm, wonderful sense of humor and joie de vivre.

If you happen to have a Filipino friend or colleague, then you may be quite familiar with the famous Filipino hospitality.

The Filipino people 12. (love, loves) to entertain and actually 13. (do, does) 14. (possess, possesses) a flair for entertaining.

Birthday parties 15. (seem, seems) like "mini-fiestas" as the table literally 16. (overflows, overflow) with food - from pancit (noodles), fried lumpia (spring roll), barbecue, spaghetti, lechon (roasted pig), and a wide array of other delectable Filipino dishes, plus unforgettable Filipino sweets.

Beyond that, the Filipino people **17. (is, are)** admired for being hard-working, creative, talented, and fiercely loyal and dedicated to those which they **18. (commit, commits)** themselves to. Despite having been through so many wars, the Filipino people **19. (is, are)** truly a peaceful people. Throughout the ages, the Filipinos **20. (has, have)** demonstrated a great adaptability to different cultures and strong resiliency amidst even the most challenging conditions.

D. Publishing

After you edit the message on your poster, prepare a final copy. Post it on your school's bulletin board where your peers can see it.

E. Evaluating

Use the *Output Satisfaction Worksheet* below to assess your work. Exchange ideas about how you can improve your poster. These ideas will help you in crafting your individual poster.

Output Satisfaction Worksheet	
	We are most satisfied with...
	We are least satisfied with...
	We are having problems with...

ACTIVITY 17. Reflection Checkpoint

Take note of what you know and you do not fully understand yet using the graphic organizer below.

 Crystal Clear	 Muddiest Point
These are what I know:	I still don't fully understand the following:

End of Deepen

In this section, the discussion was about extending your knowledge of riddles and proverbs and using language for real life. Now that you have a deeper understanding of the topic, you are ready to do the culminating task on your own.


TRANSFER


Your goal in this section is to transfer your learning to real life situation. As you go through the steps in completing the task, ask yourself, "Why should writers consider their purpose for writing and their audience?"


TASK

You have been tasked by your city/ town librarian to make an 8" by 14" poster for the upcoming literacy month. This poster should be able to encourage library users to read and know more about our Philippine riddles and proverbs so that they can see the relevance of the past in today's modern life. Your poster must have the following: clear and appropriate message and creative design.

Your poster will be evaluated based on the following rubric:

Criteria	4 Exemplary	3 Satisfactory	2 Developing	1 Beginning
Clear and Appropriate Message	The message successfully meets the writing purpose. The well-written message, which shows the relevance of the riddles and proverbs to today's life, is catchy and compelling.	Writing purpose and preference of the intended audience are met. The message, which shows the relevance of the riddles and proverbs to today's life, is well-written.	Writing purpose and preference of the intended audience are somewhat met. The message, which partly shows the relevance of the riddles and proverbs to today's life, has 1-2 grammatical errors.	Writing purpose and preference of the intended audience are not met. The message has more than 3 grammatical errors. The poster does not manifest the relevance of the riddles and proverbs to today's life.
Creative Design	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

ACTIVITY 18. Writeshop

Go through the writing process as you accomplish this task. Be guided by the directions and questions found below.

A. Brainstorming

Consider the following questions in making your poster:

1. *What kind of poster are you making? What is your purpose in making this poster?*
2. *Who is your audience? What should you consider in making this poster suitable to them?*
3. *What message will make your readers become interested in riddles and proverbs?*

B. Designing

The message in the poster should allow your audience to see the relevance of riddles and proverbs to their modern lives. Incorporate visuals or illustrations that are suitable to this message.

C. Revising and Editing

Go back to the revising checklist found in the **Deepen** segment of this module. Exchange drafts with a peer and proofread each other's poster. Edit the sentences based on what you have learned about s-v agreement.

D. Presenting

Coordinate with your librarian so that you can post your project on the bulletin board or on the front door of the library so that it can easily be seen.

End of Transfer

In this section, your task was to make a poster which forwards a compelling message to encourage library users to appreciate riddles and proverbs. Before you move to the next lesson, capture what you have learned by doing **Activity 17**. Finally, get ready for the next lesson by thinking about stories that explain the origin of things.

ACTIVITY 19.

What new realizations do you have about the topic? What new connections have you made for yourself? Revise the KWL Chart. Click on the link to open the chart and click “Save” after you’ve revised the “What have you Learned” portion.



Philippine Folk Literature

K KNOW Write what you think you know about the topic.	W WONDER Write what you wonder or want to learn about the topic.	L LEARNED Write what you have learned about the topic.



EXPLORE

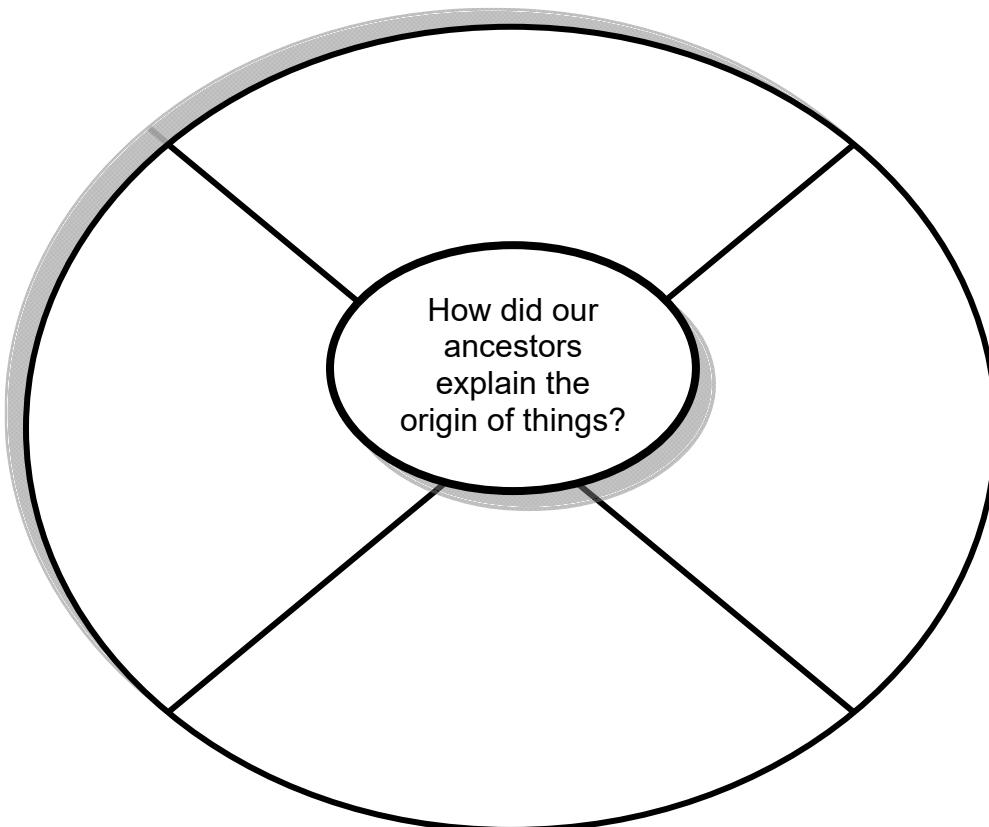


Have you ever wondered where everything comes from? Have you heard of stories which tell the origin of things and places? As we begin another learning journey, let us continue to think of the question:

How can the tales of the past help us live today?

ACTIVITY 1. Idea Wheel

Fill this wheel with ideas coming from you and three other people in your campus. Be sure to ask people of different ages.



ACTIVITY 2. Hypothesis

Based on what you have gathered in the previous activity, make your own generalization about how things came to be. Write it in your thinking box.



My
Thinking
Box

End of Explore



On your own, you tried to gather insights about how our ancestors explain the origin of things. Get to know more about these through the next learning segments.



FIRM-UP



Your goal in section is to read other forms of folk literature, namely legends and myths. You should be able to answer why folk literature comes in different forms. Continue to think of the question:

How can the tales of the past help us live today?

ACTIVITY 3. How it came to be



Read to find out how early Filipinos explained the origin of a plant and its very unique smell.

Reading 1

Legend of Dama de Noche

Many years ago, there was a rich *Maharlika* or nobleman who spent his bachelor days wining and dining in the company of nobility. He drank the finest wines, ate the most delicious food, and enjoyed the company of the most beautiful and bejeweled women of the noble class. After spending this kind of life for many years, he decided to settle down and get married to a woman of his choice. "But whom to marry?" he asked himself, "All the women I know are gorgeous and charming, but I am tired of the glitter of their jewels and the elegance of their clothes!" Finally, he found himself a simple, charming girl whose name was Dama.

They got married and lived happily. She loved and pampered him with the most delectable dishes and kept his home and clothes in order. But soon he got bored and began to long for his friends' company. He looked at his wife and thought, "She is not beautiful and doesn't have the air of nobility and wisdom in her that I am so used to." And so he returned to his world of glitter and pleasure. He started to spend his evenings sitting around with his friends, drinking, and talking till the next morning.

Seeing this Dama felt that she was losing her husband. She wept and prayed, "Oh God! Help me. Give me a magic charm that would make my husband come home again and never leave my side, forever!" At midnight he came home, opened the door of their bedroom, and called for Dama to tell her to prepare his nightclothes. He shouted for her and searched the whole house, but he could not find his wife. Finally he returned to their bedroom and when he opened the door, he stopped. A sweet and fragrant scent that he had never smelled before drifted to him. He went straight to the window from where it seemed to be coming. He was amazed to see a strange bush growing outside his window. The bush had thousands of tiny star-like white flowers, from which the heavenly and enchanting scent was coming.

He stood there, completely enthralled by the glorious smell. "Dama..." he whispered softly, wondering, could this be Dama? The noble man sat by the window and waited for his loving, simple wife to return. But she did not come back. Only the fragrance of the flowers stayed with him, casting a spell over his entire life.

In the moonlight, Dama of the night, or Dama de Noche would be in full bloom, capturing the rich *Maharlika* and ensuring that he never leave her side again.

Source: <http://www.buzzle.com/articles/phillippines-legends-and-myths.html>

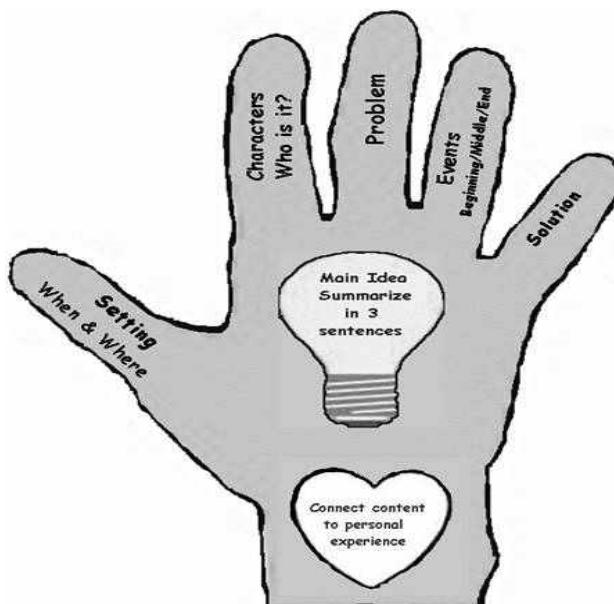


Questions to Answer:

Do the Five-Finger retelling by answering the five questions:

1. When and where does the story take place?
2. Who are the characters in the story?
3. What problem is cited in the story?
4. What are the events in the story?
5. How does the story end?

Use the space around the hand to jot down your answers to the questions.



Source: http://www.pawneeschools.com/pages/uploaded_images/hgylevg14397.jpg

Personal Connection

If you were the Maharlika, how would you treat another person, especially someone who is close to you?

ACTIVITY 4. How things started

Read another story.



How the World Was Created Panayan

Reading 2

By: F. Landa Jocano

Weblink: Click this link
<http://www.youtube.com/watch?v=SmdxsC8Rluk>

One of the stories about the creation of the world, which the old Folks of Panay, especially those living near the mountain, do not tire relating, tells us that in the beginning there was not heaven or earth – only a bottomless deep and a world of mist. Everything was shapeless and formless – the earth, the sky, the sea, and the air were almost mixed up.

Then from the depth of this formless void, there appeared two gods, -- Tungkung Langit and Alunsina. Just where these two deities came from it was not known. However it is related that Tungkung Langit fell in love with Alunsina and, after so many years of courtship, they got married and had their abode in

the highest realm of the eternal space where the water was constantly warm and the breeze was forever cool. It was in this place where order and regularity first took place.

Tungkung Langit was an industrious, loving and kind god whose chief concern was how to impose order over the whole confused set-up of things. He assumed responsibility for the regular cosmic movement. On the other hand, Alunsina was lazy, jealous and selfish goddess whose only work was to sit by the window of their heavenly home, and amuse herself with her pointless thoughts. Sometimes, she would go down from the house, sit down by a pool near their doorstep and comb her long, jet-black hair all day long.

One day Tungkung Langit told his wife that he would be away from home for sometime to put an end to the chaotic disturbances in the flow of time and in the position of things. The jealous Alunsina, however, sent the sea breeze to spy on Tungkung Langit. This made the latter very angry upon knowing about it.

Immediately after his return from the trip, he called this act to her attention saying that it was ungodly of her to be jealous, there being no other creature living in the world except the two of them. This reproach was resented by Alunsina and a quarrel between them followed.

Tungkung Langit lost his temper. In his rage, he divested his wife of powers and drove her away. No one knew where Alunsina went; she merely disappeared.

Several days after Alunsina left, however, Tungkung Langit felt very lonely. He realized what he had done. Somehow, it was too late even to be sorry about the whole matter. The whole place, once vibrant with Alunsina's sweet voice, suddenly became cold and desolate. In the morning, when he woke up, he would find himself feel the same loneliness creeping deep in his heart because there was no one to meet him at the doorstep or soothe the aching muscles of his arm.

For months, Tungkung Langit lived in utter desolation. He could not find Alunsina, try hard as he would. And so, in his desperation, he decided to do something in order to forget his sorrows. For months and months he thought. His mind seemed pointless, his heart, weary and sick. But he must do something about his loneliness.

One day, while he was sailing across the regions of the clouds, a thought came to him. He would make a big basin of water below the sky so that he can see the image of his wife, if she were just somewhere in the regions above. And lo! the sea appeared. However, Alunsina was never seen. After a long time, the somber sight of the lonely sea irritated Tungkung Langit. So he came down to the Middle-world and created the land; then he planted this with grasses, trees

and flowers. He took his wife's treasured jewels and scattered them in the sky, hoping that when Alunsina would see them she might be induced to return home. The goddess' necklace became the stars, her comb the moon and her crown the sun. However, despite all these Alunsina did not come back.

Up to this time, the old folks in Panay say that Tungkung Langit is alone in his palace in the skies. Sometimes, he would cry out his pent-up emotions and his tears would fall down upon the earth. The people sat that rain is Tungkung Langit's tears and that is why in some localities in Panay, the first rain in May is received with much rejoicing and sacrifice. Incidentally, when it thunders hard, the old folks also say that it is Tungkung Langit sobbing, calling for his beloved Alunsina to come back – entreating her so hard that his voice thunders across the fields and countryside.

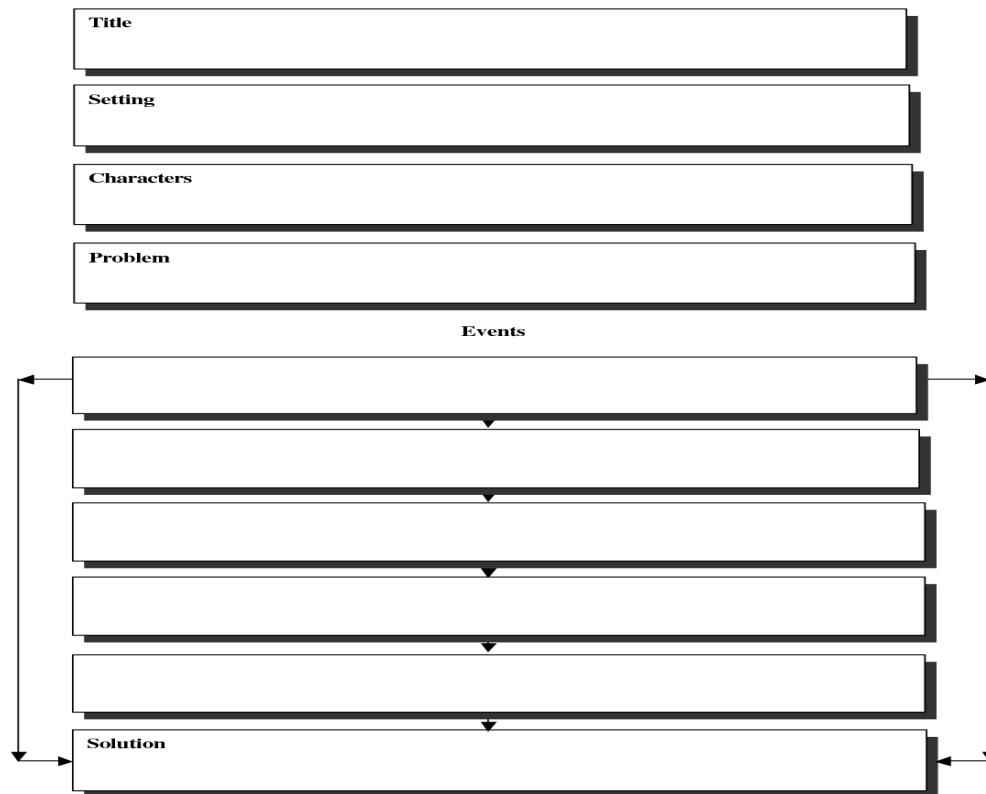


Questions to Answer

Use the grammar story below to address the following questions:

1. What is the story about?
2. Who are involved?
3. How does the story end?

Story Grammar Chart: Sequence of Events



Source: <http://img.docstoccdn.com/thumb/orig/21515677.png>

Make a clear comparison between legends and myths by filling out the matrix below based on the previous activities.

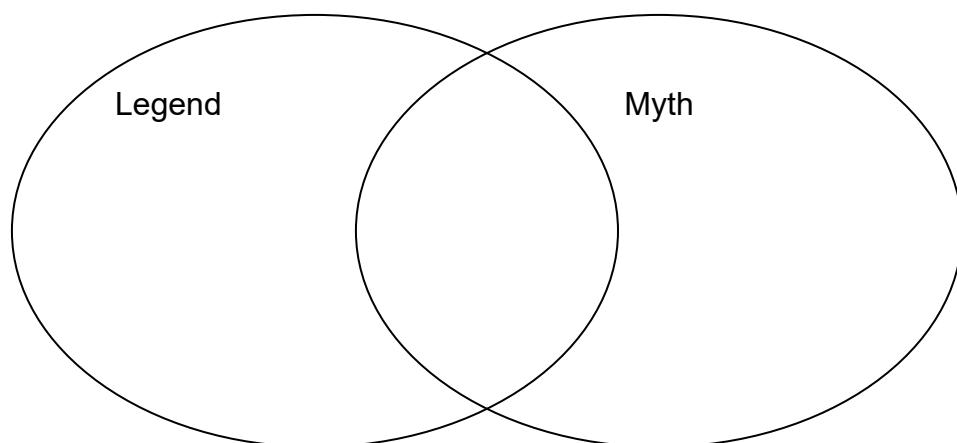
CATEGORY	LEGENDS	MYTHS
CHARACTERS		
SETTING		
THEME		
PURPOSE		



Compare your answer with the explanation and definition proffered by The ASEAN Folk Literature: An Anthology edited by Damiana Eugenio (1995, 2).

Myths	Legends
<p><i>Myths are prose narratives which, in the society in which they are told, are considered to be truthful accounts of what happened in the remote past. They are accepted on faith; they are taught to be believed; and they can be cited as authority in answer to ignorance, doubt, or disbelief. Their main characters are not usually human beings, but they often have human attributes: they are animals, deities, or culture heroes, whose actions are set in an earlier world such as the sky or underworld.</i></p>	<p><i>Legends are prose narratives which, like myths, are regarded as true by the narrator and the audience, but they are set in a period considered less remote, when the world was much as it is today. Legends are more secular than sacred, and their principal characters are human. They tell of migrations, wars and victories, deeds of past heroes, chiefs, and kings, and succession in ruling dynasties.</i></p>

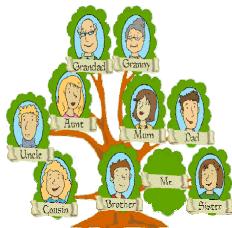
Fill out the Venn diagram below to highlight the differences and similarities between myths and legends.



ACTIVITY 5. Knowing my origin



You have learned about tales that talk about the origin of the world and everything in it. Let us extend this knowledge by continuing to explore your insights and experiences concerning how things came to be. These series of activities will help you find your own words in retelling tales of the past.



1. Click this link, <http://www.myheritage.com/>.
2. Trace your lineage by making a family tree.
3. Copy and paste your family tree to the box below.
You can do that by pressing PrtScSysRq button on your keyboard and paste the image on the box below.
4. Be ready to share your family history to your peers.

ACTIVITY 6. Word Power

- A. Determine which of the time and place signals best fits each statement.
 B. Identify which of the words/phrases signal time or place. Write T (Time) or P(Place) on the blank.

little by little (2)	_____
beside (4)	_____
everyday (3)	_____
eventually (5)	_____
away (6)	_____
after awhile (7)	_____
everywhere (1)	_____
where (8)	_____
on (9)	_____
when (10)	_____

Answers in parenthesis.
 .to be removed

1. In the beginning, the world was a large void. There were mists and shapeless things _____.
2. _____ Tungkung Langit restored order and put an end to the confusion around them.
3. _____ he would leave to do his job.
4. Alunsina, who was lazy and selfish would do nothing but comb her hair. One day, she placed her comb _____ her, stood up and commanded the sea breeze to spy on Tungkung Langit.
5. _____, the latter found out about this.
6. He got all the powers of Alunsina and sent her _____.
7. _____ Tungkung Langit started to feel lonely especially when he found his home empty.
8. He did not know _____ to find Alunsina.
9. He finally decided to make the sea and earth. He created trees and flowers _____ the ground that Alunsuna would see its beauty and return home.
10. However, Alunsina never returned to their palace in the sky. It is said that _____ it rains, Tungkung Langit's lonely and sad.

ACTIVITY 7. Language in Focus

A. Read the paragraph below and note the highlighted words.

In the beginning, the world was a large void. There were mists and shapeless things everywhere. Little by little, Tungkung Langit restored order and put an end to the confusion around them. Everyday, he would leave to do his job little by little. Alunsina, who was lazy and selfish would do nothing but comb her hair. One day, she placed her comb beside her, stood up and commanded the sea breeze to spy on Tungkung Langit. Eventually, the latter found out about this. He divested Alunsina of her powers and sent her away. After a while, Tungkung Langit started to feel lonely especially when he found his home empty. He did not know where to find Alunsina. He finally decided to make the sea and earth. He created trees and flowers on the ground so that Alunsina would see its beauty and return home. However, Alunsina never returned to their palace in the sky. It is said that when it rains, Tungkung Langit is feeling so lonely and that the rain is his tears of sadness.

Questions to answer

1. When does the action take place as signified by the form of the verb?
2. Which of these verbs are regular? Irregular? Do the click and drag activity below.

restored put placed stood decided sent

Regular	Irregular

B. Get more ideas on how and when to use the simple past form of the verb by doing the following:

1. Click this link, http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-past.php and read about the past tense.
2. Know more about using the simple past form through this link, http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-past.php.

ACTIVITY 8. In a nutshell

- A. Study the paragraph again and analyze its parts.

Topic Sentence	In the beginning, the world was a large void. There were mists and shapeless things everywhere.
Rising Action	Little by little, Tungkung Langit restored order and put an end to the confusion around them. So every day, he would leave to do his job.
Conflict	Alunsina, who was lazy and selfish would do nothing but comb her hair. One day, she placed her comb beside her, stood up and commanded the sea breeze to spy on Tungkung Langit. Eventually, the latter found out about this. He divested Alunsina of her powers and sent her away.
Falling Action	After a while, Tungkung Langit started to feel lonely especially when he found his home empty. He did not know where to find Alunsina. He finally decided to make the sea and earth. He created trees and flowers on the ground so that Alunsina would see its beauty and return home. However, Alunsina never returned to their palace in the sky.
Resolution	It is said that when it rains, Tungkung Langit is feeling so lonely and that the rain is his tears of sadness.



A narrative paragraph explains what, when and who. It is written following a chronological order. The transitional devices used in a narrative paragraph are: finally, before, meanwhile, upon, during, when, while, later, then, upon, during. A well-written narrative paragraph consists of a topic sentence, properly sequenced events and a conclusion.

ACTIVITY 9. Writeshop

- A. Write a narrative paragraph on the legend, Dama de Noche. Do this in groups.

Topic Sentence	
Rising Action	
Conflict	
Falling Action	
Resolution	

B. Critique what you have written using the checklist below:

1. Is there a well-written topic sentence? Does it establish what the story is about?
2. Are the events sequenced properly? Are transition devices used?
3. Is the conflict articulated well?
4. Does the paragraph end with a resolution?
5. Is there consistency in the use of the past tense?

C. Assess your work using the Output Satisfaction Worksheet below.

Output Satisfaction Worksheet	
	We are most satisfied with...
	We are least satisfied with...
	We are having problems with...

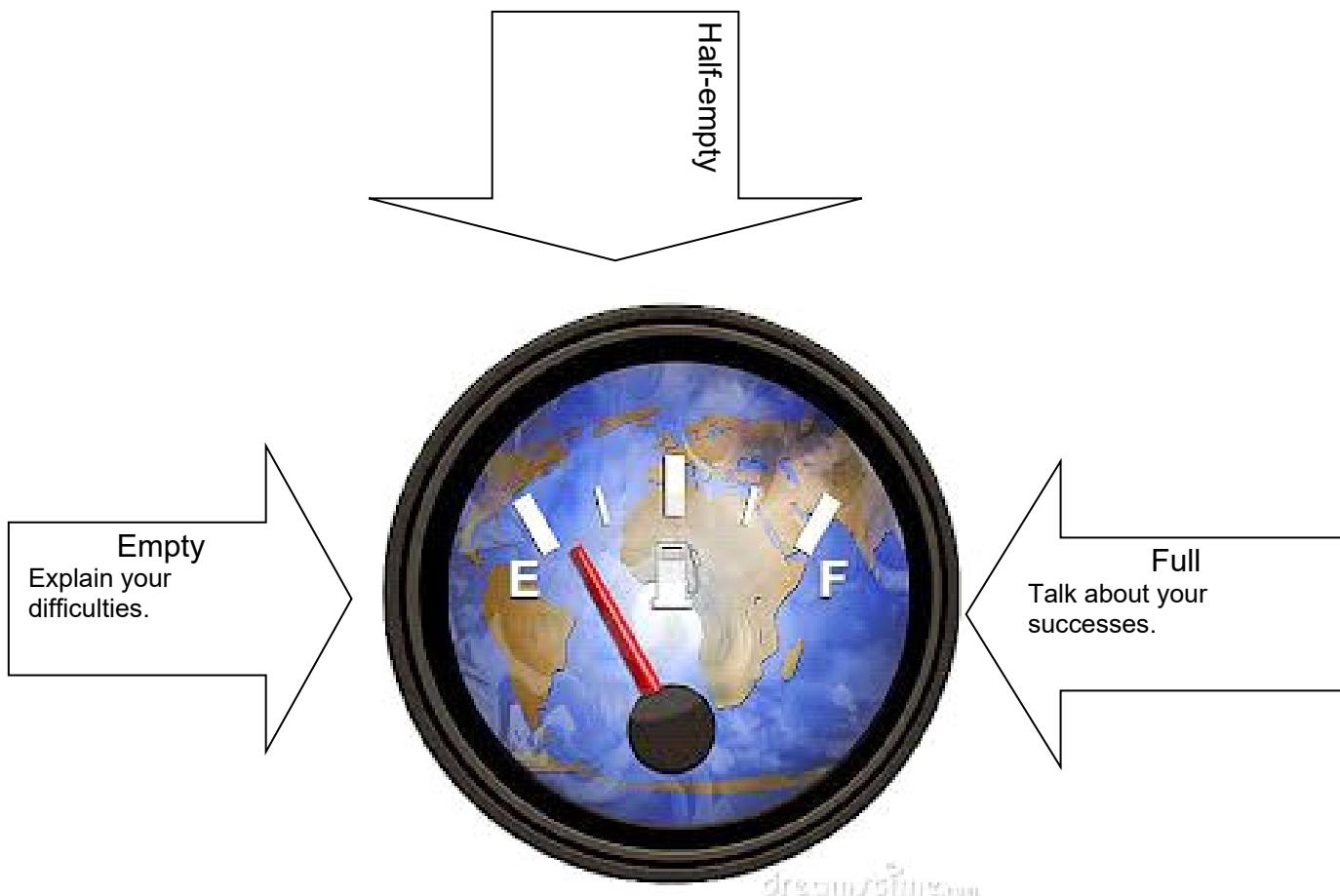


End of Firm Up

In this section, the discussion was learning about legends and myths and using language in real life. Track what you have learned by doing Activity 16.

ACTIVITY 10. Reflection Checkpoint

Use the gasoline meter to signify your learning status.



DEEPEN



Your goal is to read a modern retelling of the creation story. Once again, reflect on the question, ***How can the tales of the past help us? live today?***

ACTIVITY 11. Irreversible

Read the selection found below and answer the questions that follow.

REVERSE CREATION

by Bernard Backman

<http://www.scribd.com/doc/30172684/reverse-creation>

In the end, we destroyed the heaven that was called Earth. The Earth had been beautiful until our spirit moved over it and destroyed all things.

And we said...

Let there be darkness... and there was darkness. And we liked the darkness; so we called the darkness, Security. And we divided ourselves into races and religions and classes of society. And there was no morning and no evening on the seventh day before the end.

And we said...

Let there be a strong government to control us in our darkness. Let there be armies to control our bodies so that we may learn to kill one another neatly and efficiently in our darkness. And there was no evening and no morning on the sixth day before the end.

And we said...

Let there be rockets and bombs to kill faster and easier; let there be gas chambers and furnaces to be more thorough. And there was no evening and no morning on the fifth day before the end.

And we said...

Let there be drugs and other forms of escape, for there is this constant annoyance - Reality - which is disturbing our comfort. And there was no evening and no morning on the fourth day before the end.

And we said...

Let there be divisions among the nations, so that we may know who is our common enemy. And there was no evening and no morning on the third day before the end.

And finally we said...

Let us create God in our image. Let some other God compete with us. Let us say that God thinks as we think, hates as we hate, and kills as we kill. And there was no morning and no evening on the second day before the end.

On the last day, there was a great noise on the face of the Earth. Fire consumed the beautiful globe, and there was silence. The blackened Earth now rested to worship the one true God; and God saw all that we had done, and in the silence over the smoldering ruins... God wept.

Questions to answer:

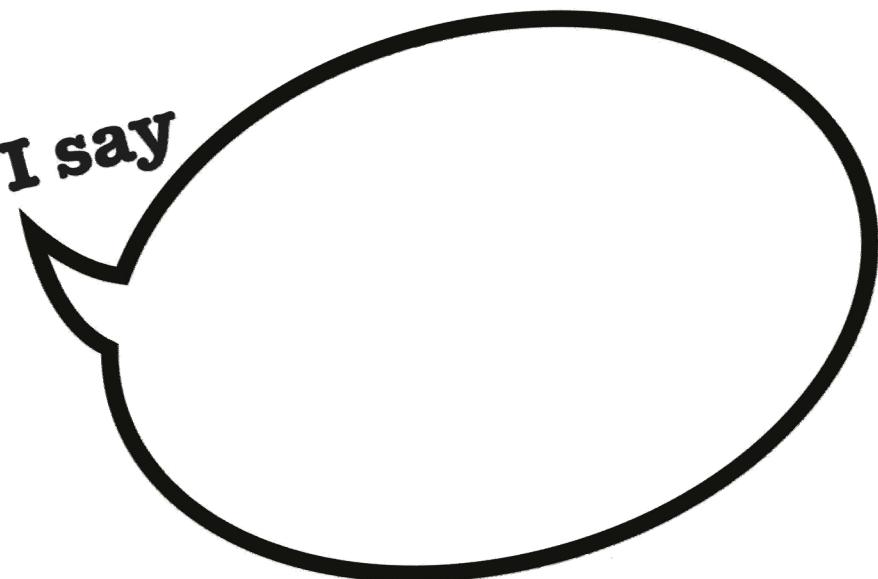
1. Based on the selection, in what ways have men reversed creation?
2. What is the ultimate effect of men's attempt to reverse creation?

ACTIVITY 12. Pause. Think. Write.

How can the tales of the past help you live today?



I say



ACTIVITY 13. Hear ye! Hear ye!

A. Listen and practice. Determine which syllable has the main stress in these words. Group together the words that have similar pattern.

o O
escape

O o
heaven

O o
darkness

o O
consume

o O

O o

B. Which stress patterns do these words have? Click and drag these words to the appropriate box.

control

bodies

neatly

evening

morning

before



Accented Syllables

Pronunciation of English words is based not only on the sounds of the consonants and vowels but also on the accented syllables. The accent found in syllables makes words differ in meaning. For example, the word **record** which has an accent in the first syllable is a noun. It is a verb when its second syllable is accented.

ACTIVITY 14. Speak easy!

- Read “Reverse Creation” for the second time and mark the syllables that contain the main accent.
- Record your reading of the text and submit a file to your teacher. You will be given feedback which is meant to help you improve your oral communication skills.



Your next task is to look for a representative legend/myth and information concerning the region you are assigned to work on. Your library has a wealth of resource concerning this topic but you need to know the system which will allow you to access these information. Learn to navigate the library by studying the classification of subjects based on the Dewey Decimal System through the image and web link found below.

ACTIVITY 15. Navigating the Library

- A. Learn about the Dewey Decimal System through this interactive site:
<http://breitlinks.com/deweychallenge/index.htm>. Answer the 25 questions in order to determine if you are DDC savvy!

- B. Summarize what you have learned by answering these questions:
 1. Who is the author of the Dewey Decimal Classification?
 2. What will happen if there is no way to classify the wide array of knowledge about the world?
 3. How does DDC solve this problem?
 4. How does the DDC organize different information about the world?

- C. Do the matching game to test your knowledge of the Dewey Decimal System.
(NOTE TO PROGRAMMER: kindly convert.....students are supposed to match the numbers with the words)

- 000 Generalities
- 100 Philosophy and Psychology
- 200 Religion
- 300 Social Science
- 400 Language
- 500 Natural Science and Mathematics
- 600 Technology (Applied Sciences)
- 700 Arts
- 800 Literature
- 900 Geography and History

End of Deepen

In this section, the discussion was about reflecting on the question, **How can the tales of the past help us live today?** Now that you have a deeper understanding of the topic, you are ready to do the culminating task on your own.



TRANSFER



Your goal in this section is to transfer your learning to real life situation. As you go through the steps in completing the task, ask yourself, “Why should writers consider their purpose for writing and their audience?”



TASK

The Department of Tourism has commissioned you to create a 1-page brochure inset promoting the cultural origin of a specific region. The said brochure will be distributed during the program launch of *“It’s More Fun in the Philippines.”* In that brochure inset, you are to retell a written text of an existing legend or myth. In order for your readers to see the applicability of the literature of the past to their modern lives, the brochure inset should be insightful and engaging

Your poster will be evaluated based on the following rubric:

Criteria	4 Exemplary	3 Satisfactory	2 Developing	1 Beginning
Insightful	The message successfully meets the writing purpose. The well-written message, which shows the relevance of the legends and myths to today's life, is catchy and compelling.	Writing purpose and preference of the intended audience are met. The message, which shows the relevance of the legends and myths to today's life, is well-written.	Writing purpose and preference of the intended audience are somewhat met. The message, which shows the relevance of the legends and myths to today's life, has 1-2 grammatical errors.	Writing purpose and preference of the intended audience are not met. The message, which shows the relevance of the legends and myths to today's life, has more than 3 grammatical errors.
Engaging	Story has a logical consistent	Story is logically sequenced	Story has some interruptions in	Story does not have a clear beginning,

	sequence of events, with a clear beginning, middle, and end. Transitional words are present.	with a beginning, middle, and end.	the sequence. There may not be a clear beginning, middle, or end. Interruptions in the sequence may interfere with meaning.	middle, or end. It is difficult to follow the story
--	--	------------------------------------	---	---

ACTIVITY 16. Writeshop

Go through the writing process as you accomplish this task. Be guided by the directions and questions found below.

A. Brainstorming

Consider the following questions in making your brochure inset.

1. *What kind of brochure inset are you making? What is your purpose in making this brochure inset?*
2. *Who is your audience? What should you consider in making this brochure inset suitable to them?*
3. *How can you make the retelling of an existing legend or myth allow your readers to see the connection between the past and the present?*

B. Drafting

Provide the original copy of the legend or myth in this column.	Retell the legend or myth.	Use this narrative paragraph structure.
		Topic Sentence
		Rising Action

		Crisis/Conflict
		Falling Action
		Resolution

C. Revising and Editing

Post the draft of the narrative paragraph/retold myth/legend in the class forum. Use the checklist below to give comments for revision.

Use this checklist to revise the draft.
1. Is there a well-written topic sentence? Does it establish what the story is about?
2. Are the events sequenced properly? Are transition devices used?
3. Is the conflict articulated well?
4. Does the paragraph end with a resolution?
5. Is there consistency in the use of the past tense?

D. Finalizing and Presenting

Prepare the final draft as a brochure inset. Send a PDF file of this to your teacher's email address. Post the final draft on the FORUM. Evaluate your peers' output using the provided rubric.



End of Transfer

In this section, your task was to retell an existing legend or myth using the written mode. Before you move to the next lesson, capture what you have learned by doing Activity 18. Finally, get ready for the next lesson by thinking about stories featuring animals and heroes.

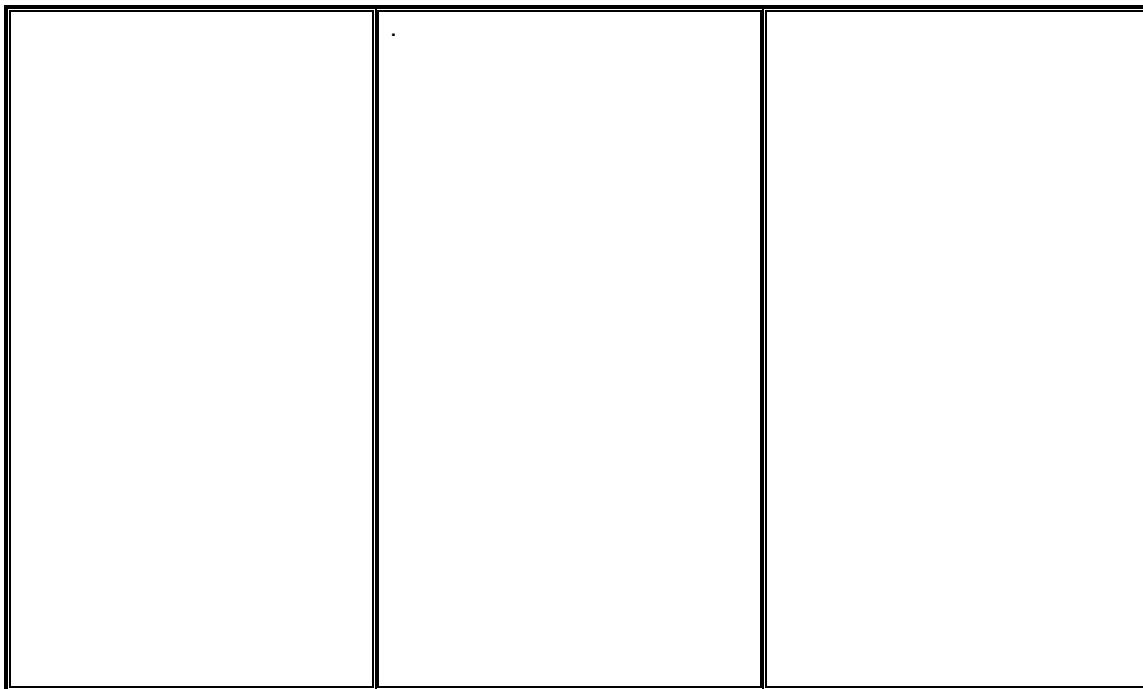
ACTIVITY 17.

What new realizations do you have about the topic? What new connections have you made for yourself? Revise the KWL Chart. Click on the link to open the chart and click "Save" after you've revised the "What have you Learned" portion.



Philippine Folk Literature

K KNOW	W WONDER	L LEARNED
Write what you think you know about the topic.	Write what you wonder or want to learn about the topic.	Write what you have learned about the topic.





Do you remember hearing stories about talking animals and heroes with supernatural powers? What do these stories tell us? As you attempt to know why our elderly tell us these stories, think about the question:

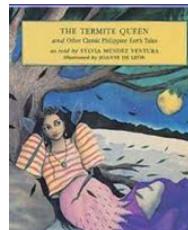
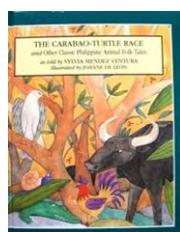
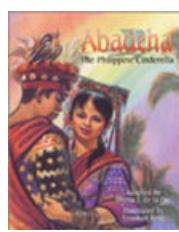
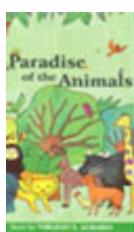
How can the tales of the past help us live today?



EXPLORE

ACTIVITY 1. Remembering the Tales

Group the following pictures. Explain why you grouped them that way.



Questions to answer

1. What is the basis in grouping the different tales?
2. What is the basic trait or characteristic of each group?

3. What do these tales manifest about the ancient literature of the Philippines?

END OF EXPLORE

On your own, you tried to determine what the people of the past talk about or believe in. Get to know more about these through the next learning segments.



FIRM-UP



Your goal in this section is to see how stories in the past have remained significant in our lives today and how these have affected how people live. As you go through the next activities, continue to think about how these tales help you live today.

ACTIVITY 2. Learning Lessons



Read the story. Afterwards, fill in the diagram with the characteristics of the animals.

Reading 1

The Monkey and the Tortoise As told in English and Illustrated by José Rizal

Original text in English

The tortoise and the monkey found once a banana tree floating amidst the waves of a river. It was a very fine tree, with large green leaves, and with roots, just as if it had been pulled off by a storm. They took it ashore.

“Let us divide it,” said the *tortoise*, “and plant each its portion.”

They cut it in the middle, and the monkey, as the stronger, took for himself the upper part of the tree, thinking that it would grow quicker, for it had leaves. The tortoise, as the weaker, had the lower part, that looked ugly, although it had roots.

After some days they met.

"Hello, Mr. Monkey," said the *tortoise*, "How are you getting on with your banana tree?"

"Alas," answered the *monkey*, "it has been dead a long time! And yours Miss Tortoise?"

"Very nice, indeed; with leaves and fruits. Only I cannot climb up, to gather them."

"Never mind," said the *malicious monkey*, "I will climb and pick them for you."

"Do, Mr. Monkey," replied the *tortoise* gratefully.

And so they walked towards the tortoise's house.

As soon as the monkey saw the bright yellow fruits hanging between the large green leaves, he climbed up and began plundering, munching and gobbling, as quick as he could.

"But give me some, too," said the *tortoise*, seeing that the monkey did not take the slightest notice of her.

"Not even a bit of skin, if it is eatable," rejoined the *monkey*, both his cheeks crammed with bananas.

The tortoise meditated revenge. She went to the river, picked up some pointed snails planted them around the banana tree, and hid herself under a cocoa-nut shell. When the monkey came down, he hurt himself and began to bleed.

After a long search, he found the tortoise.

Interesting facts about tortoise

1. Tortoises are evolved before mammals, birds, crocodiles, snakes and lizards. They are one of the oldest creatures on the earth.
2. The shell of tortoise is prepared of 60 different bones and all are connected to each other.
3. Mostly tortoise species can live up to more than hundred years of age.
4. Tortoise can live on every continent except Antarctica.
5. The top domed part of a tortoise's shell is known as carapace and the bottom underlying part is known as the plastron.
6. Tortoises do not have teeth.
7. The bony portion of the shell is covered with plates, which helps in protecting tortoise from various elements.
8. The desert tortoise is able to survive where ground temperature can exceed 140 ° Fahrenheit.
9. Adult tortoise can survive for many years without access to the water.

SOURCE:

<http://www.petcaregt.com/Turtle/Interesting-Facts-About-Tortoise.html>

"You wretched creature, here you are!" said *he*. "You must pay for your wickedness; you must die. But as I am very generous, I will leave to you the choice of your death. Shall I pound you in a mortar, or shall I throw you into the water? Which do you prefer?"

"The mortar, -- the mortar," answered the *tortoise*: "I am so afraid of getting drowned."

"O ho!" laughed *the monkey*; "indeed! You are afraid of getting drowned! Now I will drown you."

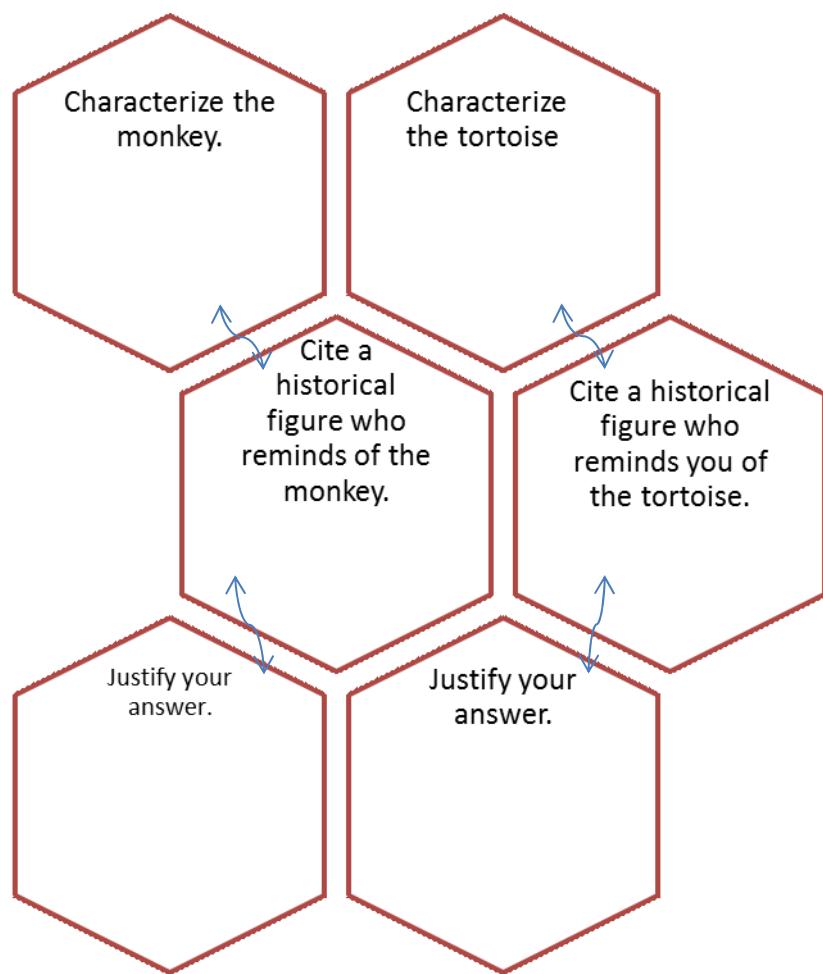
And, going to the shore, he slung the tortoise and threw it in the water. But soon the tortoise reappeared swimming and laughing at the deceived, artful monkey.

Questions to answer:

1. Which of the statements below are true based on the story and the informational text about tortoise? Place a check mark before each statement.

	1. The monkey and the tortoise are certain that the banana tree has been pulled off by a ferocious storm.
	2. The monkey places a lot of emphasis on appearance. This is his basis for selecting the upper part of the banana tree.
	3. As used in the story, "crammed" means in a state of panic.
	4. The tortoise is smarter than the cunning monkey.
	5. Based on the informational text, the "cocoa-nut shell" is called the "carapace."
	6. Interesting Fact No. 4 evidences that tortoises are found in the Philippines.

2. What are the differences between the monkey and the tortoise? Who among the historical figures in the Philippine resemble each character? Justify your answer. Use the diagram below to organize your answers.



ACTIVITY 3. Deep Understanding

A. Click this link, http://kapitbisig.com/philippines/english-version-of-folktales-mga-kuwentong-bayan_842.html, and read more samples of Philippine fables.

B. Record what you have learned about folktales by completing the chart below.

1. What are fables about?	
----------------------------------	--

2. What purpose do folktales play as Filipinos interact with others?	
3. What do fables show about Filipino culture? Base your answer on the following folktales found in the link.	
The Iguana and the Turtle	
The Lizard and Her Young One	
The Monkey, the Turtle, and the Crocodile	



Generally, fables are short narratives that revolve around particular lessons. Animals are the heroes in most fables. They are made to stand for certain traits of the human race, and to teach the ways of the world through vivid characterization and lively interaction.

Source: <http://folklore.philsites.net/>

ACTIVITY 4. Tales of Courage



Learn more about the Filipino culture through the tale found below.

Reading 2

Biag ni Lam-ang (Summary)

<http://tagaloglang.com/Philippine-Literature/Filipino-Epics/biag-ni-lam-ang-buod.html>

BIAG NI LAM-ANG (Life of Lam-ang) is pre-Hispanic epic poem of the Ilocano people of the Philippines. The story was handed down orally for generations before it was written down around 1640 assumedly by a blind Ilokano bard named Pedro Bucaneg.

Don Juan and his wife Namongan lived in Nalbuan, now part of La Union in the northern part of the Philippines. They had a son named Lam-ang. Before Lam-ang was born, Don Juan went to the mountains in order to punish a group of their Igorot enemies. While he was away, his son Lam-ang was born. It took four people to help Namongan give birth. As soon as the baby boy popped out, he spoke, and asked that he be given the name Lam-ang. He also chose his godparents and asked where his father was.

After nine months of waiting for his father to return, Lam-ang decided he would go look for him. Namongan thought Lam-ang was up to the challenge but she was sad to let him go. During his exhausting journey, he decided to rest for awhile. He fell asleep and had a dream about his father's head being stuck on a pole by the Igorot. Lam-ang was furious when he learned what had happened to his father. He rushed to their village and killed them all, except for one whom he let go so that he could tell other people about Lam-ang's greatness.

Upon returning to Nalbuan in triumph, he was bathed by women in the Amburayan river. All the fish died because of the dirt and odor from Lam-ang's body.

There was a young woman named Ines Kannoyan whom Lam-ang wanted to woo. She lived in Calanutian and he brought along his white rooster and gray dog to visit her. On the way, Lam-ang met his enemy Sumarang, another suitor of Ines whom he fought and readily defeated.

Lam-ang found the house of Ines surrounded by many suitors all of whom were trying to catch her attention. He had his rooster crow, which caused a nearby house to fall. This made Ines look out. He had his dog bark and in an instant the fallen house rose up again. The girl's parents witnessed this and called for him. The rooster expressed the love of Lam-ang. The parents agreed to a marriage with their daughter if Lam-ang would give them a dowry valued at double their wealth. Lam-ang had no problem fulfilling this condition and he and Ines were married.

It was a tradition to have a newly married man swim in the river for the rarang fish. Unfortunately, Lam-ang dove straight into the mouth of the water monster Berkakan. Ines had Marcos get his bones, which she covered with a

piece of cloth. His rooster crowed and his dog barked and slowly the bones started to move. Back alive, Lam-ang and his wife lived happily ever after with his white rooster and gray dog.



Questions to Answer:

5.

	1. Lam-ang grew up fatherless.
	2. After he was born, he exhibited abilities that were advance for his age.
	3. The dog and the rooster succeeded in making Ines fall for Lam-ang.
	4. A dowry is a piece of cloth presented by the groom to his bride's family.
	5. One of Lam-ang supernatural powers is being to speak at a young age.

2. What traits does Lam-ang possess? What makes him an epic hero?

3. In what way does the epic manifest Philippine culture?



Epics are the major oral literary forms found among the various ethnic groups. These epics have the following characteristics: The story is about a supernatural or heroic person of ancient times; it is based on oral tradition; it is composed in verse; and it is sung or chanted.

Epics still have a place in the life of cultural minorities and are sung during times of gathering, such as weddings and wakes. They entertain the community with the heroic deeds of their ancestors. They also convey the customs and beliefs of previous generations, often providing examples for the next generation to follow. Philippine folk epics stress such themes as strong kinship bonds, reciprocity and cooperation, a deep sense of community, ethnic pride, and love of freedom.

Through the *epic*, a human society transmits the memory of the ancestors, a total and independent world and its very presence in the world.

SOURCE: http://kapitbisig.com/philippines/information/arts-and-literature-mga-epiko-epics_347.html

Module 1: Knowing Myself>Lesson 3: Exploring Filipino Culture

ACTIVITY 5. Differentiating Literary from Academic Text



How does a literary text such the folk and epic tales different from an academic text? Do they have something in common? If one wants to write an informational text, will he apply the same procedure when writes a story? Find out by reading and comparing “Modern Filipino Heroism” with the ones you have previously read.

Modern Filipino Heroism (An Excerpt)

<http://androidph.hubpages.com/hub/Modern-Filipino-Heroism>

Heroes are individual men and women the rest of society look up to. They are icons that many aspire to emulate. Their stories are told and passed on and as such inspire younger generations. Their great courage to see things through in spite of themselves is at the core of why they are admired. In humble homes to honorable halls, they are the center of colorful discourses. They have no names, but their life and times is the message. Heroism may have been contemporarily synonymous during wartime. In the Philippines, there are heroes every day. They are our Overseas Filipino Workers.

Making the choice to work abroad for better opportunities and leaving behind his family is not easy to comprehend. More so because the Filipino is a family-oriented individual and puts them in the center of his heart. Being all alone and leaving his family all alone is a great challenge. It is a sacrifice one would not easily understand if he has not been through the same or similar experience at all. The sacrifice of aloneness, lonesomeness, being far away from what's important, not being with your spouse, and not seeing your kids grow or how do they fare in school all in exchange of ensuring they have better choices and chances in life than you ever had. The very human act of sacrificing one's happiness and interests for the betterment of other people's welfare is a hero's act.

Though any observer is correct to point to the struggling local economy as the reason for this exodus, the choice to do so is still there to make by the individual. He could just stay and take his chances to make it or blow it. In many countries, working and living abroad is a mere option down in a list of possible career choices. In the Philippines, it is very much on top of that list. Plus, given the

state of affairs in education, one who could not afford to go to a good school will find himself being shown the door when he applies for work in companies because of stiff competition. Thus with a bold and brave soul, he makes the quest for his and his family's fortunes abroad wherever he may find it



Questions to Answer:

1. Who are being referred to as the modern day heroes?
2. What makes them so?
3. In what way are these modern day heroes different from epic heroes such as Lam-ang?
4. Compare this reading text about modern day heroes with the folk and epic tales which you have read earlier. Match the descriptions with the right category.

<i>Biag ni Lam-ang</i>	<i>Modern Filipino Heroism</i>

literary
 conveys data and information
 academic
 organized and highly structured
 highly artistic with picture words
 focused on storytelling
 flair for words
 clear and concise writing

5. What are the important things to remember when engaging in academic writing. Find out by clicking this link, http://www.worcester.ac.uk/studyskills/documents/top_10_tips_AW_25.10.10.pdf and get ideas from this pdf file. Write what you have learned especially about the kind of language required in this kind of writing.

ACTIVITY 6. Say what?

Ella is writing an essay on modern day heroes. However, she has a problem determining which word is most suitable in this writing situation. Help her by clicking the word that she should use.



Efren Penaflorida , the Filipino CNN hero, is a nice (**fellow/person**). He is the (**sort/type**) of person who would not hesitate about helping others. He does not easily (**pack it in/give up**) easily even when he experiences difficulty as the founder and head of the Dynamic Teen Company.

(THE ONES IN RED ARE THE CORRECT ANSWERS)



Questions to Answer:

1. Why are these expressions more suitable in writing a formal essay?

2. Why are expressions such as **fellow**, **sort** and **pack it in** not suitable for formal writing? What are these expressions called? When can these expressions be used? Click this link, <http://palc.sd40.bc.ca/palc/feature/2009/on colloquial.htm>, and learn more.

3. Do you know when and how to use these expressions? Click this link, http://esl.about.com/library/quiz/bl_pairphrases1.htm, and do the interactive quiz. Record your score in the box and the feedback that you will receive.

4. What will happen to your formal essay if it is loaded with colloquial expression? How will you sound in an informal conversation with someone

if you use formal language? What should be your basis in determining whether to use formal or colloquial expressions?



ACTIVITY 7. Language in Focus

Learn about another Philippine folk hero through this short summary of Hudhud ni Aliguyon.

Aliguyon, a long time ago, was born in the village of Hannanga. His father was Amtalao; his mother was Dumulao. When he was a little boy, his father used to tell him the stories of his own adventures, in love and in war. His father also taught him the use of spear and shield. Aliguyon learned quickly.

When he was old enough, his father made him a top. He taught Aliguyon how to spin it, and how to break the tops if his playmates. His father also taught him how to cut runo spears and fight with them.

Aliguyon, listening to the war prayers of the tribe, also learned to say the magic words of the native priests and priestesses. In time, he became the undisputed leader of the children of his tribe.

When he reached adolescence, he gathered his comrades and led them in a fight against the enemy of his father, Pangaiwan of Daligdigan.

In Daligdigan, however, he faced, not his father's enemy, but the son. Pumbakhayon was as spirited and lusty as Aliguyon, so the fight lasted three years, with no end in sight or any sign of defeat on the part of either group. Through the protracted warfare, the heroes learned to admire each other's abilities. Their fight finally ended in a peace pact made in Daligdigan, in the home of Pumbakhayon, and at the instance of old Pangaiwan, Pumbakhayon's father.

During the conclusion of the peace pact, Aliguyon saw and courted the youngest of the beautiful sisters of Pumbakhayon, Bugan. Aliguyon brought his bride, a mere child, to his home in Hannanga, where Bugan grew up into a beautiful woman. Then Pumbakhayon went to Hannanga to witness his sister's formal marriage to Aliguyon. Aliguyon and Bugan had many children, and both became prosperous and beloved of the people of Hannanga...

Pumbakhayon, later courted Aliguyon's sister and brought her to his father's home in Daligdigan. There they were happily married and became prosperous.

SOURCES:

Photo: kampeonngpagibig.com

Text: Philippine Folk Literature: An Anthology by Damiana L. Eugenio



Questions to Answer:

1. Based on the summary, what kind of hero is Aliguyon?
2. How is Pumbakhayon characterized?
3. How do Aliguyon and Pumbakhayon resolve the fight? What does this say about them?
Study the sentences below.

Aliguyon, listening to the war prayers of the tribe, also learned to say the magic words of the native priests and priestesses. In time, **he** became the undisputed leader of the children of his tribe.

The pronoun **he** refers back to its antecedent **Aliguyon**. It agrees with its antecedent in number and gender.

What are the rules to remember in pronoun antecedent agreement?

Learn more by clicking this link,

<http://grammar.ccc.commnet.edu/grammar/pronouns.htm>. Define the terms found in the box below and provide the basic rule in PAA.

PRONOUN

ANTECEDENT

BASIC PAA RULE:

Click the links found below and answer the interactive quizzes:

- A. http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/pronoun_quiz.htm
 - B. http://grammar.ccc.commnet.edu/grammar/quizzes/pron2_quiz.htm
4. Record your score.



A.

B.

5. Take note of what you know and you do not fully understand yet using this this 3-2-1 exit ticket.

	<p>3 Things I learned</p> <hr/> <hr/> <hr/>	
	<p>2 Things I want to know more of</p> <hr/> <hr/>	
	<p>1 Question I still have</p> <hr/>	



End of Firm Up

In this section, the discussion was about folk and epic tales. These tales which reflect Filipino beliefs and culture have been handed down from one generation to another.

DEEPEN



Your goal in this section is to reflect on the relevance of these tales to modern living. Recall the tales you have read and think about how they reflect the modern culture and society.

ACTIVITY 8. Looking backward to move forward

Review what you have written on the first and second columns. Use the third column to articulate what you have learned about Philippine folk literature.



Philippine Folk Literature

K KNOW	W WONDER	L LEARNED
Write what you think you know about the topic.	Write what you wonder or want to learn about the topic.	Write what you have learned about the topic.

--	--	--

ACTIVITY 9. Word Cloud

Use your written outputs in Activity 8 to create a word cloud or wordle. Follow these directions:

1. Click this link, <http://www.wordle.net/create>.
2. Generate a word cloud by typing a set of words what you have learned about Philippine folk literature.
3. Click the **GO** button. You can customize your word cloud by choosing your preferred font, layout and color.
4. Post your work on the FORUM. Provide a 1-paragraph explanation of how Philippine folk literature has helped you live your life today.

ACTIVITY 10. Let me tell you a story...

Through the passage of time, people have shared stories with one another. In the oral tradition, storytelling entails a teller and an audience. Now that you have a clear idea of what these tales mean to you as a modern citizen of this country, it is now your time to learn how to retell these tales to others.

- A. Click this link, <http://vimeo.com/20630392>, and watch this short clip of Sean Buvala's oral retelling of Fundevogel, a **Grimm Brothers' folktale of loyalty and 19th century justice**.
- B. Use the checklist to assess the performance of the storyteller.

Performance Skills Rubric http://www.storyarts.org/classroom/usestories/storyrubric.html	Your Comments
Voice Mechanics Speaks with an appropriate volume for the audience to hear. Employs clear enunciation. Uses non-monotonous, vocal expression to clarify the meaning of the text.	

Facial Expression Expressively uses non-verbal communication to clarify the meaning of the text.	
Body Language & Gesture Expressively uses non-verbal communication to clarify the meaning of the text.	
Focus Concentration is clear. Eye contact with audience is engaging. Maintains a charismatic presence in space (stage presence)	
Characterization Storyteller seems comfortable, relaxed and confident in front of listeners. Storyteller maintains clear spatial relationships for characters and narrator.	
Use of Space Storyteller seems comfortable, relaxed and confident in front of listeners. Storyteller maintains clear spatial relationships for characters and narrator.	
Timing/Pacing The story is presented efficiently and keeps listeners' interest throughout.	

ACTIVITY 11. Retelling Circle



Let's say you and your buddy are interested in getting a part-time job as the official storytellers of the Children's Museum. Both of you are tasked to do an oral retelling of a tale that reflects the beliefs and practices of Filipino. You will take turns in doing this. Capture the attention of your young museum guests, Grade 1 students who are having a field trip in the said museum, by doing your retelling in an engaging manner. The administrator of the museum will evaluate your performance. The tips below will help you do this task.

Storytelling Tips

<http://www.grtleeds.co.uk/storytelling/wendy.html>

1. Sit on comfy chairs, or cross-legged on the floor, and look at your audience with a welcoming smile and bright eyes.
2. Try to create an atmosphere, like casting a good spell. Set the scene for your audience. Start with the time, place and weather of the story.
3. Use facial expressions, to show the feelings of your characters, their nature or personality, or the situation they are in, eg shy or cold.
4. Speak more slowly and loudly than normal, so everyone can hear, and sit near anyone hard of hearing. Vary the speed, pace and volume of your voice where appropriate. Make your voice melodic and interesting.
5. Use your hands, shoulders and body as much as you can, to show shapes of objects, scenery, actions and feelings. Use mime and gesture to "paint the story", like a picture.
6. Role-play any dialogue, with characterful voices. Help the audience to feel sympathy for the characters and their situation.
7. Use other sounds, for example, weather sounds, like wind or rain; happening sounds, like explosions or rustling; animal sounds; emotional sounds, like sighs, sobs, yawns. You can ask the audience to help you, by making the sounds.
8. Leave a space between words or sentences sometimes, to create an atmosphere.
9. Look around the audience with expectation. Occasionally surprise them with a loud noise, but do not frighten very young children.
10. Involve your audience if you like, with phrases like "As you know the sea is deep and mysterious..." or ask them questions like "What might a sea monster look like"
11. Keep the traditional style of storytelling, but develop your own style inside and around that.

End of Deepen

In this section, the discussion was about the art of oral storytelling. Now that you have a deeper understanding of the topic, you are ready to do the task in the next section.


TRANSFER


Your goal in this section is to apply your learning to a real life situation. As you go through the steps in completing the task, ask yourself, "How can the tales of the past help us live today?"



TASK *Matanglawin Publication in cooperation with Philippine Daily Inquirer has commissioned you to write a storybook which highlights a creative retelling of the origin of or folk tales in your locality. This storybook will be used in the literacy campaign which is meant to nurture a love for reading among Grade 1 students. The storybook must be insightful, creative, well-crafted and suitable to the intended audience. Your oral retelling must be engaging and proficient.*

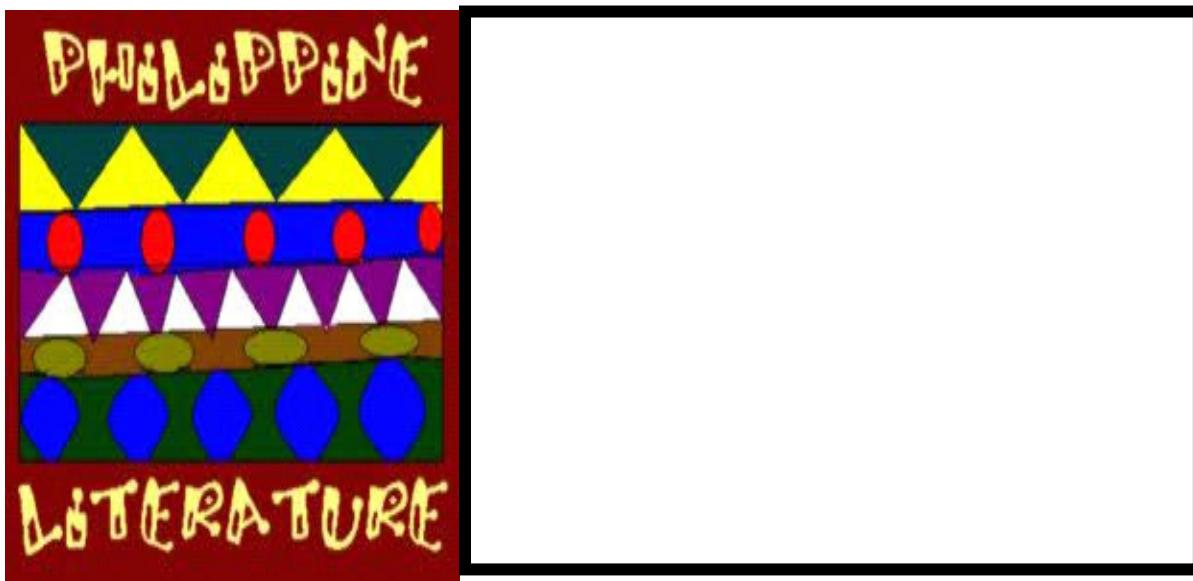
Written Retelling	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1
Insightful	<p>The entire story is entirely related to the assigned topic and allows the reader to understand much more about the origin of or tales in the locality.</p> <p>Connections between events, ideas, and feelings in the story are clearly expressed and highly appropriate.</p>	<p>The story is related to the assigned topic. The story allows the readers to know about his locality.</p> <p>Connections between events, ideas, and feelings in the story are expressed and appropriate.</p>	<p>Some of the story is related to the assigned topic, but the reader does not learn much about the topic.</p> <p>Connections between events, ideas, and feelings in the story are sometimes hard to figure out. More detail or better transitions are needed.</p>	<p>No attempt has been made to relate the story to the assigned topic.</p> <p>The story seems very disconnected and it is very difficult to figure out the story.</p>

Creative	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination
Well-crafted	The student turns in an attractive and complete copy of the story in the correct format grammar.	The student turns in a copy of the story in the correct format and grammar.	The student turns in copy of the story, but the format was not correct. Moreover, the story has grammatical errors.	The student turns in an incomplete copy of the story. It is full of grammatical errors.
Suitable to the intended audience	Story is suitable and relevant to the type of audience	Story is appropriate to the type of audience.	Story is not familiar to the type of audience.	Audience is not interested in the story because it is irrelevant to them.
Oral Retelling	4	3	2	1
Engaging	The storyteller has characterful voice matched with the gestures and facial expressions.	The storyteller has a well-modulated voice applying appropriate intonation, used good gestures and facial expressions.	The storyteller's voice is not loud enough. Gestures are limited and facial expressions are not that evident.	The storyteller cannot be heard and is simply telling the story without any gesture and facial expression.
Proficient	Words are creatively used to make the story more interesting	There are no mispronounced words and statements are sensible.	There are several mispronounced words and statements are not that clear.	Mispronounced words and wrong statements make the story

	and catchy to the listeners.		unclear and misunderstood.
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ACTIVITY 12. A Lasting Impression

Make a postcard explaining what you have learned from the 1st Quarter Module. Address this postcard to your parents.



POST-ASSESSMENT

Let's find out how much you have already known about Philippine Folk Literature by reading the provided text and answering the questions that follow.

READING TEXT

Bantugan

Bantugan revolves around the life of Prince Bantugan, brother of **King Madali**, the ruler of **Bumbaran**. The poem opens with:

“Sa alwan imanto
Na aia dun mata tabu
Mara rampun a adar
O inai Onan o kampong
Sa ilian a Bumbaran.”

(Humigit kumulang sa araw na ito ay may pangyayaring nakapagpapalungkot sa hari ng marilag na kaharian ng Bumbaran.

“Today there is something which gives the lovely King of Bumbaran a severe case of the blues.” - F. Laubach)

It is said that while Madali won many battles, Bantugan won many hearts for the younger brother is not only a marvelous fighter but also handsome and popular. He has courted 50 of the loveliest princess in the world but the King does not allow him to marry. His popularity later makes the older brother, Madali jealous. He decrees that nobody shall ever be allowed to speak with his brother. Driven by loneliness, the Prince leaves for foreign lands. The wandering Bantugan eventually falls ill and dies at the **Palace Gates of The-Land-Between-Two-Seas**. Not knowing who this stranger is, the ruler of the place and his sister **Princess Datimbang** (Timbang) give shelter to the poor prince. Not knowing what to do, and fearing that the prince's death is of their doing, they summon the council to discuss what has to be done. A parrot (loro) flies in and identifies the handsome man as Prince Bantugan of Bumbaran. He is then sent home to Bumbaran to tell King Madali of his brother's fate. Upon learning this, the King leaves and journeys to the heavens. He speaks with the gods and bargains for his brother's soul to be returned to earth. Meanwhile, Princess Datimbang brings Prince Bantugan's body to Bumbaran. Upon King Madali's return, Bantugan's life has been restored and the king soon has a change of heart.

King Madali, overjoyed that his younger brother Bantugan has been brought back to life, calls for a celebration. But the story of his return has already spread, and unknown to them, King Madali's rival, King **Miskoyaw** has sent his army for a siege. [Makalayan cries]:

“O **datus!** Go down and graze across the sea half-filled
with foreign **vintas.** *Enemies are sweeping down upon us...*”



(photo credit: <http://www.muslimmindanao.ph>)

A battle takes place and Bantugan defends his people. However, Bantugan who has just been restored is eventually captured. It is said that he later regains his strength while held captive, and avenges his warrior's death. Another celebration is held for this victory. The people of Bumbaran feasted and King Madali welcomes his brother back. Bantugan gets married with the loveliest princesses and lives happily in Bumbaran for several years.

SOURCE: <http://rizhau.wordpress.com/2009/10/21/maranao-epics/>

1. Which of the statements below articulates the main idea of the reading text?
The story...
 - a. exemplifies heroic adventure of an epic hero.
 - b. shows a love story of genuine roots.
 - c. illustrates ancient battles.
 - d. forwards a lesson.

2. Bantugan is not _____.
 - a. a tale about origins
 - b. a tale about a heroic person
 - c. a tale based on oral tradition
 - d. a tale that is chanted or sung.

3. If Bantugan were a god and the story talks about a natural phenomenon then it would be a/an _____.
 - a. folk tale
 - b. legend
 - c. myth
 - d. epic

4. What would be a significant feature of the reading text if it were a fable?
 - a. origin of a place
 - b. moral of a story
 - c. adventure of a hero
 - d. love between the hero and heroine

5. Using the Dewey Decimal System, which section of the library can you find information about the culture of Bicol?
 - a. 300-399 Social Sciences
 - b. 400-499 Language
 - c. 800-899 Literature
 - d. 700-799 Arts

6. Which of the following words is stressed differently?

a. happy	b. return	c. captive	d. people
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7. What does *wandering* mean as used in the sentence,
 The wandering Bantugan eventually falls ill and dies at the Palace Gates of The-Land-Between-Two-Seas?

a. rambling	b. traveling	c. marveling	d. enjoying
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8. What is the classification of the sentence below based on its structure?

“Bantugan gets married with the loveliest princesses and lives happily in Bumbaran for several years.

 - a. simple
 - b. complex
 - c. compound
 - d. compound-complex

9. Which of the following exemplifies how the tale, *Bantugan*, has survived through the centuries? It has been transmitted through _____.
 - a. oral tradition
 - b. retellings written in stone.
 - c. the rich cultural traditions.
 - d. the preservation of our customs and beliefs.

10. Which of the following is true?

Philippine Literature _____.

- a. refers to the body of written texts about our culture and society.
- b. came into existence with the coming of the Spaniards in 1521.
- c. reflects the unchanging culture of the Philippine society.
- d. traces its roots in the oral tradition of our ancestors.

11. If you were to assess the storyteller's statement, "One of the brave epic heroes in Philippine literature is Bantugan," what would be your comment?

The sentence is _____.

- a. correct
- b. incorrect
- c. partly correct
- d. cannot be determined

12. Which of the following statements shows that Anna is doing a proficient retelling of Bantugan?

- a. She speaks with a loud voice in order to get the attention of her audience.
- b. She makes use of the space and maintains eye contact with the audience.
- c. She uses simple, understandable and grammatically correct language.
- d. She uses effective gestures and body movement in order to maintain contact with audience.

13. In doing an oral retelling of a tale, why should you use the proper tone of your voice and articulate words clearly?

- a. to express your ideas eloquently
- b. to communicate effectively
- c. to talk authoritatively
- d. to speak credibly

14. In retelling the story of Bantugan, which word would you use to describe him as powerful?

- a. controlling
- b. great
- c. domineering
- d. authoritative

15. Which of the statements below shows the importance of word choice in writing situations? Knowing what word to use is important because it ____.

- a. shows concern for the readers.
- b. captures the reader's attention.
- c. exhibits knowledge of the English language.

- d. allows a writer to forward meaning with clarity and conciseness.
16. In crafting a tale about the origin of your locality, why should you consider your audience and purpose?

Knowledge of audience and purpose will allow you to _____.
a. choose suitable style and form.
b. use words that readers like.
c. write interesting stories.
d. win writing awards.

17. Which of the statements below shows the value in studying Philippine Folk literature?

Philippine Folk Literature _____.
a. provides an avenue for 21st century Filipino to learn about their cultural past.
b. provides a gateway for cultural understanding and solidarity with other cultures.
c. needs to be given priority since it is fast fading.
d. forwards entertainment and wisdom.

18. You were asked by Philippine Daily News to retell a story that features the bravery and gallantry of ancient Filipinos. What tale would you choose?
a. myth b. legend c. epic d. fables

19. How would you revise the sentence, ““Bantugan faced the other warriors bravely. They did not flinch at the sight of his enemies.”? Change _____.
a. they to their
b. they to he
c. his to their
d. No revision is needed.

20. In doing an oral retelling of a fable for Matanglawin Publication’s storytelling event, which kind of sentence structure should you use?
a. simple
b. complex
c. compound
d. compound-complex

- 21-25. In 3-5 sentences, retell the reading text using your own words.

GLOSSARY OF TERMS USED IN THIS LESSON

Dewey Decimal Classification (DDC). This is the world's most widely used library classification system.

Epics. These are stories about supernatural or heroic persons during the ancient times. Since epics are based on oral tradition, they are either sung or chanted.

Fables. These short narratives revolve around particular lessons. Animals are the heroes in most fables. They are made to stand for certain traits of the human race, and to teach the ways of the world through vivid characterization and lively interaction.

Legends. These prose narratives which, like myths, are regarded as true by the narrator and the audience, but they are set in a period considered less remote, when the world was much as it is today.

Myths. These prose narratives are truthful accounts of what happened in the remote past. Their main characters are not usually human beings, but they often have human attributes: they are animals, deities, or culture heroes, whose actions are set in an earlier word such as the sky or underworld.

Proverbs. These wise sayings are culled from the wisdom of daily living, providing lessons and observations about life.

Riddles. These are witty and puzzling statements referring to animals, objects or fruits found in the country. Philippine riddles can either be prose or verse. They are usually written in couplets

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON:

Eugenio, Damiana. (1967). Philippine Proverb Lore. Quezon City: University of the Philippines

Eugenio, Damiana (1981). Philippine Folk Literature. Quezon City: Folklore Studies Program, College of Arts and Sciences.

Eugenio, Damiana (1993). Myths. Quezon City: University of the Philippines Press.

Annotation of Website Resources:

- <http://www.read-legends-and-myths.com/mayon-volcano.html>
This website provides a copy of the Legend of Mayon Volcano.
- <http://tagaloglang.com/philippine-literature/filipino-riddles/mga-bugtong-at-sagot-tagalog-riddles-answers.html>
This link will allow students to play an interactive game on riddles.
- <http://www.merriam-webster.com/thesaurus/wise?show=0&t=1341365358>
This link provides a definition of the word, wise.
- <http://www.englishclub.com/pronunciation/minimal-pairs.htm>
This link provides a complete list of words that differ in one sound.
- <http://www.shiporsheep.com/>
This link provides free pronunciation exercises.
- <http://ancientweb.org/explore/country/Philippines>
This website provides a copy of the article, Ancient Philippine Archipelago
- <http://coconuter.blogspot.com/2007/11/philippines-ancient-culture.html>
This link provides information about the Philippine Alphabet.
- http://www.quia.com/quiz/242899.html?AP_rand=1860197414
This website will test student's skill in identifying simple and compound sentences.
- <http://www.glencoe.com/sec/writerschoice/rws/mslessons/grade6/lesson16/exercisea.shtml>
This website will help you construct simple and compound sentences.
- <http://www.grammarbook.com/grammar/subjectVerbAgree.asp>
- <http://owl.english.purdue.edu/owl/resource/599/01/>
- http://eslbee.com/cgi-bin/quiztest.cgi?sv_agreement
These websites provides exercises and information on subject-verb agreement
- <http://www.selectphilippines.com/filipinos.html>
This link provides the article, **Filipinos - A Rich Blend of East and West**
- <http://www.buzzle.com/articles/philippines-legends-and-myths.html>
This website is the source of "Dama de Noche."

- <http://www.myheritage.com/>
 This website provides an application which students can use to make an online family tree.

- http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-past.php
- http://www.myenglishpages.com/site_php_files/grammar-lesson-simple-past.php.
 These links provide information about the simple past tense.

- <http://www.scribd.com/doc/30172684/reverse-creation>
 This link provides a copy of “Reverse Creation” by Bernard Backman.
- <http://breitlinks.com/deweychallenge/index.htm>
 This is an interactive site on the Dewey Decimal Classification system.

- http://kapitbisiq.com/phippines/english-version-of-folktales-mga-kuwentong-bayan_842.html
Varied fables are featured in this website.

- <http://androidph.hubpages.com/hub/Modern-Filipino-Heroism>
This site contains a copy of the essay, “Modern Filipino Heroism.”

- http://www.worcester.ac.uk/studyskills/documents/top_10_tips_AW_25.10.10.pdf
This website features academic writing.

- <http://palc.sd40.bc.ca/palc/feature/2009/on colloquial.htm>
- http://esl.about.com/library/quiz/bl_pairphrases1.htm
 These websites provide information and interactive exercises on formal and colloquial expressions.

- http://grammar.ccc.commnet.edu/grammar/cqi-shl/quiz.pl/pronoun_quiz.htm
- http://grammar.ccc.commnet.edu/grammar/quizzes/pron2_quiz.htm
These websites feature interactive exercises on pronoun-antecedent agreement.

- <http://www.wordle.net/create>.
 This Web 2.0 application allows learners to create a word cloud.

- <http://vimeo.com/20630392>
This link provides access to Sean Buvala’s oral retelling of Fundevogel.

- <http://www.grtleeds.co.uk/storytelling/wendy.html>
This link provides tips on storytelling.

- <http://rizhau.wordpress.com/2009/10/21/maranao-epics/>
This link features “Bantugan.”

