

LEARNING MODULE

English

G7 | Q3

Period of Emergence: Asserting One's Identity



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.

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ENGLISH 7

Module 3: Period Of Emergence: Asserting One's Identity

☑ INTRODUCTION AND FOCUS QUESTIONS:

The years 1935 to 1945 saw the emergence of a significant trend in Philippine literature in English. Jose M. Hernandez describes this period as a time of self-discovery and of rapid growth. Hernandez proceeds by the enumerating the qualities of the period:

1. The writers consciously and purposefully to create a national literature.
2. The writers had gained full control of the English language and could successfully manipulate it as a literary medium.
3. Experimentation with different literary forms and techniques and moods was the fashion.
4. Three groups of writers emerged:
 - a. Those who were concerned with social consciousness
 - b. Those whose main concern was craftsmanship
 - c. Those who were determined to explore local color. Some of the writers of this group formed the Veronicans.

There were many factors which lead to the flowering of creative energy in Filipino writing. Nevertheless, Herbert Schneider, S. J. points to the following:

1. In 1937 the Philippine Book Guild was founded. Its purpose was to produce literature and create a reading public.
2. In 1939 the Philippine Writer's Guild was established. The creed of members was to develop a common cultural consciousness among Filipinos.
3. The Free Press, The Graphic, and the Philippine Magazine followed a policy of providing ample space for literary work in English.
4. The Commonwealth Literary Awards, established in 1940, gave the first substantial prizes to meritorious writers.
5. The policy adopted by newspapers to issue weekly supplements when literary works were published.

The Japanese occupation of 1941-1945 brought this flowering of Philippine literature in English to an abrupt close. The literary works that were produced were published abroad. Although the Japanese occupation years produced little literary

work of significance, the period was to become a rich source of subject matter in the succeeding period.

The period of emergence saw a shift from romantic idealism to romantic realism. This realism reached a climax in the stories of Manuel E. Arguilla, N. V. M. Gonzalez, and Nick Joaquin who wrote effective portrayals of Filipino life evocative of rustic scenes, rising artistic value and significance

As you do the activities in this module, you will think about these questions:

- 1) How does one communicate his/her identity?
- 2) How does a writer capture the interest of his readers when he tells a personal story?

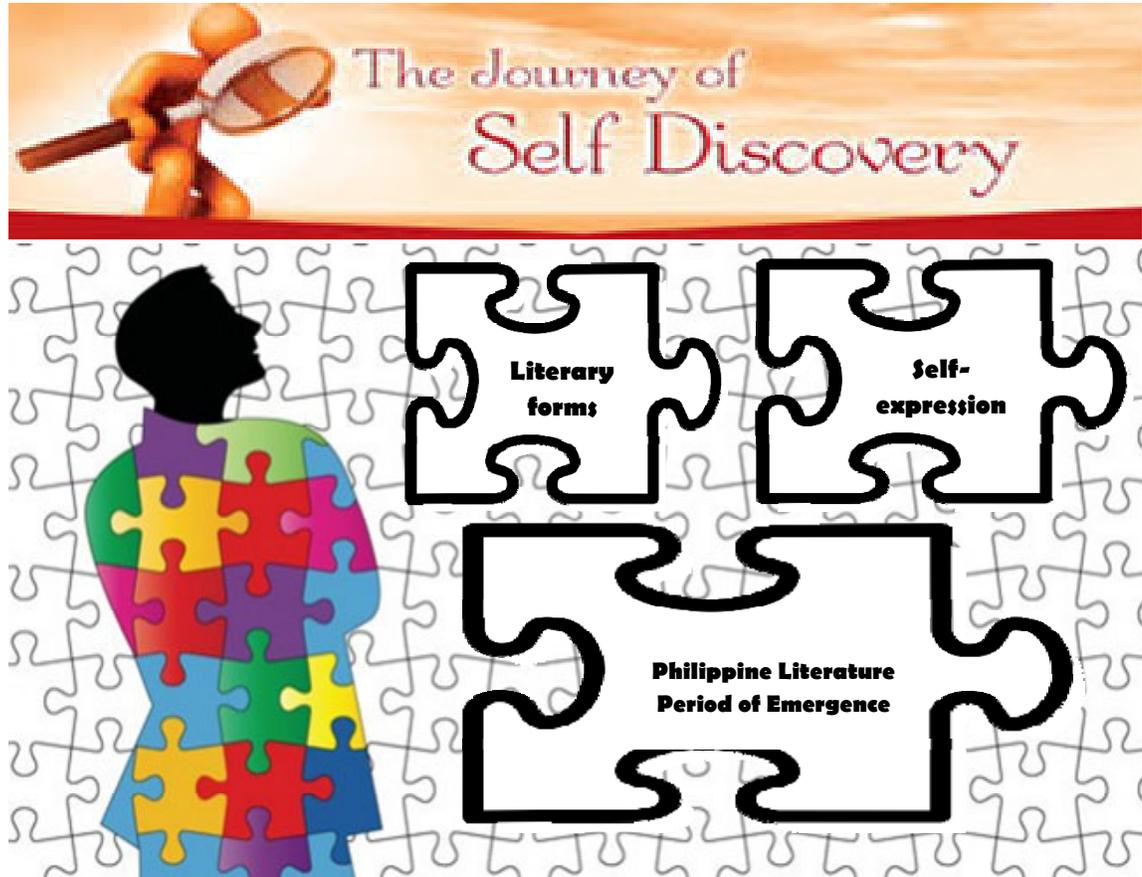
LESSON AND COVERAGE

In this module, you will examine these questions when you take the different activities.

	You'll learn to...
Asserting One's Identity	<ol style="list-style-type: none"> 1. Discover literature as a tool to assert one's unique identity and to better understand other people. 2. Identify the distinguishing features of literature during the Period of Emergence. 3. Identify the author's intentions for writing. 4. Use one's schema to better understand a text. 5. Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts. 6. Recognize main points and supporting ideas in the text listened to. 7. Identify collocations used in a selection. 8. Use the appropriate prosodic features of speech during interviews, discussions and forums. 9. Explain how the elements specific to a genre contribute to the theme of a particular literary selection. 10. Identify features of narrative writing. 11. Link sentences using logical connectors that signal chronological and logical sequence and summation. 12. Compose simple narrative texts. 13. Compose personal and factual recounts. 14. Compose an anecdote based on a significant personal experience. 15. Compose a travelogue. 16. Compose a personal letter to a friend, relative, and other people.

MODULE MAP

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. Read all instructions carefully and follow them.
2. Find meaning of words which are difficult or unfamiliar to you. Dictionaries, thesaurus, and books can help you.
3. Read and understand the different literary texts provided in the module.
4. Take time to answer all process questions after each activity.
5. Make sure to access the links provided in some of the activities.
6. Recount personal experiences through simple narrative texts.
7. Deliver the narrative using appropriate prosodic features.
8. Determine the distinguishing features of literature during the Period of Emergence.
9. Prepare checklists in accomplishing the different tasks.
10. Manage time properly.

LEARNING GOALS AND TARGETS

Learning Contract: My Goals in this Module

Write your thoughts about the module on the note below.
For it to serve as your guide, include your goals and objectives
on the note.



PRE-ASSESSMENT

1. Which of the following is a fact?
 - a. I'm the smartest student in our classroom.
 - b. I received a 98% grade on the Reading test.
 - c. Reading is very easy.
 - d. Gary Paulsen is my favorite author.

2. Which of the following is NOT a characteristic of a narrative text?
 - a. There is a development of the story from beginning to end.
 - b. The setting is comprehensively described.
 - c. There are characters presented in the texts.
 - d. Dialogues are always implicit.

3. Which of the following are the distinguishing features of Philippine literature during the Period of Emergence?
 - I. The writers consciously and purposefully to create a national literature.
 - II. The writers had gained full control of the English language and could successfully manipulate it as a literary medium.
 - III. Experimentation with different literary forms and techniques and moods was the fashion.
 - IV. Writers who were determined to explore local color emerged. Some of the writers of this group formed the Veronicans.
 - a. I & IV
 - b. II & III
 - c. II & IV
 - d. All of the above

4. Study an excerpt of the poem below:

Be Beautiful, Noble, Like an Antique Ant
Jose Garcia Villa

Trace the tracelessness of the ant,
Every ant has reached this perfection.
As he comes, so he goes,
Flowing as water flows,
Essential but secret like a rose.

What factor may have influenced the author in writing this poem?

- a. Environment
 - b. History
 - c. Culture
 - d. Family/Community background
5. Below is an indirect speech. Decide which of the following best transforms this into a direct speech.

- The father warned his son that he should be aware of him.
- The father warned his son, "Watch that chap!"
 - The father warned his son, "Before of him!"
 - The father warned his son, "Don't fall into the trap."
 - The father warned his son, "Be careful about him."
6. During a job interview, which of the following strategies would help you achieve success?
- Ask appropriate questions.
 - Focus on the question and answer comprehensively.
 - Use words common to both of you.
 - Eliminate verbal fillers.
- I & III
 - I & IV
 - II & III
 - All of the above
7. Paul and Melika always have a date on Friday. Paul picks up Melika at 7:00 p.m., and they go to a 7:30 p.m. movie. This Friday, Paul has to work overtime and is running late. When he gets out of the shower, it is already 7:00 p.m.
- What probably happens next?
- Paul calls Melika and tells her he will be a little late.
 - Paul decides to call off the date and stays home.
 - Melika is angry that Paul is late and cancels the date.
 - Paul reads his e-mail and then leaves to pick up Melika.
8. Read the passage carefully. Then, decide what literary device is used.
- All the world's a stage,
And all the men and women merely players.
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages.
- metaphor
 - oxymoron
 - hyperbole
 - simile
9. Peter was making an effort not to judge the cultural practices of the Filipinos using the standards of his own culture and to just learn about them. What identity is manifested in Peter's action?
- ego-centric
 - diplomatic
 - culture-sensitive
 - indifferent

10. Below is an excerpt of Carlos Bulosan’s “My Father’s Tragedy.” Read and understand the lines carefully to answer the question: What language structure is used in conveying the dialogues of the characters?

“Why don’t you see what you are doing?” he said, hugging Burick.
“I would like to wring that cock’s neck,” mother said.
“That’s his fortune,” I said.

Mother looked sharply at me. “Shut up, idiot!” she said. “You are becoming more like your father every day.”

- Figurative language
 - Direct speech
 - Indirect speech
 - Syntax
11. Read the summary of Carlos P. Romulo’s “This I Believe”.

I was attached to General MacArthur’s staff and went with him first to Bataan and later to Corregidor. In Corregidor, I was placed in charge of the broadcast called the Voice of Freedom. The Japanese reacted violently to the broadcast. I learned that a prize had been put on my head, and worse that they had gone after my wife and four sons who had been left behind in the occupied territory. I suffered indescribable torment, worrying about my loved ones. I wanted to go back to Manila at whatever cost. But I was ordered to proceed to Australia on the eve of the fall of Bataan.

As I look back, I see this pattern of action and renunciation repeated over and over again in my life—in things great and small, in war and in peace. Some may call this a credo of self-sacrifice. I prefer to describe it as being true to one’s self, no matter what the cost.

What does the story tell us?

- You have to fight for what is right no matter what it costs.
 - Money is not everything in this world.
 - Laughter can save people from injustice.
 - Your action speaks about yourself.
12. In the story “This I Believe” found in Item No.11, the narrator tells us about being true to one’s self no matter what the cost. How does this line reflect the Filipinos in the Period of Emergence?
- There is a significant ‘oppression’ of sorts of the poor by the rich.
 - The early Filipinos were usually happy-go-lucky to cover up their poverty.
 - The early Filipinos are not proud of their identity.
 - It needs courage and sacrifice for the early Filipinos to show and be proud of who they are and what they can do.

13. Read the following passage carefully from the poem “Be Beautiful, Noble, Like an Antique Ant.”

Speak with great moderation: but think
With great fierceness, burning passion;
Though what the ant thought
No annals reveal, nor his descendants
Break the seal.

Why does the author remind the addressee to “speak with great moderation but think with great fierceness”?

- a. Because people are tactless and insensitive.
 - b. Because he wants to motivate the poor to speak for themselves.
 - c. Because one’s way of communicating his or her thoughts affects his or her dealings and relationships with others.
 - d. Because our choice of language matters when we speak.
14. Based on the excerpt found in no.11, how do you describe the character in the narrative?
- a. kind
 - b. understanding
 - c. faithful
 - d. principled

15. Read the short narrative below.

It was July 21, 1969, and Neil Armstrong awoke with a start. It was the day he would become the first human being to ever walk on the moon. The journey had begun several days earlier, when on July 16th, the Apollo 11 launched from Earth headed into outer space. On board with Neil Armstrong were Michael Collins and Buzz Aldrin. The crew landed on the moon in the Sea of Tranquility a day before the actual walk. Upon Neil’s first step onto the moon’s surface, he declared, “That’s one small step for man, one giant leap for mankind.” It sure was!

What strategy did the author use in the aforementioned narrative?

- a. Figurative language
 - b. Plot/Sequence of events
 - c. Narrative perspective
 - d. Style
16. When you are selecting ideas from a narrative to include in your précis, which of the following questions should you ask yourself:
- a. If this idea or concept were remitted, would the fundamental meaning of the narrative be changed?
 - b. If this idea or concept were omitted, would the fundamental meaning of the narrative be changed?

- c. If this idea or concept were admitted, would the fundamental meaning of the narrative be changed?
 - d. If this idea or concept were conceited, would the fundamental meaning of the narrative be changed?
17. Which of the following is very significant in a narrative?
- a. Examples
 - b. Key words
 - c. Main ideas
 - d. Main sentence
18. Your teacher asks you to narrate your experience during the holiday season. Which of the following should you do first?
- a. Enumerate the things that you did during the break.
 - b. Identify the topic sentence.
 - c. Elaborate each experience.
 - d. Use figurative language to make the narrative interesting.
19. One way to keep events in order when you write a narrative is to _____.
- a. Write about a real-life event.
 - b. Use consistently verb tenses.
 - c. Look in a family scrapbook for story ideas.
 - d. Choose an interesting place to write about.
20. When choosing details for your story, you should _____.
- a. use as few details as possible
 - b. include as many details as you can
 - c. choose only the most important details
 - d. write the details in the order in which you think of them



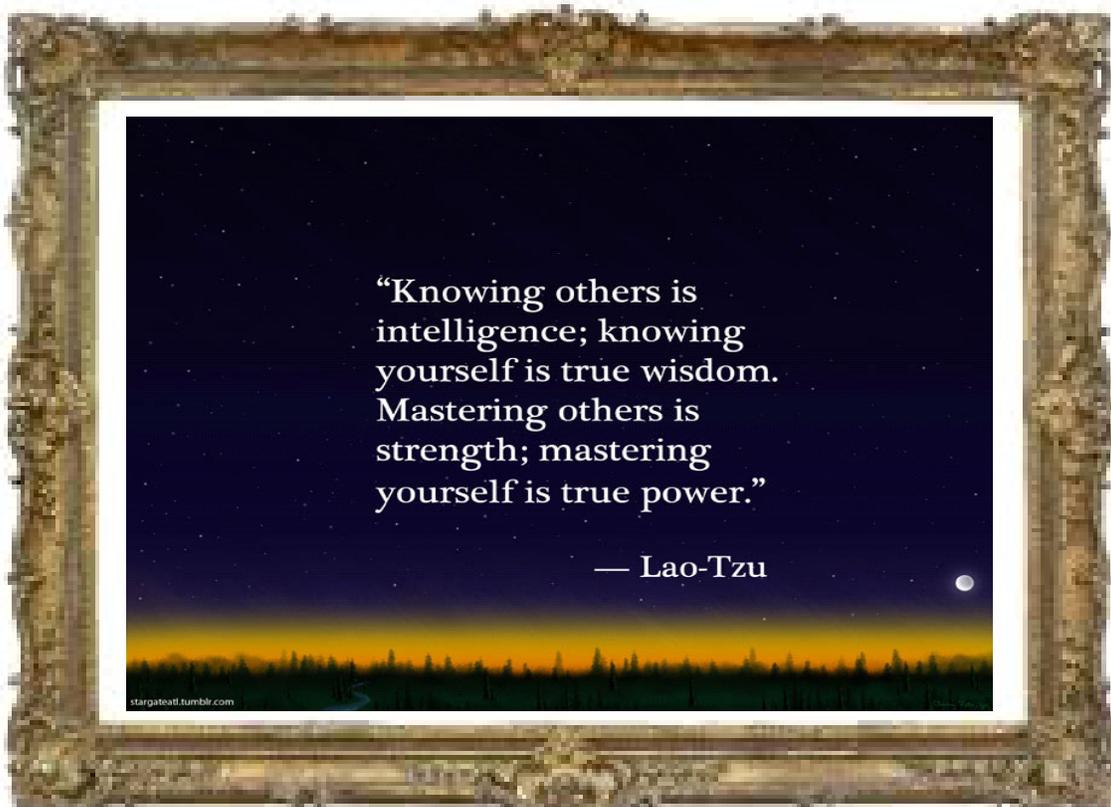
EXPLORE



In this lesson you will engage in activities that will allow you to explore the lives and thoughts of others and how they are able to assert their own identity. Begin by thinking of these questions:

***How does one communicate his/her identity?
How does a writer capture the interest of his readers when he/she tells a personal story?***

ACTIVITY 1. Knowing Oneself, Asserting Oneself



SOURCE: <http://stargateatl.tumblr.com/post/31356846723/knowning-others-is-intelligence-knowing-yourself>

Questions to Answer:

1. What does Lao Tzu mean by “Knowing others is intelligence”?

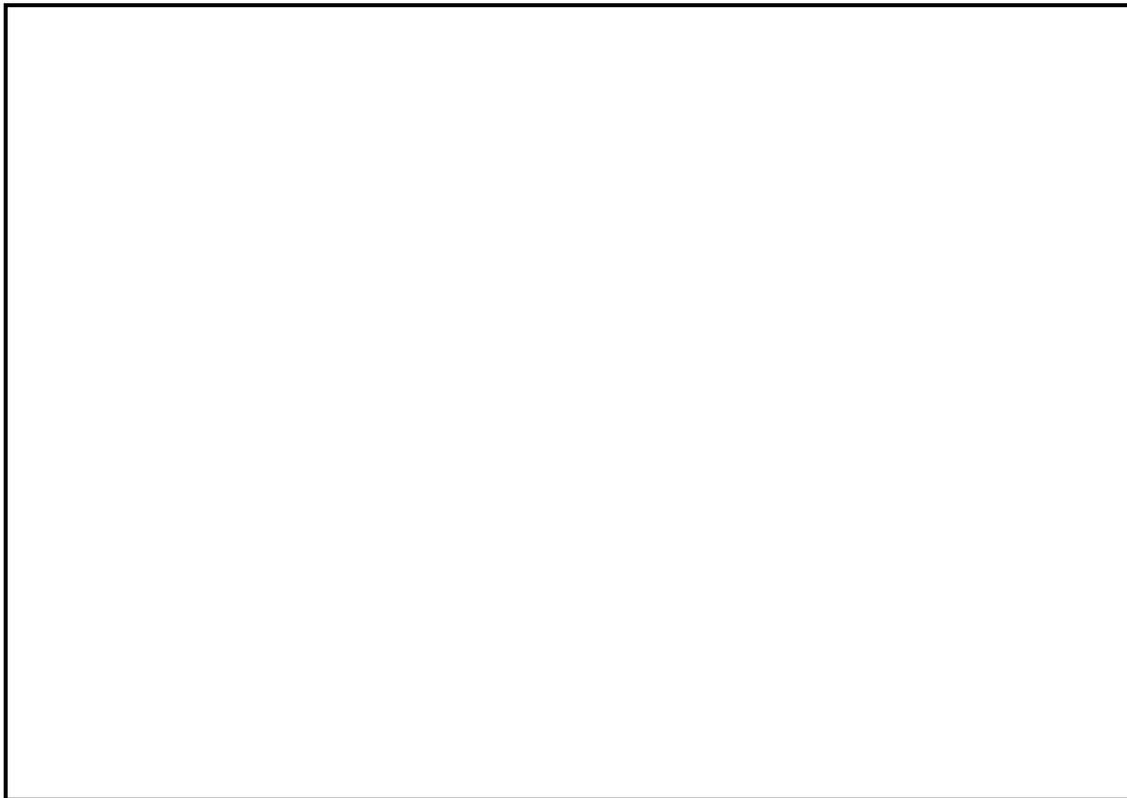
How does he compare knowing others with knowing one’s



- self?
3. How can we get to know another person better?
 4. Was there ever a time in your life when you have asserted your own ideas, thoughts, opinion, and beliefs?

ACTIVITY 2. One Moment in Time

In the box below, paste a photo that captures one memorable experience you had in the past. Be able to write the most significant events in that incident.



Questions to Answer:

1. What do you find most memorable about that experience? Why?
2. How did you feel about it?
3. What does that experience reveal about yourself? How does it feel to be able to assert oneself?
4. Were there other experiences when you were truly able to assert your own individuality?



Bring to mind the experience that best reveals your own identity and be ready to write and tell about this by the end of this module.

ACTIVITY 3. My Thinking Box



Go back to the following questions:

How does one communicate one's identity?

How does a writer capture the interest of his readers when telling a personal story?

Write your thoughts on the IN THE BOX section of "My Thinking Box." Accomplish OUT OF THE BOX at the end of the module.

IN THE BOX

The best way to communicate one's identity...

In telling a personal story...

I think...

OUT OF THE BOX



End of Explore

On your own, you tried to get insights about asserting your identity. You also thought about personal writing as means to assert one's self. Get to know more about these through the next learning segments.



FIRM-UP

This section of the learning segment allows you to look at different texts to look at the different thoughts, ideals and beliefs of various authors

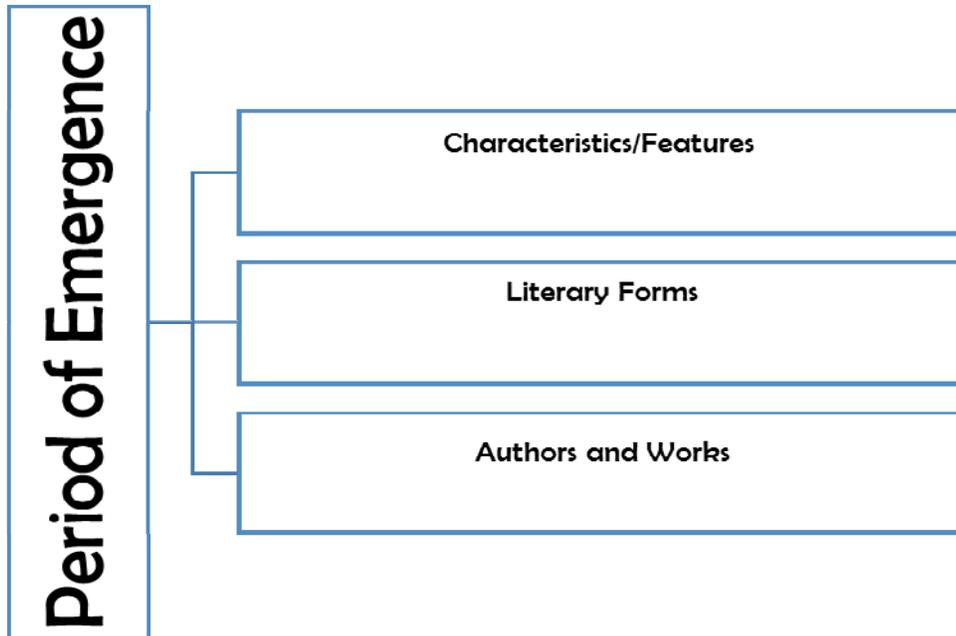
Your goal in this section is to take a look at reading texts which reveal how authors express and uphold their thoughts, ideals, and beliefs. These authors wrote their literary works during the Emergent Period of Philippine Literature. As you read the texts, continue to think of these questions:

How does one communicate one's identity?

How does a writer capture the interest of his readers when he tells a personal story?

ACTIVITY 4. Knowing the Period of Emergence

The development of the different literary forms were present in the different period of Philippine Literature. For this quarter, we will learn about the Period of Emergence. Access this site <http://linglithumanities.blogspot.com/2011/10/notes-on-emergent-period-1935-1945.html> to learn about the Period of Emergence. Gather important feature of the period and complete the graphic organizer below.



Questions to Answer:

1. What is the characteristic of the literary forms during the Period of Emergence?
2. What themes are highlighted in the different literary forms during this period?
3. Why do you think authors are emphasizing these themes in their work?
4. Is there a connection between the kind of literary form and people in the mentioned period? How is this reflected in their works?
5. How did the literary forms of this period influence other writers?



Having learned the characteristics of the literary forms during the Period of Emergence, let us explore whether these characteristics are reflected in Carlos P Romulo's work.

To sacrifice something or someone will be amongst the hardest things that you will have to undertake in life. Sometimes they can seem small but overall they have a huge impact on not just you, but others around you. Let us relate this to the first reading material of this quarter.

ACTIVITY 5. What I Did for My Country

Following is one remarkable work of **Carlos P. Romulo**. Read it and discover how his identity is revealed through this piece of writing.



3Reading

This I Believe

Carlos P. Romulo - USA
Broadcast during the 1950s

I believe above all that a man should be true to himself. I believe a man should be prepared at all times to sacrifice everything for his convictions. Twice during my life I have been called upon to make this kind of sacrifice. After Pearl Harbor, the Philippines was invaded by Japan. I had never been a soldier. I was a journalist. But something impelled me to enlist.

I was attached to General MacArthur's staff and went with him first to Bataan and later to Corregidor. In Corregidor, I was placed in charge of the broadcast called the Voice of Freedom. The Japanese reacted violently to the broadcast. I learned that a prize had been put on my head, and worse that they had gone after my wife and four sons who had been left behind in the occupied territory. I suffered indescribable torment, worrying about my loved ones. I wanted to go back to Manila at whatever cost. But I was ordered to proceed to Australia on the eve of the fall of Bataan.

From Australia, I was sent on to the United States, where I continued to make the Voice of Freedom heard, regardless of the consequences to my family. I did not see them again until after the liberation of my country by the American forces under General MacArthur, aided by the Filipino guerillas who had carried on a vigorous resistance during the more than three years of enemy occupation.

The second time I was called upon to make a considerable sacrifice for my convictions was during the 1953 national elections in the Philippines. I had never been a politician, but having become convinced that I should do everything I could to help effect a change of government in my country, I resigned as Ambassador to the United States and permanent representative to the United Nations in order to enter the field against the incumbent president. I founded a third party, the Democratic Party, and accepted the nomination for president—started a vigorous campaign to awaken the Filipino people to the need for a change in administration.

Midway in the campaign, it became apparent that the two opposition parties might lose the election if they remained divided, but had an excellent chance to win if they would present a united front. I made the painful decision to withdraw my candidacy. After withdrawing my own candidacy, I was the campaign manager of

Mr. Ramón Magsaysay and campaigned up and down the land for him. I could not have worked harder if I had been the candidate myself.

Magsaysay won by a landslide. The temptation was strong for all those who had worked for him to share in the rewards of victory. I was convinced, however, that the first duty of everyone who had helped to bring about a change of government was to give the new president a completely free hand in making appointments to keep positions in his administration. Immediately after the elections, I left for the United States.

As I look back, I see this pattern of action and renunciation repeated over and over again in my life—in things great and small, in war and in peace. Some may call this a credo of self-sacrifice. I prefer to describe it as being true to one’s self, no matter what the cost.

Source: <http://thisibelieve.org/essay/16935/>



Questions to Answer

QUESTIONS	ANSWERS
What sacrifice was Romulo called to make?	
2. What was the implication of his affinity with Douglas Mac Arthur’s staff?	
3. What did he continue to do in the United States?	
4. What was the 2 nd sacrifice he had to make?	
5. Why did he withdraw his candidacy?	
6. How does Romulo view self- sacrifice?	
7. What does this personal writing reveal about Carlos P. Romulo?	
8. <i>What does this</i>	

<i>selection tell you about the kind of literature during the Emergent Period?</i>	
<i>9. How can personal writing help communicate one's identity?</i>	



We share in the experience of Carlos Romulo by reading his works. In the next activity, we will explore another writer's intention by reading his poem.

In the poem below you'll find out how the author made a good comparison between an ant and a human, reflecting the ant's characteristic that no matter how small creatures they are, they still even manage to help each other, wherein the author wants to suggest something about human character.

ACTIVITY 6. Of Beauty and Nobility



Read the poem below and gather some useful thoughts for yourself. Answer the questions asked.

Reading 2

Be Beautiful, Noble, Like an Antique Ant

Jose Garcia Villa

Be beautiful, noble, like the antique ant,
Who bore the storms as he bore the sun,
Wearing neither gown nor helmet,
Though he was archbishop and soldier;
Wore only his flesh.

Salute characters with gracious dignity;
Though what these are is left to
Your own terms. Exact: the universe is
Not so small but these will be found
Somewhere. Exact: they will be found.

Speak with great moderation: but think
With great fierceness, burning passion;
Though what the ant thought
No annals reveal, nor his descendants
Break the seal.

Trace the tracelessness of the ant,
Every ant has reached this perfection.
As he comes, so he goes,
Flowing as water flows,
Essential but secret like a rose.



Questions to Answer

1. Who is the addressee of the poem?

2. What does the persona of the poem tell the addressee?

3. What figurative device does the poet use in the line, “Be beautiful, noble, like the antique ant”?

4. According to the poet, what makes the ant noble and beautiful? Cite 2 lines to support your answer.

5. Why does the author remind the addressee to “speak with great moderation but think with great fierceness”?

6. What is the author suggesting about human character?

7. What lessons can humans learn from the ants?

8. In what way does the author bring out his message and capture the interest of his readers?

ACTIVITY 7. One-Minute Pause

A good author can capture the interest of his readers in telling a personal story by

ACTIVITY 8. For Art's Sake

Read the sketch below and know more about Jose Garcia Villa and his immense contribution to Philippine literature. Answer the questions that follow.



- 5.
- 6.

Jose Garcia Villa

Early Life

Villa was born on August 5, 1908, in Manila's Singalong district. His parents were Simeon Villa (a personal physician of Emilio Aguinaldo, the founding President of the First Philippine Republic) and Guia Garcia (a wealthy landowner).

He graduated from University of the Philippines Integrated School University of the Philippines High School in 1925. Villa enrolled on a pre Medical school medicine course in University of the Philippines UP, but then switched to pre Law school law. However, he realized that his true passion was in the arts. Villa first tried painting, but then turned into Creative writing after reading Winesburg, Ohio by Sherwood Anderson.

Writing Career

Villa was considered the leader of Filipino "artsakists", a group of writers who believe that art should be "for art's sake" hence the term. He once pronounced that "art is never a means; it is an end in itself."

Jose Garcia Villa is wearing a vest and is seated in the back. This picture, taken in 1945, includes Dame Edith Sitwell, Tennessee Williams, and others.

Death

On February 5, 1997, at the age of 88, Jose was found on a coma in his New York apartment and was rushed to St. Vincent Hospital in the Greenwich area. His death two days later was attributed to "cerebral stroke and multilobar pneumonia". He was buried on February 10 in St. John's Cemetery in New York, wearing a Barong Tagalog.

Personal

In 1946 Villa married Rosemarie Lamb, with whom he has two sons, Randy and Lance. They divorced ten years later. He also has three grandchildren.

Works

As an editor, Villa first published Philippine Short Stories: Best 25 Short Stories of 1928 in 1929, an anthology of Filipino short stories written in English literature English that were mostly published in the literary magazine Philippine Free Press for that year. It is the second anthology to have been published in the Philippines, after Philippine Love Stories by editor Paz Márquez-Benítez in 1927. His first collection of short stories that he has written were published under the title Footnote to Youth: Tales of the Philippines and Others in 1933; while in 1939, Villa published Many Voices, his first collection poems, followed by Poems by Dovegion in 1941. Other collections of poems include Have Come, Am Here (1942), Volume Two (1949), and Selected Poems and New (1958).

SOURCE: http://wiki.answers.com/Q/Short_Biography_Of_Jose_Garcia_Villa



Questions to Answer

1. What has Jose Garcia Villa realized about his real interest?
2. Prior to knowing what he really wants to do in life, what were his preoccupations?
3. What does he believe in as an artist?
4. What does this biographical sketch reveal about Villa as an artist?

5. **How does the writer capture the reader’s interest in telling about Jose Garcia Villa’s life?**



What was his intention in writing? What was he emphasizing? What were his main points? How did he anticipate his readers to respond – the so what factor? These are some of the questions a reader might think before and after reading a selection. One way to answer these questions is to know the author himself.

ACTIVITY 9. Getting to Know the Author

The story you are about to read is written by Carlos Bulosan. Familiarize its author by reading the profile below.



As a child, Carlos Bulosan helped out with the work on his parents’ farm in Pangasinan. In 1931, he migrated to the United States.

Bulosan’s major literary work is *America Is in the Heart*, a moving portrait of the Filipino migrant in America in the 1930s. But the work that catapulted him to popularity and fame is *The Laughter of My Father*, a collection of humorous stories. The book was translated to several European languages and transmitted worldwide through radio. With *The Laughter of My Father*, Bulosan became a celebrated Filipino-American writer, by far, the finest Filipino humorist.

After reading the short background of the author, write down your thoughts about him in the box below.

To me, Carlos Bulosan is ...

His writing is mostly about ...



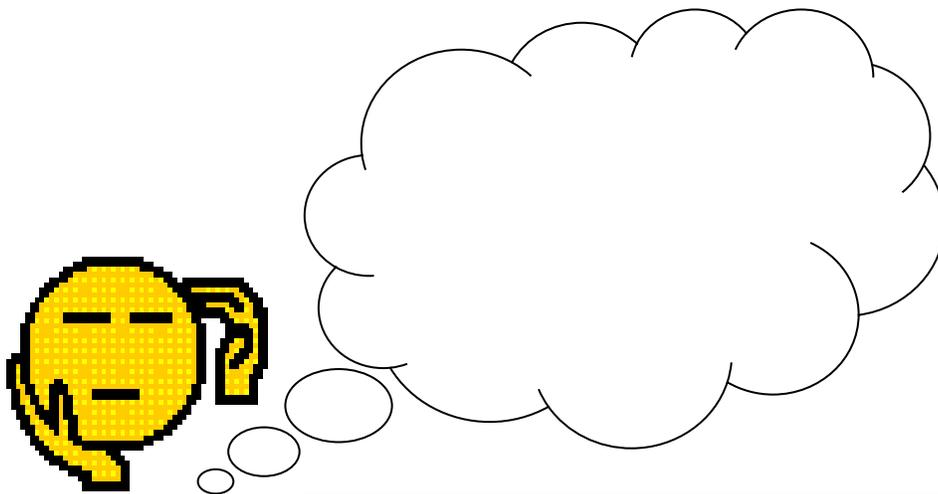
In this activity you will develop and apply strategies and skills to comprehend text that is read. Interact with the text before, during, and after reading by making predictions

ACTIVITY 10. Predict It!

To predict an outcome is to guess what will happen next based on observation, experience, scientific reason, or stated information.

The title of the story you are about to read is "My Father's Tragedy". Before you read Part I, answer the following question.

Q1. Based on the title, what do you think the story is about? Write your prediction in the speech bubble and your reason below it. You may have more than one prediction.



Reason:



Reading

Read the story and find out if your prediction is right. As you read, note the meaning of the underlined words according to how they are as used in the sentences.

My Father's Tragedy
by Carlos Bulosan

<http://wsosapercu.blogspot.com/2010/08/my-fathers-tragedy-by-carlos-bulosan.html>

Part I

It was one of those lean years of our lives. Our rice field was destroyed by locusts that came from the neighboring towns. When the locusts were gone, we planted string beans but a fire burned the whole plantation. My brothers went away because they got tired working for nothing. Mother and my sisters went from house to house, asking for something to do, but every family was plagued with some kind of disaster. The children walked in the streets looking for the fruit that fell to the ground from the acacia tree. The men hung on the fence around the market and watched the meat dealers hungrily. We were all suffering from lack of proper food.

But the professional gamblers had money. They sat in the fish house at the station and gave their orders aloud. The loafers and other bystanders watched them eat boiled rice and fried fish with silver spoons. They never used forks because the prongs stuck between their teeth. They always cut their lips and tongues with the knives, so they never asked for them. If the waiter was new and he put the knives on the table, they looked at each other furtively and slipped them into their pockets. They washed their hands in one big wooden bowl of water and wiped their mouths with the leaves of the arbor trees that fell on the ground.

The rainy season was approaching. There were rumors of famine. The grass did not grow and our carabao became thin. Father's fighting cock, Burick, was practically the only healthy thing in our household. Its father, Kanaway, had won a house for us some three years before, and Father had commanded me to give it the choicest rice. He took the soft-boiled eggs from the plate of my sister Marcela, who was sick with meningitis that year. He was preparing Burick for something big, but the great catastrophe came to our town. The peasants and most of the rich men spent their money on food. They had stopped going to the cockpit for fear of temptation; if they went at all, they just sat in the gallery and shouted at the top of their lungs. They went home with their heads down, thinking of the money they would have won.

It was during this impasse that Father sat every day in our backyard with his fighting cock. He would not go anywhere. He would not do anything. He just sat there caressing Burick and exercising his legs. He spat at his hackles and

rubbed them, looking far away with a big dream. When mother came home with some food, he went to the granary and sat there till evening. Sometimes he slept there with Burick, but at dawn the cock woke him up with its majestic crowing. He crept into the house and fumbled for the cold rice in the pot under the stove. Then, he put the cock in the pen and slept on the bench all day.

Mother was very patient. But the day came when she kicked him off the bench. He fell on the floor face down, looked up at her, and then resumed his sleep. Mother took my sister Francisca with her. They went from house to house in the neighborhood, pounding rice for some people and hauling drinking water for others. They came home with their share in a big basket that Mother carried on her head.

Father was still sleeping on the bench when they arrived. Mother told my sister to cook some of the rice. Then she dipped a cup in the jar and splashed the cold water on Father's face. He jumped up, looked at mother with anger, and went to Burick's pen. He gathered the cock in his arms and went down the porch. He sat on a log in the backyard and started caressing his fighting cock.

Before your read Part II of the story, answer the following questions:

Q1: Because of mother's anger that father did not do anything but sleep on the bench all day without even helping in looking for food for the family, she splashed cold water on father's face. Father then sat down and caressed his fighting cock. What do you think was father thinking about as he caressed his Burick? What would he tell his wife?

Q2: What do you think would Mother do next?

Part II

Mother went on with her washing. Francisca fed Marcela with some boiled rice. Father was still caressing Burick. Mother was mad at him.

"Is that all you can do?" she shouted at him.

"Why do you say that to me?" Father said, "I'm thinking of some ways to become rich."

Mother threw a piece of wood at the cock. Father saw her in time. He

ducked and covered the cock with his body. The wood struck him. It cut a hole at the base of his head. He got up and examined Burick. He acted as though the cock were the one that got hurt. He looked up at Mother and his face was pitiful.

“Why don’t you see what you are doing?” he said, hugging Burick.

“I would like to wring that cock’s neck,” mother said.

“That’s his fortune,” I said.

Mother looked sharply at me. “Shut up, idiot!” she said. “You are becoming more like your father every day.”

I watched her eyes move foolishly. I thought she would cry. She tucked her skirt between her legs and went on with her work. I ran down the ladder and went to the granary, where Father was treating the wound on his head. I held the cock for him.

“Take good care of it, son,” he said.

“Yes, Sir,” I said.

“Go to the river and exercise its legs. Come back right away. We are going to town.”

Before you read the third part of the story, write down your guess.

Q3: What do you think father intended to do in the town with his cock?

Part III

I ran down the street with the cock, avoiding the pigs and dogs that came in my way. I plunged into the water in my clothes and swam with Burick. I put some water in my mouth and blew it into his face. I ran back to our house slapping the water off my clothes. Father and I went to the cockpit.

It was Sunday, but there were many loafers and gamblers at the place. There were peasants and teachers. There was a strange man who had a black fighting cock. He had come from one of the neighboring towns to seek his fortune in our cockpit.

His name was Burcio. He held him our cock above his head and closed

one eye, looking sharply at Burick's eyes. He put it on the ground and bent over it, pressing down the cock's back with his hands. Burcio was testing Burick's strength. The loafers and gamblers formed a ring around them, watching Burcio's deft hands expertly moving around Burick.

Father also tested the cock of Burcio. He threw it in the air and watched it glide smoothly to the ground. He sparred with it. The black cock pecked at his legs and stopped to crow proudly for the bystanders. Father picked it up and spread its wings, feeling the tough hide beneath the feathers.

The bystanders knew that a fight was about to be matched. They counted the money in their pockets without showing it to their neighbors. They felt the edges of the coins with amazing swiftness and accuracy. Only a highly magnified amplifier could have recorded the tiny clink of the coins that fell between deft fingers. The caressing rustle of the paper money was inaudible. The peasants broke from the ring and hid behind the coconut trees. They unfolded their handkerchiefs and counted their money. They rolled the paper money in their hands and returned to the crowd. They waited for the final decision.

"Shall we make it this coming Sunday?" Burcio asked.

"It's too soon for my Burick," Father said. His hand moved mechanically into his pocket. But it was empty. He looked around at his cronies.

But two of the peasants caught Father's arm and whispered something to him. They slipped some money in his hand and pushed him toward Burcio. He tried to estimate the amount of money in his hand by balling it hard. It was one of his many tricks with money. He knew right away that he had some twenty-peso bills. A light of hope appeared in his face.

"This coming Sunday is all right," he said.

All at once the men broke into wild confusion. Some went to Burcio with their money; others went to Father. They were not bettors, but inventors. Their money would back up the cocks at the cockpit.

Before you continue reading, answer the following questions:

Q4: Will Father's Burick win over Burcio's cock?

Q5: What would mother be doing when Father would arrive home?

Part IV

In the late afternoon the fight was arranged. We returned to our house with some hope. Father put Burick in the pen and told me to go to the fish ponds across the river. I ran down the road with mounting joy. I found a fish pond under the camachile tree. It was the favorite haunt of snails and shrimps. Then I went home.

Mother was cooking something good. I smelled it the moment I entered the gate. I rushed into the house and spilled some of the snails on the floor. Mother was at the stove. She was stirring the ladle in the boiling pot. Father was still sleeping on the bench. Francisca was feeding Marcela with hot soup. I put the snails and shrimps in a pot and sat on the bench.

Mother was cooking chicken with some bitter melons. I sat wondering where she got it. I knew that our poultry house in the village was empty. We had no poultry in town. Father opened his eyes when he heard the bubbling pot.

Mother put the rice on a big wooden platter and set it on the table. She filled our plates with chicken meat and ginger. Father got up suddenly and went to the table. Francisca sat by the stove. Father was reaching for the white meat in the platter when Mother slapped his hand away. She was saying grace. Then we put our legs under the table and started eating.

It was our first taste of chicken in a long time. Father filled his plate twice and ate very little rice. He usually ate more rice when we had only salted fish and some leaves of tress. We ate “grass” most of the time. Father tilted his plate and took the soup noisily, as though he were drinking wine. He put the empty plate near the pot and asked for some chicken meat.

“It is good chicken,” he said.

Mother was very quiet. She put the breast on a plate and told Francisca to give it to Marcela. She gave me some bitter melons. Father put his hand in the pot and fished out a drumstick.

“Where did you get this lovely chicken?” he asked.

Before you read the last part of the story, write down your guesses.

Q6: Where did mother get the lovely chicken?

Q7: Would father be happy with what his wife would tell him? What would he do next?

“Where do you think I got it?” Mother said.

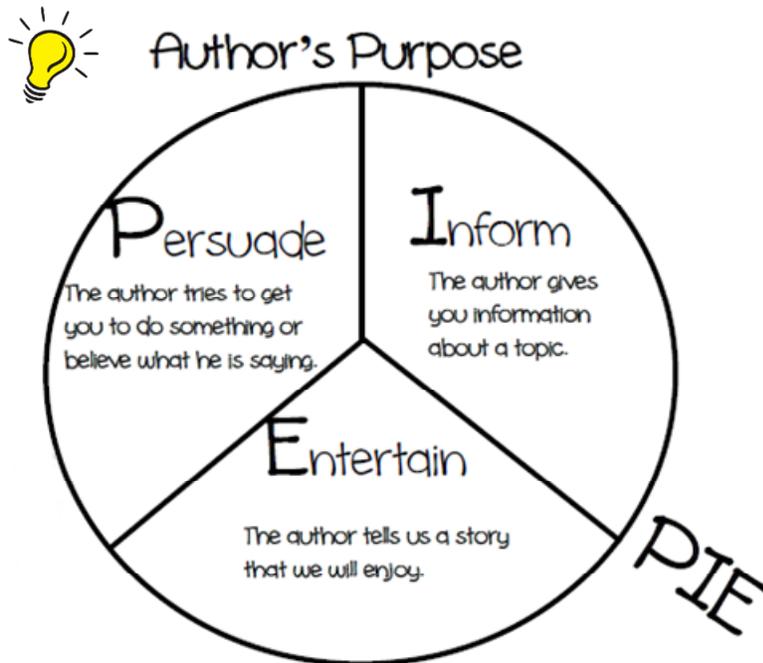
The drumstick fell from his mouth. It rolled into the space between the bamboo splits and fell on the ground. Our dog snapped it and ran away. Father’s face broke in great agony. He rushed outside the house. I could hear him running toward the highway. My sister continued eating, but my appetite was gone.

“What are you doing, Son?” Mother said. “Eat your chicken.”



In being able to understand better a text, one has to explore the purpose of the author in writing the text. The next exercise will help you know about the author’s purpose.

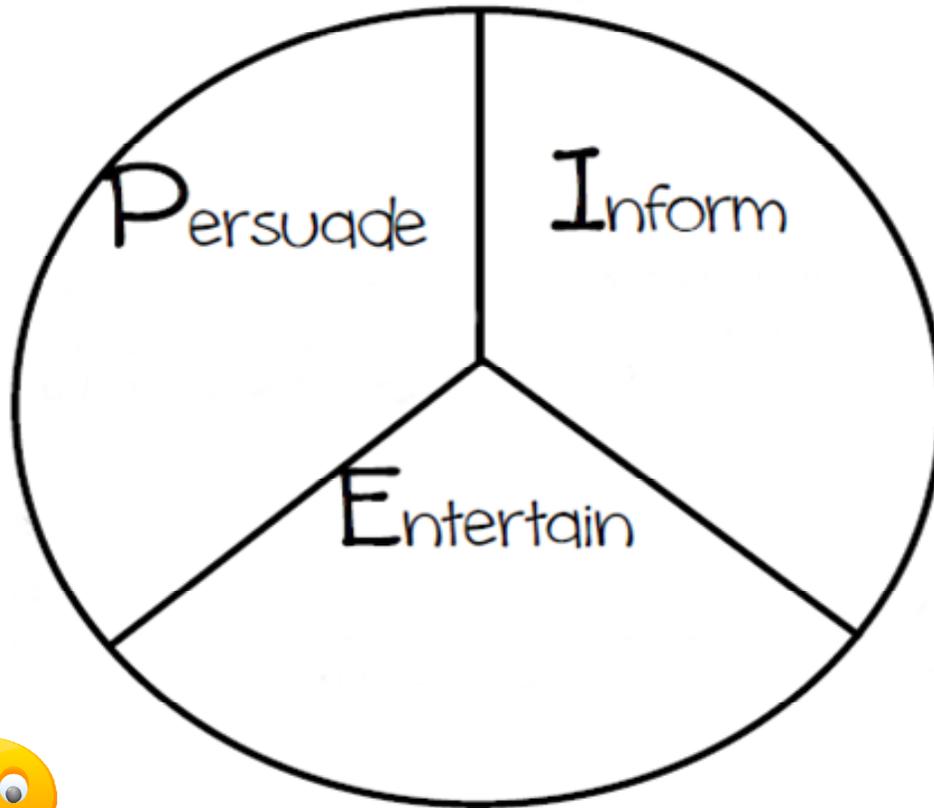
Be familiar with the purpose of the author in crafting his/her masterpiece and consider Carlos Bulosan’s work. Use the chart that follows and trace Bulosan’s purpose.



Author's purpose. (February, 2013). Retrieved from <http://jennifersteachingtools.blogspot.com/2013/02/authors-purpose.html>

Fill in the space where you think Bulosan's purpose is addressed. Justify your ideas in 3-4 sentences.

Bulosan's



You can make a prediction when you use clues from the story, together with what you know from your own experience, to figure out what will happen next.

Go over all your predictions and the reasons given.

Rate yourself as:

<i>excellent</i>	→	if all your predictions are right
<i>very good</i>	→	if you make only one or two errors
<i>good</i>	→	if you make three or more errors

ACTIVITY 11. Words –Words-Words



Go back to the first part of the story and analyze how each word was used. Cross between the two choices below the word that is closest to the way each word is used.

<i>Vocabulary Word</i>	<i>Context Meaning</i>
lean (part 1)	thin unproductive
plague (part 1)	harass epidemic
famine (part 1)	scarcity hungry
impasse (part 1)	dead end point
loafer (part 1)	idler worker
furtively (part 1)	openly secretly



Do you like the story? Why? How do you think do authors write a remarkable story?

A good short story author combines the essential elements to keep the story running smoothly and allow the action to develop in a logical way that the reader can follow. In the next activity, you will learn the five elements of a short story.

ACTIVITY 12. Five Things

1. Watch the video, Five Things, on the Five Elements of a Short Story in this site: www.flocabulary.com/fivethings/
2. After viewing, complete the Five Elements of a Short Story Worksheet. Write down the definition of each element to the best of your memory.

Learn from the Song, Five Things

The Elements	Definition	Examples in the Song	Your Examples
Setting			
Plot			
Characters			
Conflict			
Theme			

- You can watch the video again. Record in your chart the definitions and a few examples of each from the song while you are watching. You may wish to pause the video after each element to give yourself time to write.

Questions to answer:

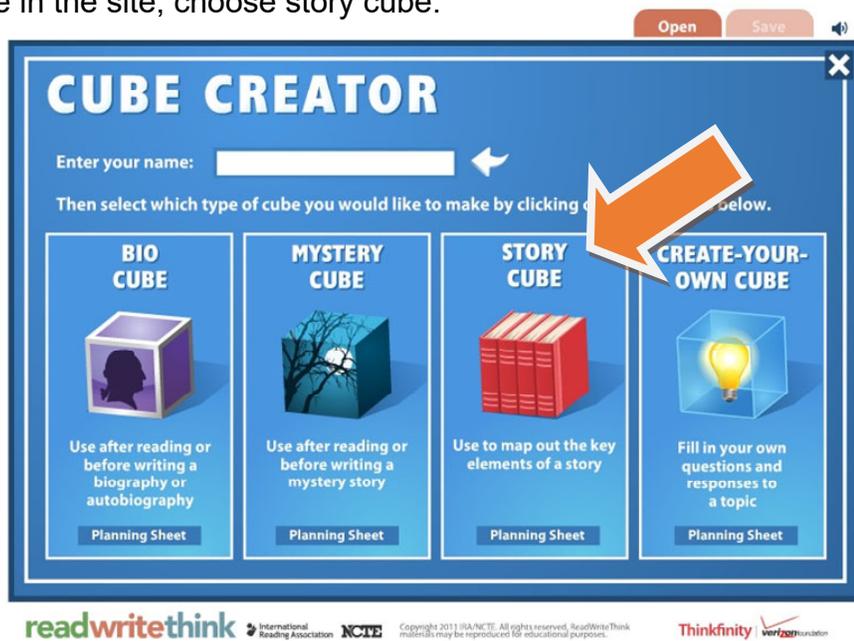
- What are the essential elements of a story?
- How do you define each?
- What examples can you give for each element?
- What happens if an author misses one element in writing a story?
- How does each element contribute to writing an effective story?
- *How does a writer capture the interest of his/her readers in writing a story?*



After having learned the essential elements of a short story, you are now ready to practice what you have discovered by doing the next activity.

ACTIVITY 13. Cube It!

Recall the short story, My Father’s Tragedy or access it through this link <http://wsosapercu.blogspot.com/2010/08/my-fathers-tragedy-by-carlos-bulosan.html>. Analyse the different elements by accomplishing the story cube through this interactive website http://www.readwritethink.org/files/resources/interactives/cube_creator/. When you are in the site, choose story cube.



Questions to Answer:

1. Why is there a need for authors and readers to consider the elements of the story?
2. What element/s will the writer consider to effectively relate to the readers his/her intention?
3. In terms of capturing the interest of the readers, what element/s should the writer pay close attention so that readers will be hooked? Why do you think so?

ACTIVITY 14. The Past

Go back to the story you have read. What tense of the verb did the author use in telling the events? When do we use the past tense of the verb?

Read the following excerpt from the story “Footnote to Youth” by Jose Garcia Villa. Note the underlined words.

Dodong walked faster, prodded by the thought of his virility. A small angled stone bled his foot, but he dismissed it cursorily. He lifted his leg and looked at the hurt toe and then went on walking. In the cool sundown, he thought wild young dreams of himself and Teang. Teang, his girl. She had a small brown face and small black eyes and straight glossy hair.

Questions to Answer:

1. What do you call the underlined words?
2. What form of the verb is used in the excerpt?
3. How is the simple past tense of the verb used?



The simple past tense shows actions and events that happen in a definite past.

There are two ways of forming the past tense of verbs, namely:

1. By adding *-ed* or *-d*
walk – walked play – played live-lived
2. By changing the spelling
go – went think – thought eat – ate



There are other verbs whose past forms do not end in *-ed* or *-d*. they are called *irregular verbs*.

Base Form	Past Form
be	was, were
make	made
tell	told

Adverbial expressions clearly set the definite past time frame of the actions. They signal the use of the simple past tense.

Examples:

yesterday	last Sunday
four days ago	last month
five years ago	in 2012

The past perfect tense, on the other hand, expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

FORM : [had + past participle]

Examples:

- You **had studied** English before you moved to New York.
- **Had** you **studied** English before you moved to New York?
- You **had not studied** English before you moved to New York.



Let's check your knowledge on this topic as you answer the following activities.

I. Read this entry in Rio Anne's diary and **complete it by filling the simple past tense of the verb (indicated in the parentheses) in each blank.**

It was Mother's fortieth birthday. I _____ (1. leave) the dorm very early in the morning and _____ (go) to the bus station. I _____ (meet) my cousins there, and we _____ (are) lucky that the bus station _____ (has) many empty buses because it _____ (is) a Saturday. We _____ (ride) one going to Bulacan and _____ (reach) home after an hour.

The whole family _____ (is) busy that day. My brothers _____ (clean) the house and yard. Ate Nena _____ (decorate) the sala and _____ (change) the curtains. My cousins and I _____ (help) aunt Cora in the kitchen. She _____ (cook) several dishes: *chicken adobo*, *menudo*, *lumpia*, and *leche flan*. She _____ (want) to be sure that the food would be enough for our guests and relatives.

At three o'clock, our guests _____ (arrive). Each one _____ (bring) a gift: a big box of cake from Uncle Bert, which aunt Emma _____ (bake); a dozen fresh *bangus*, which Uncle Pepe _____ (broil); *crispy pata*, which Aunt Flor _____ (fry) in deep fat; fresh fruits, which Grandpa _____ (pick) from his orchard; and garlands of *ilang-ilang* and *sampaguita* _____ (make) by Grandma.

Mother's friends _____ (come) with gifts _____ (wrap) beautifully; a dainty shawl, which my Ninang _____ (crochet); a handbag _____ (embroider) by mother's best friend; and vases and figurines which were _____ (import) from Japan and China and _____ (give) by former classmates.

Everybody _____ (sing) and _____ (dance). We _____ (eat) and _____ (drink) heartily. We _____ (share) stories and _____ (play) games. Our parents and relatives _____ (reminisce) about their childhood pranks. They _____ (laugh) and _____ (joke) a lot.

At the end of the day, everyone _____ (wish) for Mother's good health. We _____ (promise) to get together more often. What fun we _____ (have).

Correct the mistakes in the following sentences. Write your answer on the space provided.

II. Correct the mistakes in the following sentences. Write your answer before the number.	
1.	Last night, Samantha have pizza for supper.
2.	My pet lizard was died last month.
3.	Yesterday I spend two hours doing my assignment.
4.	This morning before coming to class, Anna eats two bowls of cereal.
5.	What was happened to your leg?
6.	Did you started making your interactive comic?
7.	Aleah did not told her parents about the meeting.
8.	I was in a hurry, so I forget to phone you.
9.	Andy does not drink her milk last night because she is too sleepy.
10.	I were very hungry that is why I bought this.



Let's change the way you answer activities by simply visiting the sites given below.

III. Do the interactive exercises on Simple Past and Past Perfect on the following sites. Keep a record of your scores. Then draw the **emoticon** that

shows your feeling or evaluation of your work and the reason why you felt that way.

Websites	My Score	My Feeling About It	
		Emoticon	Reason
1. http://www.englishpage.com/verbpage/verbs6.htm Topic: Verb Tense Exercise			
2. http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-45096.php Topic: Past Tense: A Short Story			
3. http://www.englisch-hilfen.de/en/exercises/tenses/past_perfect_simple_past.htm Topic: Past Perfect and Simple Past Statements Exercise			
4. http://www.english-4u.de/past_perfect_ex5.htm Topic: Past Tense or Past Perfect?			
5. http://www.perfect-english-grammar.com/past-perfect-exercise-1.html Topic: Past Perfect Exercises			

Questions to Answer:

1. Which of the exercises do you find easy/hard to do?
2. How can these exercises help you in writing a personal story?
3. What forms of verbs are used when writing about an experience?
4. What happens if one is not able to use the correct form of the verbs?
5. What does a writer then need to consider in capturing the interest of his/her readers?



Having learned the purpose of using the appropriate form of the verb in narrating an experience, we will now explore means on how to appropriately relay one's message by knowing the steps in storytelling.

ACTIVITY 15. Follow Procedure

Access this link

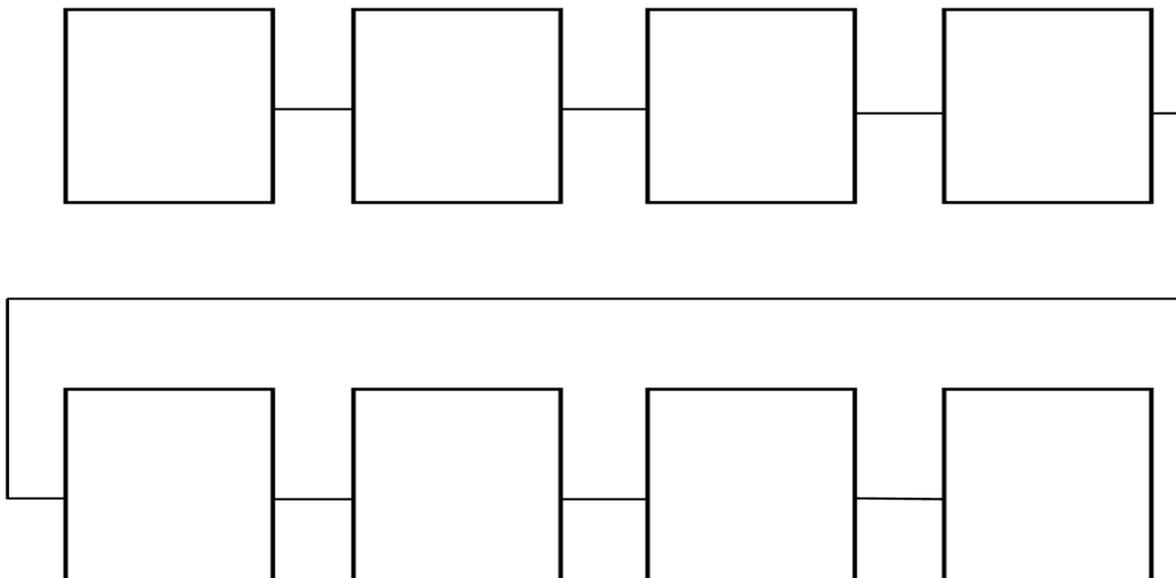
http://www.vrml.k12.la.us/klemaire/Writing/steps_to_narrative_writing.htm and learn about the steps in narrative writing. Highlight the key points of what you have learned by accomplishing the graphic organizer give below. A sample of chart is given as your reference.

Sample Chart:



Photo credits: <https://academichelp.net/academic-assignments/essay/write-narrative-essay.html>

Your Graphic Organizer:



Questions to Answer:

1. Name at least 3 significant learning who had in the activity.
2. Relate how the steps in narrative writing similar with the steps (Pre-read, Outline, Write, Edit, Revise, Publish) in the writing process?
3. What is the significant in following the steps provided?
4. Are the steps in writing narratives different with other modes of development?



Let us now apply the things that you have learned in the previous activity. A personal narrative is a means of sharing one's experience. Learn more about personal narrative by doing the next activity.

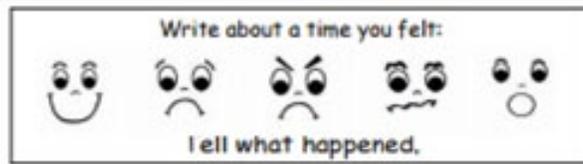
ACTIVITY 16. Personal Narrative

Share a personal experience that shaped the kind of a person you are right now by following the prompt given. In doing so, be reminded of the things presented below.

Reminders:

1. Tells a story using time.
2. Has a beginning, middle, and end.
3. Can be real or imaginary.
4. Uses story elements:
narrator, character, setting,
problem, solution.
5. Crafts a plot.
6. Has vivid descriptions of events,
scenes, objects, and people
7. May include dialogue.
8. Conveys a message or lesson
learned.

Prompt in completing the personal narrative:



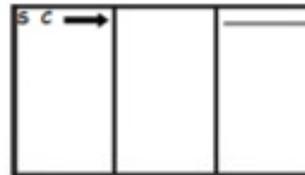
1. Tell the story!

(Tell your buddy the story or talk on the phone.)



2. Get Organized!

(Draw Organizer.)



3. Character!

Who is in the story?

(Draw picture under "C" or write "I".)



4. Setting!

When and where does the story take place?

(Draw pictures under "S".)



5. Action!

What were you doing in the beginning of the story?

(Draw picture under the arrow.)



6. Ending!

What happened at the end?

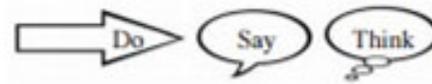
(Label the Ending Line.)



7. Middle!

What happened in the middle that caused the ending?

(Use Do, Say, Think, to write the middle actions.)



8. Reflection!

What Did You Feel, Learn, Wish, Realize, or Discover After the Experience, (Use T - C - R to Write a Memorable Ending.)



8. Add Fancy Words!

(Label organizer with adjectives.)



Your personal narrative:

Questions to Answer:

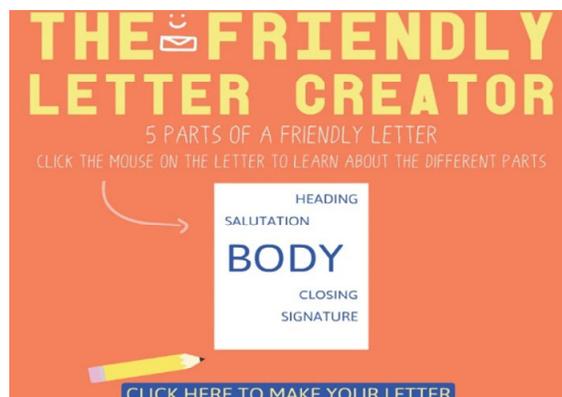
1. Are the steps helpful in accomplishing your personal narrative? In what way did it help or did not help you?
2. How did this experience of yours shape the kind of a person you are right now?
3. In writing your personal narrative, how do you think you were able to relate your personality to the readers?
4. As a writer, how can you capture the interest of your readers in sharing a personal story?



Another way of expressing oneself and communicating one's intention is through a letter. The way communicate with people speaks the kind of person we are. In the next activity, we will learn using letters in expressing ourselves.

ACTIVITY 17. Express It through a Letter

Access this site <http://www.nhcs.net/parsley/curriculum/postal/friendlyletter.html> to learn the parts of a letter and its format.



After seeing a sample, access this interactive website http://www.abcya.com/friendly_letter_maker.htm and create your own personal letter. Fill out the different parts presented in the site and click view letter.

Questions to Answer:

1. In today's generation where there are varied means of communication, do you think a friendly letter will still be part of the trend? Why do you think so?
2. What will you feel if one of your friends will sent you a letter?
3. Do you think the way we express ourselves through a letter will reflect the kind of person we are? Why do you think so?
4. How do you think you can capture the attention of your friend through your letter?
5. What factors do have in mind that will motivate people to send a friendly letter among their friends?



Aside from sharing significant events in our life through a letter, we can also share experiences and the kind of places that we love through a travelogue. Do you believe that the kind of places we visit reflects the kind of person we are? You will answer this question as you engage with the next activity.

ACTIVITY 18. Wanderer's Log

Going around the different places makes us learn the way of life of people in those places. These experiences make people aware and even enlighten because of the things that they see. In traveling, the best buddy will be a travelogue. In this activity, you will narrate your own travel experience through a travelogue.

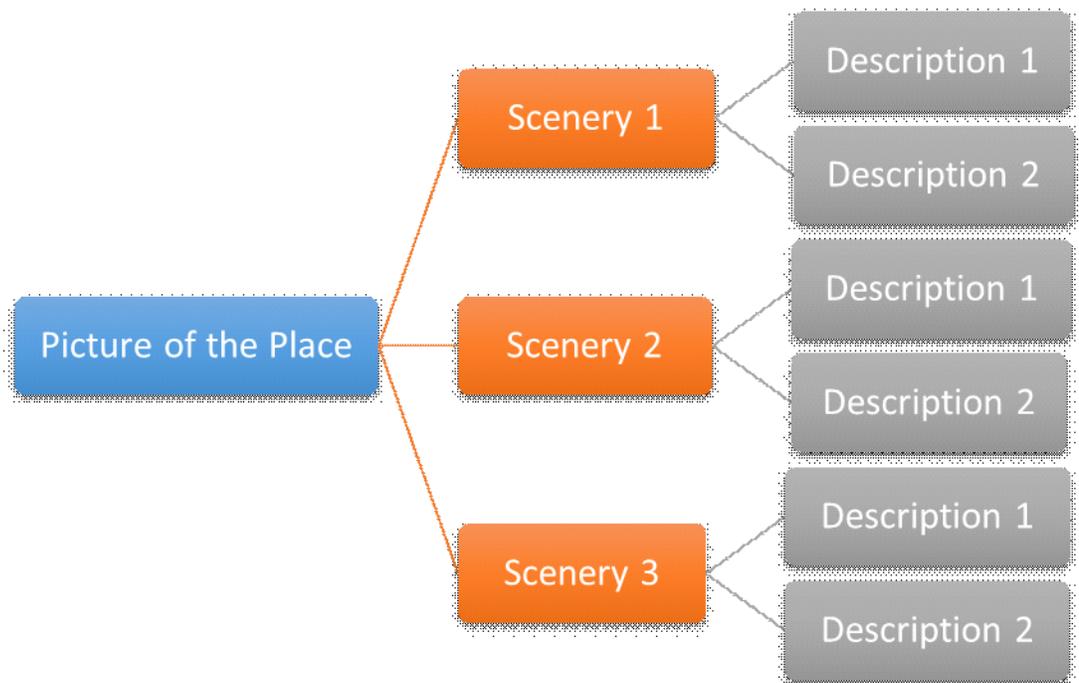
A travelogue is a person's account of a journey to another country or place. It can either be a written report with many factual details or a narrative story about personal impressions and experiences that is supported by images.



Access this site <https://academichelp.net/creative-writing/write-travelogue.html> and <http://www.freelancewriting.com/articles/tips-for-writing-a-travelogue.php> to know the steps in writing a travelogue. After doing so, access the following sites to see examples of travelogues.

1. Philippine Travelogues
<http://philippinetravelogue.com/>
2. Baguio City – The City of Pines
<http://philippinetravelogue.com/2010/10/baguio-city-the-city-of-pines/>

Having learned the steps on writing a travelogue and seen examples of it, you are now ready to write your own travelogue. Use the graphic organizer below to guide you in organizing your travelogue before you write it down.



Your travelogue:



Questions to Answer:

1. What is the purpose of a travelogue?
2. What 3 things should be kept in mind in writing a travelogue?
3. Do you think the places we visit reflect the kind of a person we are? Why do you think so?
4. How can we encourage people to visit the places that we have presented in the travelogue?
5. How can you capture the interest of the readers through the travelogue?

ACTIVITY 19. Forget It Not

What experience **that you cannot forget**? Was it happy, funny, or sad? Write a journal/blog about it and remember the essential elements of a story. Don't forget to use the past tense of the verb. You may refer to the following site to get some help on writing a journal.

<http://www.creative-writing-now.com/how-to-keep-a-journal.html>

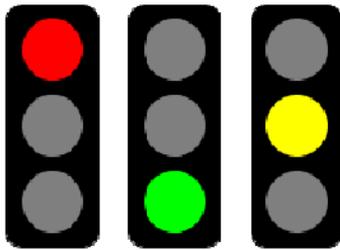


End of FIRM UP

In this section, you were acquainted with some of the literary piece during the Emergence Period. Moreover, we looked at significant themes among the texts. Before proceeding to the next section, answer the following prompts.



BEFORE YOU PROCEED, ARE THERE THINGS NOT CLEAR TO YOU? Please key in the number that correspond to your answer.



1 2 3

- 1 – There are concepts not clear to me. These are the concepts not clear _____
- 2 – I'm good to go 😊
- 3 – There are some things not clear but I'm good to go.



DEEPEN



Your goal in this segment is to apply what you have learned in the previous literary and language foci activities by writing a personal story . Begin by answering the question, “*How can personal writing help communicate one’s individuality/identity?*” through a one-minute paper.

ACTIVITY 20. One-Minute Paper



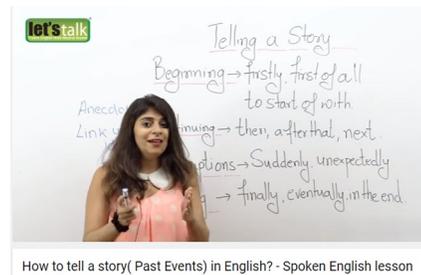
Speaking clearly is only half of communication. Listening effectively is the other half. That's why this is something you have to pay attention to. These elements are crucial in sharing your thoughts to others.

ACTIVITY 21. Learning about Story Telling

When listening to a storytelling, speech, or talk, you may find yourself becoming distracted when listening for details. Keep in mind the following so that you can listen actively and absorb the entire message of the speaker.

- Tune out distractions. Find ways to focus on the speaker.
- Know your listening goal. Remember that different kinds of situations call for varied ways of listening. Pay particular attention to details and facts if you are listening for information.
- Keep track of what the speaker is saying. Note whether or not you agree with his/her viewpoints.
- Determine the tone and mood of the speaker. This will help you read beyond what is not being said by the speaker.

Click the link <https://www.youtube.com/watch?v=AxTys2C4t68> and watch the video about story telling.



Questions to Answer:

- ✓ Based from the video, what is an anecdote?
- ✓ How does the tense of the verb affect the process of telling a story?
- ✓ In what way can a speaker maintain the attention of the audience?
- ✓ Listening to the video, what three important things did you learn about doing story telling?



Knowing how the audience behave in terms of listening, the speaker can also be aware on what to do to sustain any presentation and to send the appropriate message to the audience. In the next activity, consider how the Carlos P Romulo deliver his point about an issue.



ACTIVITY 22.

Access this video <https://www.youtube.com/watch?v=dG7aqBCGKrU> and listen to President Carlos P. Romulo's stand concerning the use of the atomic bomb.



1949: PRESIDENT CARLOS P. ROMULO OF UNITED NATIONS SPEAKS ON ATOMIC BOMB

by clipcafe • 1 year ago • 388 views

1949: PRESIDENT ROMULO OF UNITED NATIONS SPEAKS ON ATOMIC BOMB, ...



Recall what you have viewed and answer the questions below.

Questions	Answers
1. Based on the introduction, what needs to be resolved?	
2. What is the tone and mood of the speaker?	
3. What is his stand concerning the use of atomic bomb?	
4. Do you agree with his view on the atomic bomb? Why or why not?	
5. What does it take assert one's view on an issue?	



Carlos P Romulo has a notable contribution to Philippine literature. His works paved it way to public during the Period of Emergence. Let us go back to the different literary piece in relation to the Period of Emergence and discover the period's qualities and authors' concerns.

ACTIVITY 23. Establishing Connection among the Texts

We have already encounter three literary pieces from the Period of Emergence. Let us recall the stories and see how these texts relate the characteristic of the period. Go back to the three texts and complete the graphic organizer by identifying the purpose of the author and the main idea of the texts.

Reading 1: This is I Belive by Carlos P Romulo

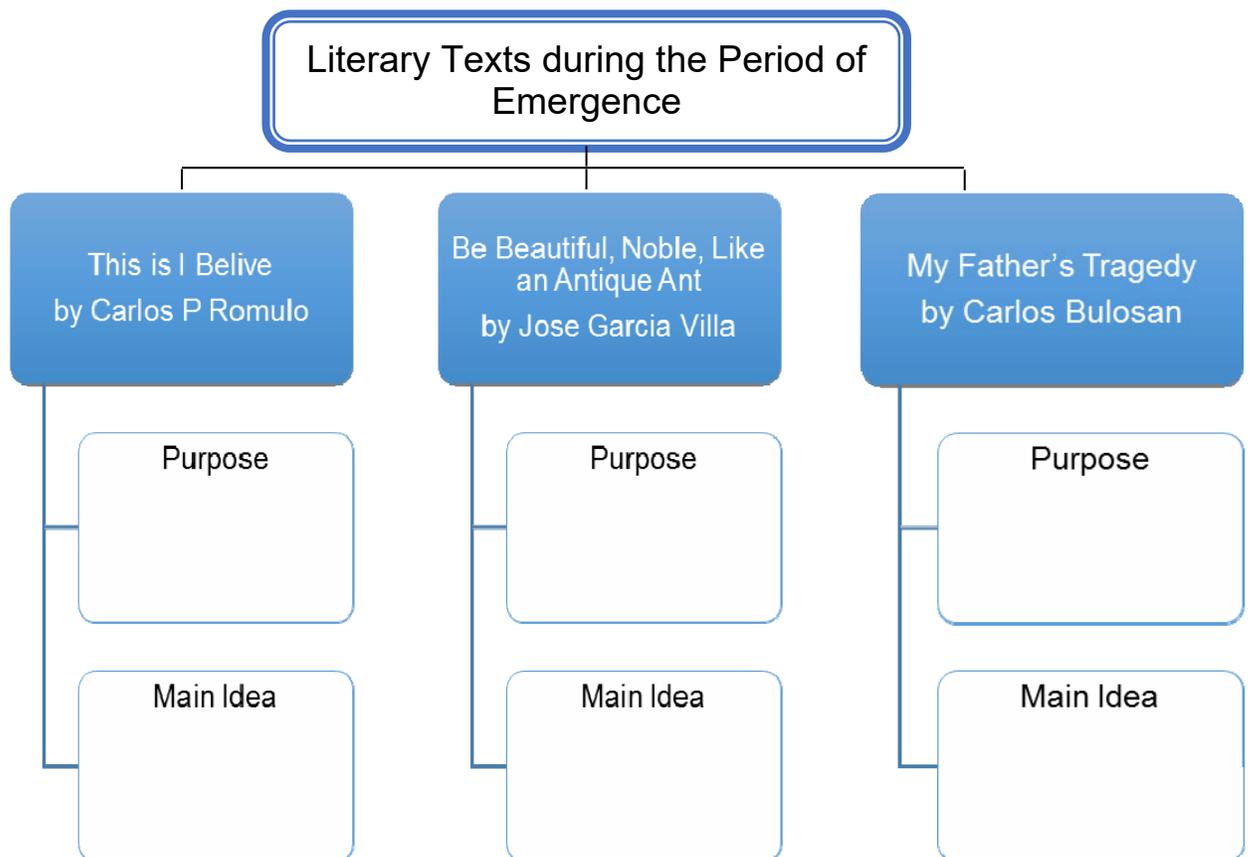
<http://thisibelieve.org/essay/16935/>

Reading 2: Be Beautiful, Noble, Like an Antique Ant by Jose Garcia Villa

<http://pgrnair.blogspot.com/2015/06/be-beautiful-noble-like-antique-ant.html>

Reading 3: My Father’s Tragedy by Carlos Bulosan

<http://wsosapercu.blogspot.com/2010/08/my-fathers-tragedy-by-carlos-bulosan.html>



Having these main points from the literary pieces, recall the characteristics of the period from where these texts belong through this site

<http://linglithumanities.blogspot.com/2011/10/notes-on-emergent-period-1935->

[1945.html](#). Do you think the qualities of the period were manifested by writers through their works? Answer this question by completing the table below.

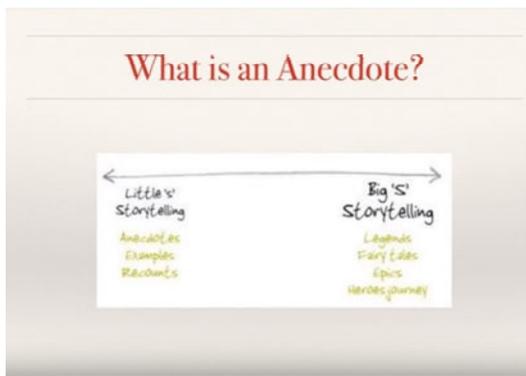
Qualities of the Period Writers are ...	Is this manifested in the given works? (Yes/No)	Reason (Justification)
1. Concerned with social consciousness		
2. Concerned with craftsmanship (the quality of design and work)		
3. Determined to explore local color (typical features of a place or a period)		



Different periods shape the kind of literary forms we have at present. These literary forms are means for us to express ourselves. The next activity will acquaint us to another way of relating ourselves to others.

ACTIVITY 24. Learning about Anecdote

Access the following sites below to learn about anecdotes and be ready to write your own anecdote.



What is an Anecdote? (Part 1)
<https://www.youtube.com/watch?v=-pC1jsoD0ns>



What is an Anecdote? (Part 2)
https://www.youtube.com/watch?v=G_IA4gQE4m8

Time to Write!

Questions to Answer:

1. What is the purpose of an anecdote?
2. Why is there a need to consider context in writing an anecdote?
3. Name at least 3 literary forms that has the same nature and purpose as an anecdote.

a little bit of
Anecdote



One of our goals in sharing our stories with other people is to be understood. For us to be understood, it is important to pay close attention on how we sequence our thoughts. Learning about logical connectors will help us in the process.

ACTIVITY 25. Make it Logical!

Access this http://wp.ucla.edu/wp-content/uploads/2016/01/UWC_handouts_Sentence-Transitions.pdf and learn about the different sentence transitions based on the logical relationships. Classify the different logical connectors based on the logical relationships given below. After doing so, choose one connector per category and use it in a sentence.



Chronological Signal



Logical Sequence



Summation

Chronological signal

Logical sequence

Summation

After getting to know the different logical connectors, let's practice. Access the following sites and answer the practice tests. Record your scores in each of the practice tests.

Websites	My Score	My Feeling About It	
		Emoticon	Reason
1. Connector Overview "Conjunctions" (Express relationship between sentence parts)			

<p>http://www.grammar-quizzes.com/9-10.html</p>			
<p>2. Connective Adverbs (Indicate a relationship between two clauses)</p> <p>http://www.grammar-quizzes.com/adv_connective.html#advconnective</p>			
<p>3. Connector Paragraph (Relate ideas in a paragraph)</p> <p>http://www.grammar-quizzes.com/8-10.html</p>			

Questions to Answer:

1. What help do these transition tools provide in term of constructing sentences?
2. How does the different connectors help you in written and oral task?
3. In what way do you think these transition tools will help you relate your intention of writing the text?
4. Why is there a need to pay close attention to punctuation patterns?



“It’s not what you say, but how you say it.” This line reflects how we should be careful in conversing with people. Even if our intention is good but if we said it the wrong way, we might encounter misunderstanding. The next activity will help us know better how to relate ourselves to others.

ACTIVITY 26. How to Say It

A narrative work can best serve its purpose when it’s shared. In doing storytelling, a person must use techniques to sustain the audience’s attention. Access this site <http://www.wikihow.com/Tell-a-Story> to learn the fundamentals of storytelling. In addition, watch the video below to reinforce one’s knowledge about storytelling. Complete the summary chart provided.



How to Tell a Story
https://www.youtube.com/watch?v=tiX_WNdJu6w

Summary Chart

What is site and video all about?	
What new information did you learn from the topic? Include new terms and meanings.	
Which of the information is most significant to you? Why?	

Questions to Answer:

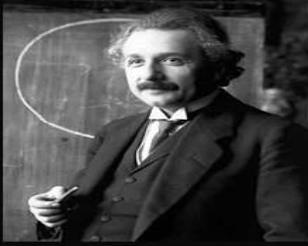
1. Why do you think telling a story is considered to be an important skill?
2. Based from what you have learned, what are strategies can you use to engage and sustain the listener?
3. How do you think a person's way of communicate to others reflect the kind of person he/she is?
4. What motivates you to be engaged in storytelling?



Since we learn the skill in storytelling, let us have a practice by relating your opinion to a specific issue.

ACTIVITY 27. In My Opinion

Expressing opinions is one way of asserting oneself.
Read this quote from Albert Einstein and answer the questions that follow:

	<p>Few people are capable of expressing with equanimity opinions which differ from the prejudices of their social environment. Most people are even incapable of forming such opinions.</p>
<p>(Albert Einstein)</p>	
<p>izquotes.com</p>	

Questions to Answer:

1. What does the quote say about voicing out opinions?
2. Why is it difficult to voice out one’s opinions?
3. How can you effectively express your opinions or beliefs to others?

ACTIVITY 28. Be Heard!

Think about your stand concerning nuclear energy use. Use the right column to write your opinion. Use the phrases and expressions below in forwarding your opinions.

<p>EXPRESSING OPINIONS</p>	<p>POINT/COUNTERPOINT: NUCLEAR ENERGY</p> 
<ul style="list-style-type: none"> • In my opinion • As far as I am concerned • From my point of view • My view / opinion / belief / impression / conviction is that • ... • I hold the view that ... • I would say that... • I am of the opinion that ... • I am sure / I am certain that ... • I think • I hold the opinion that. 	

- | | |
|---|--|
| <ul style="list-style-type: none"> • It goes without saying that ... | |
|---|--|

Photo Credit: <http://cozycornercrochets.blogspot.com/2012/07/say-yes-to-nuclear-energy.html>

ACTIVITY 29. Say It!

Read the following concept notes to understand more about direct and reported speech.

Direct and Reported Speech

<p>Direct speech is used when quoting what the other person said. Place quotation marks around what was said and add a speech tag such as "he said" or "she asked" either before or after the quote.</p> <p>For example: "I <u>studied</u> my lessons last night," she said.</p>	<p>Reported speech is stating what the other person said but without using the quotations marks.</p> <p>For example: She said that she <u>had studied</u> her lessons last night.</p>
--	---

Learn how to report a direct speech in these sites:

1. Direct Speech vs. Reported Speech
http://www.myenglishpages.com/site_php_files/grammar-lesson-reported-speech.php#UwKaRs6n-Bo
2. Reported Speech and Direct Speech
http://www.stlcc.edu/Student_Resources/Academic_Resources/Writing_Resources/Grammar_Handouts/reported_speech.pdf



E-xtend your knowledge!

Learn more about direct and reported speech by engaging in interactive learning. Click these links and answer the questions that follow.

Web Links	MY SCORE	Windshield Check
✓ Reported Speech http://a4esl.org/q/h/9901/tm-reported1.html		CLEAR: "I get it" BUGS: "I get it for the most part, but i still have a few questions." My questions are: MUD: "I just don't get it" I'm confused with...
✓ Reported and Direct Speech http://www.englishgrammarsecrets.com/questions2/exercise5.swf		
✓ Reported Speech Exercise http://eslus.com/LESSONS/GRAMMAR/REPORTSP/Rs2.htm		
✓ Grammar Exercise- Reported Speech http://www.myenglishpages.com/site_php_files/grammar-exercise-reported-speech.php		

Questions to Answer:

1. Were the exercises easy/hard to answer?
2. Why do you need to learn direct and reported speech?
3. When do we use direct and reported speeches?
4. Can we use direct and reported speeches in writing a story? How and why?

ACTIVITY 30. Pause. Think. Write.

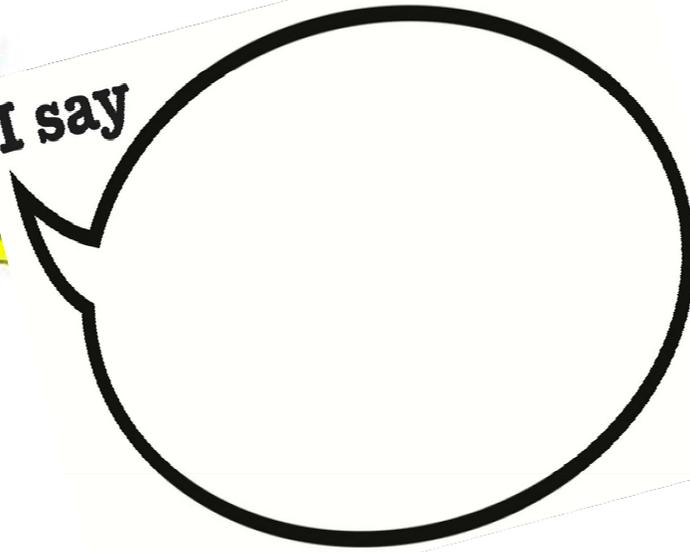
Having accomplished the tasks in this segment, think about these questions again:

- What is the best way to assert oneself? How does one communicate one's identity?
- How can a writer capture the interest of his readers in writing a personal story?

Write your thoughts below.



I say



Expressing your thoughts, feelings, and opinions and standing up for your rights is important. You are your first and biggest supporter, so it's important that you speak up for yourself.

ACTIVITY 31. Why be Assertive?

The best way to learn assertive behavior is through practice. But not everyone is ready to practice in real life. Below are a number of experiences people may run into that require assertiveness. Complete the table below by writing your response to each situation.

Situation #1 (Asserting yourself with friends)	Situation # 2 (Asserting yourself in social and everyday situation)	Situation #3 (Asserting yourself in school occasion)
You lend a friend to one of your books. She returns it with pages missing	The new shoes you bought three weeks ago are already starting to fall apart. You take them	Someone in your class asks you to work with him on his homework after the teacher has specifically told the class that the assignment

	back to the store where you bought them.	should be done without any help.
Response #1	Response #2	Response #3
Generalization		

End of Deepen

In this section, the discussion was about extending your knowledge on personal writing as a means to assert one's identity. Now that you have a deeper understanding of the topic, you are ready to do the culminating task on your own.

Before we proceed to the next section, respond to the following:

Concepts I learned		
Explanations I Understand		
Examples I Can Provide		

Rate It!

You are about to do the final task. Using the rating scale below, rate yourself in terms of how ready you are to face the final task. Rate yourself, 1 as the lowest and 5 being the highest.



Those who answered 1 and 2

What concepts are not clear to you that you feel would affect in accomplishing the task?



Those who answered 3 – 5

What important things do you keep in mind in going through the different tasks?



TRANSFER



Your goal in this section is to transfer your learning to a real life situation by writing a personal story. Before you start doing that, recall the recurring questions in this lesson.

- ***What is the best way to assert oneself?***
- ***How can a writer capture the interest of his readers in writing a***

PERFORMANCE TASK

The International Youth Commission will hold the International Leaders' Summit to be participated in by selected youth delegates from the ASEAN member nations. The event, which promotes ONE ASEAN, serves as a venue for the delegates to exchange experiences that relate their respective cultures. As one of the Philippine youth delegation, you are tasked to narrate one significant episode in your life which reveals your identity as a Filipino. Your story must have reflect a theme, present elements of description and follow organization, writing convention and technique. Your presentation will be scored based on your introduction/closure, delivery and impact.

Criteria \ Score	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1
Focus/Theme	Story is highly reflective of typical Filipino culture, characteristics, and values.	Story is reflective of typical Filipino culture, characteristics, and values.	Story is barely reflective of typical Filipino culture, characteristics, and values.	Story is not reflective of typical Filipino culture, characteristics, and values.
Elements of Description	The overall purpose is very clear. Many vivid sensory details and apt comparisons help readers visualize a person, place, or event. All the details relate to the central focus and are appropriate to the audience.	The overall purpose is clear. Sensory details and comparisons help readers visualize a person, place, or event. Details relate to the central focus and are appropriate to the audience.	The overall purpose is not very clear. Some sensory details and comparisons are used, but more are needed. Extraneous details should be eliminated.	The overall purpose is nonexistent. Few sensory details or comparisons are included.
Organization	The description has a stated focus and clear and appropriate organization, such as spatial, chronological, or order of importance. Transitions consistently help readers follow the organization.	The description has a focus and clear organization, such as spatial, chronological, or order of importance. Transitions help readers follow the organization.	The description has organization, but either it needs improvement or it should be changed to a different organization. Some transitions are used, but more are needed.	The writing does not have a noticeable organization. Transitions are lacking and the relationship between details are hard to understand.
Conventions (Grammar, Usage, mechanics, and Spelling)	There are no errors in mechanics, usage, grammar, or spelling. Word choice is consistently careful and precise.	Mechanics, usage, grammar, or spelling are carefully taken into consideration. Word choice is usually careful and precise.	There are numerous errors in mechanics, usage, grammar, and spelling. Word choice is often general, vague, or imprecise.	Numerous errors in mechanics, usage, grammar, or spelling may hinder comprehension. Word choice is general and imprecise.

Technique	The writer successfully uses a technique while also telling about an event.	The writer uses a technique and the key points in the event are told clearly.	The writer attempts to use a technique but fails to tell about key points in the event.	The writer fails to use a technique, and the key points in the event are unclear.
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Rubric on Telling a Narrative/Story

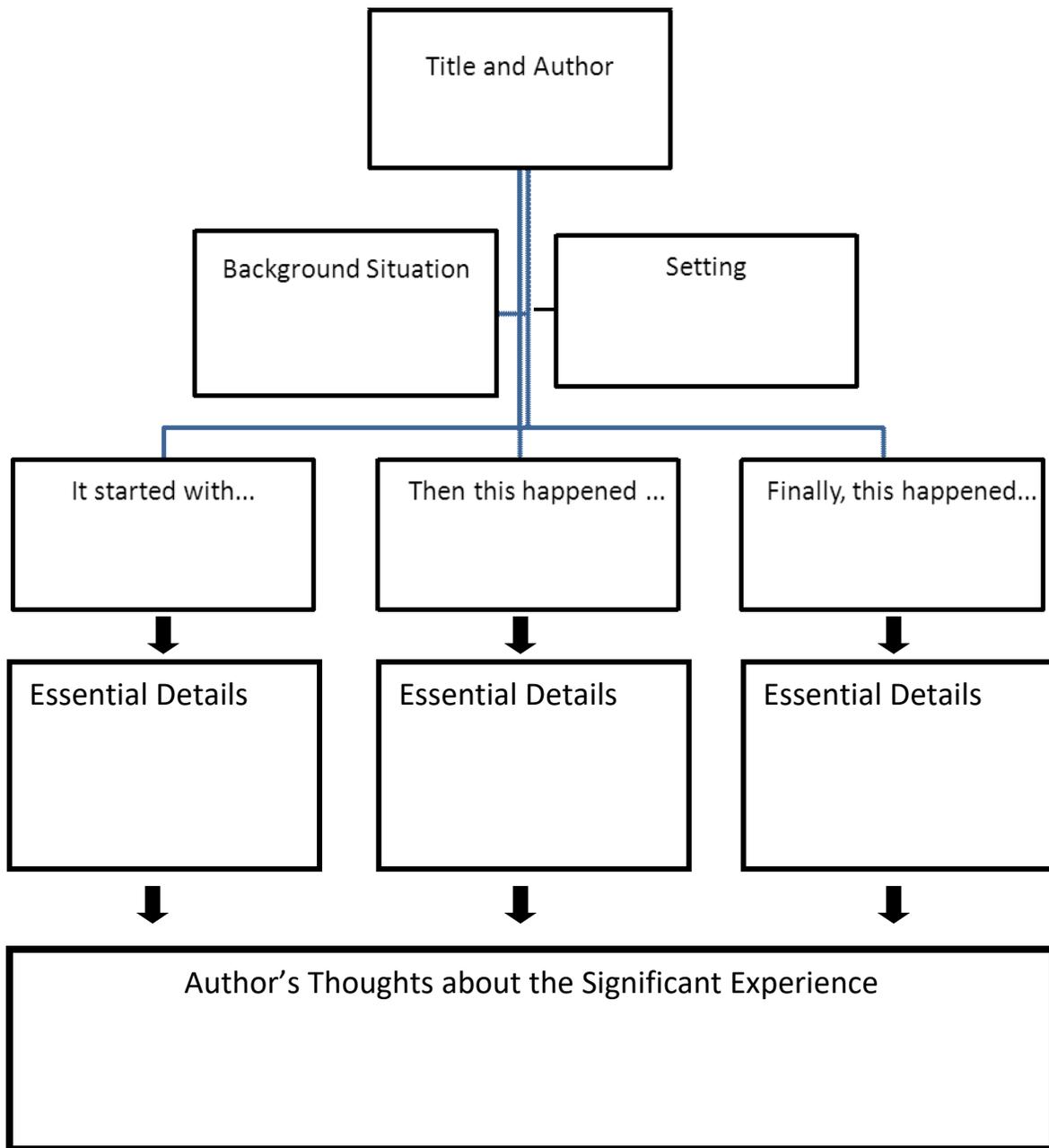
Score Criteria	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1
Introduction and Closure	Delivers opening and closing remarks that capture the attention of the audience and set the mood.	Displays clear introductory or closing remarks.	Clearly uses either an introductory or closing remark, but not both.	Does not display clear introductory or closing remarks.
Delivery				
• Pacing	Effective use of drama and meets apportioned time interval.	Delivery is patterned and meets apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.
• Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection and consistently use fluid speech.	Displays more level of inflection throughout the delivery.	Consistently uses a monotonous voice.
• Poise	Displays relaxed, self-confident nature about self, with no mistakes.	Makes no mistakes and displays no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.
• Eye contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.
Impact	Presented in a highly creative, polished, clear, and proficient manner, in thoughtful consideration of the audience, context, and purpose.	Presented in a creative manner, showing awareness of the audience, context, and purpose.	Had some problems with creativity, clarity and skill. It is unclear whether audience, context, and purpose have been considered.	Unpolished, unclear, and exhibits very little evidence of practice, creativity, and consideration of the audience, context, and purpose



Graphic organizers are tools that can be used to visualize and organize information.

ACTIVITY 32. Organize It.

An effective personal story provides answers to: WHO, WHAT, WHEN, WHERE, WHY or HOW questions. Use the organizer below to outline your ideas.





Drafting Stage

Write the draft of your personal story here.



Review and reflect about your story draft using the following guide.

How many drafts did you write on yellow paper? _____

What are two crafting techniques or strategies you used when you wrote this narrative?





What did you want to show your reader in your personal narrative? Do you think you showed what you wanted to show? Why or why not? Explain.

What is your favorite part of your personal narrative? Why was it your favorite part?

What was the hardest part of writing this personal narrative? Why was it hard?

Wrapping Up: Reflection Checkpoint



Go back to the questions posed at the start of this module. Use the **Out the Box** below to write your final answer to the questions asked.

- ***What is the best way to assert one's identity?***
- ***How does a writer capture the interest of his readers when he tells a personal story?***

I think...

OUT OF THE BOX

Compare your **IN THE BOX** and **OUT OF THE BOX** answers. Use the journal below to reflect on your learning journey.

REFLECTIVE JOURNAL

What happened?	How do I feel about it?	What did I learn?
<p style="text-align: center;">How does the lesson help you realize the practical use of personal writing in real-life settings?</p>		

End of Transfer

You have completed this lesson. As you embark on a new lesson, continue to explore answers to these questions and connect what you have learned with your day to day existence and experience. Congratulations!

POST ASSESSMENT

1. Which of the following is an opinion?
 - a. The 65th Miss Universe happened in the Philippines.
 - b. The US President, Trump banned 7 countries to enter the United States of America.
 - c. Filipinos are the most hospitable people in the world.
 - d. President Rodrigo Duterte is the 16th president of the Republic of the Philippines.

2. A narrative answers the question _____.
 - a. Who did it?
 - b. What happened?
 - c. What went wrong?
 - d. How did you do this?

3. Which of the following is a distinguishing theme of the literature during the Period of Emergence in the Philippines?
 - a. Fighting for freedom and rights
 - b. Breaking boundaries
 - c. Time for self-discovery and of rapid growth
 - d. Adapting to change

4. Read the excerpt of Jose Garcia Villa's "Footnote to Youth" and decide which of the following influenced the author in writing this story.

“Teang did not complain, but the bearing of children tolled on her. She was shapeless and thin even if she was young. There was interminable work that kept her tied up. Cooking, laundering. The house. The children. She cried sometimes, wishing she had no married. She did not tell Dodong this, not wishing him to dislike her. Yet, she wished she had not married. Not even Dodong whom she loved. There had neen another suitor, Lucio older than Dodong by nine years and that wasw why she had chosen Dodong. Young Dodong who was only seventeen. Lucio had married another. Lucio, she wondered, would she have born him children? Maybe not, either. That was a better lot. But she loved Dodong... in the moonlight, tired and querulous. He wanted to ask questions and somebody to answer him. He wanted to be wise about many thins.”

- a. Environment
- b. History
- c. Culture
- d. Family/Community background

5. Below is a direct speech. Decide which of the following best transforms this into an indirect speech.

The little girl said to her mother, "Did the sun rise in the East?"

- The little girl said to her mother that the sun rose in the East.
- The little girl asked her mother if the sun is in the East.
- The little girl asked her mother if the sun rose in the East.
- The little girl said to her mother if the sun rises in the East.

6. Read the interview situation below and answer the question that follows.

Interviewer: How has your college experience prepared you for a business career?

Applicant: I have prepared myself to transition into the work force through real-world experience involving travel abroad, internship, and entrepreneurial opportunities. While interning with a private organization in Ecuador, I developed a 15-page marketing plan, composed in Spanish, that made recommendations about the company could more effectively promote its services. I also traveled abroad on two other occasions in which I researched the indigenous culture of the Mayan Indians in Todos Santos, Guatemala, and participated in a total-language-immersion program in Costa Rica. Learning Spanish, I felt, would allow me to be a more versatile marketing professional. As you can see from my academic, extracurricular, and experiential background, I have unconditionally committed myself to success as a marketing professional.

Do you think the applicant would pass this interview?

- No, because he/she did elaborate all her experiences in college which could have helped him/her convince the employer.
- Yes, because he/she spoke with confidence and correct grammar.
- No, because he/she did not give right response to the question.
- Yes, because he/she only cited the most significant details in her college years which are relevant to the work she is applying for.

7. If a person goes to the grocery store and buys head of lettuce, a tomato, a cucumber, and salad dressing, you could predict that the person is going to do which of the following?
- the person will bake a cake
 - the person is going to set up an aquarium
 - the person will eat fish for dinner
 - the person will make a salad

8. Read carefully the poem that follows:

The tree exploded in a riot of pink.
Every bee in the neighborhood came by for a drink.
The breeze was abuzz with the sound of their work
Not a flower was missed not a bumbler did shirk.

Which of these sentences best explains the meaning of the first line of the poem?

- The flowers stayed on the tree until the first hard rain.
 - The tree blooms and is covered with pink flowers.
 - The pink flowers attract many bees that come to collect pollen.
 - The tree breaks and its pink branches and twigs are exposed to bees.
9. Read another excerpt of a poem.

LIKE THE MOLAVE
by Rafael Zulueta da Costa

Not yet, Rizal, not yet. Sleep not in peace:
There are a thousand waters to be spanned;
There are a thousand mountains to be crossed;
There are a thousand crosses to be borne.
Our shoulders are not strong; our sinews are
Grown flaccid with dependence, smug with ease
Under another's wing. Rest not in peace;
Not yet, Rizal, not yet. The land has need
Of young blood-and, what younger than your own,
Forever spilled in the great name of freedom,
Forever oblate on the altar of
The free? Not you alone, Rizal. O souls
And spirits of the martyred brave, arise!

What does the poem speak about the time and culture of the Filipinos during the writing this piece?

- The Filipinos hated Rizal that is why he could not sleep in peace.
- The Filipinos loved Rizal so much that they would not like him to die yet.
- The Filipinos express their love of country and desire for freedom.
- The Filipinos were very willing to sacrifice to take a thousand mountains and bear a thousand crosses.

10. Below is an excerpt of Jose La Villa Tierra's "Ballad of a Mother's Heart." Read and understand the lines carefully to answer the question: What language structure is used in conveying the lines of the persona?

The night was dark, for the moon was young
And the stars were asleep and rare;
The clouds were thick, yet Youth went out
To see his Maiden fair.

"Dear One," he pleaded as he knelt
Before her feet, in tears,
"My love is true; why have you kept
Me waiting all these years?"

- a. Figurative language
 - b. Direct speech
 - c. Indirect speech
 - d. Syntax
11. Read the summary of Alejandro R. Roces', "We Filipinos are Mild Drinkers". We Filipinos are mild drinkers. We drink for only three good reasons. We drink when we are very happy. We drink when we are very sad. And we drink for any other reason. When the Americans recaptured the Philippines, they built an air base a few miles from our barrio. Yankee soldiers became a very common sight. I met a lot of GIs and made many friends. I could not pronounce their names. I could not tell them apart. All Americans looked alike to me. They all looked white.
- What does this story tell us about?
- a. Interpersonal relations
 - b. Cultural orientation
 - c. Family background
 - d. Self-esteem
12. In the poem "Like the Molave" found in item No.9, what message, as the title suggests, does the poet Da Costa want to convey to us?
- a. Rizal realized that we have not yet achieved what he wanted us to accomplish for this country.
 - b. Through this poem, few of our Filipino citizen had opened their mind foreign people
 - c. Filipinos need to be like a molave, strong, brave and resilient to commit good and achieve clean surroundings.
 - d. The poem is an expression of a strong desire to achieve a better and improved Philippines.

13. Read the passage very carefully and find out its message.

Even though they were brothers, Elijah and Uriel were nothing alike. If Elijah wanted to jump rope, Uriel wanted to play pick-up-sticks. If Elijah wanted to play basketball, Uriel wanted to play soccer. Tensions rose to the point that the boys could no longer stand each other's company. It seemed that they had nothing in common. Until the day that report cards were distributed by their respective teachers in school. While riding the bus home from school, the boys startled by how upset the other looked. Both have failures. Elijah was failing math and Uriel was failing science. Since both boys wanted to pass their classes, they got to talking and agreed to help each other. So everyday after school for the next few weeks, Elijah tutored Uriel in science and then Uriel tutored Elijah in math. By the time report cards were distributed in the next grading period, Eliajh and Uriel were passing all of their classes. The boys were delighted, but their mother was happiest of all. Not just because her sons passed their classes, but because they had learned to be good brothers.

What is the theme of the short narrative?

- It's good to have a brother.
 - It's better to work together.
 - Going to school with a brother is fun.
 - A mother feels happy if her sons pass their classes.
14. Read the excerpt below from Carmen Guerrero-Nakpil's "Where's the Patis?" and answer the question that follows.

Consider the Pinoy abroad. He has discarded the barong tagalog or "polo" for a dark, sleek Western suit. He takes to the hailments from Hongkong, Brooks Brothers or Savile Row with the greatest of ease. He has also shed the casual informality of manner that is characteristically Filipino. He gives himself the airs of a cosmopolite to the credit-card born. He is extravagantly courteous (especially in a borrowed language) and has taken to hand-kissing and to planty of American "D'you mind's?"

He hardly misses the heat, the native accents of Tagalog or Ilongo or the company of his brown- skinned cheerful compatriots. He takes, like duck to water, to the skyscrapers, the temperate climate, the strange landscape and the fabled refinements of another world. How nice, after all, to be away from good old R.P. for a change!

But as he sits down to meal, no matter how sumptuous, his heart sinks. His stomach juices, he discovers, are much less neither as apahap nor lapu-lapu. Tournedos is meat done in barbarian way, thick and barely cooked with red juices still oozing out. The safest choice is a steak. If the Pinoy can get it well done enough and sliced thinly enough, it might remind him of tapa.

- What message does the author want to convey in the narrative?
- That Filipinos are ungrateful because they easily forget their own country once they are in other countries.
 - That other countries have greatly influenced the Filipinos abroad.
 - That the Philippine culture is superior compared to other countries'.
 - That Filipinos never forget their identities wherever they are.
15. If you were to write a narrative, which of the following should you do first, next, and last?
- Spend a good deal of time drafting your recollections about the details of the experience.
 - Identify the experience that you want to write about.
 - Create an outline of the basic parts of your narrative.
 - Think about why the experience is significant.
- I, II, III, IV
 - II, IV, I, III
 - II, III, IV, I
 - IV, II, I, III
16. One way to keep events in order when you write a narrative is to _____.
- Write about a real-life event.
 - Use consistently verb tenses.
 - Look in a family scrapbook for story ideas.
 - Choose an interesting place to write about.
17. When choosing details for your story, you should _____.
- use as few details as possible
 - include as many details as you can
 - choose only the most important details
 - write the details in the order in which you think of them

18. Read the short narrative below and answer the question that follows.

Standing backstage, I could feel my heart thumping in my chest. “Just relax,” my friend Jenny whispered. “You’re ready for this.” I nodded. Jenny was right. I’d been practicing my song for the school talent show for six weeks. Still, picturing an audience packed with kids, parents and teachers made me want to run out the door.

“Too late for that,” I thought, as Mr. Peterson announced my song. Jenny gave me a nudge, and suddenly I was on the stage. Standing in the spotlight, I grasped the microphone and belted out the lyrics. I heard my voice pour

through the speakers and in the room. “It’s going well,” I thought to myself. “Don’t mess up.”

What strategy did the author use in the aforementioned narrative?

- a. Figurative language
 - b. Plot/Sequence of events
 - c. Narrative perspective
 - d. Style
19. Based on the narrative in item 18, how do you think the story has ended?
- a. She stopped in the middle and ran towards the backstage.
 - b. She looked tense as she saw a sea of faces with different reactions.
 - c. She apologized for her actions at the end of her song.
 - d. The audience applauded her and was impressed by her presentation.
20. You were tasked to submit a narrative of your high school experience. But you have difficulty choosing which experiences you think are worthy to be included in your story. Which of the following would best help you with your problem?
- a. use as few details as possible
 - b. include as many details as you can
 - c. choose only the most important details relevant to the theme
 - d. write the details in the order in which you think of them

GLOSARRY OF TERMS

Anecdote – is a short narrative of an interesting or funny event or occurrence.

Characters – is a person in a narrative work.

Conflict – is a struggle between two opposing characters or forces.

Direct Speech – is used when quoting what the other person said. Place quotation marks around what was said and add a speech tag such as "he said" or "she asked" either before or after the quote.

Narrative – is a story that is told or written.

Opinion – is a belief, judgment, or way of thinking about an issue or about a particular thing.

Period of Emergence – the years 1935 to 1945 saw the emergence of a significant trend in Philippine literature in English. Jose M. Hernandez describes this period as a time of self-discovery and of rapid growth.

Plot – is a series of events that form the story in a novel, movie, etc.

Reported Speech – is stating what the other person said but without using the quotations marks.

Setting – is the time, place, and conditions in which the action of a book, movie, etc., takes place.

Story Telling – is the conveying of events in words, sound and/or images, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and instilling moral values.

Theme – is the main subject that is being discussed or described in a piece of writing, a movie, and other literary forms.

Travelogue – a lecture, compilation, slide show, or motion picture describing travels.

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