

LEARNING MODULE

English

G8 | Q3

Reflecting Shared Heritage



NOTICE TO THE SCHOOLS

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

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

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

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

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

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

ENGLISH 8

Module 3: Reflecting Shared Heritage

✓ INTRODUCTION AND FOCUS QUESTION(S):

Have you at a certain time asked yourself what is your commonality with other Asians? Have you had the desire to find the answer to this question? Why are we called Asians? If you will be given an opportunity to search for answers to your question and travel to Asia, where do you want to start? Kuala Lumpur...Bandar Seri Begawan...Hanoi...Jakarta...Phnom Penh...Naypyidaw?

In this module, you will find out how we are connected to our Southeast Asian brothers when it comes to traditions, beliefs, religions music and arts, literature and even cuisine. Remember to search for the answer to the following question(s):



How do Southeast Asians authors express their culture?

How can others best appreciate your culture?

✓ MODULE COVERAGE:

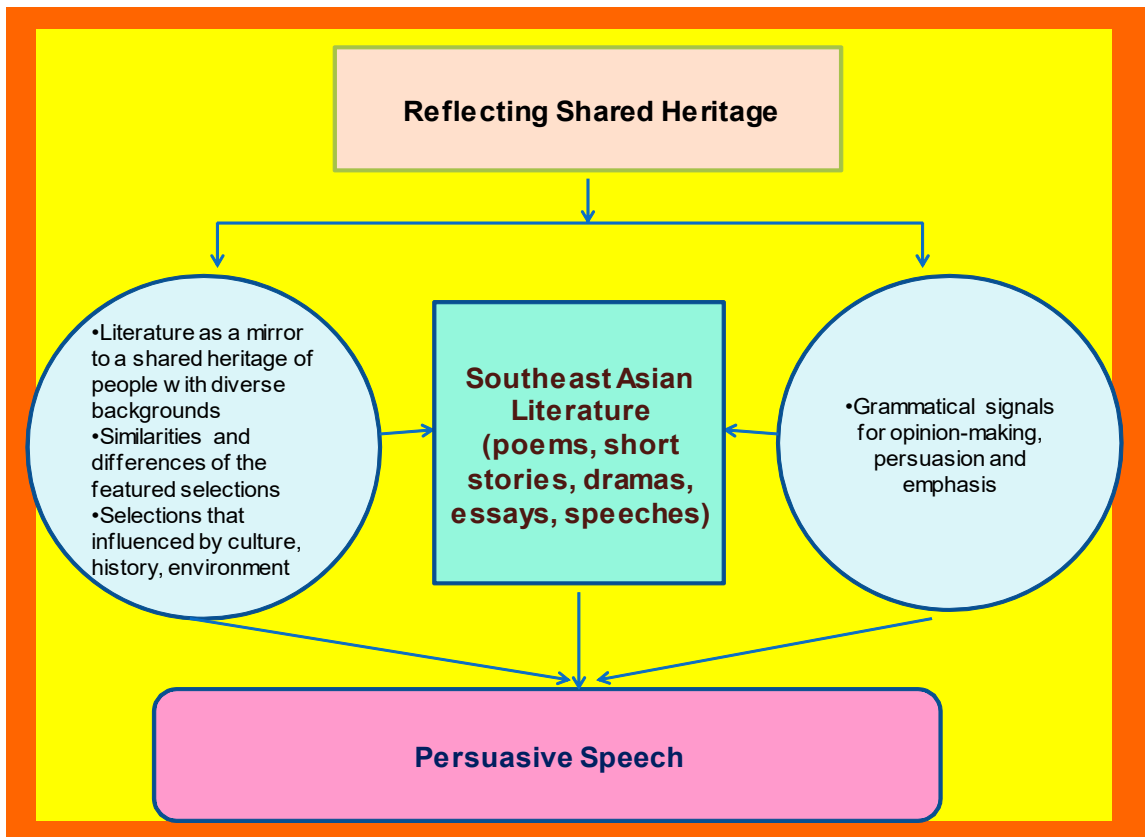
In this module, you will learn the following:

- Recognize propaganda techniques used in a given text
- Differentiate facts from opinion
- Judge the relevance and worth of ideas presented in the given text listened to
- Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text
- Distinguish facts from opinion cited in the text listened to
- Determine the target audience of a material viewed
- Determine the issue and stand presented in the material viewed
- Judge the relevance and worth of ideas presented in the material viewed
- Utilize coping reading strategies to process information in a text
- React what is asserted or expressed in a text.
- Determine the target audience of a listening text and the objective/s of the speaker
- Determine the stand of the speaker on a given issue presented in the text listened to
- Determine various social, moral, and economic issues discussed in the text listened to
- Judge the relevance and worth of ideas presented in the material viewed
- Use appropriate strategies for unlocking of unfamiliar words
- Explain the meaning of a word through structural analysis (prefixes, roots, suffixes)
- Analyze intention of words or expressions used in propaganda techniques

- Identify the notable literary genres contributed by Southeast Asian writers
- Identify the distinguishing features of notable poems, short stories, dramas and novels contributed by Southeast Asian writers
- Explain how the specific elements to a genre contribute to the theme of a particular literary selection
- Explain figurative language used
- Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds
- Explain how a selection is influenced by culture, history, environment
- Organize information about a chosen subject using a graphic organizer
- Transcode information from a graphic organizer to a topic or sentence outline
- Use the correct sounds of English during speech delivery
- Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech.
- Share ideas using opinion-marking signals
- Use emphasis markers for persuasive purposes

☑ **MODULE MAP:**

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



☒ **EXPECTED SKILLS:**

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

- Recognize propaganda techniques used in a given text
- Differentiate facts from opinion
- Judge the relevance and worth of ideas presented in the given text listened to
- Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text
- Distinguish facts from opinion cited in the text listened to
- Determine the target audience of a material viewed
- Determine the issue and stand presented in the material viewed
- Judge the relevance and worth of ideas presented in the material viewed
- Utilize coping reading strategies to process information in a text
- React what is asserted or expressed in a text.
- Determine the target audience of a listening text and the objective/s of the speaker
- Determine the stand of the speaker on a given issue presented in the text listened to
- Determine various social, moral, and economic issues discussed in the text listened to
- Judge the relevance and worth of ideas presented in the material viewed
- Use appropriate strategies for unlocking of unfamiliar words
- Explain the meaning of a word through structural analysis (prefixes, roots, suffixes)
- Analyze intention of words or expressions used in propaganda techniques
- Identify the notable literary genres contributed by Southeast Asian writers
- Identify the distinguishing features of notable poems, short stories, dramas and novels contributed by Southeast Asian writers
- Explain how the specific elements to a genre contribute to the theme of a particular literary selection
- Explain figurative language used
- Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds
- Explain how a selection is influenced by culture, history, environment
- Organize information about a chosen subject using a graphic organizer
- Transcode information from a graphic organizer to a topic or sentence outline
- Use the correct sounds of English during speech delivery
- Observe the use of correct stress, pitch, and juncture when delivering a persuasive speech.
- Share ideas using opinion-marking signals
- Use emphasis markers for persuasive purposes

PRE-ASSESSMENT

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

"What is "Singapore food"? It is something that defies definition, local food experts modestly claim. But we can say that Singapore food is a happy mishmash of the island's different ethnic groups.

The main racial groups—Chinese, Malay, Indian—simply borrowed culinary techniques and ingredients from each other and inculcated these into their own cooking with delicious results"

1. What is the idea that the author wants to share in this passage?
 - a. The cuisine in Singapore is a reflection of different cultures.
 - b. Tourists appreciate shared practices.
 - c. The food is one of the reasons why tourists come to Singapore.
 - d. The food shows that there are really similarities among Asian countries.

"What is "Singapore food"? It is something that defies definition, local food experts modestly claim. But we can say that Singapore food is a happy mishmash of the island's different ethnic groups.

2. What propaganda technique did the author use to promote Singapore cuisine?
 - a. Transfer
 - b. Bandwagon
 - c. Emotional words
 - d. Testimonial
3. *"But perhaps "hot" is too misleading a term. People who enjoy spicy food have been known to describe local fare as an experience to the taste buds."* Which of the following words makes the statement an opinion of the author?
 - a. Hot
 - b. Enjoy
 - c. Perhaps
 - d. Misleading

4. *"But we can say that Singapore food is a happy mishmash of the island's different ethnic groups."*

Which of the following is the meaning of the underlined word?

- a. Variety
 - b. Combination
 - c. Mixed
 - d. Jumble
5. *"If you have had the good fortune to witness the stampede at any popular hawker center during lunch and dinner time, you will certainly not deny the truth of the saying."*
- The following are the meaning of hawker except:
- a. street vagrant
 - b. seller
 - c. peddler
 - d. costermonger
6. *"What is a Singapore food?" It is something that defies definition, local food experts modestly claim. But we can say that Singapore food is a happy mishmash of the island's different ethnic groups.*

What is the purpose of the author in giving this statement?

- a. Inform
 - b. Persuade
 - c. Entertain
 - d. Explain
7. If Singaporeans will be promoting their cuisine to other Asian regions, what is the best propaganda techniques will you suggest?
- a. Bandwagon
 - b. Elitist appeal
 - c. Mass appeal
 - d. Testimonial

Guide books stress the rustic charm of Singapore's hawker centers. Certainly they have a certain ethnic appeal to them, but as many an intrepid traveler has found, the charm sometimes seems to wear a little thin after a quick look at how food is prepared.

Hawkers may sometimes drive Mercedes Benzes and sport Cartier rings, but they are usually dressed in what the most comfortable to work in- an undershirt (or none) and a pair of shorts or sarong. The exposed food is handled by hand. The open-air kitchen often consists of a huge cast iron wok, a gas burner, and trays of heaped ingredients.

However, the Singapore government insists that strict health codes are adhered to and eagle-eyed health officials can frequently be seen doing their duty around the centers. The charm of street eating is therefore enhanced by the assurance that the food is perfectly safe for you to eat.

8. Which of the following statements promote the safety of food sold at hawker center?
- Singapore government imposes strict health policy to hawkers and eagle-eyed officials are seen around the centers.
 - Hawkers own luxury cars and usually dressed in what is the most comfortable to wear.
 - Cookbooks guide the hawkers to know what dishes are appealing and matched to the diet of people.
 - The ingredients are fresh and nutritious. People are assured that they get a well- balanced meal at any hawker center.
9. *The main racial groups- Chinese, Malay, Indian---simply borrowed culinary techniques and ingredients from each other and inculcated these into their cooking with delicious results.* What is revealed in this statement?
- Asians interact to influence one another in terms of practices.
 - Asians are proud with what they have that's why they share it to their fellows.
 - Asians interrelate to their fellows for them to discover new ways of living.
 - Asians developed loyalty to one's race, the reason why they don't want other practices instead they just want to share what they do.

"It is often said that Singapore's success is founded on her people's ability to take the best of every culture and discard the "bad". The same could be said of our food."

10. In what way do Singapore cuisine related to its success as a nation?
- It suggests unity among Singaporeans
 - Many dishes are combined to come up with it.
 - Plenty of people patronize the cuisine.
 - Singaporeans considered all their ethnic groups before coming up with the cuisine.
11. If you would compare Singaporean hawkers to Filipino food sellers, what will your comparison be?
- Both sell food in busy streets.
 - Display wise attitude when selling.
 - Exhibit Asian character.
 - Show how hardworking they are.

12. “When in Singapore, we invite you to do as the Singaporeans do...” This implies that....
- You need to dress up like a Singaporean.
 - Speak the Chinese language as they do.
 - Eat and buy food at a Hawkers’ Center
 - Don’t do anything that you used to do.
13. How can Singaporeans prove their cuisines are influenced by different cultures?
- They can prove it because Asians like them interact with other Asians and adopt what the others are doing.
 - Singaporeans are reserved people. They avoid mingling with other races.
 - People of Singapore travel to other countries to learn new things.
 - Being friendly is a trait that Singaporeans have.
14. What is “Singapore food”? It is something that defies definition, local food experts modestly claim. But we can say that Singapore food is a happy mishmash of the island’s different ethnic groups.
- Which of the following statements shows an opinion?
- What is “Singapore food”?
 - It is something that defies definition, local food experts modestly claim.
 - But we can say that Singapore food is a happy mishmash of the island’s different ethnic groups.
 - Both a and b.
15. You are a contributor in *Check-in Singapore* magazine. You want travelers to include Singapore as one of their itineraries this year. What are you going to include in your write up so tourists will be convinced to visit Singapore?
- Suggest places that they can go and visit.
 - State the names of famous people who visited Singapore
 - Promote the country’s almost zero crime rate for safety considerations.
 - Introduce them to the best hotels in the country.
16. You are the representative from the Philippines sent to Singapore. You are to compose and deliver a persuasive speech about cultural heritage in Asia to convince our fellows that sharing of traditions and beliefs strengthen our relationship with neighboring countries. For you to do this, what is the first thing you need to do?
- Know your topic well is the best way to persuade your audience.
 - Do research in your topic, so that you can be sure of facts.

- c. Interview people in the community to get their point of view on cultural heritage.
 - d. Make sure that the information you pass on are useful and interesting.
17. You are the ambassador of the Philippines to Singapore. You are tasked by the President to market the Philippines in ASEAN as one of the tourist friendly countries in Asia. As the head of the embassy, you are to make a tagline for such task?
- a. "Philippines adds life to Asia!"
 - b. "Take a walk in the Philippines!"
 - c. "Philippines welcomes you with a heart!"
 - d. "It's like second home in the Philippines!"
18. You are to join a speech festival in Singapore. To be an effective speaker you must deliver a speech with appropriate gesture and movement because these two build the visual interest of your audience. Which of the following verbal and non-verbal cues should you focus on?
- a. Appearance
 - b. Body Language
 - c. Words and Ideas
 - d. Intonation and pronunciation
19. You are tapped to be a judge in a speaking competition focus on Southeast Asian cuisine. If you were to decide as to the criteria of judging what criteria would you use?
- a. Content, relevance to the theme, delivery, use of language, appeal to audience
 - b. Content, organization, use of punctuation marks, emotional appeal
 - c. Content, chronological order of events, logical appeal, relevance to the theme
 - d. Content, mastery, creativity, graphics and layout
20. You are a chef and the creative consultant of the TV show *Masterchef-Singapore Edition*. It is already the final round, between the two finalists, you noticed that one is native while the latter is more familiar with Indonesian cuisine but contest organizers demand that an Indonesian must win the competition. What could be the best course of action that you could apply?
- a. Let Indonesian win and avoid discussion.
 - b. Follow what are stated in the criteria
 - c. Please your superior.
 - d. Just go on with the contest and decide later.



EXPLORE




You are to explore the world of Southeast Asia to strengthen your appreciation to your Asian identity. You are to discover your shared cultural heritage among your fellow Southeast Asians. At the end of the lesson you are expected to promote the culture you have to other Asian regions or even to the rest of the world. Let's begin by doing the initial activity designed just for you. You are to serve your fellow Southeast Asians. Give them what they need, and assure them with a 100% perfect service guarantee!

ACTIVITY 1. AT YOUR SERVICE!

DESCRIPTION: You are a store owner who caters to all the needs of people who order from your store. The items are numbered from 1-10. You are to choose and write the number of the items asked by the customers. Write the number inside the box. You have 20 seconds to serve each customer. But before they enter your store you are to make an online greetings using <http://www.onemotion.com/flash/sketch-paint/>. Save and upload your work in the box below.



<p>Sawadee! Please give me the following: headdress, noodles, rice, sarong, slippers and basket.</p>  	<p>Salamat Siang! I will order hat, basket, hat, slippers and sarong.</p>  	<p>Salamat datang! I need rice, sarong, noodles, pot, hat, copper, and basket!</p>  
<p>Kumusta! I need these items sarong, rice, copper, hat, slippers and basket.</p>  	<p>Shuo Sa Dai! Give these; hat, headdress, sarong, pot, slippers and rice.</p>  	<p>Ni Hao! Give me rice, noodles, slippers, copper and basket.</p>  

PROCESS QUESTIONS:

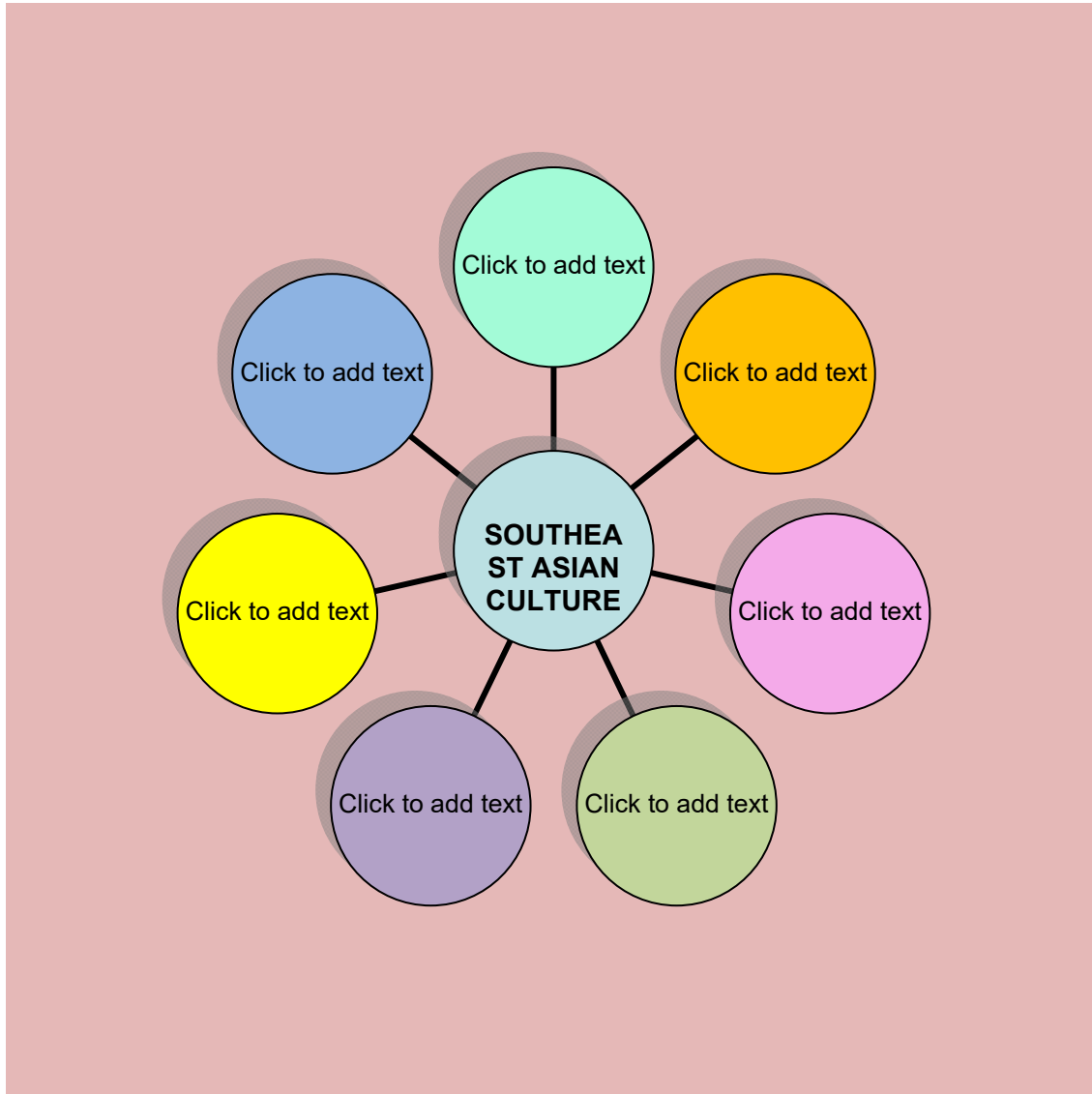
1. What were the items found in the store?
2. What was noticeable about the orders of these people?
3. What did they have in common?
4. What did the customers choices suggest about Southeast Asians?



Do you have an initial idea about Southeast Asians? Let's see what you know about Southeast Asian culture. Below is a web map. Click each circle and write what you know about it.

ACTIVITY 2. TANK CHECK!

DESCRIPTION: After doing Activity No. 1. Let's check what you know about Southeast Asian culture. Fill up the web map below.



PROCESS QUESTIONS:

1. How much do you know about Southeast Asian culture?
2. What realizations do you have after giving your answers? Is what you know sufficient or lacking?
3. How do Southeast Asian authors express their culture?
4. How can others best appreciate your culture?



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

Initial Answer

Revised Answer

Final Answer

End of Explore



Have you enjoyed the initial experience? Do you have the stamina to go on? Is it rewarding to know about Southeast Asia? Are the ideas you expressed true? You can only validate what you know by moving on to the next section of this lesson. So lock and load...ready...aim...fire! Let's now find out what the answer is by doing the next part. What you learn in the next sections will also enable you to do the final project which involves composing and delivering a persuasive speech promoting Southeast Asian Culture. We will start by doing the next activity.



FIRM-UP



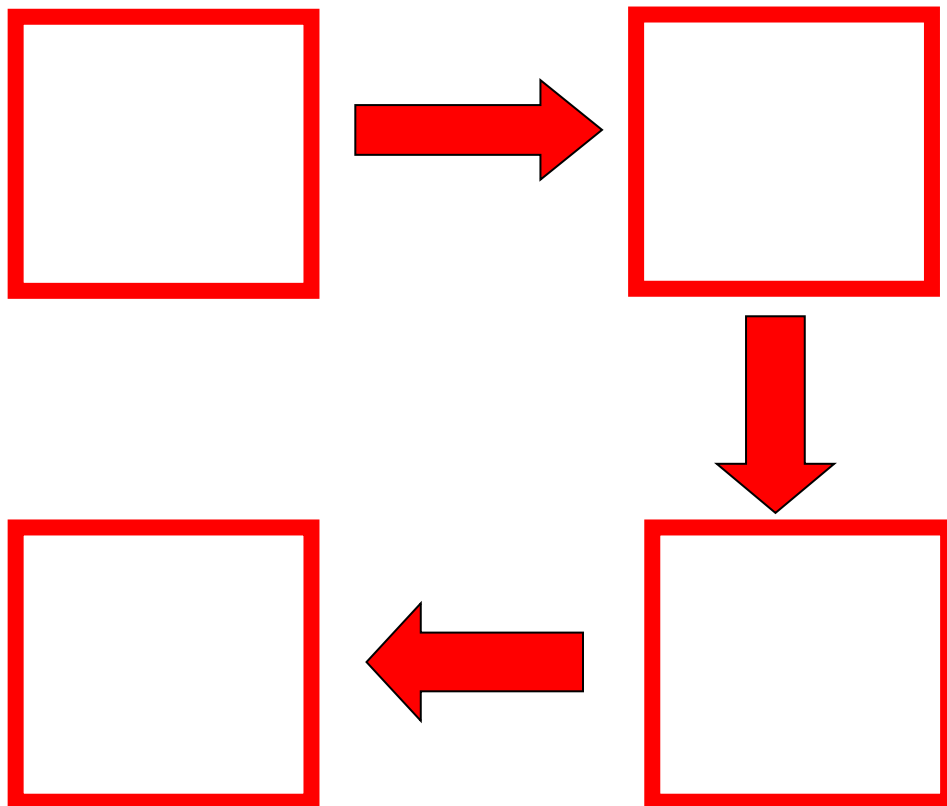
Your goal in this section is to learn and understand key concepts about Southeast Asian culture.....Activate your reflexes..... Are you ready? The next activity makes you a wedding planner. Let's see what are the things that you need to consider when planning a wedding.

ACTIVITY 3. “I DO”

DESCRIPTIONS:

You are a wedding planner; you are to convince a couple to hire you as they prepare for their wedding. You are to make a plan through illustrations. Make a brief explanation of your visual representation. You may use paint or you can visit the link then upload your work here.

Online Sketchpad. <http://mudcu.be/sketchpad/>



SUBMIT

Here are the guide questions as you plan for wedding:

1. What should be the first thing you need to consider in your plan?
2. How are you going to choose the venue, caterer and gowns for the entourage?
3. How will the church and reception look like?

PROCESS QUESTIONS:

1. As a wedding planner, what were your first considerations in making your plan?
2. Were you traditional or contemporary in making your plan? Did you consider the culture of the couple?
3. Why do you think culture should be considered in planning a wedding?
4. This is a time for you to be familiar with the way a wedding is celebrated in Vietnam. A time for you to familiarize yourself how a wedding is celebrated in Vietnam. But before you read the literary selection you are to unlock words that will challenge you as you read the story. Identify the meaning of the underlined words by clicking the link.

Merriam- Webster Dictionary. <http://www.merriam-webster.com/>.

- A. Help yourself to betel again, honored sister, and I will tell you why.
Meaning:_____
- B. Yes, he is getting quite old for a rooster, he doesn't perform his conjugal duties as he should.
Meaning:_____
- C. But there's no question of killing him, nor even of giving his harem to a younger cock.
Meaning:_____
- D. The formal proposal was without pomp and palaver.
Meaning:_____
- E. She spends her days running to the pagodas having prayers said and sacrifices made.
Meaning:_____



You are done doing the vocabulary activity. Look at the words inside the cloud. What does it say about marriage? What is the connection between marriage and culture?



Something to ponder on:

Among women one of the highlights of their womanhood is to receive the sacrament of marriage. It is one of the most celebrated occasions of families. It is marked with feasts and merrymaking. Some consider it as once in a lifetime event in their lives.



Read the Vietnamese story by clicking the given link below. Let's find out if you can notice similarities and differences between Vietnamese practices and our own practices.

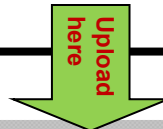
You are to read a Vietnamese story entitled "The Cock" by Tao Kim Hai. As you read, try to compare and contrast the traditions in the story to Filipino practices using a two circle **Venn diagram**. Create a Venn diagram online and upload your work here.

Ready to read?.....1,2,3, CLICK!

Tao, K.H. The Cock. <http://angmanokbow.blogspot.com/>

Venn Diagram Maker.

http://www.readwritethink.org/files/resources/interactives/venn_diagrams/





After you are done with your Venn diagram, do the story probe below. This will help you to further understand Southeast Asian culture. Write your answers on the column labeled “responses”.

STORY PROBE!

Questions	Responses
1. What do all the similarities imply about the culture of Southeast Asia? What about the differences, what do they imply?	
2. How will you describe the attitude of the Vietnamese towards marriage?	
3. What other traditions and values of Southeast Asia are reflected in the story?	
4. What are the things you have learned to appreciate as an Asian after reading the story?	
5. How did the story strengthen your appreciation of the culture of Southeast Asia?	
6. Do you think this story could have happened in another Asian country? Could it happen in a non-Asian country? Explain your answer.	
7. How do Southeast Asians feel about their culture?	



What have you learned after answering the story probe? Do you think you know more about Southeast Asian culture now than when you started this module? Let's continue to search for more answers by doing the next activity.

ACTIVITY 4. CONNECT ME IF I AM RIGHT!

After reading the story, now explore the world of your vocabulary. Let's start with affixes. *Click the links below to learn more about affixes.*

Pinelli, G. S. Word matters. Retrieved from:

https://www.ocps.net/cs/services/cs/currareas/read/Curriculum/TA/HIGH_TA/Common%20Affixes.pdf

Taylor, D. 8th Grade Affixes. <http://quizlet.com/6060699/grade-8-roots-and-affixes-flash-cards/>

1. Read aloud the set of sentences below. Visit the links in the box to guide you as you observe how the highlighted words taken from the story *The Cock* are written and used in the following sentences.

- A. He has certainly outlived his **usefulness**, and we should kill him.
- B. We were neighbors, but the distance between us was **immeasurable**, **unbridgeable**.
- C. Everybody says the **monochord** causes **blindness**, and the better the musician, the greater the danger.
- D. We were in love, and our love was all the stronger because it was **hopeless**.
- E. In spite of his rough farm clothes and his **unkempt** hair.
- F. He was brave, and he was not at all **bashful**, either with the hens or before me.

PROCESS QUESTIONS:

1. What were the root words of the highlighted words?
2. What were the syllables added?
3. Did the added syllables change the meaning of the words? How?
4. What do you call the syllables added in the beginning of the word? In the end?
5. How do affixes help in getting the meaning of a word?

Visit the link below and challenge yourself to answer the activities for 10 minutes.

Vocabulary Exercise-Prefixes and Suffixes.

http://www.myenglishpages.com/site_php_files/vocabulary-exercise-affixes.php



Did the activity challenge you to go on? You can't stop now. You have gone this far; you have to go on. Do the next activity by reading about the traditional wedding in Myanmar.

Complete the diagram by identifying the words with affixes in the article Myanmar Traditional Wedding Ceremony. Give the meaning of the words based on the affixes added to the root word. Click the link below to read the article.

Myanmar Traditional Wedding Ceremony.

<http://www.myanmars.net/myanmar-culture/myanmar-wedding.htm>

Prefix	Meaning	Suffix	Meaning

PROCESS QUESTIONS:

1. How do affixes help to better understand the text?
2. What are the initial key ideas found in the informational text?

3. How do you compare the wedding ceremonies in Myanmar, Vietnam and the Philippines?
4. What do the similarities imply about Southeast Asian culture?
5. How can others best appreciate your culture? In what way did the text made you appreciate Southeast Asia shared cultural heritage



Do you think you understand now about Southeast Asian culture or you still need to know more? Let's see if a video that you will be watching helps you in your search for answers. Listen to the interview of Carlos P. Romulo when he was Special Envoy from the Philippine President to the United States. Listen for specific details that he said about Southeast Asia in general and the Philippines in particular.

ACTIVITY 5. STOP, LOOK, AND LISTEN!



Remember this!

Look at the different listening skills you can use:

- ✓ **Listening for specific details.** There are times when all we need is to get bits of information. We do this when we listen to instructions.
- ✓ **Listening for main idea.** At other times, we need to get the gist or the essence of what we are listening to. Out of all the details we are presented with, we look for the major point of the entire text.
- ✓ **Predicting upcoming information.** Another skill we can use when listening is predicting upcoming information. Here, we need to use previous knowledge in order to make a logical guess about the information that will be shared next.
- ✓ **Unlocking words using context clues.** Another skill can help being able to guess the meaning of unfamiliar words based the surrounding words. To master this skill requires a lot of focus, as we need to analyze every single word in the sentence to guess the meaning of the unfamiliar word.

1. Pay attention to the interview of the Presidential Envoy to the United States of America as he talked about fight against communism and colonialism.
2. Take note of the key ideas shared in the speech. Complete the diagram, below as you listen to the speech.

Interview to Carlos P. Romulo-The first Filipino who became a Secretary General of the United Nations General Assembly and during the interview, the Special Envoy from the Philippine President to the United States.

<http://www.youtube.com/watch?v=qgHE-cGJ02Q>

	Answer	Explanation
Key Ideas		
Target Audience		
Purpose of the speaker		
Listening strategy you used		

PROCESS QUESTIONS:

- How did the speaker show his recognition of Southeast Asia and the countries that were within the region?
 - In what way did the idea of Mr. Carlos P. Romulo promote ASEAN unity? How did it promote peace?
 - How did listening strategies help in understanding what the speaker wanted to share to the audience?
 - What is the role of listening when you are dealing with your Southeast Asian brothers?
3. Determine the listening strategies that will be used on the following situations. Write the letter of the correct answer in the space provided.
- Listening for specific details
 - Listening for main idea
 - Predicting upcoming information
 - Unlocking words using context clues



Answer:

You are listening to a daily weather forecast from a known television network. You want to know the weather condition for today because you will be travelling from Metro Manila to Cagayan Valley via Maharlika Highway in Northern Luzon.



Answer:

You are one of the reporters in Malacanang. The reporters are questioning the president about the pork barrel scam but not all the reporters are given the chance to ask questions.



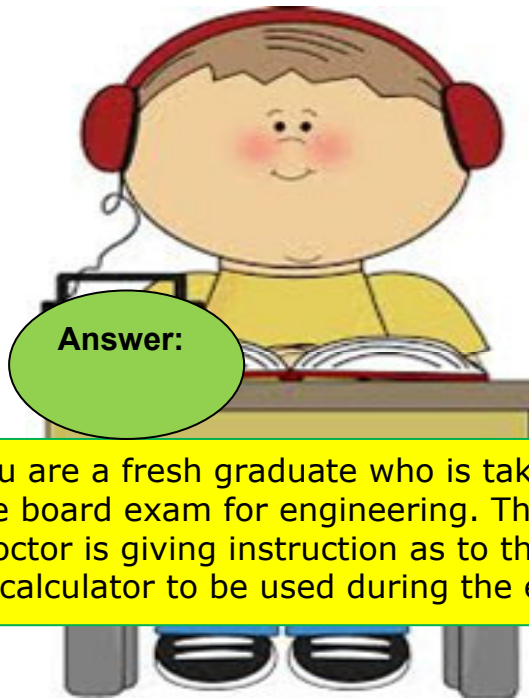
Answer:

You are a participant in a panel discussion. You are listening to the speaker about his argument regarding the conflict in West Philippine sea.



Answer:

You are a Malaysian ESL student. You are reading an English article.



Answer:

You are a fresh graduate who is taking the board exam for engineering. The proctor is giving instruction as to the kind of calculator to be used during the exam.



How are you doing now? Were you able to listen well to the interview? Did the interview help you understand Southeast Asians better? Reflect about what you learned from the interview by doing the activity below. You need to provide what is missing in the given statements.

I should give importance to listening because.....



I must develop my skills in listening because.....

This lesson has taught me.....

PROCESS QUESTIONS:

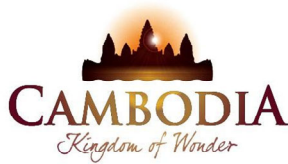
1. How did Carlos P. Romulo express his feelings about Southeast Asia?
2. How did he talk about our culture as Southeast Asians?
3. In what way did he ask others to understand our culture?
4. In what ways can we promote our Southeast Asian culture?

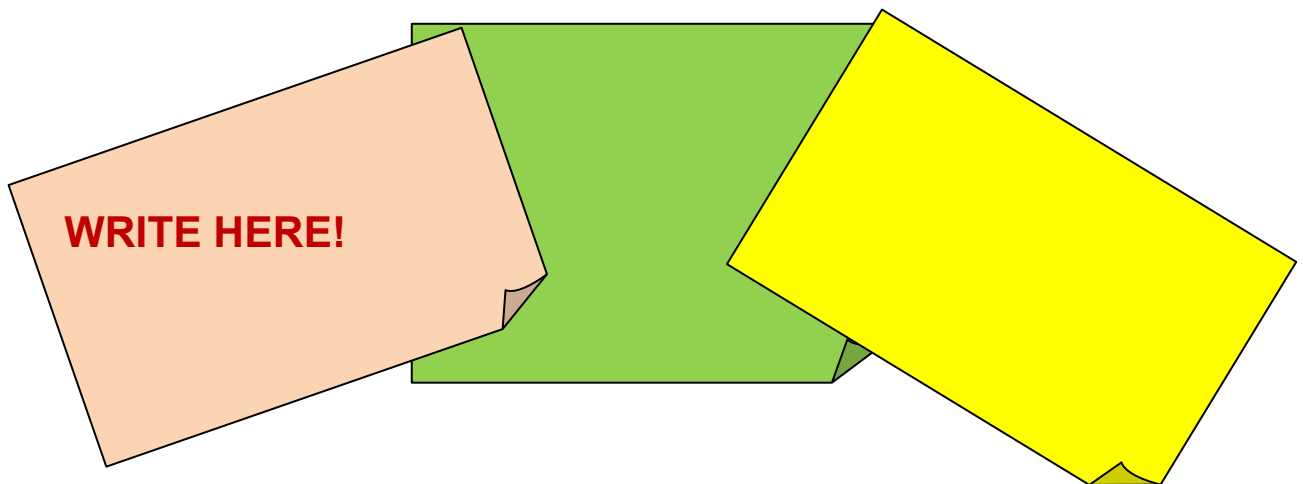


ASEAN countries promote culture through tourism. In tourism, they make taglines. The next activity will ask you to observe the following taglines.

ACTIVITY 6. iPROMOTE!

1. You are to make observations on the following:
 - ✓ **Taglines**
 - ✓ Pictures that accompany the taglines
 - ✓ How the taglines are written/stated
2. Write your observations in the space provided.





PROCESS QUESTIONS:

1. Based on your observation, what is the commonality among the different taglines?
2. What is the purpose of the taglines?
3. Why is there a need to use promotions?
4. What is the role of promotions in Southeast Asian culture? Industry?



What have you realized about the way ASEAN countries use promotion to introduce culture? What were the commonalities in the methods used? How do promotions help others to understand our culture better?

The taglines encourage tourists to visit Southeast Asia. The promotion has a big impact in industry of a country. What is another way of making these tourist spots to be known in the world?

Different propaganda techniques with meanings are given below. You do the next activity by identifying the kind of technique used in each item. You will see the item once you click the link given.



Remember this!

PROPAGANDA. The use of a variety of communication techniques that create an emotional appeal to accept a particular belief or opinion, to adopt a certain behavior or to perform a particular action

BANDWAGON. This technique tries to persuade everyone to join in and do the same thing.

TESTIMONIAL. An important person or famous figure endorses a product.

EMOTIONAL WORDS. Words such as luxury, beautiful, paradise, and economical are used to evoke positive feelings in the viewer.

NAME CALLING. Negative words are used to create an unfavorable opinion of the competition in the viewer's mind.

3. Watch the following advertisement. Identify the propaganda technique used in each commercial.

<http://www.youtube.com/watch?v=WV6mZfR258s>

PROPAGANDA TECHNIQUE: _____

<http://www.youtube.com/watch?v=K-6twRRkNiW>

PROPAGANDA TECHNIQUE: _____

<http://www.youtube.com/watch?v=6uFQAqwbwSg>

PROPAGANDA TECHNIQUE: _____

<http://www.youtube.com/watch?v=Um9KsrH377A>

PROPAGANDA TECHNIQUE: _____

4. Challenge yourself by answering the online exercises!

1, 2, 3.....CLICK!

Propaganda Techniques Quiz. <http://www.quia.com/quiz/1529261.html>
<http://www.quia.com/quiz/458050.html>

5. You are to make a tagline on the following pictures showing the culture of Southeast Asians. Write **B** if bandwagon, **T** if Testimonial, **EW** if Emotional Words or **NC** if Name Calling.



As an ASEAN country and as part of promoting ASEAN 2015, you are to design a t-shirt that will promote unity among ASEAN countries as well as help those affected by the typhoon "Yolanda" in Tacloban Samar, and Leyte. As a member you were tasked to design a t-shirt that would implore people to extend hand to the rehabilitation of the tourists' spots in Visayas, At the same time make them buy your designed t-shirt. Click the link and start designing your shirt. Upload your work here.

Online T-shirt Designer. <http://teespring.com/design#!/cc/1>

PROCESS QUESTIONS:

1. What propaganda technique did you use as you design your shirt?
2. How did the propaganda techniques contribute in promoting your designed t-shirt?
3. Aside from shirt what other ways can you promote the campaign "Tourism in Visayas Rise Again?"
4. How can others best appreciate your culture?



Now, you have seen how promotions help in making products or countries known. The next activity will help you to make your taglines more inviting. You will learn how to use interesting words rather than the plain ones that you know.

ACTIVITY 7. FIGURE IT OUT!

1. After composing taglines for advertisement, Asked yourself can I make lines more exciting? It's time for you to discover the magic of figurative



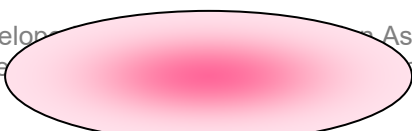
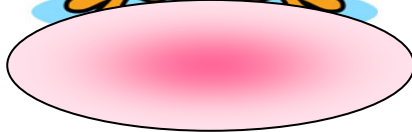
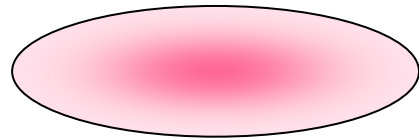
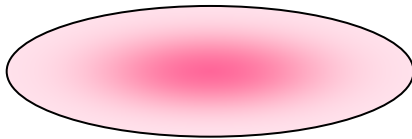
Remember this!

- a. **Hyperbole**-An extravagant statement; the use of exaggerated terms for the purpose of emphasis or heightened effect.
- b. **Personification**- A figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities.
- c. **Apostrophe**-Breaking off discourse to address some absent person or thing, some abstract quality, an inanimate object, or a nonexistent character.
- d. **Metonymy**- A figure of speech in which one word or phrase is substituted for another with which it is closely associated; also, the rhetorical strategy of describing something indirectly by referring to things around it.
- e. **Antonomasia**- The substitution of a title or epithet for a proper name.
- f. **Anaphora**- The repetition of the same word or phrase at the beginning of successive clauses or verses.

Source: *Figures of Speech.*

<http://grammar.about.com/od/rhetoricstyle/a/20figures.htm>

2. Figure it out! Interpret the images/ statements by identifying the figures of speech revealed in the pictures.



PROCESS QUESTIONS:

1. After doing the activity, what are the figures of speech used?
2. How can you differentiate the given figures of speech?
3. What is the significance of figures of speech in expressing oneself, describing other people, things and places?



Your next task will be to see if you can identify the figures of speech used in the following statements taken from the story you previously read.

3. Identify the figures of speech used in the following statements taken from the story "The Cock".

"But that's neither here nor there; it is not for his fighting blood that I value him."

ANSWER:

"We were neighbors, but the distance between us was immeasurable, unbridgeable."

ANSWER:

"My father had thousand oxen and hundred buffaloes, and a thousand acres of rice fields."

ANSWER:

"You should heard him play the monochord; it was enough to bring a goddess down from heaven."

ANSWER:

**"The poor old
cock has been
proved a liar."**

ANSWER:

**"In spite of my
tears and denials,
she took me for a
lost virgin who
dared not to
acknowledge her
fall."**

ANSWER:



Were you able to identify the figures of speech used in the activity? If you did, then you are ready now to interpret. The next activity will ask you to interpret the given poem.

4. Interpret the poems written by Angela Manalang Gloria "To the Man I Married" and "May" by determining the figure of speech used in the underlined lines.

To the Man I Married

I cannot love you with a love
That outcompares the boundless sea,
For that were false, as no such love
And no such ocean can ever be.

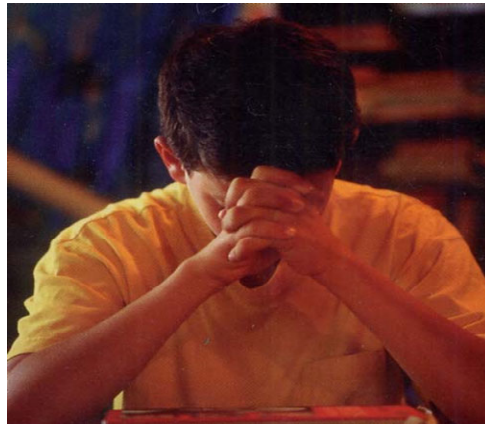
But I can love you with a love
As finite as the wave that dies
And dying holds from crest to crest.
The blue of everlasting skies.

May

April came and April Went
Through a magical crystal weather.
Now with mischievous intent
Pan and I walk together.
Lean and hold your breath and say
Softly from a jasmine bower,
"We have caught the fairy May:
Can't you see her in this flower?"

COMPREHENSION CHECK!

- a. In the poem To the Man I Married, how did the wife show her love to her husband?
 - b. Why did the poet call the sea boundless? Wave as finite?
 - c. What specific attitude of Southeast Asian was reflected in the first poem?
 - d. In the poem May, What did the line April came and April went signify?
 - e. Who was Pan to the persona's life?
 - f. How would the reader that this poem was written in one of the countries in Southeast Asia?
 - g. After reading the two poems, how can others best appreciate your culture?
5. You are a photographer; you are to take pictures in what is going on in your community in an ordinary day. You are to come up with a photo exhibit using glogster. **Glogster create visual posters combining texts, audio, videos and images.** The purpose of the exhibit is to show your fellow Southeast Asians the shared traditions/ practices you have. Write captions in your photos using figures of speech and determine a specific attitude shown in your photos. Refer to the example given below.



**“Oh God, forgive me
for I have sinned.”
(Apostrophe)**

Southeast Asians are
religious.

Glogster. www.glogster.com

You will email the link of you work to your teacher.

PROCESS QUESTIONS:

1. After taking pictures, what were your realizations on the everyday activities of your fellow?
2. Which of those activities do you also do everyday or once a week?
3. How did the pictures reflect Southeast Asian traditions?
4. How did you show appreciation to your culture when you were taking pictures?

ACTIVITY 8. YOU'RE THE JUDGE



You were able to realize some of the shared heritage you have with your Southeast Asian brothers just by observing their everyday lives. Now, you are now to make judgment based on what other people believe or say about Southeast Asia. Read the remarks by Sean J. McIntosh regarding investigation, prosecution, and adjudication of cultural property crimes. You need to answer the comprehension check-up afterwards. Furthermore, you will read concepts about fact and opinion after the speech.



Remarks by Public Affairs Officer Sean J. McIntosh at the Workshop on the Investigation, Prosecution, and Adjudication of Cultural Property Crimes

His Excellency Chhorn Proloeuang, President of the Royal Academy for Judicial Professions, excellencies, presenters, ladies, and gentlemen.

On behalf of the U.S. Embassy, I am pleased to be here this morning to open the very first workshop on Investigation, Prosecution, and Adjudication of Cultural Property Crimes in Cambodia. The protection of cultural artifacts is important to all nations, including the United States and Cambodia.

This three-day workshop appropriately follows and reinforces a 2009 conference on Protecting Cultural Heritage in Southeast Asia, which allowed the successful exchange of knowledge and experiences regarding common problems that many countries in the region face when protecting cultural property.

What is special about this workshop is the inclusion of judges and prosecutors in addition to the heritage police officials who will learn from one another some best practices in cultural property cases and prosecution.

I am pleased that my colleagues from the Federal Bureau of Investigation and U.S. National Parks Service can join us this week to share their investigative techniques and experience with their Cambodian counterparts as well as learn from them.

This exchange will allow both U.S. and Cambodian investigators to work better together in protecting valuable cultural artifacts in Cambodia. As a result, I hope you would be better equipped to successfully investigate and prosecute those who loot and misuse of precious cultural artifacts for personal gain.

On this occasion, I am also pleased to announce that the U.S. government will support a public awareness campaign, implemented by the Ministry of Culture and Fine Arts, in producing billboards, brochures, and banners. Such a campaign will educate the general public and tourists of the importance of protecting cultural heritage and that misappropriating Cambodian cultural property is against the law.

This week's workshop and public awareness campaign promote the Memorandum of Understanding Between the Government of the United States of America and the Government of the Kingdom of Cambodia Concerning the Imposition of Import Restrictions on Archaeological Material from Cambodia from the Bronze Age Through the Khmer Era. The U.S. and Cambodian governments signed the MOU in September 2003 and recently amended and extended the agreement in September 2013.

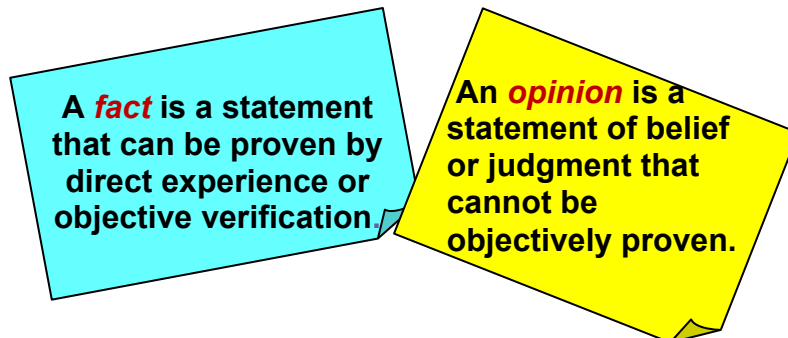
Addition deliverables of this MOU comes from the U.S. Ambassadors Fund for Cultural Preservation's support of the following projects:

- The preservation of Phnom Bakheng by the World Monuments Fund in Siem Reap;
- The Documentation of newly discovered sites by the Archaeology and Development Foundation at Phnom Koulen; and
- A three-year inventory project to document the Cambodian antiquities project by the Ministry of Culture and Fine Arts

In conclusion, I would like to thank the Royal Academy for Judicial Professions for hosting this event and being a wonderful partner. I hope everyone finds this workshop a rewarding experience. Thank you very much.

COMPREHENSION CHECK!

- a. What was the main point of the speaker in his speech?
- b. What was his purpose in delivering the speech?
- c. How can the speaker's statements be taken as his personal view?
- d. How can it be taken as supported statements?
- e. The speaker said *that "This three-day workshop appropriately follows and reinforces a 2009 conference on Protecting Cultural Heritage in Southeast Asia"* What is implied in this statement?
- f. How did the workshop protect the cultural heritage of Cambodia? of Southeast Asia?
- g. What did the speech make you realize about cultural heritage?



Example of Fact: The staple food of Southeast Asians is rice.

Example of Opinion: Inclusion of rice in the daily diet is healthier than bread.

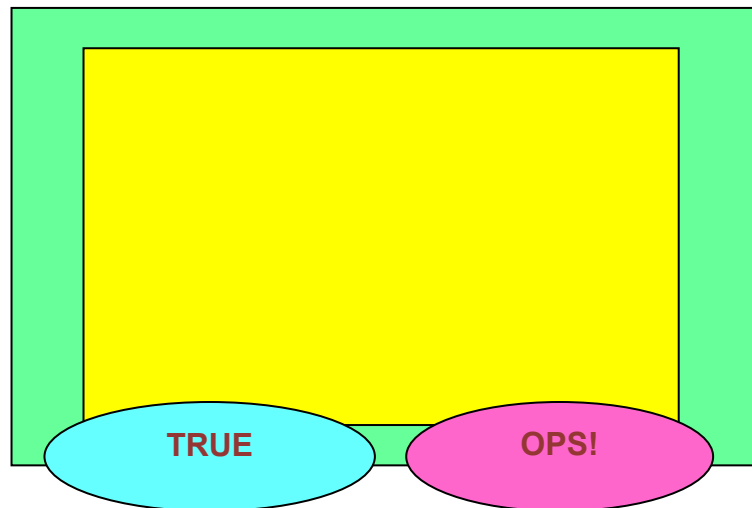
1. Determine whether the statements taken from the speech are facts or opinions.
 - a. If United States of America does not comply with its part in the Memorandum of Agreement, Cambodia's culture will vanish.
 - b. Protection of cultural artifacts is vital to any nation.
 - c. The workshop on cultural property crimes adjudication is one way of preserving heritage.
 - d. The FBI was included in the workshop to give their expertise on how to track fugitives.
 - e. The US and the Kingdom of Cambodia work hand in hand toward the protection of cultural artifacts.
2. You are to listen again to the interview of Mr. Carlos P. Romulo You are to take down the statements and identify whether fact or opinion. If it is an opinion write a justification on how the statement becomes an opinion.

Interview to Carlos P. Romulo-The first Filipino who became a Secretary General of the United Nations General Assembly and during the interview, the Special Envoy from the Philippine President to the United States of America.

<http://www.youtube.com/watch?v=qgHE-cGJ02Q>

FACT	OPINION

3. *Challenge yourself by playing TRUE OR OPS!* Identify the statements whether fact or opinion. If fact press true and false if opinion. You are given 10 seconds in each item.



- A. Without a doubt one of the highlights of any visit to Southeast Asia is a trip to a local market. Exotic, atmospheric and photogenic, the markets found around Thailand, Laos, Cambodia, Vietnam and Myanmar are a million miles away from your average shopping mall or corner store.
- B. However, Southeast Asian markets have far more significance than merely being venues for shopping.

- C. Often the center of a community, they can also be a crossroads and meeting point for different ethnic groups, Sapa Market in North Vietnam being a very good example of this.
 - D. People from the H'mong, Dao, Kinh and other minorities gather here from the surrounding hamlets to trade farming products such as rice, corn and fruits. More recently a large part of their trade has also been handicrafts and souvenirs for tourists.
 - E. In Southeast Asia, the earnings of a street food stall holder can be between three to ten times the minimum wage and are often comparable to the wages of skilled laborers employed in more formal sectors.-TRUE
 - F. In addition to shopping and socializing, markets can offer a third attraction – food! It's rare to find a market in Southeast Asia that doesn't have either a sit down food court of some kind, or a collection of street food stalls.
 - G. The best advice? Throw yourself into it with a smile, keep in mind that a dollar is worth a lot more to the vendor than it is to you and don't take the experience too seriously — market visits are meant to be the highlight of the day!
4. Persuade your fellow Asians to visit any place in Southeast Asia. Share your own experience through a blog. Describe the place, the people, the cuisine and other traditions in that place in order to convince the readers that places in Southeast Asia are worth visiting. You are to email the link to your teacher.

Educational blogs for teachers, students and schools.
<http://edublogs.org/>

PROCESS QUESTIONS:

- 1. What did you notice when you visit the places in Southeast Asia?
- 2. Have you ever felt that you could relate to the places that you have visited?
- 3. What distinguishing factors made the places truly Asian?
- 4. In what other ways can you show appreciation to Southeast Asia?

ACTIVITY 9. iCRITIQUE!



You already know how to distinguish fact from opinion. In the next activity you are now to listen to speeches and determine if what the speaker is saying is based from fact or just a belief. In this part of the module you will learn how to write and deliver a persuasive speech.

1. You are to listen and observe how the speech of PNoy in Care for Phils. Prayer Assembly Global Discipleship Congress was composed and delivered. Before you go to the speech click the links below to guide you as you listen to the speech.

Fleming, G. How to write persuasive speech. Retrieved from:
<http://homeworktips.about.com/od/speechclass/a/How-To-Write-A-Persuasive-Speech.htm>

Persuasive/Argumentative Essay. www.studygs.net/wrtstr4.htm

Deliver a persuasive speech to an audience.
<http://learnzillion.com/lessons/1613-deliver-a-persuasive-speech-to-an-audience>



Ready to listen? Click this link

www.youtube.com/watch?v=Nhr_gp0tq74

2. List down statements from the speech and identify whether fact or opinion.

FACT	OPINION

PROCESS QUESTIONS:

1. After listening to the speech, what were the points that you realized?
 2. Did it pass the requirements of a persuasive speech? Prove your answer.
 3. How did the president deliver the speech that convinced you he meant to persuade?
 4. What statement in the speech will prove that the president appreciate his being Asian?
3. Go back to activity no. 8 no.5 instruction. It says about writing a blog. Now you are to record your blog, listen, and evaluate whether it passes the requirements of what a persuasive speech should be. Evaluate with what persuasive speeches should be. Click the link and use the rubric in evaluating yourself.

Persuasive Speech Rubric.

http://www.readwritethink.org/files/resources/lesson_image/s/lesson414/rubric.pdf



Let's gauge if you are learning. Given below is a thermometer. Assess yourself if you think you deserve to stay above 37 degrees Celsius. That means you are learning but if you think you are below 37 degrees, then you need to improve.

Assess yourself by indicating the degree of what you know. The objective is to stay above 37 degrees Celsius. Getting below 37 means you need to improve. Write a short assessment in the box below.



Assess yourself!



Read the blog of Ben Groundwater. Afterwards, go to your Twitter account and tweet the blog. If you don't have a Twitter account, you have to register first. Go to www.twitter.com and register.

ACTIVITY 10. Go SIGNALS!

1. Read the blog posted by The Backpacker Ben Groundwater. After reading the blog make a short reaction and share it by **tweeting** it to let others know what the blog is all about.



2. Read and study the set of sentences taken from the blog. Determine the use of the highlighted words.

It **might** start with Bali. That **seems** to be the entry point for many people into South-East Asia, their first taste of this incredible part of the world.

You've **probably** heard some stories of dodgy goings on in South-East Asia, of protests in Thailand, of land mines in Cambodia, of scary roads in Vietnam and military juntas in Myanmar – but you're really not in that much danger.

Budget airlines mean it's **possible** to skip from place to place by air, to go from Hanoi to Siem Reap to Phuket to KL all in a regular-sized holiday from work.

There are kids everywhere, youngsters who've been put to work selling postcards and guidebooks, trading on a cute face and a tourist's guilt. **Don't** support this industry.

PROCESS QUESTIONS:

1. What do the highlighted words connote?
 2. How do the highlighted words help in gaining more understanding about the blog topic?
 3. What makes the highlighted words mere personal views of the writer?
3. Visit the links to know more about opinion-marking signals and answer the exercises that follow.

Writing signal words.

http://www.mrmulgrew.com/writing_signal_words_page.htm

Signal words. <http://web.clark.edu/martpe/signal%20words.htm>

Opinion-marking signals exercise.

<http://mrsbirenbaum.pbworks.com/f/ReadWordsSignalOpinionsp14.pdf>

4. You are to share your opinion about Southeast Asian culture. From what you learned about fact and opinion, it is now your turn to share your opinion about Southeast Asian culture by completing the following phrases given below. This will show if you can distinguish opinion statements from facts.

I think.....

I believe that.....

It is possible that.....

PROCESS QUESTIONS:

1. What makes the phrases the reader's personal view?
2. What are the words that confirm them as the personal view of the reader?
3. If you were to make the phrases not your own view, what could be the possible words to use?
4. How can sharing your own view also help to share your culture with your fellow Southeast Asians?
5. How do Southeast Asians authors express their culture?
6. How can others best appreciate your culture?



Now, answer the IRF Worksheet again but this time you place your answer on the "revised answer" part. Let's see if you stick to your initial answer or something has changed. Let's see if you are learning.

Initial Answer
Revised Answer
Final Answer

End of FIRM UP



In this section, the discussion was about the different concepts that you need to know on your way to accomplishing this lesson.

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

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



DEEPEN



Now that you know the important ideas about this topic, let's go deeper by moving on to the next section. Your goal in this section is to take a closer look at some aspects of the topic.

ACTIVITY 11. ACT OF KINDNESS IS ACT OF LOVE!

1. Think of an experience where you can say that you were a hero in your own way. What was the heroic act you did? To whose super hero can you compare yourself? Share your story using the comic creator.

Comic Creator.

<http://www.readwritethink.org/files/resources/interactives/comic/>

2. You are to read articles that mirror Southeast Asian cultures. Make a short realization after reading the text. Use the guide questions below:
 - A. What do the articles show about Southeast Asian culture?
 - B. How do Southeast Asians express their appreciation to their culture?
 - C. How can others best appreciate your culture?

Southeast Asian Arts.

<http://www.britannica.com/EBchecked/topic/556535/Southeast-Asian-arts#toc29456>

8 Foods not to miss in Southeast Asia.

http://goseasia.about.com/od/southeast_asia_food/tp/southeast-asia-food.htm

Religions in Southeast Asia.

http://www.niu.edu/cseas/outreach/pdfs/origins_religion.pdf

After reading the articles, I can generalize that.....

PROCESS QUESTIONS:

1. How did the articles make you appreciate your being Southeast Asians?
2. Did your discovery/ realization help you to value your culture?



You do the next activity to identify the attitudes and values shown in the given articles. As a part of the ASEAN community, you have to show the impact of these to you as a person and as an Asian. Use the Attitude Analysis worksheet in accomplishing the activity.

3. You are to identify attitudes or values that are reflected in articles above. You need to make a realization on the impact of these attitudes to you as part of the ASEAN. You are to focus on the common cultures you shared with your fellows. Analyze if sharing cultural heritage would really define you as part of the ASEAN. Use the Attitude Analysis worksheet to guide you as you share your common traditions and values.

<u><i>Attitude Analysis of...</i></u>	
<i>Summary</i>	
<i>Attitude/Values</i>	<i>Action/Practices</i>
<div>Generallization</div>	

PROCESS QUESTIONS:

1. As a Southeast Asian, how did the values and attitudes mentioned affect you? Discuss.
2. Have you mirrored your own attitudes and values to the ones mentioned? Explain.
3. How do you reflect your Southeast Asian identity? How is the same identity found in others? How do you show your Southeast Asian identity? If you were to promote Southeast Asia, in what specific aspect would you concentrate on? Why?



To add to your understanding of Asia and its culture, do the next activity. You have to watch videos about Southeast Asia, explain the significance of the video to appreciation of one's culture and then accomplish the SWOT chart.

ACTIVITY 12. I SEE, I UNDERSTAND, I SPEAK!

1. **I SEE!** Watch the following videos about Southeast Asian culture.

Southeast Asia Culture Quest.

http://www.youtube.com/watch?v=pS8rJ7_tos0

Geog2750 Southeast Asia Culture and Geography.

<http://www.youtube.com/watch?v=ATwwuzXRcOc>

SEACAF 2011 - Southeast Asian Cultural Arts Festival.

<http://www.youtube.com/watch?v=-Fih9LNcBcY>

http://www.youtube.com/watch?v=qg_hG9hwAOY

2. **I UNDERSTAND!** Explain the following based from the videos using evernote.

- Significance of the videos to Southeast Asians
- Appreciation to one's culture

Evernote. www.evernote.com

3. Based from the videos, analyze the role of the different cultures in the lives of Southeast Asians whether they are strength, weakness, an opportunity for them to develop or a threat in the culture. Fill in the data retrieval chart with a summary of the key points in the videos. Write your conclusion in the **I SPEAK** column.

Culture	Strength	Weakness	Opportunity	Threat	I SPEAK!
Tourism					
Religion					
Customs and traditions					

Arts					
Ways of life					

PROCESS QUESTIONS:

1. What have you realized after watching the videos?
2. If it is an opportunity or a strength, how are you going to utilize it?
3. If it is a weakness or a threat how are you going to address it?
4. What new realizations do you have about being part of ASEAN?
5. How does Southeast Asian way differ from other culture?
6. How do others appreciate your culture?



End of DEEPEN



In this section, the discussion was about how one can share his/her culture to other Asians.

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

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



TRANSFER



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

The next activity will help you to further understand Southeast Asian culture through a graphic organizer created by you. Go to the Graphic Organizer Online Maker by clicking the link given. Afterwards, you discuss your answers with other learners like you online.

ACTIVITY 13. What is your idea?

1. Design your own mind map to connect all the concepts that you have learned all throughout this Learning Module entitled Reflecting Shared Heritage. Make the map showing relationship poems, stories, and informational text to culture.

Graphic Organizer Online Maker.

www.gliffy.com

2. You are to discuss the answers to the following questions by sharing what is in your mind with other learners online chat.
 - a. How did the activities help you to appreciate Southeast Asian Culture?
 - b. Did the stories, poems and informational texts give you a better understanding of Southeast Asian culture? How?



TASK

ACTIVITY 14. ConnecTHINGS to Reality

1. The whole ASEAN community is anticipating what will happen in 2014. This is the launching of the Asian Economic Community (AEC) which will result in borderless economic activities. As an Asian amateur writer who contributes for TIME Magazine Asian Edition, you are given a task by your Editor in-Chief to write an article about the advantages of having a common currency in Asia. The article must be based from the theme “One Community, One Strength”. Your article must persuade and convince Asians that having one monetary unit is favorable. Your output will be judged according to: Content, Relevance, Language, and Capacity to persuade.

		Exceeds Standard (4)	Meets Standard (3)	Approaches Standard (2)	Does not meet Standards (1)
Content		Contents are extensively presented. Establish connection with one another in a detailed way.	Contents are adequately presented. Connection is somewhat established.	Contents are presented in a limited manner. Connection is partially established.	No elements are presented. No connection is established.
Relevance		Significantly related to the theme. The speech is focused on topic at hand and a lot of attention is given to details.	The speech is related to the theme.	The speech is somewhat related to the theme but it lacks attention to details.	The speech is not related to the theme and no attention is given to details.
Language		Uses words appropriately and creatively. Demonstrate the ability to use grammatical signals.	Uses words appropriately and clearly. Demonstrate the ability to use grammatical signals.	Some words are used appropriately. Demonstrate the ability to use some of the grammatical signals.	Words are inappropriate. Unable to use grammatical signals.

Capacity to Persuade		Capture and engage the interest of the audience for the entire speech.	Capture the interest of the audience for the entire speech.	Almost capture the interest but in some parts is unable to hold the interest of the audience.	Unable to capture and hold the interest of the audience.
-----------------------------	--	--	---	---	--

PROCESS QUESTIONS:

1. How do Southeast Asians feel about their culture?
2. How can others best appreciate your culture?

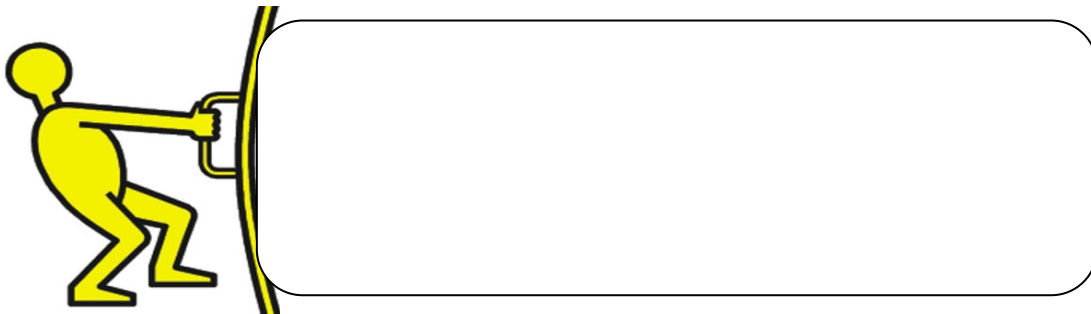


You need to give your final answer to the IRF Worksheet. This time you write your answer in “Final Answer” part. You will for yourself if your initial thoughts about the Essential Question are true or you need to modify or completely change them.

Initial Answer
Revised Answer
Final Answer

ACTIVITY 15. Reflecting in my Learning

1. Relate your own convictions about sharing heritage. Discuss how sharing culture strengthen your Asian identity.



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

What I did to make all my tasks meaningful?	What I learned in doing all the tasks given to me?	How will my output inspire my fellow Southeast Asians?

End of TRANSFER



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

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

POST-ASSESSMENT:



You have completed this lesson. Before you go to the next lesson, you have to answer the following post-assessment.

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

***“Now folks, you all know the moral
Of this quite short and simple tale;
That if you try to please others,
To please yourself, you will fail!”***

1. What is the idea that the writer wants to share in the given stanza?
 - a. People should focus in their own lives.
 - b. People are different from one another.
 - c. People have diverse culture.
 - d. People must be careful of their actions.
2. Which of the following uses negative words to create an unfavorable opinion of the competition in the viewer's mind?
 - a. Bandwagon
 - b. Repetition
 - c. Name calling
 - d. Emotional words
3. Which of the following lines has opinion marking signal?
 - a. On hearing this, the old man said,
 - b. “I think my son, they do not like
 - c. To see me riding, I’m afraid,
 - d. You had better ride the bike.”

***There was once a poor old Malay,
One you have never seen the like,
Who sadly told his son one day,
“Son, we have to sell our bike.”***

4. Which word in the given stanza means affected or characterized by sorrow or unhappiness?
 - a. Old
 - b. Poor
 - c. Sell
 - d. Never

5. What specific word in the stanza implies that setting is in Asia?
 - a. bike
 - b. town
 - c. poor
 - d. Malay

6. Originally, the speech of PNoy was delivered in Filipino language. If there were foreign diplomats among his audience, how did they understand the contents of what he said?
 - a. They were multilinguals.
 - b. They brought interpreters.
 - c. They studied Filipino language.
 - d. They stayed in the Philippines a month before the speech.

7. *“And by the way, we’re aiming to eventually have our reading materials tablet-based.”* Based from the line given, if you were Malacanang’s secretary-designate for promotional programs, what tag line would you use to promote K-12?
 - a. “Transforming Life through Literacy.”
 - b. “Transforming the youth through gadgets.”
 - c. “Transforming Society through Education.”
 - d. “Transforming Education through Technology.”

8. One of the plans of the government to promote K-12 is the use of tablets in place of textbooks. If you were the DepEd’s materials manager, how would you ensure that remote public schools could use the gadget?
 - a. Coordinate with local government units.
 - b. Conduct an unannounced ocular inspection.
 - c. Confirm from the department of energy if there is electricity in these places.
 - d. Give a standardized type of test where students will answer in the computer.

9. *“Population is unevenly distributed, with the highest density in lowland areas. Most of the people live in small agrarian villages; the largest cities are Jakarta, Indonesia; Bangkok, Thailand; Singapore; Manila, Philippines; and Ho Chi Minh City, Vietnam. There is a great diversity in culture, history, religion, and ethnic composition. Many different languages are spoken, such as those of the Tibeto-Burman, Mon-Khmer, and Malayo-Polynesian families. Religions include Buddhism, Hinduism, Islam, Roman Catholicism, and Confucianism.”*
 (<http://www.encyclopedia.com/topic/Southeast Asia.aspx>)

What is implied in the given statement?

- a. ASEAN people understand one another despite cultural diversity.
- b. Southeast Asia is composed of 10 countries with different practices, values and religions.

- c. ASEAN countries influence one another when it comes to traditions and values.
 - d. Southeast Asia diverse culture is not a hindrance as the people prepare themselves for ASEAN 2015.
10. You are the newly elected president of ASEAN. Your goal is to make 10 countries in Southeast Asia to be known in the world especially the unique traditions and values. Which of the following should you prioritize to attain your goal?
- a. Allot higher budget for education
 - b. Allot higher budget for the defense
 - c. Allot higher budget for the stock market
 - d. Allot higher budget for Science and Technology
11. *“The music of Southeast Asia reflects different aspects of Asian culture through its timbre, rhythm, melody, texture, form and style.”* The following supports the statement EXCEPT:
- a. It is part of its diverse culture.
 - b. It is used to express ones’ emotions.
 - c. It influenced other countries in Asia particularly China.
 - d. It easily determined because of its timbre, rhythm, melody, texture form and style.
12. What is the best possible reason why Southeast Asia has a great diverse culture?
- a. It is divided into two; the mainland and the maritime Southeast Asia.
 - b. The different geographical location and cultural influences in the different regions.
 - c. There were lots of explorers who invaded countries in Southeast Asia.
 - d. The language was a hindrance to have one culture in the entire region.
13. What makes an effective persuasive speech?
- a. The final sentence is vivid and simple.
 - b. The speaker understands the topic well.
 - c. The most convincing evidences are identified.
 - d. There must be analogy, drawing comparisons and conclusions.
14. Which of the following is the first thing you need to do before express your point of view about an informative speech you read/heard?
- a. Identify the sentences that provoke argument
 - b. Determine the facts/ evidences presented
 - c. Know educational background of the writer/ speaker
 - d. Compare the informative speech to other literary text types

15. When one makes a persuasive speech to be heard by representatives of Asian countries to promote economic reforms, what would be the most likely arrangement of the speech?
 - a. Sympathize with poor countries in Asia and lecture about how to become rich.
 - b. Point to a particular situation wherein cooperation in the past resulted to progress, and eventually peace.
 - c. Mention how strong the speaker's country is in terms of economy, how it can buy a country if it wishes to.
 - d. Cite the speaker's educational achievements as well as awards, the story about rags to riches.

16. If the president of the Philippines would echo things discussed in a forum, how would he/she present it to his/her subordinates?
 - a. Through a web map to identify the important topics discussed
 - b. Through a fishbone which shows ideas that the speaker emphasized
 - c. By using a Venn diagram to compare China and United States achievement
 - d. By using a hierarchical organizer to summarize the ideas shared in the forum

17. You are to deliver a persuasive speech in a forum of businessmen in Makati. To be an effective speaker which of the following should you focus on first as you write your speech?
 - a. Appearance
 - b. Body Language
 - c. Words and Ideas
 - d. Intonation and pronunciation

18. You are tapped to be a judge in a persuasive speech writing competition focus on Southeast Asian culture. If you were to decide as to the criteria of judging what criteria will you use?
 - a. Content, relevance to the theme, well developed, use of language, appeal to readers
 - b. Content, organization, delivery, use of punctuation marks, emotional appeal
 - c. Content, chronological order of events, logical appeal, relevance to the theme
 - d. Content, mastery, creativity, graphics and layout

19. As the head of the Department of Tourism you were tasked to make a write up in *Amazing Asia* magazine. You want travelers to include Philippines as one of their itineraries this year. What are you going to include in your write up so tourists will be convinced to visit the Philippines?
 - a. Describe the beaches in the Philippines
 - b. Enumerate practices including festivals they may experience only in the Philippines.

- c. Promote the country's unique cuisine.
 - d. State the names of famous people who visited Philippines.
20. You are the representative of the Philippine Youth Commission sent to Thailand to attend the convention. You were tapped by one of the organizers to compose and deliver a persuasive speech about cultural heritage in Asia to convince our fellows that sharing of traditions and beliefs strengthen our relationship with our neighboring countries. To get the attention of your fellow youth what is the first thing you need to do as you start your speech?
- a. Introduce yourself.
 - b. Understand the subject/ theme.
 - c. Grab audience attention by using a "hook".
 - d. Give an overview of the things to be discussed.

GLOSSARY OF TERMS USED IN THIS LESSON

Anaphora. A figure of speech that is the repetition of the same word or phrase at the beginning of successive clauses or verses.

Antonomasia. A figure of speech that substitutes a title or epithet for a proper name.

Apostrophe. A figure of speech that breaks off discourse to address some absent person or thing, some abstract quality, an inanimate object, or a nonexistent character.

Bandwagon. It is a propaganda technique which tries to persuade everyone to join in and do the same thing.

Cultural Heritage. It is the legacy of physical artifacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations.

Emotional words. These are words such as luxury, beautiful, paradise, and economical are used to evoke positive feelings in the viewer.

Fact. It is a statement that can be proven by direct experience or objective verification.

Hawker Center. This refers to hawker centre or cooked food centre is the name given to open-air complexes in Singapore, Malaysia, Hong Kong.

Hawker. It is a vendor of merchandise that can be easily transported; the term is roughly synonymous with peddler or costermonger.

Heritage. It refers to something inherited from the past. The word has several different senses, including: Natural **heritage**.

Hyperbole. It is a figure of speech which is an extravagant statement; it uses exaggerated terms for the purpose of emphasis or heightened effect.

Name calling. These are negative words are used to create an unfavorable opinion of the competition in the viewer's mind.

Metonymy. It is a figure of speech in which one word or phrase is substituted for another with which it is closely associated; also, the rhetorical strategy of describing something indirectly by referring to things around it.

Opinion. It is a statement or belief that cannot be objectively proven.

Personification. A figure of speech that means attributing an inanimate (non-living) object human traits and qualities.

Prefix. These are added to the beginning of an existing word in order to create a new word with a different meaning.

Propaganda. It is the use of a variety of communication techniques that create an emotional appeal to accept a particular belief or opinion, to adopt a certain behavior or to perform a particular action

Singaporeans. This pertains to the natives of Singapore.

Singapore. It is officially the Republic of Singapore. It is a sovereign city-state and island country in Southeast Asia.

Southeast Asia. Southeast Asia or Southeastern Asia is a subregion of Asia, consisting of the countries that are geographically south of China, east of India, west of New Guinea and north of Australia

Southeast Asian. This refers to a native of the Southeast Asia region.

Suffix. These are added to the ending of an existing word in order to create a new word with a different meaning.

Testimonial. A propaganda technique that uses an important person or famous figure endorses a product.

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON

<http://www.onemotion.com/flash/sketch-paint/>.

An application wherein one can draw and sketch.

<http://mudcu.be/sketchpad/>

It is a free application allowing you to create beautiful landscapes and images. It also includes a number of drawing tools.

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

It is an online dictionary.

<http://angmanokbow.blogspot.com/>

It is a blogging site.

http://www.readwritethink.org/files/resources/interactives/venn_diagrams/

It provides educators and students access to high-quality practices and resources in reading and language arts instructions.

Pinelli, G. S. Word matters. Retrieved from:

https://www.ocps.net/cs/services/cs/curreareas/read/Curriculum/TA/HIGH_TA/Common%20Affixes.pdf

Taylor, D. 8th Grade Affixes. <http://quizlet.com/6060699/grade-8-roots-and-affixes-flash-cards/>

Taylor, D. 8th Grade Affixes. <http://quizlet.com/3136702/8th-grade-affixes-flash-cards/>

Speech of H.E Ms Yingluck Shinawatra, Prime Minister, Thailand.

<http://www.youtube.com/watch?v=9UdGm19EmFs>

A site where one can have access to various videos for educational purposes.

<http://www.youtube.com/watch?v=WV6mZfR258s>

A site where one can have access to various videos for educational purposes.

<http://www.youtube.com/watch?v=K-6twRRkNiw>

A site where one can have access to various videos for educational purposes.

<http://www.youtube.com/watch?v=6uFQAqwbwSg>

A site where one can have access to various videos for educational purposes.

<http://www.youtube.com/watch?v=Um9KsrH377A>

A site where one can have access to various videos for educational purposes.

Propaganda Techniques Quiz. <http://www.quia.com/quiz/1529261.html>

<http://www.quia.com/quiz/458050.html>

Online T-shirt Designer. <http://teespring.com/design#!/cc/1>

Educational blogs for teachers, students and schools.

<http://edublogs.org/>

Fleming, G. How to write persuasive speech. Retrieved from:

<http://homeworktips.about.com/od/speechclass/a/How-To-Write-A-Persuasive-Speech.htm>

Persuasive/Argumentative Essay. www.studygs.net/wrtstr4.htm

Deliver a persuasive speech to an audience. <http://learnzillion.com/lessons/1613-deliver-a-persuasive-speech-to-an-audience>

www.youtube.com/watch?v=Nhr_gp0tq74

A site where one can have access to various videos for educational purposes.
Journeys Within.The Wonder of Southeast Asian Markets.

<http://www.journeyswithintravelblog.com/2014/01/29/the-wonder-of-southeast-asian-markets/>

Persuasive Speech Rubric.

http://www.readwritethink.org/files/resources/lesson_images/lesson414/rubric.pdf

Writing signal words. http://www.mrmulgrew.com/writing_signal_words_page.htm

Signal words. <http://web.clark.edu/martpe/signal%20words.htm>

Opinion-marking signals exercise.

<http://mrsbirenbaum.pbworks.com/f/ReadWordsSignalOpinionsp14.pdf>

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

Comic Creator. <http://www.readwritethink.org/files/resources/interactives/comic/>

Indonesian kids donate money to Haiyan survivors in the Philippines.

www.asean.org/news/asean-secretariat-news/item/indonesian-kids-donate-money-to-haiyan-survivors-in-the-philippines

- Angoluan, M.E., Gil, A., Sedilla, C., and Villamin, A. (2007). *Bridges to Understanding II*. Quezon City, Phils.: SIBS Publishing House Inc.
- Serrano J.B., Lapid, M.G. (2004). *English Communication Arts and Skills through Afro-Asian Literature II*. Quezon City, Phils.: Phoenix Publishing House, Inc.
- Delos Reyes, C.R. (2004). *Echoes II*. Quezon City, Phils.: JO-ES Publishing House, Inc.
- Mendez, J.M. (2008). *Making Meaning II*. Bulacan, Phils.: Trinitas Publishing, Inc.
- Obusan, J.B., Nery, R.F., and Cruz, J.M. (2007). *Rainbows in Communication II*. Quezon City, Phils.: Vibal Publishing House, Inc.
- Santiago, S.A.R. (2010). *English Across Continent*. Makati City, Phils.: Diwa Learning System, Inc.
- Del Mundo, W. D.(2013). *English of the New Generation K to 12 edition*. Quezon City: Sunshine Interlinks Publishing House, Inc.
- Ribo, L.M., Galvez, N.M., and Malicsi, M.A.E. (2013). *Language in Literature Afro-Asian Literature*. Quezon City: Vibal Publishing House, Inc.