

LEARNING MODULE

English

G8 | Q4

Keeping the Faith



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.

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ENGLISH 8

Module 4: Keeping The Faith

☒ INTRODUCTION AND FOCUS QUESTION(S):

In this module, you will find out how faith affects the manner or way that writers from South and West Asian countries write a body of texts. You will find out how faith keeps these people strong and firm in their beliefs amidst pressures from the world. Remember to search for the answer to the following question(s):

1. How do beliefs affect Southwest Asian people and the manner in which they write?
2. How are text types formed?

☒ LESSONS AND COVERAGE:

In this module, you will examine these questions when you take the following lessons:

☒ MODULE MAP:

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

In this module, you will examine this question when you take the following lessons:

Lesson 1 – Israel and India: Strengthening the Faith

Lesson 2 – Saudi Arabia: Gatekeeper of Islam

Lesson 1: Israel and India: Strengthening the Faith

In this lesson, you are expected to do the following:

Reading Comprehension	EN8RC-IVa-2.21.1: Identify positions of a topic sentence. EN8RC-IVb-2.21.2: Identify details that support the topic sentence. EN8RC-IVc-13.1: Note explicit and implicit signals (like cohesive devices) used by the writer.
Listening Comprehension	EN8LC-IVa-2.5: Predict what is to follow after a segment of a text listened to. EN8LC-IVb-6.2: Infer thoughts and expressed in a text listened to. EN8LC-IVc-3.2: Raise questions about the text listened to.
Viewing Comprehension	EN8VC-IVb-12: Raise questions about a particular aspect of a material viewed. EN8VC-IVc-15: Compare and contrast one's beliefs/convictions with those presented in a material viewed.
Vocabulary	EN8V-IVa-15: Use various strategies in decoding the meaning of words
Literature	EN8LT-IVa-13: Identify notable literary genres contributed by South and West Asian writers. EN8LT-IVa-13.1: Identify the distinguishing features found in religious texts, epics, myths, drama, and short stories contributed by South and West.
Writing Composition	EN8WC-IVa-3.4.1: Identify features of journalistic writing. EN8WC-IVb-3.4.2: Distinguish among types of journalistic writing (news report, opinion article, feature article, and sports news article).
Oral Language and Fluency	EN8OL-IVa-3.11: Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an oration, in a declamation or in a dramatic monologue.
Grammar Awareness	EN8G-IVa-16: Use appropriate logical connectors for emphasis. EN8G-IVc-14: Use direct and reported speech in journalistic writing. EN8G-IVc-15: Use appropriate modifiers.

PRE-ASSESSMENT:

Let's find out how much you already know about this module. Read the news story below then answer the questions by clicking on the letters that you think best answers the questions. 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 correctly answer and look for the right answer as you go through this module. Are you eager to do this? Let's begin!

1. Saudi Arabia's religious authorities have warned would-be revelers against celebrating New Year's Eve in the predominantly Sunni Muslim kingdom of 30 million people, local media report. What makes the given statement an introduction of a news report?
 - a. It answers the questions what, who, when, and where.
 - b. It has the making of a news report.
 - c. It describes events in details.
 - d. It sounds like a news report.

2. Which the following stories reflect Saudi Arabians values and traditions?
 - a. Ramayan
 - b. The Wonder Tree
 - c. Indarapatra and Sulayman
 - d. The Soul of the Great Bell

3. Which of the following best define REALITY and FANTASY?
 - a. **Reality** is the state of things as they exist. It's what you see, hear, and experience while **fantasy** is an idea with no basis and is basically imagination.
 - b. **Fantasy** is the state of things as they exist. It's what you see, hear, and experience while **reality** is an idea with no basis and is basically imagination.
 - c. **Fantasy** is based from human imagination while **reality** is from human experience.
 - d. **Reality** mirrors situations and struggles of people in the society while **fantasy** reflects dreams and ideals of individuals.

4. Arrange the following bibliographic entries using APA:

2007
Bermudez, V.
English Expressways
SD Publications

Quezon City

- a. 2007. (V. Bermudez). English expressways. SD Publications. Quezon City.
- b. V. Bermudez. (2007). English expressways. Quezon City: SD Publications
- c. Bermudez, V. (2007). English expressways. SD Publications: Quezon City.
- d. Bermudez, V. (2007). English expressways. Quezon City: SD Publications.

5. Arrange the following bibliographic entries using MLA:

2010
Liza D. Marquez

Marissa B. Santos
Literature Express
Tanglaw Publications, Inc.

Makati City

- a. Marquez, Liza M. and Santos, Marissa B. Literature express. Makati City: Tanglaw Publications, Inc., 2010.
- b. Marquez, L. M. and Santos, M. B. (2010). Literature express. Tanglaw Publications, Makati City.
- c. Marquez, Liza M. and Santos, Marissa B. 2010. Literature express. Makati City: Tanglaw Publications, Inc.
- d. Marquez, L. M. and Santos, M. B. Literature express, 2010. Makati City: Tanglaw Publications, Inc.

6. Which of the following statements follow the correct writing conventions?
- Saudi Arabia is a muslim country governed by a strict interpretation of Sharia law
 - This governs virtually all facets of life, with customs and traditions in Saudi based on the tenets mentioned in the Kuran.
 - This means that freedom of religion and worship in Saudi Arabia is severely limited, with Islam being the only religion allowed to be practiced in public.
 - Expats moving to Saudi Arabia! particularly Western or non-Muslim expats, may struggle to adjust to this restricted lifestyle.... where public displays of affection are not allowed and modesty and decorum; are expected at all times.
7. Give the correct past perfect tense of the verb in the given sentence:
- The Arabs identities (connect) in their traditions and history that (transform) in the past years.
- Is connecting; transforming
 - Were Connected; transformed
 - Has connected; transformed
 - Were Connected; had transformed
8. If you were to include the article of Carlos Bulosan in your research paper, what intellectual property are you going to use?
- Patents
 - Trademark
 - Copyright
 - Trade secret
9. *"There is a very small community of Saudi Arabian Christians, and they practice their religion discreetly, as there are no official Christian churches in Saudi Arabia.*

Expat Christians may meet at private church meetings arranged at one of several embassies, while other small groups meet in school halls or at private houses inside expat compounds."- taken from the article *Religion and Worship in Saudi Arabia*

What is implied in the statement?

- Only Islam is the official religion in Saudi Arabia.

- b. Islam supports other religions such as Christianity.
- c. Saudi Arabians prohibit the practice of other religions.
- d. Christians are encouraged to convert into Islam to have the freedom of religion.

10. “Something that may take a while for expats in Saudi Arabia to get used to is the Muslim call to prayer, which rings out five times a day across towns and cities. Prayer can determine the rhythm of the entire day, be prepared to have meetings interrupted and have patience to wait for prayer time to finish.”-taken from the article Religion and Worship in Saudi Arabia

Based from the passage, how do Arabs value their time to worship?

- a. They pray five times a day.
- b. They participate during prayer time.
- c. They stop whatever they are doing and focus in praying.
- d. They ask even the non-Islam believers to do their practice during prayer time.

11. Due to the strict implementation of Sharia Law, there are many restrictions imposed on locals and non-Arabs. What is reflected in the statement?

- a. People do not have freedom to express themselves.
- b. There is equality when it comes to implementation of laws.
- c. The strict implementations of the laws turn people to be God-fearing.
- d. The local and non-Arabs know their limitations as a result they watch all their actions.

12. Supposing you are an Israeli and you fell for a Saudi Arabian, you know that rules are strict, how are you going to reconcile both sides?

- a. Decide whether who will give way between the two of you.
- b. Don't bother to try because you will fail.
- c. Don't try anything, let nature take its course.
- d. Respect each other's faith and leave things as they are.

13. The main art form in Saudi Arabia is in the realm of literature. Classical Arabic poetry is highly valued, while a wide range of colloquial poetic forms is popular and are widely used in different social settings. Recitations of poetry are common at weddings and to mark other important events. The novel has also become popular among both men and women authors. - Retrieved from:

<http://www.everyculture.com/Sa-Th/Saudi-Arabia.html#ixzz40zX4p2CI>

Based from the statement, what could be the best description of Saudi Arabian Literature?

- a. Literature only focused in poetry.
- b. Literature is exclusive for Kings in Saudi Arabia.
- c. Literature is a form of entertainment and it is shared in public.

- d. Literature has been part of the significant events celebrated by Arabs.

14. In public, people should avoid direct eye-contact with passers-by. When greeting a stranger or an acquaintance, it is appropriate for the person who arrives first to say, in Arabic, "Peace be upon you," to which the proper reply is, "And upon you peace." When saying goodbye, it is proper to say, in Arabic, "In the custody of God," the reply being "In the custody of the Generous One." Generally, the same patterns of etiquette hold throughout Saudi Arabia. - Retrieved from: <http://www.everyculture.com/Sa-Th/Saudi-Arabia.html#ixzz40zX4p2C/>

The passage shows the practice of Saudi Arabians, what value is mirrored in the tradition?

- a. Strangers are discriminated by Arabs.
- b. Saudi Arabians see God in their fellows.
- c. Good manners are practiced in Saudi Arabia.
- d. Respect to one another is highly practiced Saudi Arabia.

The answer is D. The gestures in the passage are signs of respect.

15. You are an entomology exchange student from Saudi Arabia who is enrolled in a Buddhist school in another country. In one of your subjects, you are forced to kill a cockroach for observation and writing purposes. You are aware how Buddhists respect life forms, big and small. How are you going to write your paper?

- a. Write your paper like a doctor giving a diagnosis.
- b. Refer to the cockroach as something that is valuable.
- c. Use words that will trigger anger among the Buddhists.
- d. Make a vivid description of how you killed the cockroach.

16. You are applying as a news editor of Philippine Star, the editor-in-chief requires you to write a sample news article. Given the following topics, which could be the best topic for a news article?

- a. The SONA of the president.
- b. The new gadget released by Apple.
- c. The new lovely couple of Star Cinema.
- d. The preparation of Manny Pacquiao for his next boxing competition.

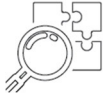
17. If you were to train young writers on how to write editorial, what is one of the important considerations they need to remember in writing the editorial article?

- a. The introduction must get the readers' interest.
- b. Express all your point of views on the given topic.
- c. Focus on the who, what, where and when of the chosen topic.
- d. Research on the chosen topic and present a well-reasoned argument.

18. As the head of the research team in your school, you were tasked to research on listening and speaking skills influence the communication skills of students in the 21st century. If you were to use the journal article written by Jack Richards, what intellectual property are you going to use?
 - a. Patents
 - b. Copyright
 - c. Trademark
 - d. Trade secret

19. You are going to have an oral communication activity in your English class. Your teacher instructed you to share in class your favorite story book. You have to summarize the story using the plot diagram as your guide. In your summary what tense of the verb should you use?
 - a. Past tense
 - b. Present tense
 - c. Future Tense
 - d. Present Perfect Tense

20. As the head of the investigating team of NBI, you were tasked to evaluate the correctness of the information. What should you do to check the accuracy of the information given?
 - a. Duplication
 - b. Corroboration
 - c. Verification
 - d. Word of mouth



EXPLORE

In your previous literature classes you have seen how literature reflects life. Often leads us to ponder on the question **How do beliefs affect South and West Asians and the manner in which they write?** Explore answers to this question by engaging in a series of learning experiences in this module. *Begin by creating a mind map.*

ACTIVITY 1 Mind Talks!

1. Creates a mind map to connect the given words in Keeping the Faith. Use words or illustrations to show the connection of the given concepts. Presents the output in class.

Literary Texts	Making Inference	Literary Devices	Israel	Direct and reported speech
Library Resources	Supporting Details	India	Modifiers	Listening

My Mind Map

Process questions:

- How are the concepts related in Keeping the Faith?
- How did you show the connection of the concepts?
- In your own ways, how do you strengthen your faith? What are the strategies you use?
- How do beliefs affect South and West Asians and the manner in which they write?**

Initial Answer

Revised Answer

Final Answer

After writing your Initial Answer to the EQ. In the next activity you are to share what you know about South and West Asians particularly Israel and India.

ACTIVITY 2 Share what you know!

- Write what you know on the given illustrations. Describe the images then determine how the the pictures are related to Israel of India. If you do not have any idea you may chat with your classmates.





Process questions:

- a. How did you identify whether the illustration is related to India or Israel?
 - b. How can you relate the given images to religion? What makes the two countries different when it comes to faith?
 - c. In what way their beliefs influence their literature?
2. After doing the activity, what did you realize? Are you knowledgeable enough about your fellow Asians beliefs and literature? Let us have a 2 minute self-assessment using fist of five!

Fist of Five



Show the number of fingers on a scale, with 1 being lowest and 5 the highest.

Ask, How well do you feel you know this information?

5. I know it so well I could explain it to anyone.
4. I can do it alone.
3. I need some help.
2. I could use more practice.
1. I am only beginning.



Gregory, G.H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

1.

End of Explore

After sharing your prior knowledge about India and Israel, you are to check which ideas are correct or just misconceptions. You are to do the activities prepared for you to deepen your knowledge on how your fellow Asians from the South and West express their beliefs in writing. Enjoy Israel and India! Two different countries, two different cultures!

Introduction and Focus Questions



FIRM-UP

In this learning segment, you will encounter representative texts from both the ancient and modern periods of the Israel's and India's literary history. While you read these texts, continue to think about the question, **"How do beliefs affect Israelis and Indians and the manner in which they write?"**

ACTIVITY 3 Break the code!

1. Think of any bible verse that you know. Underline the words that you think unfamiliar to the others. Explain the verse in not more than 30 words.

2. Analyze the meaning of the given psalm from the Holy Bible and hymn from Rig Veda by decoding the meaning of words.

Psalm 122

New International Version

A song of ascents. Of David.

1I rejoiced with those who said to me,

“Let us go to the house of the Lord.”

2Our feet are standing

in your gates, Jerusalem.

3Jerusalem is built like a city

that is closely compacted together.

4That is where the tribes go up—

the tribes of the Lord—

to praise the name of the Lord

according to the statute given to Israel.

5There stand the thrones for judgment,

the thrones of the house of David.

6Pray for the peace of Jerusalem:

“May those who love you be secure.

7May there be peace within your walls

and security within your citadels.”

8For the sake of my family and friends,

I will say, “Peace be within you.”

9For the sake of the house of the Lord our God,

I will seek your prosperity.

HYMN II. Vāyu. Rig Veda

1 BEAUTIFUL Vāyu, come, for thee these Soma drops have been prepared:

Drink of them, hearken to our call.

2 Knowing the days, with Soma juice poured forth, the singers glorify

Thee, Vāyu, with their hymns of praise.

3 Vāyu, thy penetrating stream goes forth unto the worshipper,

Far-spreading for the Soma draught.

4 These, Indra-Vāyu, have been shed; come for our offered dainties' sake:

The drops are yearning for you both.

5 Well do ye mark libations, ye Vāyu and Indra, rich in spoil!

So come ye swiftly hitherward.

6 Vāyu and Indra, come to what the Soma-presser hath prepared:

Soon, Heroes, thus I make my prayer.

7 Mitra, of holy strength, I call, and foe-destroying Varuṇa,

Who make the oil-fed rite complete.

8 Mitra and Varuṇa, through Law, lovers and cherishers of Law,

Have ye obtained your might power

9 Our Sages, Mitra-Varuṇa, wide dominion, strong by birth,

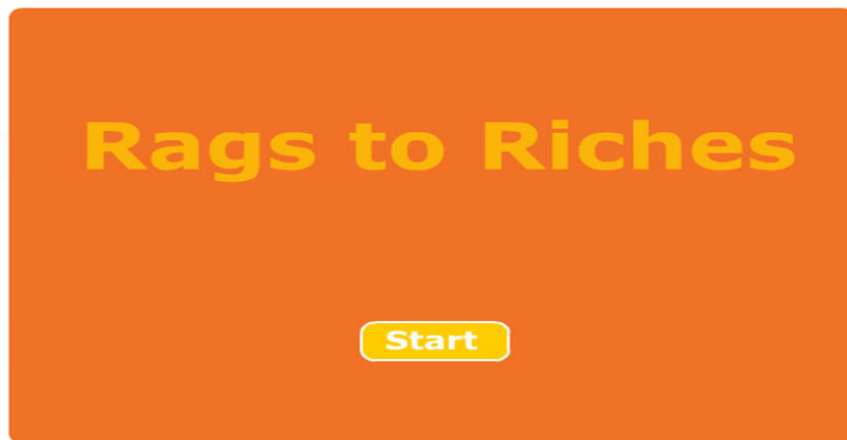
Vouchsafe us strength that worketh well.

3. Determine the meaning of the words found on the 2nd column; write your answers on the third column. Then, from the vocabulary list, choose the word that best completes each statement written on the 1st column. Read Psalm 122 again and Hymn II. Vāyu determine the meaning of lines.

2. Sentence Completion	3. Vocabulary	4. Dictionary Meaning
A. King David's _____ ascent to the throne is recounted in the book of Samuels.	1. compact	
B. God blessed King David with a life of _____.	2. statute	
C. Their common belief in Supreme Being has made them more _____.	3. prosperity	
D. Our _____ lies in God's hands.	4. security	
E. As citizens of this country, we are expected to follow the _____ of the land.	5. ascent	

4. Try this! Visit the link below, then answer the exercises challenge yourself in decoding the meaning of words! Learn and enjoy the games!

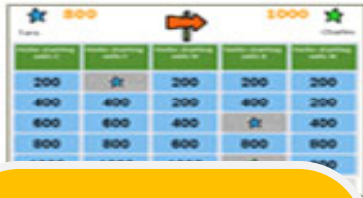
Rags to Riches. Decoding of words game. <https://www.quia.com/rr/151544.html>



Multiple meaning words jeopardy. <https://www.quia.com/cb/29778.html>

Multiple Meaning Words Jeopardy

Two definitions are given for the same word. You have to guess which word is being described. Example: something that goes with a hammer OR part of your finger or toe. Answer: nail. Have fun!!
Spelling counts!



200	400	600	800
200	400	600	800
200	400	600	800
200	400	600	800
200	400	600	800

What does the Psalm 122 say about Jerusalem? Hymn II for India? To what place these two likened to?

Play this game!

Draw an illustration that best represent the people dwell in Jerusalem.

What are being sought of their prayers to God? How do they differ?

How do beliefs affect South and West Asians and the manner in which they write?

ACTIVITY 4 Comparing the TWO!

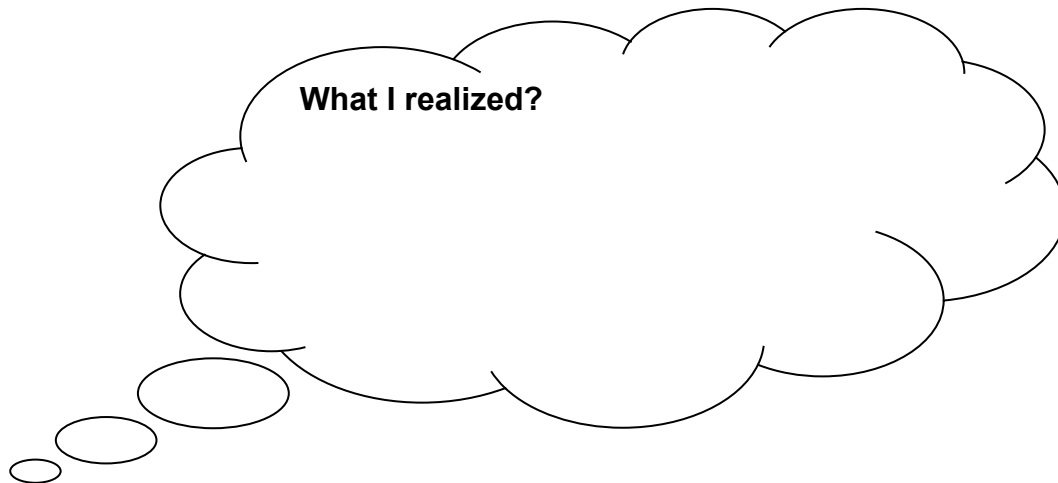
1. Compare the reading texts by filling in the matrix below.

	<i>Psalm 122 (Israel)</i>	<i>Hymn II (India)</i>
Theme		
Structure		
Use of Figurative Language		

Answers to questions:

- How is Israel depicted in Psalm 122? India in Hymn II?
- What seems to be recurring in how the writers from both the ancient and modern times describe Israel and India? Do they contradict? Prove your answer by citing lines from the texts.
- What are the greatest contribution to the literary history of these two countries?
- How do beliefs influence Israelis and their writings?**

Read the articles below. Analyze how their faith influence their writings.



The Bible Unearthed

Archaeology's New Vision of Ancient Israel and the Origin of Its Sacred Texts
by ISRAEL FINKELSTEIN and NEIL ASHER SILBERMAN

The story of how and why the Bible was written — and how it fits into the extraordinary history of the people of Israel — is closely linked to a fascinating tale of modern discovery. The search has centered on a tiny land, hemmed in on two sides by desert and on one side by the Mediterranean, that has, over the millennia, been plagued by recurrent drought and almost continual warfare. Its cities and population were minuscule in comparison to those of the neighboring empires of Egypt and Mesopotamia. Likewise, its material culture was poor in comparison to the splendor and extravagance of theirs. And yet this land was the birthplace of a literary masterpiece that has exerted an unparalleled impact on world civilization as both sacred scripture and history.

More than two hundred years of detailed study of the Hebrew text of the Bible and ever more wide-ranging exploration in all the lands between the Nile and the Tigris and Euphrates Rivers have enabled us to begin to understand when, why, and how the Bible came to be. Detailed analysis of the language and distinctive literary genres of the Bible has led scholars to identify oral and written sources on which the present biblical text was based. At the same time, archaeology has produced a stunning, almost encyclopedic knowledge of the material conditions, languages, societies, and historical developments of the centuries during which the traditions of ancient Israel gradually crystallized, spanning roughly six hundred years — from about 1000 to 400 BCE. Most important of all, the textual insights and the archaeological evidence have combined to help us to distinguish between the power and poetry of biblical saga and the more down-to-earth events and processes of ancient Near Eastern history.

WHAT HAS HINDUSTAN DONE FOR US?

(From "Brahmana-Non-Brahmana Question" – by M.D)

Q.: We see you swear by Hinduism. May we know what Hinduism has done for us? Is it not a legacy of ugly and superstitious practices?

Gandhiji replied to the above question which was put to him after his talk at one of the places during his tour in South India as follows:

"I thought I had made it clear already. Varnashramadharma itself is a unique contribution of Hinduism to the world. Hinduism has saved us from *bhaya*, i.e. peril. If Hinduism has not come to my rescue, the only course for me would have been suicide. I remain a Hindu because Hinduism is a heaven which makes the world worth living in. From Hinduism as born Buddhism. What we see today is not pure Hinduism, but often a parody of it. Otherwise it would require no pleading from me in its behalf, but would speak for itself, even as if I was absolutely pure I would not need to speak to you. God does not speak with His tongue, and man, in the measure that he comes near God, becomes like God. Hinduism teaches me that my body is a limitation of the power of the soul within.

"Just as in the West they have made wonderful discoveries in things material, similarly Hinduism had made still more marvelous discoveries in things of religion, of the spirit, of the soul. But we have no eye for these great and fine discoveries. We are dazzled by the material progress that Western science has made. I am not enamoured of that progress. In fact, it almost seems as though God in His wisdom had prevented India from progressing along those lines so that it might fulfil its special mission of resisting the onrush of materialism. After all, there is something in Hinduism that has kept it alive up till now. It has witnessed the fall of the Babylonian, Syrian, Persian and Egyptian civilization. Cast a look round you. Where is Rome and where is Greece? Can you find today anywhere the Italy of Gibbon, or rather the ancient Rome, for Rome was Italy? Go to Greece. Where is the world famous Attic civilization? Then come to India, let one go through the most ancient records and then look round you and you would be constrained to say, 'Yes, I see here ancient India still living.' True, there are dung-heaps too, here and there, but there are rich treasures buried under them. And the reason why it has survived is that the end which Hinduism set before it was not development along material but spiritual lines.

"Among its many contributions the idea of man's identity with the dumb creation is a unique one. To me cow-worship is a great idea which is capable of expansion. Its freedom from the modern proselytization is also to me a precious thing. It needs no preaching. It says, 'Live the Life.' It is my business, it is your business to live the life, and then we will live its influence on ages. Then take its contribution in men; Ramanuja, Chaitanya, Ramkrishna, not to speak of the more modern names, have left their Impress on Hinduism. Hinduism is by no means a spent force or a dead religion.

"Then there is the contribution of the four Ashramas, again a unique contribution. There is nothing like it in the whole world. The Catholics have the order of celibates corresponding to *Brahmachris*, but not as an institution, whereas in India every boy had to go through the first Ashrama. What a grand conception it was! Today our eyes are dirty, thoughts dirtier and bodies dirtiest of all, because we are denying Hinduism.

*A poet-seer of Gujarat

	<i>Bible Unearthed</i>	<i>What has Hindustan done for us?</i>
Theme		
Structure		
Use of Figurative Language		

Process questions:

- Cite the similarities and differences between the four texts (Psalm, Veda, Bible Unearthed, What has Hindustan done for us?)
- Which of the texts used a number of figurative language? Justify your answer.
- How do beliefs affect Israelis and Indians the manner in which they write?

ACTIVITY 5 The Saga Continues

Israel has always been depicted as the land of warriors. View and listen the 1st three minutes of the youtube video which provides news and updates about Israel's. Thereafter, answer the questions that follow.

YouTube PH

Search: CNN news on Israel

Mag-upload Mag

60,000 PEOPLE

Student CNN NEWS

CNN Student News August 21, 2014

ANTONIO GALIMBERTI

Mag-subscribe 2,806

Bumalik Sumulong

Related Videos:

- ISIS advances towards Kurdish stronghold of Erbil
ni CBS Evening News
96,276 (na) panonood
- CNN Student News September 15, 2014
ni ANTONIO GALIMBERTI
2,217 (na) panonood
- CNN Student News August 20, 2014
ni ANTONIO GALIMBERTI
1,836 (na) panonood
- CNN Student News August 22, 2014
ni ANTONIO GALIMBERTI
1,788 (na) panonood
- CNN Student News August 19, 2014
ni ANTONIO GALIMBERTI
915 (na) panonood
- CNN Student News August 11, 2014
ni ANTONIO GALIMBERTI
2,228 (na) panonood

<https://www.youtube.com/watch?v=P3dcTUeC79o>

Questions to answer:

1. What are the basic information reported by the news anchor?

What	Who
When	Why
Where	How
2. Based on the report what is the state of Israel?
3. **If you were the reporter, what questions would you have posed concerning the issue?**

ACTIVITY 6 Life Renewed

Many of us can resonate with the experience with the Israelis. For many of us, life is a battlefield. However, we can take comfort in Henry Wadsworth Longfellow's verses which tells us to continue to find meaning in our lives and to make good use of our time on earth. Read the lines below and be guided by the directions that follow.

A Psalm of Life

Tell me not, in mournful numbers,
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem.

Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating

Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,— act in the living Present!
Heart within, and God o'erhead!

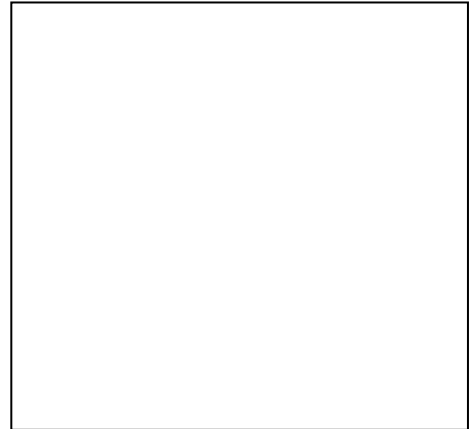
Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

Expanding My Horizon

- I. View the video below and observe how the speaker delivers the lines masterfully. Use the box to the jot down your observation on the delivery of the declamation piece.



- II. Read the verses again and determine what makes the verses an excellent piece for declamation. Be guided by the headings below:

- A. Theme
- B. Language Style
- C. Impact

- III. Take note of the points found below as you prepare for the delivery of a declamation piece:

A declamation speech or oratorical declamation speech is the term used to describe the re-giving of a famous speech. The speaker 'lives into' the original, reproducing its power once more. Often this task will be set as part of studying public speaking skills. The purpose is to have the student directly experience the power of masterfully crafted language. Through imitation the techniques and skills of the original orator are learned.

What to look for when choosing a declamation speech: A great declamation piece will combine all of the qualities listed in the following areas:

- ☐ **Style of Language -**
Elevated, inspirational, elegant, poetic, masterful - the speech should be an example of 'beautiful' language and construction.
- ☐ **Theme -**
The message or theme running through it should be *worthy of its oratorical treatment*, i.e. the style of language specified above. It must be important and applicable beyond the time it was first

delivered. For example, Martin Luther King's '*I Had a Dream*' speech has carried its theme down the years without any loss of potency or relevance.

☐ **Impact -**

The speech must have reached and grabbed the hearts and minds of its listeners. It will have persuasively challenged and changed the way people thought and acted, uniting and inspiring them toward a common goal or course of action.

Rehearsing your declamation speech

☐ **Understanding is your top priority.**

If you learn or memorize the text without it your delivery will be empty – an ultimate talking head presentation.

☐ **Find out about context.**

What was the occasion the speech was written for?

Who was the audience?

What did they need or expect from the speech?

☐ **Find out about the original speech maker.**

Who was he or she?

What delivery characteristics did they use?

What passions drove them?

What did they want from the speech? (Its purpose or goal.)

☐ **What does this speech mean to you?**

Can you put what is being said into your own words?

The more you dig into the meaning of the piece, emotionally and intellectually,

the more able you'll be to convey it convincingly.

☐ **Print the speech out in a clear font, double spaced.**

You will use the gaps to write yourself notes and mark it up for delivery. For example, putting in the pauses, or breath points, the places to soften your voice, or increase the volume.

☐ **If you can, listen to original speech while reading from your copy.**

Note how the voice is being used. What qualities are you hearing?

Do they

change for different portions of the speech? Can you hear a beat or rhythm? Listen until you can clearly identify changes in tone, pitch, pace etc.

ACTIVITY 7 Write it right!

An effectively written paragraph is not a just a string of supporting sentences that develop the idea in the topic sentence. Transition devices must also be used in order to ensure that there are clear links between the main idea and the supporting details. Study the sample below:

For the next two hundred years, the people of Israel lived in two separate kingdoms, reportedly succumbing again and again to the lure of foreign deities. The leaders of the northern kingdom are described in the Bible as all irretrievably sinful; some of the kings of Judah are also said to have strayed from the path of total devotion to God. **In time**, God sent outside invaders and oppressors to punish the people of Israel for their sins. **First** the Arameans of Syria harassed the kingdom of Israel. **Then** the mighty Assyrian empire brought unprecedented devastation to the cities of the northern kingdom and the bitter fate of destruction and exile in 720 BCE for a significant portion of the ten tribes. The kingdom of Judah survived more than a century longer, but its people could not avert the inevitable judgment of God. In 586 BCE,

➡ Start with a topic sentence. A topic sentence forwards the main or controlling idea of the paragraph.

Develop the main idea through the supporting sentences. Provide information that will explain, clarify, exemplify, or illustrate your point.

Use transitional devices as needed. Refer to the samples found below.

➡ End with a concluding sentence which can also be a transition statement for the next paragraph.

A written output has coherence when there is logical connection among the ideas forwarded in the topic sentence and its corresponding supporting sentences. A writer must ensure that these ideas are linked together through transition devices such as the ones found below:

COHESIVE DEVICES	
Time	After, before, during, finally, first, meanwhile, sometimes, when, whenever, immediately
Place	Above, around, beneath, down, here, there
Order of Importance	First, second, mainly, most important
Cause and Effect	As a result, because, therefore, so, for that reason, consequently
Contrast	On the other hand, yet, but, for that reason, however, in contrast
Comparison	As, than, in the same way, similarly, likewise

Practice Makes Perfect

Hone your skill in paragraph writing by following the three steps as you develop the topics found below.



ACTIVITY 8 What's the latest?

Learn more about one of Israel's greatest rulers, King David, through the news article found below.

New Archaeology Supports Existence of King David

Wednesday, December 17, 2014 | Israel Today Staff



Detractors of the biblical text like to assert that its passages are filled with little more than folklore and myth. But new archaeological finds have again provided evidence that biblical figures like King David did exist and did rule over a large portion of the ancient Near East.

Leading journals recently wrote on the discovery of eight significant sites in Turkey and northern Syria which revealed the existence of a large Philistine kingdom under the rule of Tai(ta) of Hamath.

Prof. Gershon Galil of the University of Haifa says this is clearly the same regional ruler as the "Toi, king of Hamath" referenced in II Samuel 8:10, which records that when this king "heard that David had defeated the entire army of Hadadezer, he sent his son Joram to King David, to greet him and to congratulate him on defeating Hadadezer in battle --- for Hadadezer had been at war with Toi."

According to Prof. Galil: "We know for sure now that Toi of Hamath existed, and that he was indeed a historical figure. The biblical text in the Book of Samuel is therefore well supported by the historical reality of the 10th century BC."

These discoveries also helped to clarify earlier Egyptian finds according to which the Ramses III boasted of having conquered Philistine cities in northern Syria. Previously, archaeologists had believed the pharaoh was exaggerating.

The finds in Syria and Turkey coincide with the recent discovery of a stele, or stone slab, from a later Aramean king, Hazael, who spoke of having killed 70 rival kings during his conquests. Among his listed victims are kings from the "House of David."

This new evidence backs up the biblical account not only of the existence of King David, but of the fact that he was far more than a small-time, hill-top chieftain.

Questions to answer:

1. What are the detractors' claims about the Bible?
2. What evidence has been found to prove that King David truly existed?
3. Where was the Philistine kingdom discovered?
4. What does Prof. Galil claim? What does this mean?
5. Which biblical passage refers to the existence of Toi of Hamath?
6. What does the discovery of the stone lab mean? Discuss.
7. Overall, how do the archaeological discoveries evidence the existence of King David?

ACTIVITY 9 Direct, Indirect!

- I. Analyze a sample of a direct speech as found in the excerpt below:

According to Prof. Galil: "We know for sure now that Toi of Hamath existed, and that he was indeed a historical figure. The biblical text in the Book of Samuel is therefore well supported by the historical reality of the 10th century BC."

- What is a direct speech?
- What is its use in texts such as a news article?
- In what way is a direct speech different from indirect speech?

- II. Click the links below in order to learn more about direct and indirect speech:



<https://www.youtube.com/watch?v=pGOYlbXbN0o>

This link provides a video which discusses the proper use of direct and indirect speeches.

DIRECT AND INDIRECT SPEECH

Direct and indirect speech can be a source of confusion for English learners. Let's first define the terms, then look at how to talk about what someone said, and how to convert speech from direct to indirect or vice-versa.

You can answer the question *What did he say?* in two ways:

- by repeating the words spoken (direct speech)
- by reporting the words spoken (indirect or reported speech).

DIRECT SPEECH

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words. We may be reporting something that's being said NOW (for example a telephone conversation), or telling someone later about a previous conversation.

EXAMPLES

- She says, "What time will you be home?"
- She said, "What time will you be home?" and I said, "I don't know!"
- "There's a fly in my soup!" screamed Simone.
- John said, "There's an elephant outside the window."

INDIRECT SPEECH

<http://www.ef.com/english-resources/english-grammar/direct-and-indirect-speech/>

Direct Speech / Quoted Speech

Saying exactly what someone has said is called direct speech (sometimes called quoted speech)

Here what a person says appears within quotation marks ("...") and should be word for word.

For example:

She said, "Today's lesson is on presentations."

or

"Today's lesson is on presentations", she said.

Indirect Speech / Reported Speech

Indirect speech (sometimes called reported speech), doesn't use quotation marks to enclose what the person said and it doesn't have to be word for word.

When reporting speech the tense usually changes. This is because when we use reported speech, we are usually talking about a time in the past (because obviously the person who spoke originally spoke in the past). The verbs therefore usually have to be in the past too.






<https://www.learnenglish.de/grammar/reportedspeech.html>

- These links are a comprehensive resource on direct and indirect speeches.

Indirect speech

Choose the correct sentence.

Tools

-  Copy this to my account
-  E-mail to a friend
-  Find other activities
-  Start over
-  Help

[Play HTML version](#)

Rags to Riches

Start

<https://www.quia.com/rr/162703.html>

<https://www.proprofs.com/quiz-school/story.php?title=direct-indirect-speech-quiz>

Grammar Exercise - Reported Speech

Do the exercise below on reported speech and click on the button to check your answers.

(Before doing the exercises you may want to read the lesson on [reported speech](#))

Complete the sentences in reported speech.

1. John said, "I love this town."
John said
2. "Do you like soccer?" He asked me.
He asked me
3. "I can't drive a lorry," he said.
He said
4. "Be nice to your brother," he said.
He asked me
5. "Don't be nasty," he said.
He urged me
6. "Don't waste your money" she said.
She told the boys
7. "What have you decided to do?" she asked him.
She asked him
8. "I always wake up early," he said.
He said
9. "You should revise your lessons," he said.
He advised the students

http://www.myenglishpages.com/site_php_files/grammar-exercise-reported-speech.php

Assess your knowledge of and skill in using direct and indirect speech through the links above.

- IV. Summarize what you have learned and report your score by filling out the box below:

In a nutshell...

A direct speech is _____
while an indirect is _____.

I can transform direct speech to an indirect one by _____

- IV. Go back to the news article and analyze its part by filling in the matrix below:

LEAD: What details in the opening sentence catch the readers' attention?

BACKGROUND INFORMATION: What additional information refer to the 4 Ws and 1 H? Write your answers below.

What
When
Where
Who
Why

QUOTATIONS (Direct Speech) Who was quoted in the news article?

CONCLUSION

Tank Check: *How do beliefs affect South and West Asians and the manner in which they write?*

Initial Answer

Revised Answer

Final Answer



THREE MINUTE PAUSE

Take a breather from the previous activities by doing the ff:

1. Summarize Key Points So Far

2. Add Your Own Thoughts

3. Pose Clarifying Questions

End of Firm Up



DEEPEN

Your goal in this segment is to apply what you have learned in the previous literary and language foci activities. Start by consolidating your responses to the question *How do beliefs affect South and West Asians and the manner in which they write?*

ACTIVITY 10 What I realized?

1. Complete the graphic organizer below about your realization about Israelis and Indians manner of writing. Include the things you discovered and the misconceptions corrected especially these two countries really differ in culture. Send the copy of your answer in your groupchat. Compare answers with your classmates.

My Realization:

What I discovered?

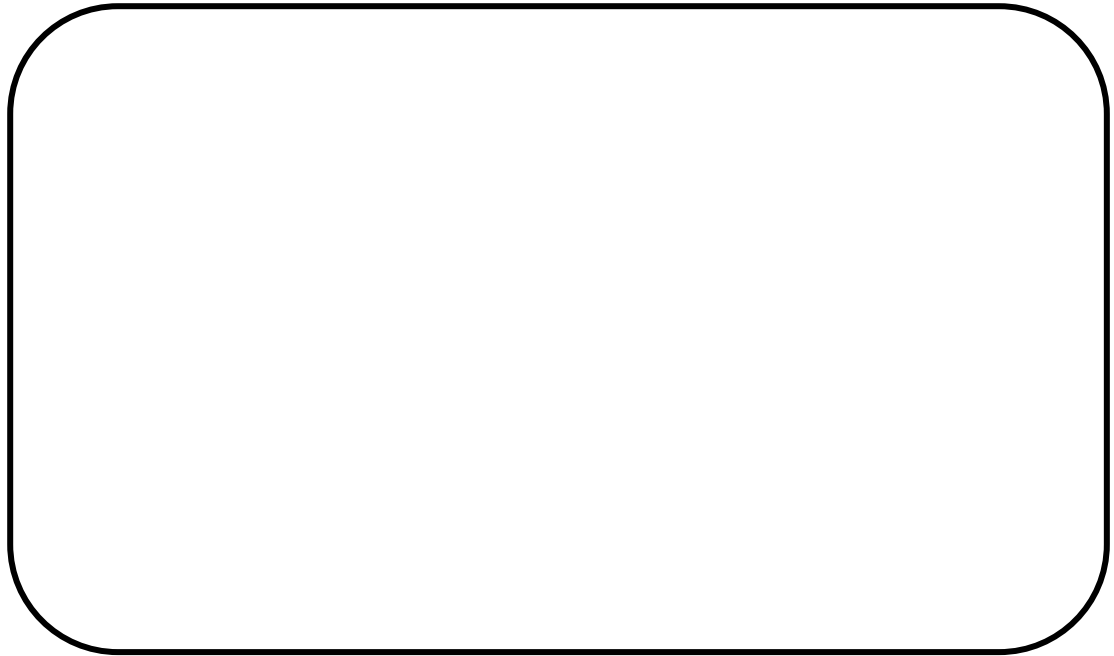
What I discovered?

What I discovered?

What I discovered?

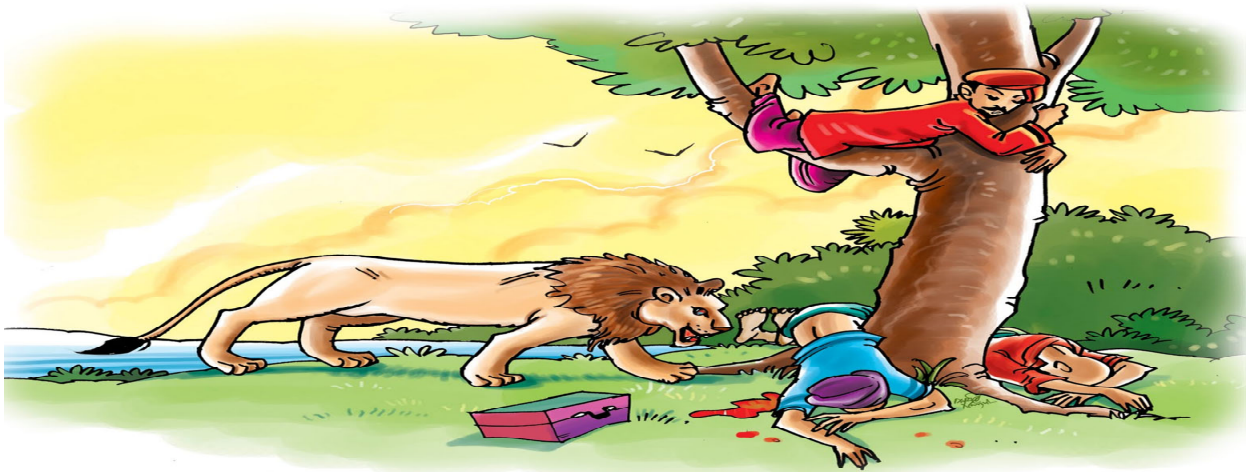
Conclusion:

what were your similar discoveries or you learned also from their answers. In the box below compose a paragraph connecting all ideas in your graphic organizer, you may also include concepts shared by your classmates.



ACTIVITY 11 C-E-R

1. Read the texts by visiting the links below. Make a **CLAIM**, support your CLAIM with **EVIDENCES** taken from the texts then give your **REASON** for your claim. Fill out the table below.



Lion Makers. <https://literatureandarts.wordpress.com/2011/04/18/the-lion-makers/>



The Saint and the Scorpion.

http://www.sanatansociety.org/indian_epics_and_stories/the_saint_and_the_scorpion.htm#.Wdr-qVuCzIU



The Call of Abraham (Genesis 12:1-20). <https://www.bible-truth.org/GEN12.HTM>



Who's the Thief?

http://www.chabad.org/library/article_cdo/aid/3119607/jewish/Whos-the-Thief.htm

EQ: <i>How do beliefs affect South and West Asians and the manner in which they write?</i>	Text 1 <i>Lion Makers (India)</i>	Text 2 <i>The Saint and the Scorpion (India)</i>	Text 3 <i>The Call of Abraham (Israel)</i>	Text 4 <i>Who's the thief? (Israel)</i>
EU:	Common Ideas in Reasons:			

Process Questions:

- Describe the characters in every story. What are the similarities and differences of the characters from the texts from India and from Israel?
- Were you able to identify which one is from India or from Israel? How?
- What are the beliefs or practices of Indians and Israelis that are present in the texts?
- Do you think these beliefs influence the kind of literature they have? Prove your answer.

ACTIVITY 12 Try it!

You are applying for a student internship position student intern at the CNN news bureau. The news bureau director has shown you the news report concerning Gaza and Israel. Your task is to write a news report of the conflict between Hamas and Israel based on the news you made. The write-up must have a strong lead, background information (5 Ws and 1 H), and a conclusion. Be guided by the checklist below.

	1. Is the main idea located at start of the write-up?
	2. Is the main idea consistent throughout the piece?
	3. Important details (who, what, when, why, where, how) are included in the write-up.
	4. A clearly defined topic sentence is found in each paragraph.
	5. The sentences complete and grammatically correct.
	6. Direct speech is utilized as needed.

End of Deepen

In this section, you applied what you have learned about writing effective paragraphs. Moreover, your skill in writing an effective paragraph has aided you in writing a news article based on the details you gathered from a news video. You are now ready to transfer what you have learned in a new context in the last segment of this learning unit.



TRANSFER

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

ACTIVITY 13 Doing my task!

You are a news correspondent of the Learning section of the Philippine Daily Inquirer. Your task it to write a news article of the most recent event in your school. Your news article must have unity and focus, logical organization, impact, and relation to theme or intended topic of the article. Refer to the scoring guide below.

DESCRIPTORS	EXCELLENT (4)	SATISFACTORY (3)	APPROACHING PROFICIENCY (2)	BEGINNER (1)
Unity and Focus	Focus is clear and unique. Nothing detracts from primary focus. Every aspect complements and contributes well to overall angle	Focus is clear. Nothing detracts from the primary focus. Every aspect complements to overall angle.	Focus is confusing in some areas. One or two areas detract from overall angle.	No clear angle. Rambling and awkward.
Organization and Flow	Organized in an interesting way, with clear transitions and logical connections that create a sense of being tightly woven together	Organized and transitions and connections are clear.	Organization is inconsistent in some parts. Few effective transitions.	Organization is unclear. Lacks effective transitions
Impact	Impact of the output to the readers is overwhelming. It arouses intense, favorable emotional response.	Impact of the output to the readers is palpable. It arouses visible emotional response.	Impact of the output to the readers is minimal. It arouses limited emotional response.	Impact is barely felt. It does not arouse emotional response.
Relation to the Theme	Established a compelling relation to the theme.	Established a clear relation to the theme	Established a relation to the theme but some areas are weak	Relation to the theme was not established.

ACTIVITY 14 To sum up!

1. You are to create a mind map again, connecting the same words in activity 1 in Keeping the Faith. You are to correct all the misconceptions in your previous map. Afterwards write a short explanation of your mind map, include the concepts corrected and your conclusion.

Literary Texts	Making Inference	Literary Devices	Israel	Direct and reported speech
Library Resources	Supporting Details	India	Modifiers	Listening

My Mind Map

How do beliefs affect South and West Asians and the manner in which they write?

Initial Answer

Revised Answer

Final Answer

ACTIVITY 15 Lesson Closure

This lesson is about

One key idea is

This is important because

Another key idea is

This matters because

In sum, this lesson

End of Transfer

In this section, your task is to contribute an original work to a literary folio. Reflect on these questions:

How did you find the performance task?

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

GLOSSARY

Christianity	a major religion , stemming from the life, teachings, and death of Jesus of Nazareth (the Christ, or the Anointed One of God) in the 1st century AD. It has become the largest of the world's religions. Geographically the most widely diffused of all faiths, it has a constituency of more than 2 billion believers.
Claim	claim is a statement of a student's understanding about a phenomenon or about the results of an investigation.
Declamation	speech with feeling, or refers to the act of reciting a speech or rhetoric.
Evidence	all the observations that students have collected or analyzed, data used to support a claim.
Faith	strong belief in God or in the doctrines of a religion, based on spiritual apprehension rather than proof.
Hinduism	a major world religion originating on the Indian subcontinent and comprising several and varied systems of philosophy , belief, and ritual .
Holy Bible	is defined as a book believed by Christians to contain the revelations of God and is the guiding holy text of the Christian religion.
Hymn	a religious song or poem, typically of praise to God or a god.
India	a country that occupies the greater part of South Asia. It is a constitutional republic consisting of 29 states, each with a substantial degree of control over its own affairs; 6 less fully empowered union territories; and the Delhi national capital territory.
Israel	the birthplace of the Jewish people is the Land of Israel (Eretz Yisrael). There, a significant part of the nation's long history was enacted, of which the first thousand years are recorded in the Bible; there, its cultural, religious, and national identity was formed.
Lead	opening paragraph, is the most important part of a news story.
Psalms	a sacred song or hymn, in particular any of those contained in the biblical Book of Psalms and used in Christian and Jewish worship.

Oration	a formal speech given at a ceremony.
Reason	illustrates why particular evidence is the correct evidence to use in support of a particular claim.
Veda	is a collection of hymns and other religious texts composed in India between about 1500 and 1000 BCE. It includes elements such as liturgical material as well as mythological accounts, poems, prayers, and formulas considered to be sacred by the Vedic religion .

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13.

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http://www.myenglishpages.com/site_php_files/grammar-exercise-reported-speech.php

14.

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<https://www.quia.com/rr/162703.html>

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<https://www.youtube.com/watch?v=pGOYIbXbN0o>

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<https://literatureandarts.wordpress.com/2011/04/18/the-lion-makers/>

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<http://www.israeltoday.co.il/News/tabid/73/Default.aspx>

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LESSON 2: KEEPING THE FAITH: SAUDI ARABIA

In these lessons, you will learn the following:

Domains	Learning Competencies
Reading Comprehension	<ul style="list-style-type: none"> Identify the distinguishing features found in religious texts, epics, myths, drama, and short stories contributed by South and West Asian writers.(RC) Evaluate the accuracy of a given information.(RC)
Listening Comprehension	<ul style="list-style-type: none"> Predict what is to follow after a segment of a text listened to Infer thoughts and feelings in a text listened to. Judge the relevance of ideas in a text listened to
Viewing Comprehension	<ul style="list-style-type: none"> Compare and contrast one's belief and conviction with those in a material viewed.(VC) Video about Islam Analyze elements that make up fantasy and reality based on a material viewed.
Vocabulary Development	<ul style="list-style-type: none"> Use various strategies in decoding meaning of words (V) from the selection used
Literature	<ul style="list-style-type: none"> Appreciate literature as an expression of religious and philosophical ideas.(L) Explain how a selection is influenced by culture, history, and environment. (L)
Writing and Composition	<ul style="list-style-type: none"> Distinguish among types of journalistic writing (news report, opinion, article, feature article, and sports news article.) (WC) Interpret and follow instructions, directions, notices, rules, and regulations.(RC)integrate this with following APA and MLA Use primary and secondary sources to develop a topic for journalistic writing. (WC) APA and MLA Show respect for intellectual property rights by acknowledging sources of information in journalistic writing.(WC) Use writing conventions to indicate acknowledgment of sources.(WC)
Oral Language and Fluency	<ul style="list-style-type: none"> Use the appropriate prosodic features of speech like pitch, stress, juncture, volume, and projection, intonation and speech rate

Grammar Awareness	<ul style="list-style-type: none"> Use past and past perfect tenses in journalistic writing.(G)
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EQs:

- a. *How do beliefs affect Saudi Arabians and the manner in which they write?*
- b. *how are text types formed? In what way do Saudi Arabians form texts?*

PRE-ASSESSMENT:

Let's find out how much you already know about this module. Read the news story below then answer the questions by clicking on the letters that you think best answers the questions. 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 correctly answer and look for the right answer as you go through this module. Are you eager to do this? Let's begin!

1. Saudi Arabia's religious authorities have warned would-be revelers against celebrating New Year's Eve in the predominantly Sunni Muslim kingdom of 30 million people, local media report. What makes the given statement an introduction of a news report?
 - a. It answers the questions what, who, when, and where.
 - b. It has the making of a news report.
 - c. It describes events in details.
 - d. It sounds like a news report.

2. Which the following stories reflect Saudi Arabians values and traditions?
 - a. Ramayan
 - b. The Wonder Tree
 - c. Indarapatra and Sulayman
 - d. The Soul of the Great Bell

3. Which of the following best define REALITY and FANTASY?
 - a. **Reality** is the state of things as they exist. It's what you see, hear, and experience while **fantasy** is an idea with no basis and is basically imagination.
 - b. **Fantasy** is the state of things as they exist. It's what you see, hear, and experience while **reality** is an idea with no basis and is basically imagination.
 - c. **Fantasy** is based from human imagination while **reality** is from human experience.
 - d. **Reality** mirrors situations and struggles of people in the society while **fantasy** reflects dreams and ideals of individuals.

4. Arrange the following bibliographic entries using APA:

2007
Bermudez, V.
English Expressways

SD Publications

Quezon City

- a. 2007. (V. Bermudez). English expressways. SD Publications. Quezon City.
- b. V. Bermudez. (2007). English expressways. Quezon City: SD Publications
- c. Bermudez, V. (2007). English expressways. SD Publications: Quezon City.
- d. Bermudez, V. (2007). English expressways. Quezon City: SD Publications.

5. Arrange the following bibliographic entries using MLA:

2010

Liza D. Marquez

Marissa B. Santos

Literature Express

Tanglaw Publications, Inc.

Makati City

- a. Marquez, Liza M. and Santos, Marissa B. Literature express. Makati City: Tanglaw Publications, Inc., 2010.
- b. Marquez, L. M. and Santos, M. B. (2010). Literature express. Tanglaw Publications, Makati City.
- c. Marquez, Liza M. and Santos, Marissa B. 2010. Literature express. Makati City: Tanglaw Publications, Inc.
- d. Marquez, L. M. and Santos, M. B. Literature express, 2010. Makati City: Tanglaw Publications, Inc.

6. Which of the following statements follow the correct writing conventions?
- a. saudi arabia is a muslim country governed by a strict interpretation of Sharia law
 - b. This governs virtually all facets of life, with costumes and traditions in Saudi based on the tenets mentioned in the Kuran.
 - c. This means that freedom of religion and worship in Saudi Arabia is severely limited, with Islam being the only religion allowed to be practiced in public.
 - d. Expats moving to Saudi Arabia! particularly Western or non-Muslim expats, may struggle to adjust to this restricted lifestyle.... where public displays of affection are not allowed and modesty and decorum; are expected at all times.

7. Give the correct past perfect tense of the verb in the given sentence: The Arabs identities (connect) in their traditions and history that (transform) in the past years.
 - a. Is connecting; transforming
 - b. Were Connected; transformed
 - c. Has connected; transformed
 - d. Were Connected; had transformed

8. If you were to include the article of Carlos Bulosan in your research paper, what intellectual property are you going to use?
 - a. Patents
 - b. Trademark
 - c. Copyright
 - d. Trade secret

9. *“There is a very small community of Saudi Arabian Christians, and they practice their religion discreetly, as there are no official Christian churches in Saudi Arabia. Expat Christians may meet at private church meetings arranged at one of several embassies, while other small groups meet in school halls or at private houses inside expat compounds.”- taken from the article Religion and Worship in Saudi Arabia*

What is implied in the statement?

- a. Only Islam is the official religion in Saudi Arabia.
 - b. Islam supports other religions such as Christianity.
 - c. Saudi Arabians prohibit the practice of other religions.
 - d. Christians are encouraged to convert into Islam to have the freedom of religion.
-
10. *“Something that may take a while for expats in Saudi Arabia to get used to is the Muslim call to prayer, which rings out five times a day across towns and cities. Prayer can determine the rhythm of the entire day, be prepared to have meetings interrupted and have patience to wait for prayer time to finish.”-taken from the article Religion and Worship in Saudi Arabia*

Based from the passage, how do Arabs value their time to worship?

- a. They pray five times a day.
- b. They participate during prayer time.
- c. They stop whatever they are doing and focus in praying.
- d. They ask even the non-Islam believers to do their practice during prayer time.

11. *Due to the strict implementation of Sharia Law, there are many restrictions imposed on locals and non-Arabs.* What is reflected in the statement?

- a. People do not have freedom to express themselves.
- b. There is equality when it comes to implementation of laws.
- c. The strict implementations of the laws turn people to be God-fearing.
- d. The local and non-Arabs know their limitations as a result they watch all their actions.

12. Supposing you are an Israeli and you fell for a Saudi Arabian, you know that rules are strict, how are you going to reconcile both sides?

- a. Decide whether who will give way between the two of you.
- b. Don't bother to try because you will fail.
- c. Don't try anything, let nature take its course.
- d. Respect each other's faith and leave things as they are.

13. The main art form in Saudi Arabia is in the realm of literature. Classical Arabic poetry is highly valued, while a wide range of colloquial poetic forms is popular and are widely used in different social settings. Recitations of poetry are common at weddings and to mark other important events. The novel has also become popular among both men and women authors. - Retrieved from: <http://www.everyculture.com/Sa-Th/Saudi-Arabia.html#ixzz40zX4p2CI>

Based from the statement, what could be the best description of Saudi Arabian Literature?

- a. Literature only focused in poetry.
- b. Literature is exclusive for Kings in Saudi Arabia.
- c. Literature is a form of entertainment and it is shared in public.
- d. Literature has been part of the significant events celebrated by Arabs.

14. In public, people should avoid direct eye-contact with passers-by. When greeting a stranger or an acquaintance, it is appropriate for the person who arrives first to say, in Arabic, "Peace be upon you," to which the proper reply is, "And upon you peace." When saying goodbye, it is proper to say, in Arabic, "In the custody of God," the reply being "In the custody of the Generous One." Generally, the same patterns of etiquette hold throughout Saudi Arabia. - Retrieved from: <http://www.everyculture.com/Sa-Th/Saudi-Arabia.html#ixzz40zX4p2CI>

The passage shows the practice of Saudi Arabians, what value is mirrored in the tradition?

- a. Strangers are discriminated by Arabs.
- b. Saudi Arabians see God in their fellows.
- c. Good manners are practiced in Saudi Arabia.

- d. Respect to one another is highly practiced Saudi Arabia.
15. You are an entomology exchange student from Saudi Arabia who is enrolled in a Buddhist school in another country. In one of your subjects, you are forced to kill a cockroach for observation and writing purposes. You are aware how Buddhists respect life forms, big and small. How are you going to write your paper?
- Write your paper like a doctor giving a diagnosis.
 - Refer to the cockroach as something that is valuable.
 - Use words that will trigger anger among the Buddhists.
 - Make a vivid description of how you killed the cockroach.
16. You are applying as a news editor of Philippine Star, the editor-in-chief requires you to write a sample news article. Given the following topics, which could be the best topic for a news article?
- The SONA of the president.
 - The new gadget released by Apple.
 - The new lovely couple of Star Cinema.
 - The preparation of Manny Pacquiao for his next boxing competition.
17. If you were to train young writers on how to write editorial, what is one of the important considerations they need to remember in writing the editorial article?
- The introduction must get the readers' interest.
 - Express all your point of views on the given topic.
 - Focus on the who, what, where and when of the chosen topic.
 - Research on the chosen topic and present a well-reasoned argument.
18. As the head of the research team in your school, you were tasked to research on listening and speaking skills influence the communication skills of students in the 21st century. If you were to use the journal article written by Jack Richards, what intellectual property are you going to use?
- Patents
 - Copyright
 - Trademark
 - Trade secret
19. You are going to have an oral communication activity in your English class. Your teacher instructed you to share in class your favorite story book. You have to summarize the story using the plot diagram as your guide. In your summary what tense of the verb should you use?
- Past tense
 - Present tense

- c. Future Tense
 - d. Present Perfect Tense
20. As the head of the investigating team of NBI, you were tasked to evaluate the correctness of the information. What should you do to check the accuracy of the information given?
- a. Duplication
 - b. Corroboration
 - c. Verification
 - d. Word of mouth



EXPLORE

After familiarizing oneself to religious world of Jews, in this lesson you will explore the Islamic society of Saudi Arabia. Let's begin by doing the first activity!

ACTIVITY 1. InsTRUEgram!

1. You are given a minute to determine whether the picture/s shows a practice of Islam in Saudi Arabia. If the picture illustrates a religious tradition of the Arabs you are to click the "heart" if not click "lightning".

To the programmer if the answer is thunder the picture will disappear.



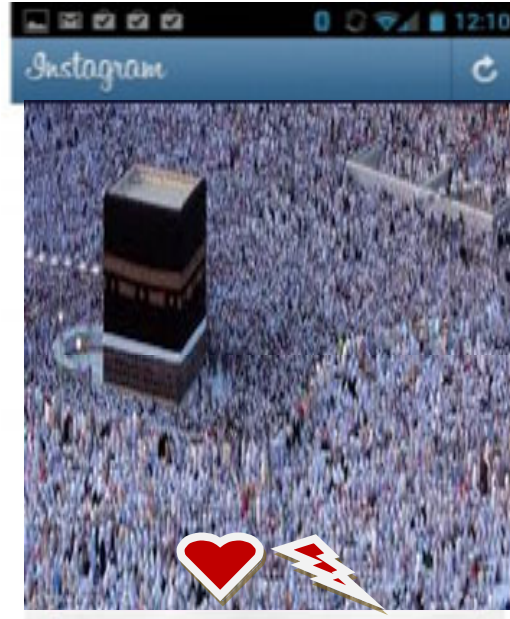
(answer: lightning)



(answer: heart)



(answer: heart)



(answer: heart)





PROCESS QUESTIONS:

- a. How did you know that the picture show an Islamic practice in Saudi Arabia?
 - b. What particular image in the pictures made you think that it was from Saudi Arabia?
 - c. How will you describe the Muslim community in Saudi Arabia?
 - d. Were the pictures somehow show beliefs that are evident in their narrative texts? How?
 - e. *How do beliefs affect Saudi Arabians and the manner in which they write?*
2. After trying to determine Islam religious practices, assess yourself by indicating the degree of what you know about Islam in Saudi Arabia. Getting below 37 degrees means you have to continue, doing the next activities.



3. Below are statements about Saudi Arabia religion and beliefs. Read and make a check mark in the first agree-disagree columns to indicate your response. You will read and make a check mark again in the second agree-disagree columns in latter part of the lesson to gauge if you have confirmed or changed your thoughts. So for now, answer only the left side of this guide.

**ANTICIPATION-REACTION GUIDE
SAUDI-ORIENTED STATEMENTS**

Agree 	Disagree 	Statements	Agree 	Disagree 
		1. Every Arab believes in God and has a religious affiliation		
		2. Arabs believe that humans are in control of all events.		
		3. Religion is the deciding factor in all parts of life including government and education.		
		4. Islam is a mandatory class to be taught in all schools.		
		5. Religion cannot be treated liberally.		
		6. Government rules based on interpretation of Islamic laws		
		7. Loyalty to the family is greater than loyalty to the nation.		

End of EXPLORE:

This is just the start. There's more to explore in religious practices in Saudi Arabia. Try to know how much of your initial thoughts is correct. You can do that by doing the activities/tasks in the next section. You just tried finding out the answers to the questions. Let's now find out what the answers are by doing the next part. What you learn in the next sections will also enable you to do the final project which involves composing a journalistic text.

We will start by answering the double-entry journal below. One, two, three, go! Answer the left side of the double-entry journal to know your initial thoughts about the lesson.

DOUBLE ENTRY JOURNAL

[illegible]



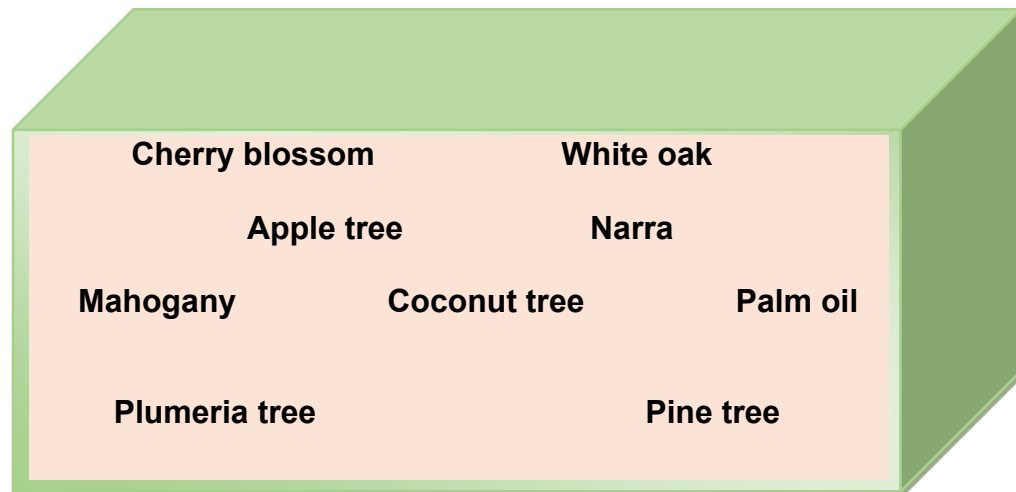
FIRM-UP

What do you know about Saudi Arabia now? What do you know about Islam?

Your goal in this section is to learn and understand key concepts about Saudi Arabia religious beliefs and practices. Are you ready? Let's continue your Islamic discovery journey by doing the next activity.

ACTIVITY 2. Flappy Box!

1. Inside the box are different kinds of trees. Determine which of the following grows in our country and how are they useful or of help to the lives of Filipinos.



Tree	Use

PROCESS QUESTIONS:

- How did you know that what you have listed are trees that grow in the Philippines?
- In what way these trees are connected to the lives of people?
- What was the significance of trees in religion before?

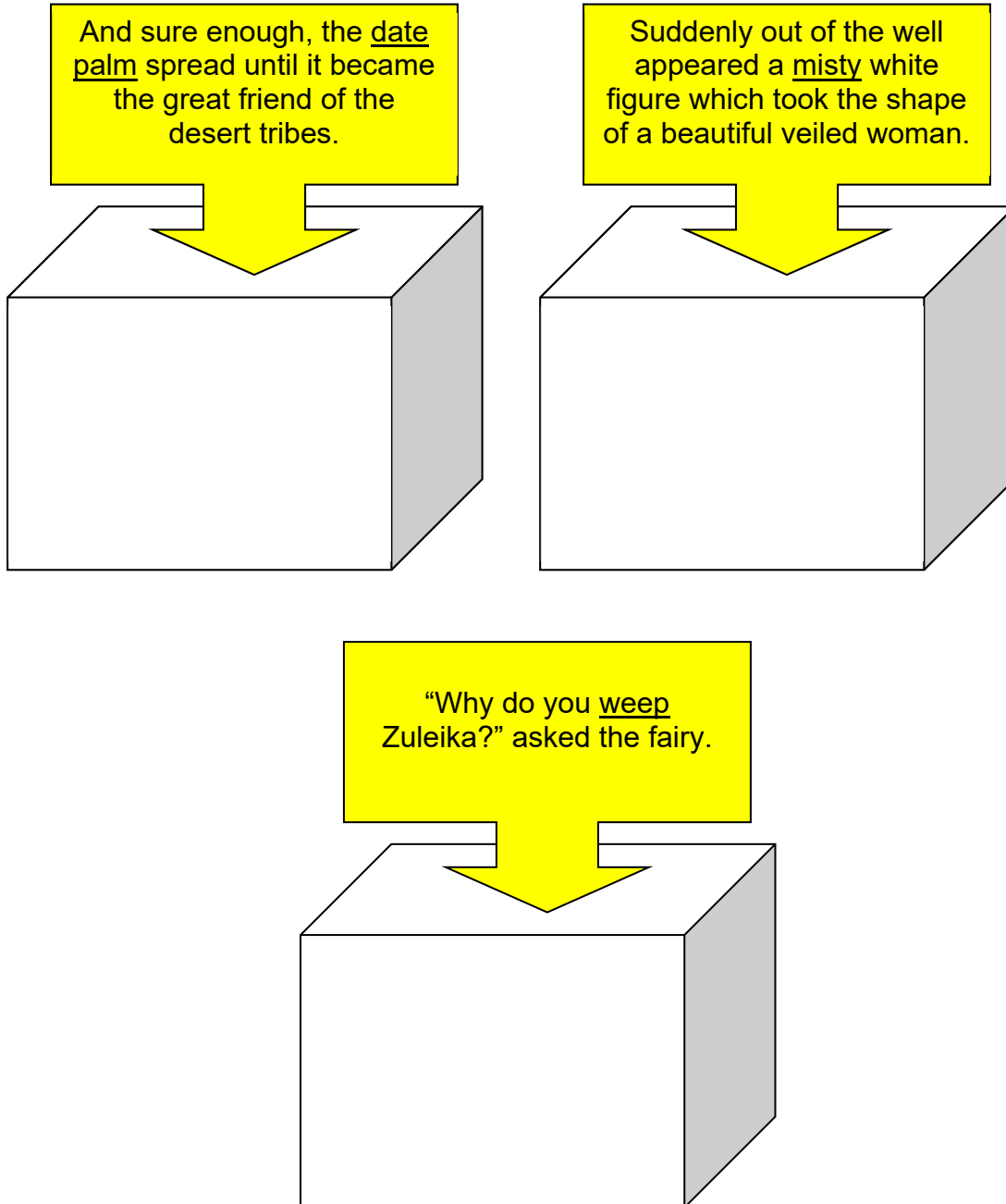
In the story you are about to read, discover the importance of the tree in the lives of the Arabs. Determine the traditions and values in the story that somehow were inherited by people now a days! Sit back, relax and enjoy reading!

- Read the story “The Wonder Tree” an Arabian folktale. First task is to decode the meaning of the underlined word. In the previous lesson you determine the meaning of the by giving the synonyms or the meaning of the words based on how they were used in the sentence. This time you are to interpret the meaning of the words by making an illustration to show the meaning of the word in the box.

The diagram consists of two identical vertical stacks. Each stack has a yellow rectangular box at the top and a white 3D rectangular box at the bottom. A large yellow arrow points from the text box down into the 3D box. The text box on the left contains the sentence "Ben Nadi was a very great sheik indeed, known far and wide for his power and goodness." The text box on the right contains the sentence "The sun was sinking in a blaze of crimson sky."

Ben Nadi was a very great sheik indeed, known far and wide for his power and goodness.

The sun was sinking in a blaze of crimson sky.



You already familiarized yourself in different words that will challenge you to understand the selection. It is now time for you to read and analyze religious practices that are reflected in Arabian narrative.

ACTIVITY 3. Wonder, wondrous, wonderful!

1. Read the story "The Wonder Tree". While reading highlight the events the story that you think related to religious practices of Muslim.

THE WONDER TREE

Far out in the desert of Arabia lived a chief called Ali Ben Ahmed and his tribe. Their tents were pitched on the trackless sand where the blazing sun beat down all day. Month after month, they saw no stranger, for the paths of travelers lay far to the south.

One evening, however, little Zuleika, the chief's daughter, ran to her father and cried, "Father, someone is riding this way from the south."

Ali Ben Ahmed came out of his tent and stood beside his beautiful little daughter. The sun was sinking in a blaze of crimson sky, and the desert was bathed in a rosegray light which would soon darken into the purple of the night. The chief scanned the southern horizon until his eyes found a little yellow cloud of dust in the far distance.

Zuleika danced with delight. She loved visitors who told stories of the wonders which her eyes had never seen. They had talked of cities with great stone houses, of lovely green gardens, of sparkling rivers, and cool blue seas. To the little girl who had lived all of her life in the desert where water was often more scarce and more valuable than precious stones, these stories were marvelous fairy tales. So she watched the approaching stranger with happy, expectant eyes.

As the cloud of dust rolled nearer, they saw that it was a rider on a beautiful milk white steed. Ali Ben Ahmed called his men to welcome the newcomer for the desert Arabs are very hospitable. They bowed their turbaned heads almost to the ground in the low *salaam* as the rider pulled up his sweating mount.

The stranger, who was proud and dignified, returned the salute, "I bring greetings from the great Sheik Ben Nadi," he said. He rides this way tomorrow."

Ali Ben Ahmed conducted the messenger into his own tent while the whole camp bustled with excitement. Ben Nadi was a very great sheik indeed, known far and wide for his power and goodness, and to have him visit the remote tents of Ali Ben Ahmed was an honor. Every Arab in the camp busied himself in preparing a gift for the coming sheik, for it is an Arabian custom to give gifts of welcome and hospitality to every visitor.

Only little Zuleika sat alone and idle. Tears stood in her lovely dark eyes because she had no gift to give the great man who would come the next day. She had lived all her life in the desert and except for the clothes she wore, she had nothing truly her own to give.

"If my baby camel had not died," she grieved, "I could give that."

Her mother, busy in the women's tent unrolling a beautiful piece of silk that would be her gift the next day, tried to comfort the child. "Do not cry, Zuleika," she said. "Children are not expected to give gifts. When you are a woman and have possessions of your own, then you can fulfill the laws of hospitality."

But Zuleika was not comforted. She slipped away from the tents and sat on a great stone near the well and wept because she had nothing to give.

Suddenly out of the well appeared a misty white figure which took the shape of a beautiful veiled woman. Her smile was sweet and when she spoke, her voice was like the soft ripple of running water. Zuleika, looking at her in amazement, knew that she could be no other than the good fairy of the well.

"Why do you weep, Zuleika?" asked the fairy.

"The great Ben Nadi comes tomorrow," said the child, "and I have nothing to give him because my baby camel is dead."

"Ah, but you have something more precious than that," said the fairy.

"I!" exclaimed Zuleika. "What?"

"You have the desire in the heart," came the fairy's low reply. "But you shall have still another gift to give. Come here tomorrow, and you'll find it there where your tears have fallen upon the sand."

Then the shining figure faded away, melting into the misty light like a fallen moonbeam. Zuleika ran back to her tent, but she could sleep little that night. As soon as dawn broke, she hurried out into the sand to find the gift which she was to give that day.

She came to the well and stopped in amazement. Where yesterday there had been nothing but bare sand, today there was a tall tree. It was straight and bare except the top, where it carried a tuft of branching leaves and a cluster of brownish fruit.

Zuleika rushed back to her father's tent.

"A tree in the desert!" he cried. "Impossible!" And he would not believe it until he had seen the tree and tasted its fruit.

In the afternoon, the caravan of the great Sheik Ben Nadi arrived. Gifts were brought and laid before him, gifts of jewels, of gold, of silk, and of beautiful steel swords from Damascus. The great man received them with gratitude and praise.

"Surely," he said, "nothing more splendid could be given."

Ali Ben Ahmed smiled. "O mighty prince," he said, "Zuleika's gift, the best of all, lies yonder in the desert."

Then he led Ben Nadi to the rock by the well where the date palm grew from the spot on which Zuleika's tears had fallen upon the ground and explained how the wonder tree had sprung from Zuleika's tears.

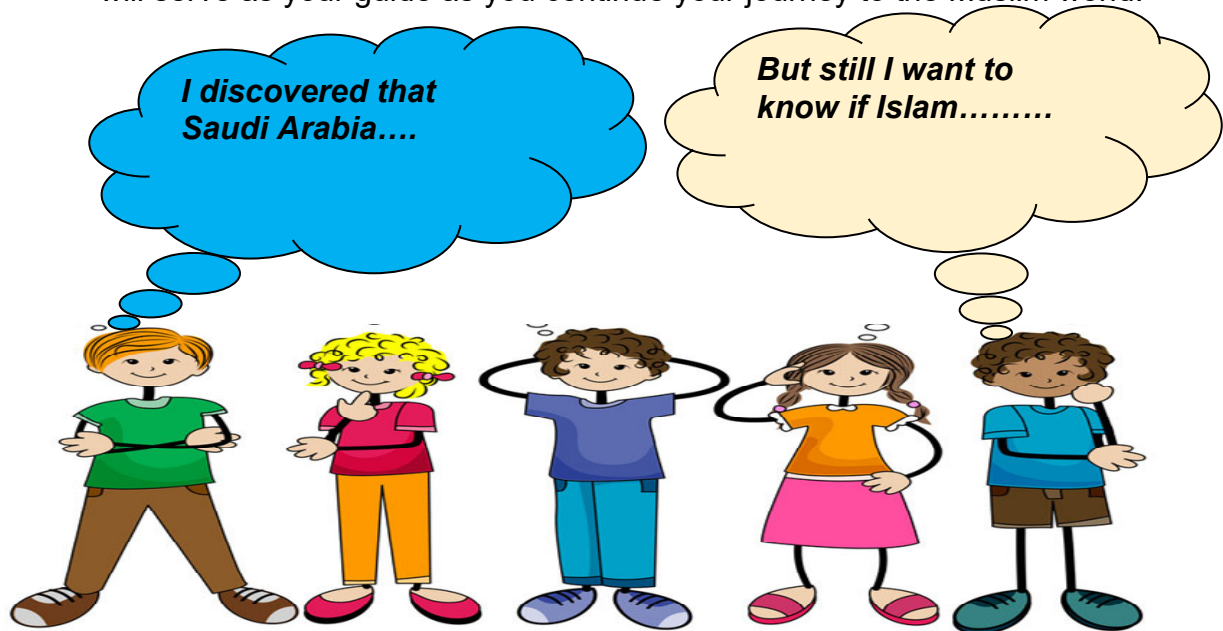
And sure enough, the date palm spread until it became the great friend of the desert tribes. As long as it lifts its stately head above the sands, the Arabian knows that it will furnish him with food from its fruit, cloth from its fiber, and cool shade from its leafy palm.

Lapid, Milagros and Josephine Serrano. "The Wonder Tree." English Communication Arts and Skills through Afro-Asian Literature. 6th ed. Quezon City: Phoenix Publishing House.

PROCESS QUESTIONS:

- a. Why do you think people were excited on the visit of the shiek?
- b. What are the possible reasons why they need to offer gifts to the shiek?
- c. What are the Muslim traditions revealed in the selection?
- d. *How do beliefs affect Saudi Arabians and the manner in which they write?*

2. After reading, you will share your first discovery about Saudi Arabian faith. And also you will share the things you still want to know about Islam. This will serve as your guide as you continue your journey to the Muslim world.



ACTIVITY 4. Reality vs. Fantasy

1. If there would be a genie in a magic lamp and you were given the chance to make 3 wishes to strengthen the faith of people in the community. What would be those 3 wishes?



PROCESS QUESTIONS:

- How does it feel to make a wish not what you really want but about faith?
- What have you noticed with your wishes?
- Do you think the three wishes you have will happen in reality? Or just fantasy? Explain your answer.

Sometimes people forget the line that divides reality and fantasy. It is the nature of human being to sometimes wish for something that is not possible to happen in real life. The next activity you will determine reality from fantasy.

- Below are the events taken from the story “The Wonder Tree”, you are to identify whether the statement may happen in REALITY or just a FANTASY.

Remember this!



Fantasy- the faculty or activity of imagining things, esp. things that are possible or improbable.

Reality- the world or the state of things as they actually opposed to an idealistic or notional idea of them.

Reality or Fantasy	Events
	They had talked of cities with great stone houses, of lovely green gardens, of sparkling rivers, and cool blue seas.

	They bowed their turbaned heads almost to the ground in the low <i>salaam</i> as the rider pulled up his sweating mount.
	The messenger informed the people about the visit of the sheik.
	Suddenly out of the well appeared a misty white figure which took the shape of a beautiful veiled woman. Her smile was sweet and when she spoke, her voice was like the soft ripple of running water.
	She came to the well and stopped in amazement. Where yesterday there had been nothing but bare sand, today there was a tall tree.
	The date palm tree grew in the desert.

PROCESS QUESTIONS:

- a. What is reality? Fantasy?
 - b. What is the importance of determining whether the statement is reality of fantasy? How does it help to better understand the text?
3. After differentiating reality from fantasy, you are to analyze the informational text entitled "Saudi Arabia: Islam's Heartland". Your task is to conclude if there are or no fantasy statements in the text and write them in the balloon below. If there are fantasy statements determine and write in the circle below. If none explain or give reasons why all statements are true.

Saudi Arabia: Islam's Heartland.

http://www.saudiembassy.net/about/country-information/Islam/saudi_arabia_Islam_heartland.aspx

There are / there are no fantasy statements in the text

PROCESS QUESTIONS:

- What is the focus of the text?
- What are the new discoveries you have about Islam?
- How is the text Saudi Arabia: Islam's Heartland different from The Wonder Tree?
- What type of text is Saudi Arabia: Islam's Heartland?
- How do their religious beliefs affect Saudi Arabians and the manner in which they write?

After learning that not all texts has reality and fantasy statements. The following activities will focus on text types. You are to recognize the different types of journalistic texts.

ACTIVITY 5. iTEXT!

1. You are to read the text “Terrorizing Ally”. Then Compare and contrast the article to the previous text Saudi Arabia: Islam’s Heartland based on the content and how they were written. Visit www.gliffy.com and create your own venn diagram to show the similarities and differences of the texts.

TERRORIZING ALLY

Saudi Arabia tortures Christians even as it makes human-rights gestures.

By: Jeff M. Sellers

In September 15, Saudi Arabian authorities charged Brian O'Connor, a Christian from India, with drug use, selling alcohol, and possession of pornography. They also accused him of possessing Bibles and preaching Christianity.

When a Saudi court on October 20 sentenced O'Connor to 10 months in jail and 300 lashes for selling liquor, there was no mention of the proselytization charges—an omission that rights groups said was an attempt to cover up religious intolerance.

It was the *muttawa'in*, the semiautonomous "religious police" connected with the Saudi regime, that arrested O'Connor in Riyadh after he had been lured onto the street by an anonymous caller claiming to want to talk about Christ. More than five months before he was formally charged, the 36-year-old O'Connor was then tortured in a mosque. International Christian Concern (ICC) reports that when he was arrested on March 25, the *muttawa'in* hung O'Connor upside down and kicked him in the chest and ribs until 2 a.m. O'Connor told visitors that the religious police also whipped him with electrical wire on his back and on the soles of his feet.

According to the human-rights group Middle East Concern (MEC), O'Connor's video CDs were not pornographic but biblical excerpts and documentaries, along with movies about the Bible.

The Saudi court threatened O'Connor with a harsher punishment if he appealed the conviction and lost. O'Connor decided to appeal anyway. Within 10 days, the Saudis mysteriously released him for deportation to India.

Such judicial processes exemplify why the U.S. State Department in September declared Saudi Arabia a Country of Particular Concern (CPC), after years of declining to do so. Designation as a CPC enables the United States to apply economic ...

www.christianitytoday.com › 2004 › December (Web-only)

UPLOAD HERE!

PROCESS QUESTIONS:

- a. What is the key idea of the text?
- b. Did the writer share his ideas or just inform people? Explain your answer.
- c. How does religious beliefs affect the manner the Arabs write their texts?
- d. Which is informational text? journalistic text?
- e. What is journalistic text? How will you determine informative from journalistic?

REMEMBER THIS!

- Journalistic writing is a style used for news reporting in media such as radio, newspapers as well as the television. It uses vocabulary, sentence structures and has a specific way in which stories present the information in terms of relation importance, tone, and intended audience.

Kinds of Journalistic Writing

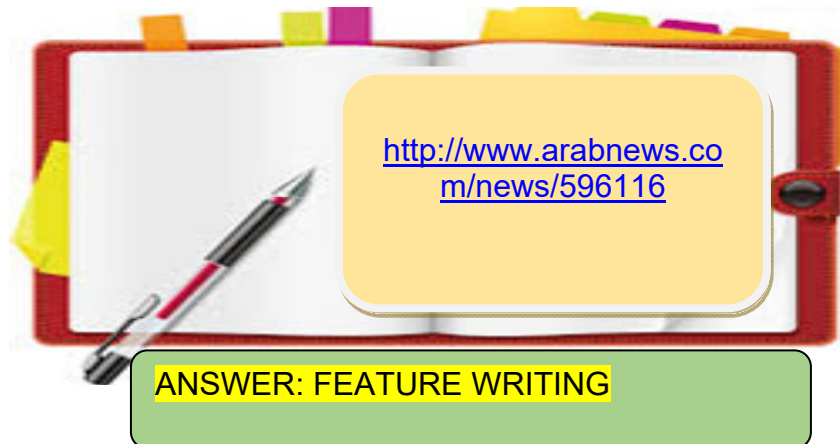
- Sports news is in the sports section of a newspaper in which the sportswriter reports the scenes of sports, tournaments and games such as athletics, football, baseball, basketball, volleyball, handball, softball, tennis and the likes.
- Opinionated editorial essays are often the most fun, fast and furious pieces to get into print. That's because editors of newspapers and online magazines want quick commentary on the ever-changing news cycle from experts who can illuminate different angles of stories as they unfold.
- News writing follows a basic formula; there are key elements every news story follows. While styles can diverge more dramatically depending on the kind of story a feature story may look and sound very different than a hard news, all news stories are cut from the same mold. The first element of news writing is, of course, to deliver the news.
- Feature writing-While the distinction between published features and news is often clear, when approached conceptually there are few hard boundaries between the two. It is quite possible to write a feature in the style of a news story, for instance. Nevertheless features do tend to take a more narrative approach, perhaps using opening paragraphs as scene-setting [narrative hooks](#) instead of the delivery of the most important facts.

2. Below are samples of journalistic text you are to identify the type of each article. Click the link to read the texts.



<http://america.aljazeera.com/articles/2014/4/9/saudi-arabia-movestoallowgirlstoplaysportsinschool.html>

ANSWER: SPORTS NEWS



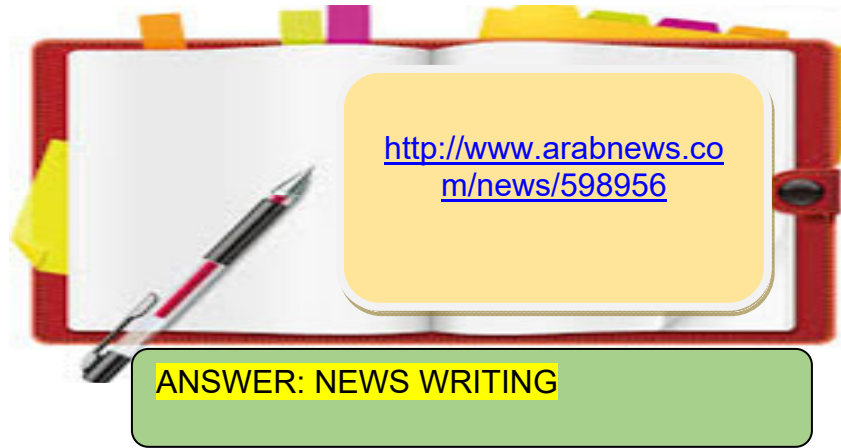
<http://www.arabnews.com/news/596116>

ANSWER: FEATURE WRITING



<http://www.arabnews.com/news/599446>

ANSWER: OPINION EDITORIAL ESSAY



PROCESS QUESTIONS:

- a. How will you differentiate news writing from feature writing? from opinion editorial essays? from sports article?
 - b. What kind of information each text type provides?
 - c. What is the purpose of the writer in each text type?
 - d. Based from the articles you have read focused in Saudi Arabia, how are text types formed? In what ways do Saudi Arabian journalists write?
3. As one of the journalism students your professor required to make a write up on the preparations of the Muslims for Ramadan. You are to choose the type of journalistic text you want. The article will be published magazines and websites. You will use www.edmodo.com. Email the link to your teacher.

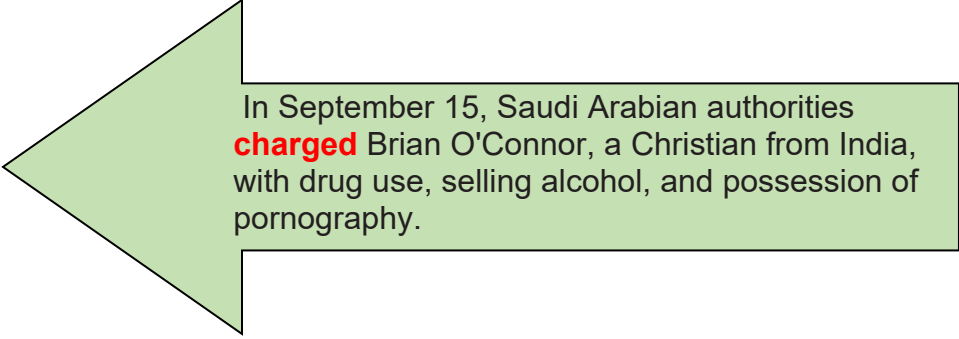
PROCESS QUESTIONS:

- a. How does it feel to write your own journalistic text?
- b. What specific skills were develop after doing the activity?
- c. Did the previous texts help you in writing your own article? How?

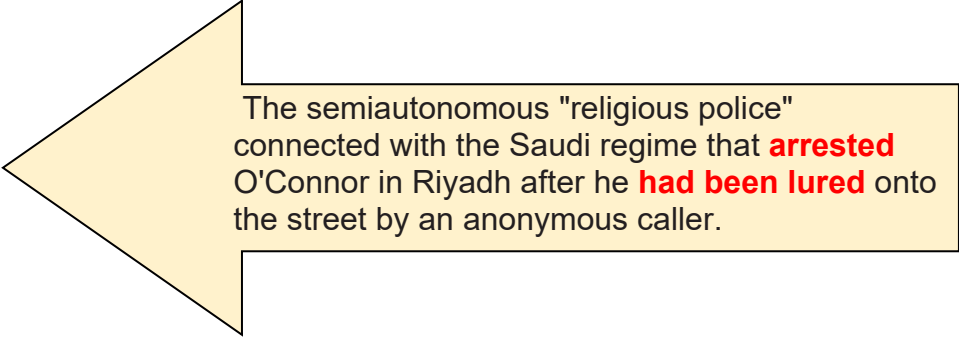
Do you think you were able to write comprehensive article? Were you able to use the correct grammatical signals? Let us check if you can use the appropriate tenses of the verb as you compose your own journalistic text.

ACTIVITY 6. Past is Past!

1. Differentiate the tenses of the verb in the given statements taken from the previous article "Terrorizing Ally".



In September 15, Saudi Arabian authorities **charged** Brian O'Connor, a Christian from India, with drug use, selling alcohol, and possession of pornography.



The semiautonomous "religious police" connected with the Saudi regime that **arrested** O'Connor in Riyadh after he **had been lured** onto the street by an anonymous caller.

PROCESS QUESTIONS:

- a. What have noticed in the action word in the first statement? In the second statement?
- b. What tense of the verb is "changed"?
- c. Why do you think the second statement used "had"?
- d. What is the difference between simple past and past perfect tense?

2. Click the links below to more about Simple Past and Past Perfect Tense.
After think out of the box and complete the phrases below.

Simple Past-Past Perfect Simple.

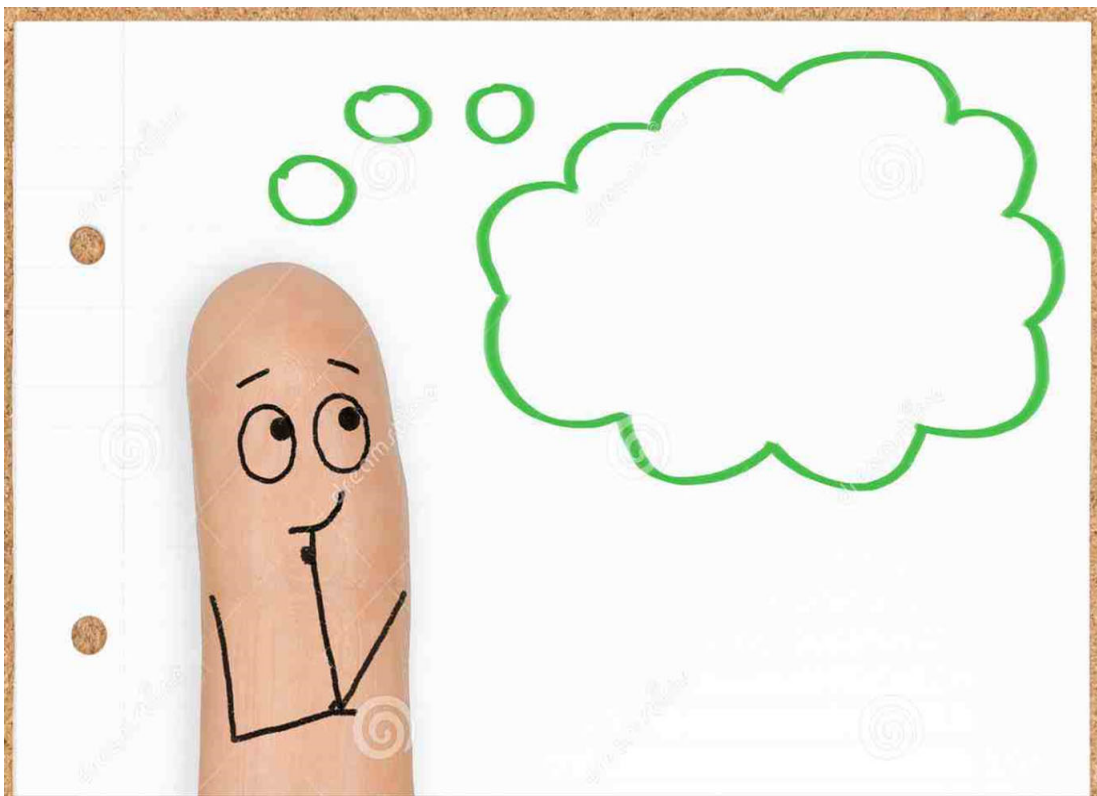
<http://www.ego4u.com/en/cram-up/grammar/simpas-pasper>

Past Perfect Tense.

http://grammar.ccc.commnet.edu/grammar/tenses/past_perfect.htm

Past Tense.

http://grammar.ccc.commnet.edu/grammar/tenses/simple_past.htm



I THOUGHT.....

but now I LEARNED that.....

Now Challenge yourself! In 15 minutes answer the given exercises.

Past Perfect-Simple Past.

<http://www.englischhilfen.de/en/exercises/tenses/past-perfect-simple-past.htm>

Simple Past or Past Perfect?.

<http://www.ecenglish.com/learnenglish/lessons/past-simple-or-past-perfect>

Past Perfect.

<http://english-zone.com/verbs/pstperf1.html>

3. You are to compose a short feature article using past and past perfect tenses of the verb. The images below are related to Islam you are to connect the significance of the illustrations to our Muslim brothers and to their religion. You are to write your article using the application in <http://penzu.com/>. Create your account now and share what you've written to all the learners in the world!



PROCESS QUESTIONS:

- What did you consider when you compose your feature article?
- Why did you use the past tense and past perfect tense in your article?
- How could one write a comprehensive journalistic text?

What was your guide in when you were writing? Were you able to use references or any website? If yes, what did you do to acknowledge the book, magazines or websites that you used? Next thing you will learn is how to acknowledge the owner of the information that you included in your own writing.

ACTIVITY 7. CITE-ation!

- Think of the blessings you received from God. If you were to thank Him what is the best thing you can offer? Using <http://www.onemotion.com/flash/sketch-paint/> you are to make an illustration for three minutes to show your acknowledgement/ gratitude to all the good things that had happened or were given to you. You will email the link to your teacher.

PROCESS QUESTIONS:

- a. Why did you choose that illustration?
- b. How does it feel to acknowledge what was given to you?
- c. Do you think it is important to recognize someone if he or she has given you something? Or when you used what he or she owns? Why? Why not?
- d. What if you get an information in a book, magazine, journals or in the world wide web how are you going to acknowledge the author?

In the next activity you will learn how to acknowledge the author or a source where you get information. You will discover that there are different ways how to write a bibliography.

2. In this activity you will learn how to write bibliography. Click the link below to know what a bibliography is and the difference between MLA and APA. After reviewing the link, do the exercises that follow.

A comparison of MLA and APA citation styles.

<http://sun.iwu.edu/~writcent/mla&apa.html>.

Sample bibliography entries: how to cite sources correctly.

http://intraweb.stockton.edu/eyos/library/content/static/citation_workshop/bibliographical_examples/examples_layout.htm.

Comparing MLA and APA citation styles.

<https://www.sbccc.edu/clrc/files/wl/downloads/MLAvsAPACHart.pdf>

.

Now challenge yourself in writing a bibliography!**MLA and APA citation game.**

https://depts.washington.edu/trio/quest/citation/apa_mla_citation_game/.

Let's give it a try! You are now to write you own bibliography using the given bibliographic entries. Can you finish the activity in 15 minutes? Timer starts now!

3. You are in a book sale, there is a promo "Get booked! Get what you want to read!" You are to choose from the given bibliographic entries and arrange them in 1 minute using the MLA and APA. If you could do it then you can have the book for free in your cart. Happy shopping!

- October 2006
- Inner Traditions
- Martin Lings
- Muhammad: His Life Based on the Earlier Sources



- Seven Pillars of Wisdom: A Triumph
- January 17, 2011
- T.E Lawrence

- Windsor-Brooke Books
- Sasson, Jean
- Princess
- Sultana's Daughter
- June 1, 1994

ANSWERS HERE!

PROCESS QUESTIONS:

- a. Why do we need to follow proper citation?
- b. Why is it a must to acknowledge authors' name?
- c. What might happen if we would not recognize the author?
- d. If you were to do citation which of the two are you going to use? Why?
- e. Do you think proper citations are being observed by Arabs? How does proper citation contribute to make their text more meaningful and reliable?

Now that you have learned how to use citations, you may now proceed to the next level and that is how to respect intellectual property. What is intellectual property? How is it different to citation? Ready yourself as you start your new discovery!

Activity No. 8: It's Mine!



4. Draw the logo of a thing or a product where have seen these symbols.

A large, empty rectangular box with a blue border, intended for drawing a logo. The box has rounded corners and a double-line border.

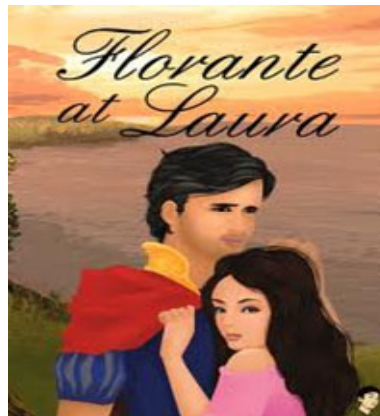
5. Click the link below then answer the given questions.

What is Intellectual Property?. <http://www.wipo.int/about-ip/en/>.

What is Intellectual Property and what are the different types? <http://www.ipos.gov.sg/AboutIP/TypesofIPWhatIsIntellectualProperty.aspx>.

Guide questions	Responses
a. In your own words, what is Intellectual Property?	
b. What do the symbols in the picture above mean?	
c. Are they important? Why? Why not?	
d. Why do you think these symbols should be seen? What do they signify?	

6. The images below are all from Philippines you are to determine the kind of intellectual property used.





PROCESS QUESTIONS:

- a. Why do you think one should protect his/her Intellectual Property?
 - b. What will happen if one does not respect Intellectual Property?
7. Let's now put together what we know about intellectual property in the form of a blog. You are to promote the values of respect and appreciation. Convince your fellow students to not to claim others work. Instead they have to learn how to recognize the work of others. You may use other references as you write your blog but make sure to do proper citations. Visit www.edublogs.com. You will email the link to your teacher.

Have you realized that writing is one of the skills where there are lots of things you need to consider? You cannot just copy or paste or even own a certain information from a book or from other references. Next activity will focus in writing conventions. You are to find out the relevance of these conventions for you to do the final task.

1. Just by looking at the given wordle you are to come up with your definition of writing conventions.



Compare your answer to this:

Writing conventions such as spelling, punctuation, capitalization, and grammar help make a student's essay clear and understandable. When the audience can finish reading, without having to stop to try to figure out what was actually intended, the value of learning these writing conventions becomes clear.

Writing convention practice. <http://www.quia.com/quiz/1473978.html>.

2. You are to read the text “The Mohammedan Paradise” you are to revise the text by using appropriate writing conventions. The sentences that are highlighted are the ones need to be corrected. Rewrite the text and italicized the words or phrases changed or revised. Consider the conventions checklist below.

CONVENTIONS CHECKLIST- Check you writing for accuracy!

- ✓ **Spelling**
- ✓ **Punctuation**
- ✓ **Capitalization**
- ✓ **Grammar**
- ✓ **Paraphrasing**

The mohammedan Paradise

The Koran for its subject matter death resurrection, judgement, paradise, and hell. The joys of paradise are designed to satisfy fundamental desires in man. All who die for the coz of their religion go to paradise. The Mohammedan paradise are made delightful by beautiful black-eyed maidens (houris) not made of common clay? they are free from all blemishes--- they are full of eternal virtue and beauty. They await the souls of believers in rosy bowers set in the hollow of silver and flowers. The fruits of the trees is of a taste unknown to mortals. Numerous rivers flow through paradise; some are of wine; others are of milk and honey. The riverbeds and riverbank are full of Emeralds, Diamonds and rubys. The meanest of believers will have 80,000 servant and 72 wives. At whatever age a Mohammedan dies, at his resurrection in paradise, he will be restored to manly vigor and eternal health. It would take a journey of a thousand years for a true believer to travel trueparadise and see all the wives, servants, gardens, jewelries, robes, houses, camels, and other things that are exclusively his.

Lapid, Milagros and Josephine Serrano. “The Mohammedan Paradise.” English Communication Arts and Skills through Afro-Asian Literature. 6th ed. Quezon City: Phoenix Publishing House.

MY ANSWER:

REVISED ANSWER:

The Mohammedan Paradise

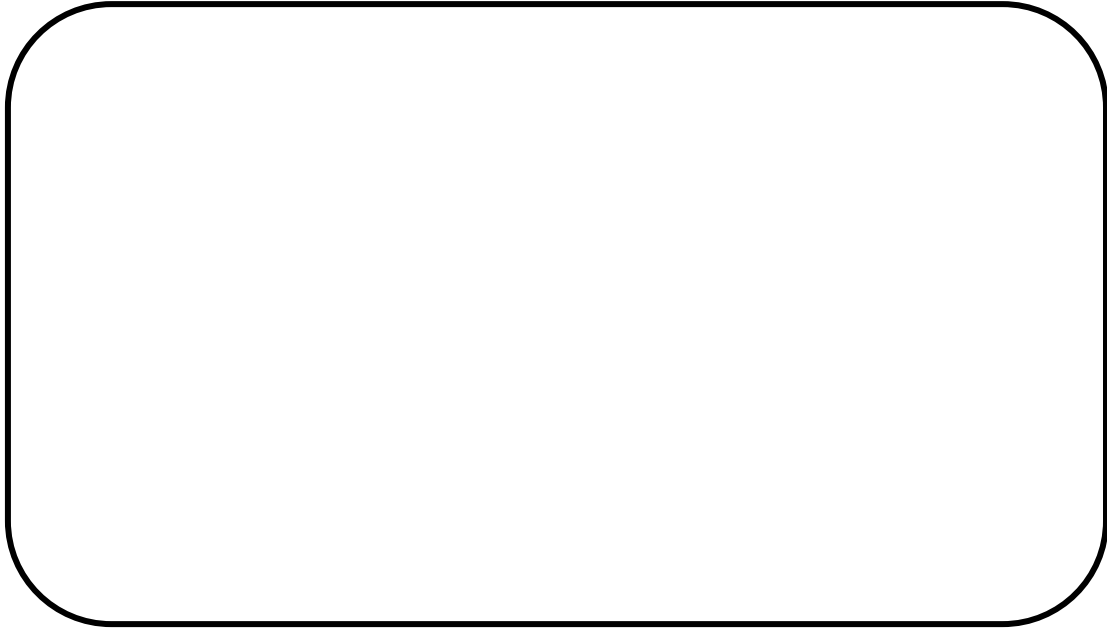
The Koran for its subject matter death, resurrection, **judgment**, paradise, and hell. The joys of paradise are designed to satisfy fundamental desires in man. All who die for the **cause** of their religion go to paradise. The Mohammedan paradise **is** made delightful by beautiful black-eyed maidens (houris) not made of common clay. **They** are free from all blemishes; they are full of eternal virtue and beauty. They await the souls of believers in rosy bowers set in the hollow of silver and flowers. The fruits of the trees **are** of a taste unknown to mortals. Numerous rivers flow through paradise; some are of wine; others are of milk and honey. The riverbeds and riverbank are full of **emeralds**, **diamonds** and **rubies**. The meanest of believers will have 80,000 **servants** and 72 **wives**. At whatever age a Mohammedan dies, at his resurrection in paradise, he will be restored to manly vigor and eternal health. It would take a **journey** of a thousand years for a true believer to travel **through** paradise and see all the wives, servants, gardens, **jewelry**, robes, houses, camels, and other things that are exclusively his.

Lapid, Milagros and Josephine Serrano. "The Mohammedan Paradise." English Communication Arts and Skills through Afro-Asian Literature. 6th ed. Quezon City: Phoenix Publishing House.

PROCESS QUESTIONS:

- If you would rate yourself in writing conventions with the scale of 1-5, the highest is 5 what score are you going to give to yourself? Why?
- What was your difficulty in editing the text?
- Why do you think it is significant to use appropriate writing conventions in an article/ a text?
- What have you noticed in the text of Arabs that you have read? Do you think they followed appropriate writing conventions? Prove your answer.
- Going back to the text, how are text types formed? In what way do Saudi Arabians form texts?

3. You are to go back to activity no. 5, journalistic text type that you have written. You are to check your article and observe if you followed the proper writing conventions. You are to go over the article and post the corrections made in the text box.



PROCES QUESTIONS:

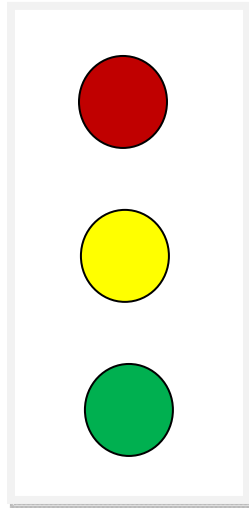
- a. How does it feel reviewing own article?
- b. Were you able to see corrections? What are those?
- c. Do you think you need the help of others to identify some errors in writing conventions? Why? Why not?

After doing all the activities in FIRM UP, what do you think are the important things you have learned? What are you going to do in the concepts learned? You are to write a 1 minute reflection in all the skills you were able to enhance or develop by doing the activities designed for you. Click the link and set the online stopwatch to 1 minute.

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

End of FIRM UP

In this section, the discussion was about the different concepts that will guide you to do the final task. What are the learning goals you were able to achieve? Before you proceed to deepen part, gauge first your readiness to proceed using traffic lights.



RED- I still need more activities to understand all the concepts

YELLOW- More than 50% of the concepts I fully understand

GREEN- I understand all and will be able to apply those concepts in real life.



DEEPEN

In this stage you will now apply the concepts learned in a deeper perspective. Your journey to the Muslim world will be the focus in this part.

ACTIVITY 9. Discovering SURA!

1. The Arabic text of the Koran consists of verses called *ayas*, grouped together in chapters called *suras*. Read Sura I, Sura CIV and Sura CVII and make reflection on how the religion influence the life of the believers. You may visit <http://www.merriam-webster.com/> if there are words that challenge you to understand the text.

SURA I

*In the name of God, the Compassionate, the Merciful
Praise be to God, Lord of the world!
The compassionate, the merciful!
King on the day of the reckoning!
Thee only do we worship and to Thee do we cry for help.
Guide Thous us on the straight path,
The path of those whom Thou hast been gracious;
With whom Thou art angry, and who go not astray.*

SURA CIV

Woe to every backbiter, defamer!
Who amasseth wealth and storeth it against the future!
He thinketh surely that his wealth shall be with him forever.
Nay! For verily he shall be flung into the Crushing Fire;
And who shall teach thee what the Crushing Fire is?
It is God's kindled fire,
Which shall mount above the hearts of the damned;
It shall verily rise over them like a vault,
On outstretched columns.

SURA CVII

What thinkest thou of him who treateth our Religion as a lie?
He it is who thrusteth away the orphan,
And stirreth not others to feed the poor.
Woe to those who pray,
But in their prayer are careless;
Who make a show of devotion.
But refuse help to the needy.

2. You are to give the meaning of the words based on how you understand it in the text. Focus on what a true religious Muslim is.

Word/s from Sura	My own understanding
Compassionate	
Merciful	
Straight path	
Crushing fire	
Careless prayers	
Day of reckoning	

PROCESS QUESTIONS:

- In Sura I, how do believers worship their God?
- Cite lines in Sura I that will prove that they have a high respect for Allah?
- Who do you think are being referred to as backbiter and defamer in Sura CIV?
- What is the belief of the followers about wealth? How does wealth affect their being religious?
- In Sura CVII, how can one prove that Islam promotes selflessness?

- f. According to the texts, how will you describe a true follower of Allah?
- g. After reading the texts, how are text types formed? In what way do Saudi Arabians form texts?
- h. How do beliefs affect Saudi Arabians and the manner in which they write?

ACTIVITY 10. My Think Pad!

1. You have your own beliefs when it comes to religion, but after reading Sura I, CIV, CVII do you think your being Asian will somehow establish a connection for you to understand and accept Islam religion? Using Think Pad you are to make a reflective activity to recognize your connection to your Muslim brothers.

There are four dimensions to a Think Pad:

- ❑ **Words**
Describe in one or two sentences the meaning of a text.
- ❑ **Picture**
Draw a picture showing Islam religion based on the texts.
- ❑ **Connections to Life**
Write or illustrate how the text might apply to a real life situation in the contemporary world.
- ❑ **Symbols**
Draw one or more symbols that might capture the key themes of a text.

WORDS	PICTURE
CONNECTIONS TO LIFE	SYMBOLS

2. After filling up Think pad, you are now to write a two paragraph interpretation of what you have written in the think pad. Use appropriate writing conventions as you compose you interpretation.

WRITE HERE!

The writing area is a large rectangle with rounded corners, featuring a scroll-like border on the left and top. It contains 20 horizontal red lines for writing.

After knowing how Muslim worshipped and respected Allah, you were able to discover connection with you fellow Asians who are Muslims. The next activity will deepen your knowledge about the religion.

ACTIVITY 11. I am the channel of your PEACE!

1. Saudi Arabia is the foundation of Islam in Asia. Once you are in their country you have to show high respect to their beliefs and practices. As a Christian how can you promote strong partnership with the Islam followers? Infer the message of the image below.



The message to be inferred from the image is....

2. Mindanao is a place in the Philippines with the biggest Muslim population. If you were given the chance to have a serious talk and discussion of Sura, how will you share what you know? In the three Sura you are to

choose 1 and make meaning to it. You will write a short commitment stating that you respect and honor the Islam religion. You are to complete the phrases below.

The Sura made me realize...

I can show respect to the Islam religion by...

I commit to build a camaraderie with my Muslim brothers by ...

After making commitment to respect and develop a strong relationship with your Muslim brothers, the next activity will deepen your understanding about Islam. And this time you will now compare and contrast the Islam religion to your own religion. Discover that the only thing you are the same with your Muslim brothers is that you are different. But it is not a hindrance to be a good friend of them.

ACTIVITY 12. Before and After!

1. You are to read the following articles before you click the links, accomplish the “A” of the T-CHART. Write everything that you think you have learned about the Islam religion. You will do “B” of the T-CHART after you have read the text. You are to correct or write additional things you have discovered.

Understanding Islam and the Muslims.

http://www.saudiembassy.net/about/country-information/Islam/understanding_Islam.aspx

The Forgiveness of Muhammad Shown to Non Muslims.

<http://www.islamreligion.com/articles/205/>
<http://www.islamreligion.com/articles/206/>

Islam the True Religion of God (Allah).

<https://www.youtube.com/watch?v=hezcb2YRasM>

A	B

PROCESS QUESTIONS:

- a. What were the misconceptions you were able to correct?
 - b. What are the most interesting discoveries about Islam?
 - c. Which of the following information make you want to discover more about the Muslim world?
 - d. After reading the texts, how are text types formed? What is the style of writing of Arabs?
 - e. How do beliefs affect Saudi Arabians and the manner in which they write?
2. You are to determine the similarities and differences of Islam to your own religion using the compare-contrast diagram.

Compare and Contrast Diagram

[illegible]

PROCESS QUESTIONS:





- When you find out that there are similarities and differences what was your realization about religion?
- What do the similarities and differences tell us about religion?
- Do you think Islam influence the lives of Christians in Saudi Arabia? How?
- Did Islam have a great impact on how Arabs write? How?

After knowing the similarities and differences of Islam from your religion, the next activity will let you realize the impact of Islam religion and literature in the lives of the Arabs.

ACTIVITY 13. Check this Out!

You are now to answer the Anticipation- Reaction Guide this time you answer the left column. Let's see if there would be changes in you initial ideas.

**ANTICIPATION-REACTION GUIDE
SAUDI-ORIENTED STATEMENTS**

Agree 	Disagree 	Statements	Agree 	Disagree 
		1. Every Arab believes in God and has a religious affiliation		
		2. Arabs believe that humans are in control of all events.		
		3. Religion is the deciding factor in all parts of life including government and education.		
		4. Islam is a mandatory class to be taught in all schools.		
		5. Religion cannot be treated liberally.		

		6. Government rules based on interpretation of Islamic laws		
		7. Loyalty to the family is greater than loyalty to the nation.		

Essential Question:

- a. *How do beliefs affect Saudi Arabians and the manner in which they write?*
- b. *How are texts formed? What is the style of writing of the Arabs?*

End of DEEPEN:

In this section, the discussion was about how Saudi Arabians write and how do they react when their belief is at stake.

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.

Now, you reach the culminating activity of this module. You will now apply all the learned concepts in firm up and deepen in a real-life situation with a real-world audience.



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 of the various concepts learned from the past lessons.

ACTIVITY 14.

1. You are to associate all the ideas you have learned and discovered using a concept web. You are to design your own web. Make all the ideas connected to one another.

MY CONCEPT WEB:

PROCESS QUESTIONS:

- a. How are the ideas related to one another?
- b. Do you think the different texts you read give you a better understanding on how Islam followers value their region? Explain your answer.

ACTIVITY 15. WRITING FOR PEACE

DESCRIPTION: The Southwest Asian countries are in conflict with one another. One of the causes of the conflict is difference in religious beliefs. The Director-General of the United Nations Peace Bureau is sponsoring a regional summit highlighting an open journalism competition with the theme “Resolving Religious Differences Through Journalistic Writing” This is to get from participating nations their views regarding the root of the conflict in the region and design ways to resolve it. In support of this, your country sends you as a diplomat and as a participant to the writing competition. The participants will decide on their own the journalistic text to write. The entries will be judged by noted Southwest Asian front liners and will be judged based on unity/focus, organization/flow, relation to the

theme, impact and suggested resolution of the problem. Go to www.edublogs.org to write your performance task.

Rubric for a journalistic text

DESCRIPTORS	EXCELLENT (4)	SATISFACTORY (3)	APPROACHING PROFICIENCY (2)	BEGINNER (1)
Unity and Focus	Focus is clear and unique. Nothing detracts from primary focus. Every aspect complements and contributes well to overall angle	Focus is clear. Nothing detracts from the primary focus. Every aspect complements to overall angle.	Focus is confusing in some areas. One or two areas detract from overall angle.	No clear angle. Rambling and awkward.
Organization and Flow	Strongly organized with clear transitions and logical connections that create a sense of being tightly woven together	Organized and most transitions and connections are clear.	Organization is inconsistent in some parts. Few effective transitions.	Organization is unclear. Lacks effective transitions
Impact	Impact of the output to the readers is overwhelming. It arouses intense, favorable emotional response.	Impact of the output to the readers is palpable. It arouses visible emotional response.	Impact of the output to the readers is minimal. It arouses limited emotional response.	Impact is barely felt. It does not arouse emotional response.
Relation to the Theme	Established a compelling relation to the theme.	Established a clear relation to the theme	Established a relation to the theme but some areas are weak	Relation to the theme was not established.
Suggested Resolution of the problem	Plenty of creative ways to resolve the problem	Several ways to resolve the problem were mentioned.	Limited ways to resolve the problem were mentioned.	No solution to the problem was mentioned.

	were mentioned.		Some ways are problematic.	
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ACTIVITY 16.

LET'S FIND TIME TO REFLECT -DOUBLE-ENTRY JOURNAL

DESCRIPTION: Now answer the right side of the double-entry journal to know if you have confirmed or changed your initial thoughts about the lesson.

DOUBLE ENTRY JOURNAL

Name:

Before the Lesson	After the Lesson
<p>c. <i>How do beliefs affect Saudi Arabians and the manner in which they write?</i></p> <p>d. <i>How are texts formed? In what way do Saudi Arabians form text?</i></p>	<p>c. <i>How do beliefs affect Saudi Arabians and the manner in which they write?</i></p> <p>d. <i>How are texts formed? In what way do Saudi Arabians form text?</i></p>
<p><i>What do you know about the topic?</i></p>	<p><i>What have you learned about the topic? What were the misconceptions that you were able to correct?</i></p>

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

End of TRANSFER:

In this section, your task was to write the performance task or final project.

How did you find the task? How did the task help you see the real world use of the topic? Have you learned a lot or have you learned little? Have you confirmed your initial thoughts or have you changed them?

Let's evaluate how much have you learned from this module. Answer the questions by clicking on the letters that you think best answers the questions. 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 correctly answer and look for the right answer as you go through this module. Are you eager to do this? Let's begin!

POST-ASSESSMENT:

1. Saudi Arabia's religious authorities have warned would-be revelers against celebrating New Year's Eve in the predominantly Sunni Muslim kingdom of 30 million people, local media report. The warning was delivered by the Commission of the Promotion of Virtue and the Prevention of Vice (CPVPV), the government agency that employs "*religious police*" or Mutawa to enforce Sharia Law inside the Islamic nation. The warning was delivered by the Commission of the Promotion of Virtue and the Prevention of Vice (CPVPV), the government agency that employs "*religious police*" or Mutawa to enforce Sharia Law inside the Islamic nation. The CPVPV based its warning on a religious edict handed down from the elite committee of Saudi clerics that forbids such celebrations, the local Okaz daily reported. What type of journalistic writing is the given text?
 - a. News report
 - b. Sports news
 - c. Editorial essay
 - d. Feature article
2. What story from Saudi Arabia mirrors culture?
 - a. Ramayana
 - b. Biag ni Lam-ang
 - c. The Wonder Tree
 - d. The Happy Mirror
3. Which of the following statements is correct about fantasy?
 - a. Fantasy is a state of things as they exist.
 - b. Fantasy is based on the experience of people.
 - c. Fantasy is the reflection of struggles of people in the society.
 - d. Fantasy is an idea with no basis and is basically an imagination.
4. Which of the following has the correct APA format?
 - a. 2007. (V. Bermudez). English expressways. SD Publications. Quezon City.
 - b. V. Bermudez. (2007). English expressways. Quezon City: SD Publications
 - c. Bermudez, V. (2007). English expressways. SD Publications: Quezon City.
 - d. Bermudez, V. (2007). English expressways. Quezon City: SD Publications.
5. Which of the following has the correct MLA format?
 - a. Marquez, Liza M. and Santos, Marissa B. Literature express. Makati City: Tanglaw Publications, Inc., 2010.

- b. Marquez, L. M. and Santos, M. B. (2010). Literature express. Tanglaw Publications, Makati City.
- c. Marquez, Liza M. and Santos, Marissa B. 2010. Literature express. Makati City: Tanglaw Publications, Inc.
- d. Marquez, L. M. and Santos, M. B. Literature express, 2010. Makati City: Tanglaw Publications, Inc.

6. The given statements follow the appropriate writing conventions EXCEPT:

- a. Saudi Arabia is a Muslim country governed by a strict interpretation of Sharia law.
- b. this governs virtually all facets of life, with customs and traditions in Saudi based on the tenets mentioned in the Kuran
- c. This means that freedom of religion and worship in Saudi Arabia is severely limited, with Islam being the only religion allowed to be practiced in public.
- d. Expats moving to Saudi Arabia, particularly Western or non-Muslim expats, may struggle to adjust to this restricted lifestyle where public display of affection are not allowed modesty and decorum are expected at all times.

7. Supply the appropriate tense of the verb in the given statement:

The Arabs _____ (influence) the literature of Persia and India.

- a. Influences
- b. Influenced
- c. Influencing
- d. Is influenced

8. The following are types of intellectual property EXCEPT:

- a. Patents
- b. Copyright
- c. Trademark
- d. Bibliography

9. *“There is a very small community of Saudi Arabian Christians, and they practice their religion discreetly, as there are no official Christian churches in Saudi Arabia.*

Expat Christians may meet at private church meetings arranged at one of several embassies, while other small groups meet in school halls or at private houses inside expat compounds.”- taken from the article Religion and Worship in Saudi Arabia

What is implied in the statement?

- a. Only Islam is the official religion in Saudi Arabia.
- b. Islam supports other religions such as Christianity.
- c. Saudi Arabians prohibit the practice of other religions.
- d. Christians are encouraged to convert into Islam to have the freedom of religion.

10. “Something that may take a while for expats in Saudi Arabia to get used to is the Muslim call to prayer, which rings out five times a day across towns and cities. Prayer can determine the rhythm of the entire day, be prepared to have meetings interrupted and have patience to wait for prayer time to finish.”-taken from the article Religion and Worship in Saudi Arabia

Based from the passage, how do Arabs value their time to worship?

- a. They pray five times a day.
- b. They participate during prayer time.
- c. They stop whatever they are doing and focus in praying.
- d. They ask even the non-Islam believers to do their practice during prayer time.

11. Due to the strict implementation of Sharia Law, there are many restrictions imposed on locals and non-Arabs. What is reflected in the statement?

- a. People do not have freedom to express themselves.
- b. There is equality when it comes to implementation of laws.
- c. The strict implementations of the laws turn people to be God-fearing.
- d. The local and non-Arabs know their limitations as a result they watch all their actions.

12. Supposing you are an Israeli and you fell for a Saudi Arabian, you know that rules are strict, how are you going to reconcile both sides?

- a. Decide whether who will give way between the two of you.
- b. Don't bother to try because you will fail.
- c. Don't try anything, let nature take its course.
- d. Respect each other's faith and leave things as they are.

13. The main art form in Saudi Arabia is in the realm of literature. Classical Arabic poetry is highly valued, while a wide range of colloquial poetic forms is popular and are widely used in different social settings. Recitations of poetry are common at weddings and to mark other important events. The novel has also become popular among both men and women authors. - Retrieved from: <http://www.everyculture.com/Sa-Th/Saudi-Arabia.html#ixzz40zX4p2Cl>

Based from the statement, what could be the best description of Saudi Arabian Literature?

- a. Literature only focused in poetry.

- b. Literature is exclusive for Kings in Saudi Arabia.
 - c. Literature is a form of entertainment and it is shared in public.
 - d. Literature has been part of the significant events celebrated by Arabs.
14. In public, people should avoid direct eye-contact with passers-by. When greeting a stranger or an acquaintance, it is appropriate for the person who arrives first to say, in Arabic, "Peace be upon you," to which the proper reply is, "And upon you peace." When saying goodbye, it is proper to say, in Arabic, "In the custody of God," the reply being "In the custody of the Generous One." Generally, the same patterns of etiquette hold throughout Saudi Arabia. - Retrieved from: <http://www.everyculture.com/Sa-Th/Saudi-Arabia.html#ixzz40zX4p2C>

The passage shows the practice of Saudi Arabians, what value is mirrored in the tradition?

- a. Strangers are discriminated by Arabs.
 - b. Saudi Arabians see God in their fellows.
 - c. Good manners are practiced in Saudi Arabia.
 - d. Respect to one another is highly practiced Saudi Arabia.
15. If a teacher would be teaching her students how to write an editorial article, what is one of the important things that he/she needs to remind students?
- a. The introduction must get the readers' interest.
 - b. Express all your point of views on the given topic.
 - c. Focus on the who, what, where and when of the chosen topic.
 - d. Research on the chosen topic and present a well-reasoned argument.
16. You are going to deliver a speech in your Araling Panlipunan class about how taxes help to improve the society. As you prepare your speech, you decided to narrate the developments in the previous years. What tense of the verb are you going to use as you have your narration?
- a. Past tense
 - b. Present tense
 - c. Future Tense
 - d. Present Perfect Tense
17. You are applying to be the feature editor of Philippine Star, the editor-in-chief requires you to write a sample feature article for the 21st century learners. Given the following topics, which could be the best possible for a feature article?
- a. The SONA of the president.
 - b. The new Iphone 6 released by Apple.
 - c. The new lovely couple of Star Cinema.
 - d. The preparation of Manny Pacquiao for his next boxing competition.

18. As a consumer, if you want to distinguish or identify the source of the product you purchase what should you check?
 - a. Tag price
 - b. Copyright
 - c. Trademark
 - d. Expiration date

19. Your family will visit Saudi Arabia; you want to visit different tourist spots in the said country. What do you think is the first thing that you should be aware of?
 - a. Traditions of people
 - b. Religions and beliefs
 - c. Different genres of Literature
 - d. Rules implemented in public places

20. In your English class, you were tasked to read the essay written by Chinua Achebe. You have to choose the part of the essay that interest you the most, then you have to cite an experience similar to what the essay. If you would quote the exact statement of the writer, what intellectual property are you going to use?
 - a. Patents
 - b. Copyright
 - c. Trademark
 - d. Trade secret

GLOSSARY OF TERMS USED IN THIS LESSON:

- APA.** American Psychological Association. Very similar to MLA. APA in-text citation must include at least the author's name; also, the year of publication (with letters for multiple sources published the same year [1989a, 1989b]), and the page number, designated as p. 123. APA uses more commas to separate blocks of information than MLA.
- Arabs.** **Arab people**, also known as **Arabs** ([Arabic](#): عرب, 'arab) and **Arabians**, are a panethnic group primarily inhabiting Western Asia, North Africa, and parts of the Horn of Africa.
- Communal.** Shared or used by members of a group or community. Relating to members of a commune.
- Intellectual Property.** Refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce
- Israel.** Jewish republic in southwestern Asia at eastern end of Mediterranean; formerly part of Palestine
- Jews.** "Children of Israel" also known as Jewish people, are a nation and ethno-religious group originating from the Israelites.
- Journalistic Text.** Journalistic writing is a style used for news reporting in media such as radio, newspapers as well as the television. It uses vocabulary, sentence structures and has a specific way in which stories present the information in terms of relation importance, tone, and intended audience.
- Kibbutz.** A **kibbutz** or "gathering, clustering"; plural **kibbutzim** is a collective community in Israel that was
- Kinesics.** The study of body movement and expression such as waving, pointing, touching, and slouching. The movement of the body conveys many specific meanings to an audience but can be misinterpreted in an intercultural setting.
- MLA.** Modern Language Association. A parenthetical citation in MLA style must include at least the author's name. It should also include the page number if a specific page is cited, and a short title if more than one work by the same author is listed in the Works Cited page at the end of the paper.

Past Perfect Tense. The past perfect tense expresses action in the **past** before another action in the **past**. This is the **past in the past**.

Philosophical beliefs. Related to or based on a system of philosophy.

Religious beliefs. Sacred text: writing that is venerated for the worship of a deity

Saudi Arabia. An absolute monarchy occupying most of the Arabian Peninsula in southwest Asia; vast oil reserves

REFERENCES AND WEBSITE LINKS USED IN THIS LESSON:

Books:

Ladera, Helen. "Proficiency in English.1st ed. Manila: Rex Printing Company.

Lapid, Milagros and Josephine Serrano. "The Story of Ruth." English Communication Arts and Skills through Afro-Asian Literature.6th ed. Quezon City: Phoenix Publishing House.

Lapid, Milagros and Josephine Serrano. "The Wonder Tree." English Communication Arts and Skills through Afro-Asian Literature.6th ed. Quezon City: Phoenix Publishing House.

Other Resources:

A-Z Learning Strategies

Websites:

www.AjaxSketch.com	An object-oriented web 2.0 drawing program capable of creating flow charts, organizational charts, diagrams, and maps
www.blabberize.com	A web 2.0 application that gives provision to put audio in images.
www.edublogs.org	A web 2.0 application that allows students and teachers to make blogs.
www.gliffy.com	An object-oriented web 2.0 that can make professional-quality graphic organizers.

www.mendeley.com

A web 2.0 application that easily organize your papers, read & annotate your PDFs, collaborate in private or open groups, and securely access your research from everywhere.

www.MoonEdit.com

Another web 2.0 application that offers cooperative multi-user text editing.

www.taggalaxy.com-

A web 2.0 application that has the capacity to give information about a concept and geography.

www.stormboard.com-

A web 2.0 application that caters to brainstorming, collaborating, and sticking notes activities.

www.vimeo.com

A web 2.0 application that allows to upload videos and presentations.

www.youtube.com

A website for downloading and watching the video about kibbutz communities of Israel.

www.Zohowriter.com

A very rich online word processor.

www.hrw.org/.../saudi-arabia-free-journalist-who-supported-women-drivin...

A website which delivers news about freeing a Saudi Arabian journalist and lifting the ban on women driving.

english.alarabiya.net/.../News/.../Saudi-religious-police-warn-against-Ne...

A website which delivers news about warning people who will celebrate New Year's Day in Saudi Arabia. New Year celebration is prohibited in Saudi Arabia.

examples.yourdictionary.com/examples/examples-of-active-and-passive-...

An online dictionary that provides grammar assistance.

www.englishclub.com › [Learn English](#) › [Grammar](#) › [Verbs](#) › [Tense](#)

A website for for ESL students that grammar assistance.

grammar.ccc.commnet.edu/grammar/tenses/simple_past.htm

A website that provides grammar assistance.

www.weblearn.in/direct_speech/

A website about learning grammar rules.

mass.pakgalaxy.com › [Language Skills & Communicative Abilities](#)

A website that provides assistance on language.

www.ask.com › [Q&A](#) › [News and Current Events](#) › [Media](#)

A website that answers questions.

www.nytimes.com/2007/03/24/world/middleeast/24cnd-saudi.html?...

Mar 24, 2007 - CAIRO, March 24 — **Saudi Arabia** has barred entry to a Washington-based **Israeli journalist** traveling with Secretary General Ban Ki-moon on...

www.telegraph.co.uk › [News](#) › [World News](#) › [Middle East](#) › [Israel](#)

Dec 2, 2013 - Foreign Press Association claims troops directly targeted photographers covering unrest at crossing between Jerusalem and Ramallah.

embassies.gov.il › ... › [Pretoria](#) › [About Israel](#) › [People](#)

en.wikipedia.org/wiki/Views_on_the_Arab-Israeli_conflict
Israeli-Arab conflict

www2.massgeneral.org/interpreters/b_isr.asp
Interesting facts about Israel

www.unitedwithisrael.org/Israel-News
King David's castle location

www.elcamino.edu/faculty/sdonnell/specifics_&_generalizations.htm
Usually topic sentences of paragraphs are **general statements** that must be proven in... In this statement, several **specific examples** could be given to prove why...

languagearts.mrdonn.org/figurative.html
Whenever you describe something by comparing it with something else, you are using **figurative language**. Simile. A simile uses the words "like" or "as" to...

www.thefreedictionary.com/philosophical
Related to or based on a system of Philosophy

Sacred text: writing that is venerated for the worship of a deity
http://wordnetweb.princeton.edu/perl/webwn?s=religious_text

www.missspott.com/figurativelanguage.html

Figurative Language is the use of words that go beyond their ordinary meaning. It requires you to use your imagination to figure out the author's meaning. (FIGURATIVE LANGUAGE QUIZ)

<http://wordnetweb.princeton.edu/perl/webwn?s=israel>
Definition of Israel

http://wordnetweb.princeton.edu/perl/webwn?s=saudi_arabia
Definition of Saudi Arabia

en.wikipedia.org/wiki/Jews
Definition of Jews

en.wikipedia.org/wiki/Arab_people
Definition of Arab

en.wikipedia.org/wiki/Kibbutz
Definition of Kibbutz

www.merriam-webster.com/dictionary/communal
Definition of communal

echodepiction.wordpress.com/2010/03/06/arab-values-and-attitudes/
Basic Arab values

www.inspiredbymuhammad.com/islam.php
Sacred text ... In seventh century Arabia, when society was gripped by idolatry, the divide between rich and ... Pilgrimage, or Hajj, is to be performed once in a Muslim's lifetime to the first House of God, the Kabah in Mecca, **Saudi Arabia**. ... The Quran **calls** for social and religious reform, and places great emphasis on social ...

<http://www.youtube.com/watch?v=u-3gDwk178E>
Interview of Mother Teresa in 1996

www.jpost.com/.../Study-Israeli-youth-more-negative-than-other-teens
Nov 9, 2012 - New study shows **Israeli youth** display more **negative** behavior, spend more time on computers than their European counterparts.

en.wikipedia.org/wiki/Judaism
Judaism

hubpages.com › ... › [Christianity, the Bible and Jesus](#)
Picture

www.christianitytoday.com › [Topics](#)
Saudi Arabia's promise to curb abuses raises cautious hope. Sarah Eekhoff ... Wire**Story** ... **Saudi Arabia** Blocks **Religious** Websites Subscriber access only.

www.writersdigest.com/writing...writing...writing/10-rules-for-writing-o...
Opinion writing

e-book.ram.edu/e-book/e/EN421/en421-11.pdf
Sports news is in the sports section of a newspaper in which the sportswriter reports the scenes of sports, tournaments and games such as athletics, football,.

www.iwu.edu/~writcent/mla&apa.html

A Comparison of **MLA and APA** citation styles. In-text parenthetical citation:

MLA: Parenthetical citation in MLA style must include at least the author's name

www.wipo.int/about-ip/en/

(Photo: iStockphoto.com/maybefalse). Patents. A patent is an exclusive right granted for an invention. Generally speaking, a patent provides the patent owner ...

<http://www.baggagereclaim.co.uk/fantasy-vs-reality-when-you-struggle-to-differentiate-between-what-was-real-and-what-wasnt/>
Reality vs. Fantasy

<http://www.expattarrivals.com/article/religion-and-worship-in-saudi-arabia>
Religion and Worship in Saudi Arabia

<http://www.everyculture.com/Sa-Th/Saudi-Arabia.html>
Facts about Saudi Arabia