

ENGLISH 8

MODULE NO. 2: Communing with Nature

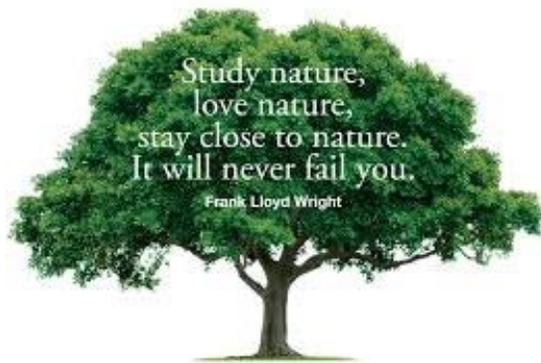
INTRODUCTION AND FOCUS QUESTION(S):

The world continues to develop in terms of technology, infrastructures, education, business, etc. People face different opportunities at the same time challenges brought by these changes. Changes capture much of the interest of the people and sometimes neglecting its detriments. Development at some point is detrimental in the environment. This may mean sacrificing natural resources to meet the demands of the people. The environment is a rich ground not just for businesses but also for self enhancement. The beauty of nature brings forth inspiration in crafting literary pieces. In our own encounter with nature, did we see any significance in valuing its existence?

The wonders in the environment becomes source of inspiration for most of the authors in coming up with stories, poems, quotes, or plays. They allow these literary pieces to become avenues in expressing their amusement or sentiments. It allows them to forward their desire in making the society aware of the wonders and importance of nature and its status as development continues. In this module, we will look at how authors use their works to convey their feelings about nature. We will explore literary pieces from East Asia – a part of Asia, the world's biggest continent, the cradle of civilization. Moreover, we will unravel how nature influences art forms. As you go through the module, think about these questions:

What influences the content of a literary text?

What makes a great speech presentation?



The silver pen. Retrieved from <http://www.thesilverpen.com/>

LESSONS AND COVERAGE

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

Lesson 1 – Realizing Influential Individualities

Lesson 2 – Strengthening Environmental Bonds

In these lessons, you will learn the following:

<i>Lesson 1</i>	<ul style="list-style-type: none">• Analyze literary pieces from East Asian Countries• Compose speech
<i>Lesson 2</i>	<ul style="list-style-type: none">• Analyze a speech• Deliver an entertainment speech

MODULE MAP:

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

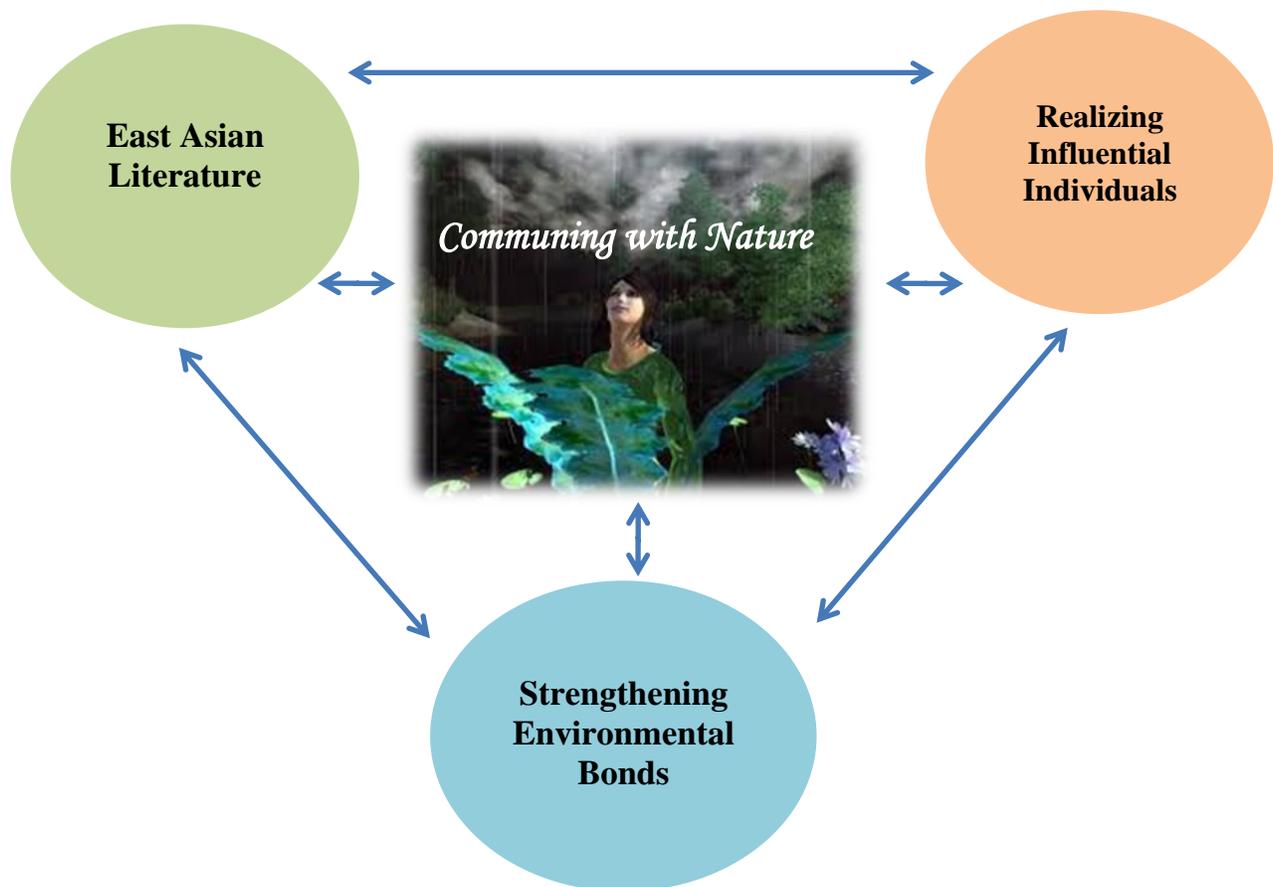


Photo Source: Spellhood studios. Retrieved from <http://www.sfsforums.net>

EXPECTED SKILLS:

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

LESSON 1:

- Determine tone, mood, technique, and purpose of the author.
- Predict the gist of the material viewed based on the title, pictures, and excerpts.
- Describe the notable literary genres contributed by East Asian writers.
- Use appropriate grammatical signals or expressions suitable to each pattern of idea development: general to particular, claim and counterclaim, problem-solution and cause-effect and others.
- Identify figures of speech that show emphasis (hyperbole and litotes).
- Explain the literary devices used.
- Listen to paraphrase information/ideas.
- Discern positive and negative messages conveyed in a material viewed.
- Use a variety of techniques to introduce a topic.
- Develop related support sentences.
- Use a variety of techniques to formulate a conclusion.
- Use appropriate modes of paragraph development to express one's ideas, needs, feelings and attitudes
- Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive).
- Compose effective paragraphs.

LESSON 2:

- Describe the notable literary genres contributed by East Asian writers.
- Explain how a selection may be influenced by culture, history, environment, or other factors.
- Relate content or theme to previous experiences and background knowledge.
- Employ appropriate listening skills and strategies suited to long descriptive and narrative texts.
- Infer dominant thoughts and feelings expressed in the text listened to.
- Infer the theme of the text listened to.
- Predict the gist of the material viewed based on the title, pictures, and excerpts.
- Discriminate between literal and figurative language.
- Use appropriate non-verbal cues when delivering lines in an entertainment speech.
- Use the appropriate prosodic features of speech when delivering an entertainment speech.
- Produce the sounds of English correctly and effectively when delivering an entertainment speech.
- Maintain the interest of the audience by delivering punch lines effectively.
- Deliver a self-composed entertainment speech using all the needed speech conventions.

PRE-ASSESSMENT



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

"I waited forever for him"

1. What figure of speech is reflected in the given statement?
 - A. Personification
 - B. Litotes
 - C. Hyperbole
 - D. Metaphor
2. Your teacher gave the details (shown below) for the next reading selection that will be discussed in the class, what do you think will be the selection all about?

Growth Rings by Deng Hainan



Warren photographic image library of nature and pet. Retrieved from <http://www.warrenphotographic.co.uk/06544-growth-rings-in-douglas-fir>

- A. The text is all about the wonders and beauty of nature.
 - B. The text is all about the importance of having trees in the surrounding.
 - C. The text is all about the person's life in relation to the number of rings in a tree's bark.
 - D. The text is all about the role of man in the environment.
3. Which among the following is the best supporting statement given this topic sentence:

There is a lot of work involved in maintaining a healthy body.

 - A. A person should focus on maintaining healthy body to avoid sickness.
 - B. One should eat the right amount of food and enough exercise.

- C. Healthy lifestyle reflects a disciplined person.
- D. One must have the will to fulfill one's goal.

For item no. 4

He was sitting in the corner felling so exhausted with all the eyes focused on him. He was sweating so much that he felt the rush of his adrenaline. He was panting. Then he heard a loud “tingggg”. He took his stance in the center and looked angrily in the eyes of his opponent. He started to move closer and prepared for his final bow. He took his aim. He victoriously punched his opponent to the floor. The referee began to count 1..2..3..4..5..6..7..8..9.. And when the count reached 10, he felt sound vibrations. He heard the crowd in up roar, vigorously shouting his name. “Dan Khom!” “Dan Khom!” “Dan Khom!” He cried for joy. Never did he experience such a feeling of success. Then he shouted, Yes!

4. What rhetorical mode is used in this paragraph?
- A. Definition
 - B. Description
 - C. Illustration/Example
 - D. Narration

For item no. 5

In life, there are a lot of challenges that makes us feel bad and broken. It makes feel weary as if it would never end. It seems gloomy all the time and life feels like a new day won't come.

5. In the given passage, the author signifies “a new day” to a fresh chance to begin and be hopeful. What literary device is used by the author to forward such thought?
- A. Foreshadowing
 - B. Flashbacking
 - C. Juxtaposition
 - D. Symbolism

For item no. 6

Last night, I joined the kids in staying up late to watch a movie. When they were already asleep, I left a note on the table for my kids to read in the morning because I will be traveling at daybreak. It was raining so hard that I didn't hear that my phone was ringing. I called back my husband and told him about my flight. It was already 8 in the morning and I haven't received any call from my kids. I mention it in the note that when they see it, they should give me a beep.

6. Considering the given scenario, what could be the best reason why the persona did not receive any call yet from her kids?
- A. The note was blown away by the strong wind because the windows were open.
 - B. The kids decided forgot to call their mother.
 - C. The kids were busy and did not notice the note on the table.
 - D. The kids were still asleep since they slept late last night.

For item no. 7

*If an actress I had been
And the novel of Kabjitti is adapted into film
I'd fight to do your part;
Not that I hold dear
The rough and tumble games of your mind
But that I'd love to be free
To do things your way
Without reason, without provision
Like an earnest child...*

7. Given the lines above, what thought is the author trying to tell the readers?
- A. The beauty of being an actress
 - B. Freedom in one's decision
 - C. Faithfulness to one's lover
 - D. Excitement in staging a play

For item no. 8



Nature. Retrieved from <http://tarotwithkali.blogspot.com/2012/07/nature.html>

8. Given a folio with this as part of the cover, what insights can we draw about its content?
- A. It would be all about the wonders of the world.
 - B. It would be all about the positive and negative effect of knowing one's responsibility to the environment.

- C. It would be all about creation and destruction of nature.
 - D. It would be all about our natural resources.
9. In writing a text, why should the author consider self-concept?
- A. Because the writer needs to follow the writing process wherein he has to start with conceptualizing.
 - B. Because every writer has its purpose/reason in coming with a text.
 - C. Because the writer is accountable with all the information that the reader may get.
 - D. Because the writer needs to address only one genre to achieve consistency.
10. Considering the rudiments of public speaking, what makes the use of proper grammatical signals essential?
- A. In oral presentation, voice modulation is important which reflected through word arrangement.
 - B. In oral presentation, body movements serve as aid of the uttered words.
 - C. In oral presentation, words signal the principle in inflections and articulations.
 - D. In oral presentation, grammatical signals assure humor to capture audience's attention.
11. In what way does the different rhetorical device aid in the crafting of speeches?
- A. It provides options on how to address the topic given.
 - B. It enhances the process on how to deliver a speech.
 - C. It develops communicative skills.
 - D. It allows easier mastery of the piece.
12. Why is it important for the speaker to consider articulation in delivering the speech?
It allows the listener . . .
- A. to reflect on the speaker's intention.
 - B. to clearly understand of the message of the piece.
 - C. to gather strategies in voice modulation.
 - D. to establish relationship between the piece and one's understanding.
13. Why should the speaker be very mindful of his/her movement in delivering his/her speech?
- A. Gestures serve as an aid in communicating the message of the piece.
 - B. Gestures make the performance more interesting.
 - C. Gestures capture audience attention.
 - D. Gestures allow the speaker to establish authority.
14. Why is it difficult for readers to spot the references addressed by Matsuo Basho, father of Haiku, in his works?

- A. Basho's works are visual representations of the wonders of Japan. Hence, people who haven't been to Japan would have difficulty in associating the images.
 - B. Basho's works are in the form metonyms and hence, can be difficult for those who lack Japanese cultural reference.
 - C. Basho's works deal with political issues that is why symbols were used for the readers to unravel the meanings.
 - D. Basho's works exhibit fix structure that makes it difficult for other writers and readers to follow.
15. The DENR has invited you to deliver a talk on different pressing issues during the World Awareness Day gathering. Considering the gathering, what particular issue would best be addressed in your talk?
- A. Price hike and other economic issues
 - B. Environmental concerns
 - C. Family health care
 - D. Political dynasty in different countries
16. You were assigned to be the Chair of the board judges for a public speaking competition. You are very much concerned on how the participants will be able convey to communicate to the audience. What specific criteria are you inclined with?
- A. Voice
 - B. Stage Presence
 - C. Organization of ideas
 - D. Power of Expression
17. The OASEAN Publishing house is in need of literary texts to be featured in one of the sections on their newspaper. They will be featuring a self-composed speech. As a writer, what should you bear in mind in terms of writing a speech?
- A. The rhyme and metrical count should be followed at all times.
 - B. Figurative languages should be used in the speech.
 - C. Organization of thought should be emphasized.
 - D. Environmental action plans should only be the focus of the text.
18. The Speakers' Congress commissioned you to head the training program of the aspiring public speakers. As the head trainer, you are to orient them with what public speaking is. What important points would you address especially to beginners?
- A. Public speaking is a challenge, hence, only the brave ones will survive.
 - B. In being a speaker, you should be brilliant at all times.
 - C. Public speaking requires a high performance in all subject area.
 - D. In being a speaker, you have to have a purpose.

19. The Speakers' Congress commissioned you to head the training program of the aspiring public speakers. As a trainer, you want the trainees to have the capacity to get the interest of the audience through their performance. What criteria would you stress to address the point?
- A. Relevance
 - B. Logical Development
 - C. Voice Articulation
 - D. Purpose Accomplishment
20. As an Editor-In-Chief of OASEAN Publishing House, you were invited to engage students in a writing workshop. What important element should you point out to students in terms of making their work revolve in one thought?
- A. Theme
 - B. Characters
 - C. Plot
 - D. Setting

Learning Contract: My Goals in this Module

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



Lesson 1: *Realizing Influential Individualities*

EXPLORE



In this lesson, you will be acquainted with different literary pieces from East Asian Countries and unravel inspirations that their literature reveals. As you immerse in the different selection, think about these questions:

***What influences the content of a literary text?
Why do some themes continue to become a living influence?***

ACTIVITY NO. 1: 4pics 1 word

Identify the word reflected by the pictures below and answer the questions that follow.



E _ _ I _ _ M _ N _



How is your relationship with nature?

In what way does nature contribute to the richness of literature?



IRF Worksheet

Share your thoughts in response to the question below. Write your answers in the Initial Answer portion of the chart.

What influences the content of a literary text?

	<u>I</u>nitial Answer:
	<u>R</u>evised Answer:
	<u>F</u>inal Answer:



End of EXPLORE

You gave your initial ideas on how nature works in an authors' writings. Before you proceed to the learning segments, accomplish the Goal Awareness Matrix.

Goal Awareness Matrix

You are now oriented of the different task and outcomes that you have to accomplish in this learning unit. You are also aware of the concepts that you need to understand. It is important to be equipped with the strategies on how to achieve one's goal. To do this, respond to the questions in the My Learning Goals Form graphic organizer.

1. What do you want to learn to do this term?

2. What can you do to get to your goals?

3. Who can help you with your goals?

The graphic organizer consists of a large circle at the top, a neck-like shape in the middle, and two trapezoidal shapes at the bottom. The top circle is connected to the neck, which is connected to the top trapezoid. The top trapezoid is connected to the bottom trapezoid. The three questions are placed to the left of their respective shapes.

FIRM-UP



Your goal in this section is to explore on how different literary pieces continue to be a living influence up to the present. You read texts from East Asian Literature specifically texts from China and Japan. As you go along, keep in mind this question.

***What influences the content of a literary text?
Why do some themes continue to become a living influence?***

ACTIVITY NO. 2: Meaning Check!

Be familiar with the meaning of the following words that you will encounter in the first reading selection. You can access this site www.dictionary.reference.com to aid you with the definition. Fill in the third column by giving a sample sentence using the words defined.



Words	Definition	Sample Sentence
Constable		
Hacked		
Hubbub		
Barrow		
Rage		
Exquisite		

ACTIVITY NO. 3: Prediction Slate

Your first selection is entitled *The Wonderful Pear Tree*. Considering the title of the first literary piece, what do you think is the text all about? Write your answer on the slate.



Reading 1

The Wonderful Pear Tree
(A Chinese Folktale)
Translated by Herbert A Giles

Once upon a time a countryman came into the town on market-day, and brought a load of very special pears with him to sell. He set up his barrow in a good corner, and soon had a great crowd round him; for everyone knew he always sold extra fine pears, though he did also ask an extra high price. Now, while he was crying up his fruit, a poor, old, ragged, hungry-looking priest stopped just in front of the barrow, and very humbly begged him to give him one of the pears. But the countryman, who was very mean and very nasty-tempered, wouldn't hear of giving him any, and as the priest didn't seem inclined to move on, he began calling him all the bad names he could think of. "Good sir," said the priest, "you have got hundreds of pears on your barrow. I only ask you for one. You would never even know you had lost one. Really, you needn't get angry."

"Give him a pear that is going bad; that will make him happy," said one of the crowds. "The old man is quite right; you'd never miss it."

"I've said I won't, and I won't!" cried the countryman; and all the people close by began shouting, first one thing, and then another, until the constable of the market, hearing the hubbub, hurried up; and when he had made out what was the matter, pulled some cash out of his purse, bought a pear, and gave it to the priest. For he was afraid that the noise would come to the ears of the mandarin who was just being carried down the street.

The old priest took the pear with a low bow, and held it up in front of the crowd, saying, "You all know that I have no home, no parents, no children, no clothes of my own, no food, because I gave everything up when I became a priest. So it puzzles me how anyone can be so selfish and so stingy as to refuse to give me one single pear. Now I am quite a different sort of man from this countryman. I have got here some perfectly exquisite pears, and I shall feel most deeply honored if you will accept them from me." "Why on earth didn't you eat them yourself, instead of begging for one?" asked a man in the crowd. "Ah," answered the priest, "I must grow them first." So he ate up the pear, only leaving a single pip. Then he took a pick which was fastened across his back, dug a deep hole in the ground at his feet, and planted the pip, which he covered all over with earth. "Will someone fetch me some hot water to water this?" he asked. The people, who were crowding round, thought he was only joking, but one of them ran and fetched a kettle of boiling water and gave it to the priest, who very carefully poured it over the place where he had sowed the pip. Then, almost while he was pouring, they saw, first a tiny green sprout, and then another, come pushing their heads above the ground; then one leaf uncurled, and then another, while the shoots kept growing taller and taller; then there stood before them a young tree with a few branches with a few leaves; then more leaves; then flowers; and last of all clusters of huge, ripe, sweet-smelling pears weighing the branches down to the ground! Now the priest's face shone with pleasure, and the crowd roared with delight when he picked the pears one by one until they were all gone, handing them round with a bow to each man present. Then the old man took the pick again, hacked at the tree until it fell with a crash, when he shouldered it, leaves and all, and with a final bow, walked away.

All the time this had been going on, the countryman, quite forgetting his barrow and pears, had been in the midst of the crowd, standing on the tips of his toes, and straining his eyes to try to make out what was happening. But when the old priest had gone, and the crowd was getting thin, he turned round to his barrow, and saw with horror that it was quite empty. Every single pear had gone! In a moment he understood what had happened. The pears the old priest had been so generous in giving away were not his own; they were the countryman's! What was more, one of the handles of his barrow was missing, and there was no doubt that he had started from home with two! He was in a towering rage, and rushed as hard as he could after the priest; but just as he turned the corner he saw, lying close to the wall, the barrow-handle itself, which without any doubt was the very pear-tree which the priest had cut down. All the people in the market were simply splitting their sides with laughter; but as for the priest, no one saw him anymore.

Ribo, L., Galvez, N., & Malicsi, M. (2013). Language in literature II Afro-Asian literature. Philippines: Vibal Publishing House, Inc.



Folktales are stories passed on from one person to another by word of mouth. These tales were not written down, but existed only in the memory of mankind. It is only now, as the tradition of oral story-telling is giving way to books and television, that such tales are being collected and written down.



Questions to answer:

1. Who are the characters in the story and what are their roles?

2. Considering the types of people, the poor and the rich, oppressor and the oppressed, etc., what type of people is present in the story? Support your answer.

3. What was the intention of the countryman to come into town?

4. If you were the countryman, would you do the same thing as what he did?

5. If you were the priest, would you do the same thing as what he did?

6. What could have motivated the priest to respond in such manner?

7. Considering the characters, to whom do you sympathize with? Why?

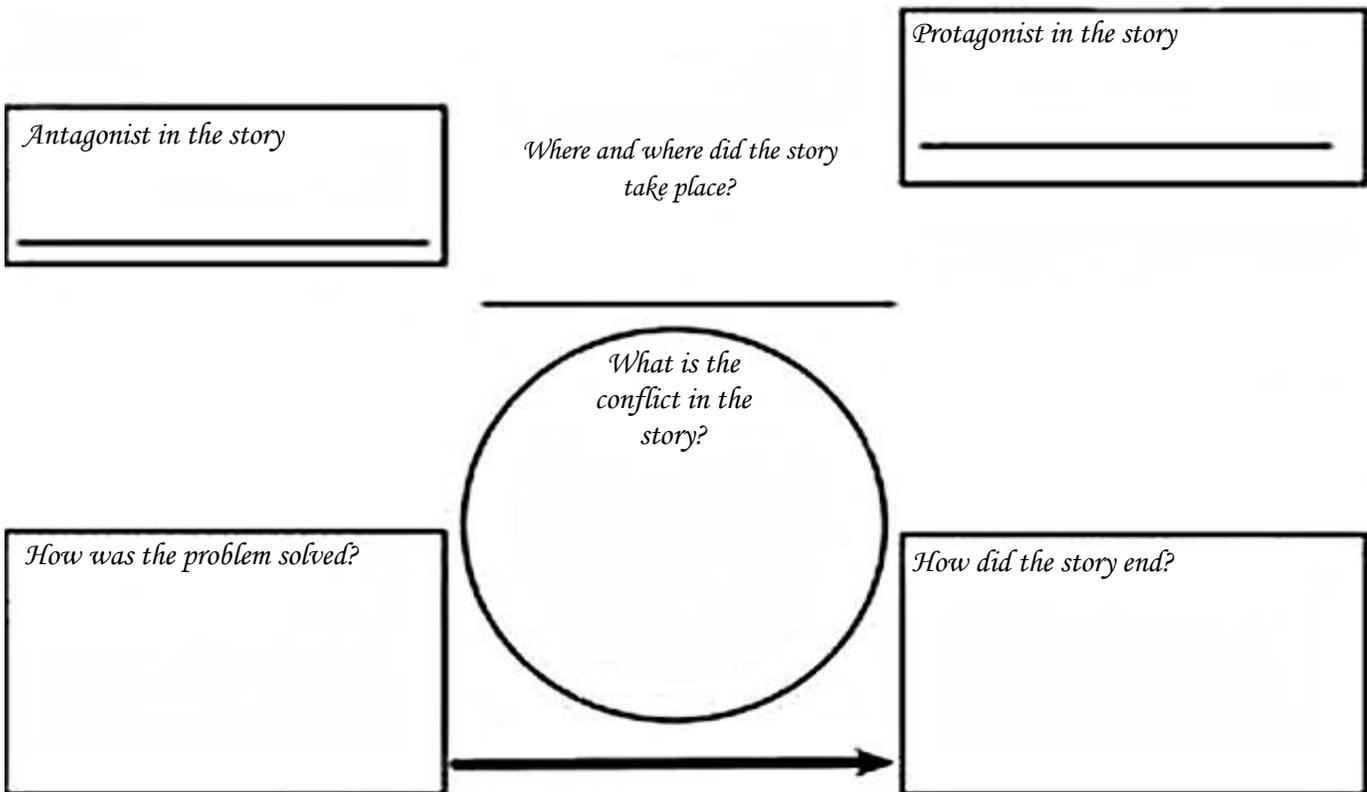
8. What was the trick done by the priest in the story?

9. Why do think the story is entitled *The Wonderful Pear Tree*?

10. What important lesson is reflected in the text?

ACTIVITY NO. 4: My Folktale Matrix

Discover the folktale more by looking at the different elements through this folktale matrix.



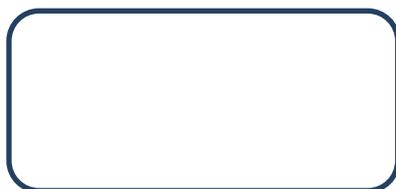
ACTIVITY NO. 5: 3-2-1 Chart

After reading the story, answer the 3-2-1 chart.

3 Things I Learned _____ _____ _____
2 Interesting Type of People Reflected in the Text _____ _____ _____
1 Question I wanted to be addressed _____ _____ _____

ACTIVITY NO. 6: Dominant Character

You got acquainted with the characters in the tale; identify one character that you felt overpowering over other characters.



Questions to answer:

1. Why do you consider character influential among other characters?
2. What instances in the story supports your claim? Point at least 3 instances.
3. Folktales keep the past alive. Did you encounter other texts reflecting the same theme?

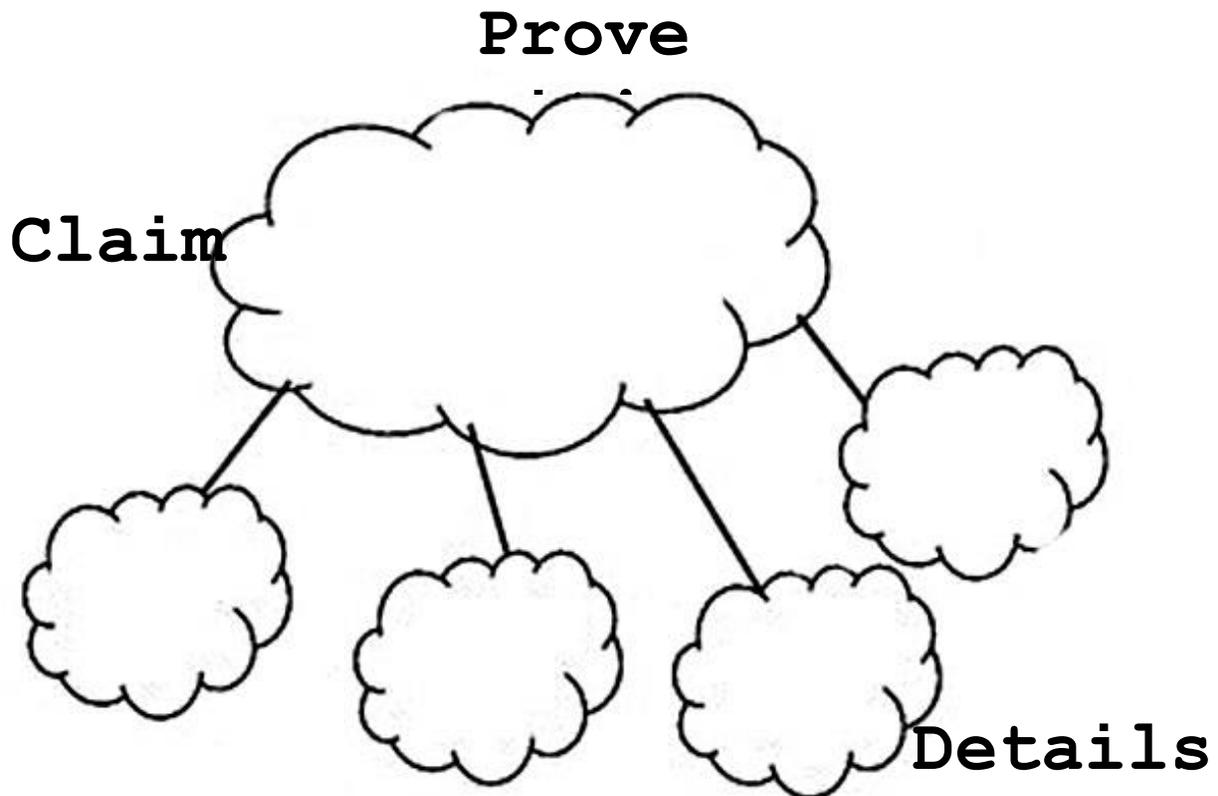
4. Why do you think some themes continue to be present in recent literary text?

5. Based from your own idea, what is the purpose of the author in coming up with such text?

6. What do you think influences the crafting of such text considering the reflected theme?

ACTIVITY NO. 7: Supporting My Claims

You have identified a character that is dominant in the story. Support your claim by sharing details.



ACTIVITY NO. 8: Stating it in My Own Words

Folktales are part of oral tradition; hence, these are handed down through oral story telling. It is important to be able to state in your words without changing the thought of the text.



Paraphrasing

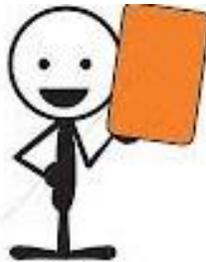
- A precise restatement, in your own words, of the written or spoken words of someone else.
- Does not distort the meaning of the original passage.
- It is specific and should not be selective.



Access this link <http://www.englishexercises.org/makeagame/viewgame.asp?id=4956> and answer the exercise.



Record your score



Reading 2

Haiku 1

Summer grasses grow
On brave warriors' splendid dreams ---
The afterglow comes.

Haiku 2

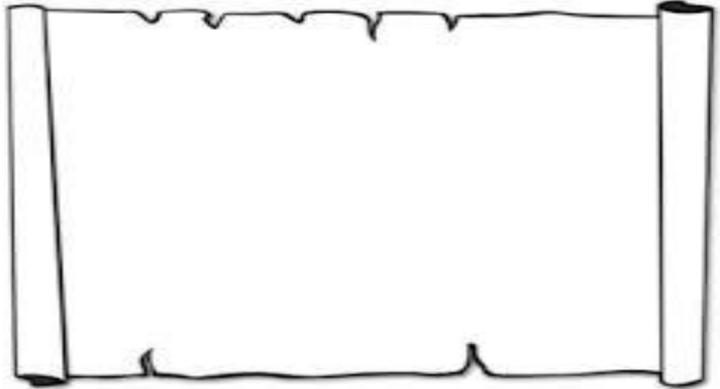
An old silent pond
A frog jumps into the pond,
Splash! Silence again.

ACTIVITY NO. 9: Going beyond the Lines

What idea is expressed in each poem?

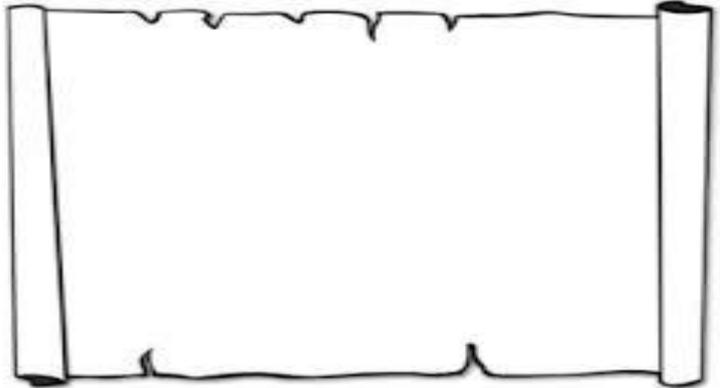
Haiku 1

Summer grasses grow
On brave warriors' splendid
dreams ---
The afterglow comes.



Haiku 2

An old silent pond
A frog jumps into the pond,
Splash! Silence again.



Haiku is both a type of poetic pattern and a way of experiencing the world. This short, 17-syllable form, usually written in three lines with a 5-7-5 syllable count, focuses our attention on a single, insightful moment.

A haiku traditionally contains a *kigo*, a defined word or phrase that symbolizes or implies the season of the poem. *Kigo* are often in the form of metonyms and hence can be difficult for those who lack Japanese cultural references to spot.

Matsuo Basho, Japan's greatest haiku poet, believed that real poetry was leading a beautiful life with nature.



Questions to answer:

1. What helped you unravel the meaning of the given haikus?

2. What helped you identify the *kigo* in each of the haikus?

Haiku 1

Haiku 2

3. Why should one be familiar with the Japanese culture especially in looking at haikus?

4. What makes the *kigo* in a haiku important?

5. What influences the inclusion of *kigo* in a haiku?

ACTIVITY NO. 10: Imagination Sparks

Lines from the Haiku allow the readers to create mental images. These images allow the readers to visualize and therein more realistically experience the author's writing. What image is reflected in the poem? Describe the image by responding to the sense chart.

Haiku 1



What I Hear...



What I See...



What I Feel...

Haiku 2



What I Hear...



What I See...



What I Feel...



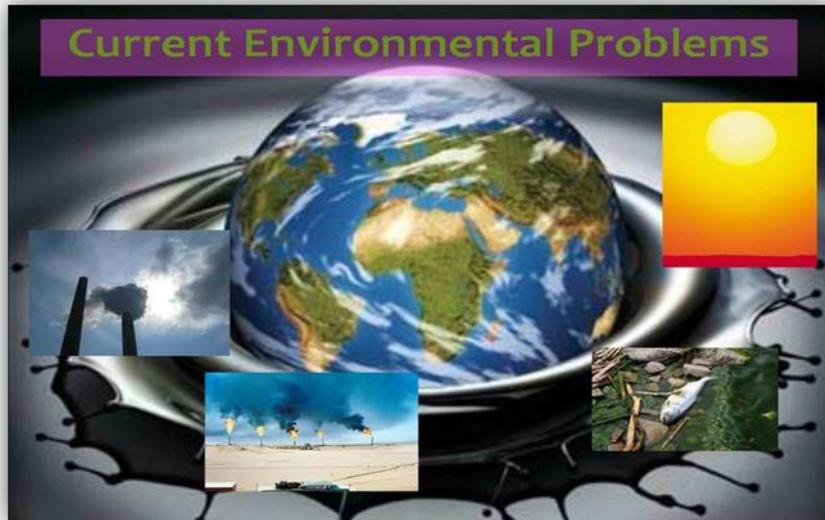
Questions to answer:

1. What images are common among the poems?
2. What dominant theme is reflected in the poems?
3. Basho believed in poetry as real if it reflects a beautiful life with nature. Is this reflected in the poems he wrote? Support your answer.
4. Mention text that you have encountered which reflects the same theme as the haikus.
5. Why do you think these poems and its theme are still appreciated until the present?

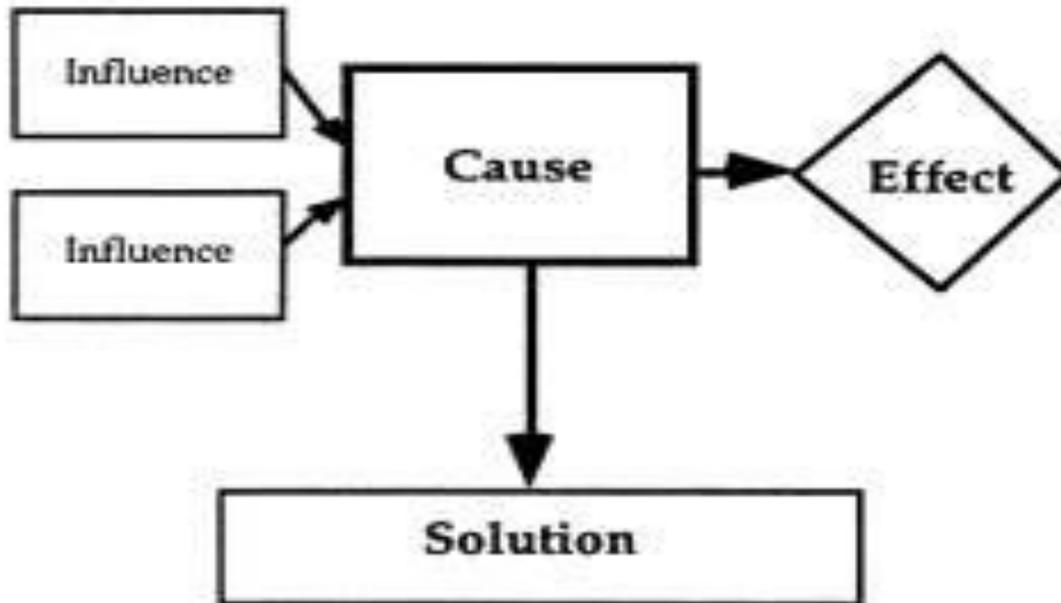
6. Why do you think some themes continue to become a living influence?

ACTIVITY NO. 11: Problem-Solution

Considering Basho's appreciation of nature, do we express the same gratefulness as he does? What can you do to address the following concerns? Identify one concern and answer the map.



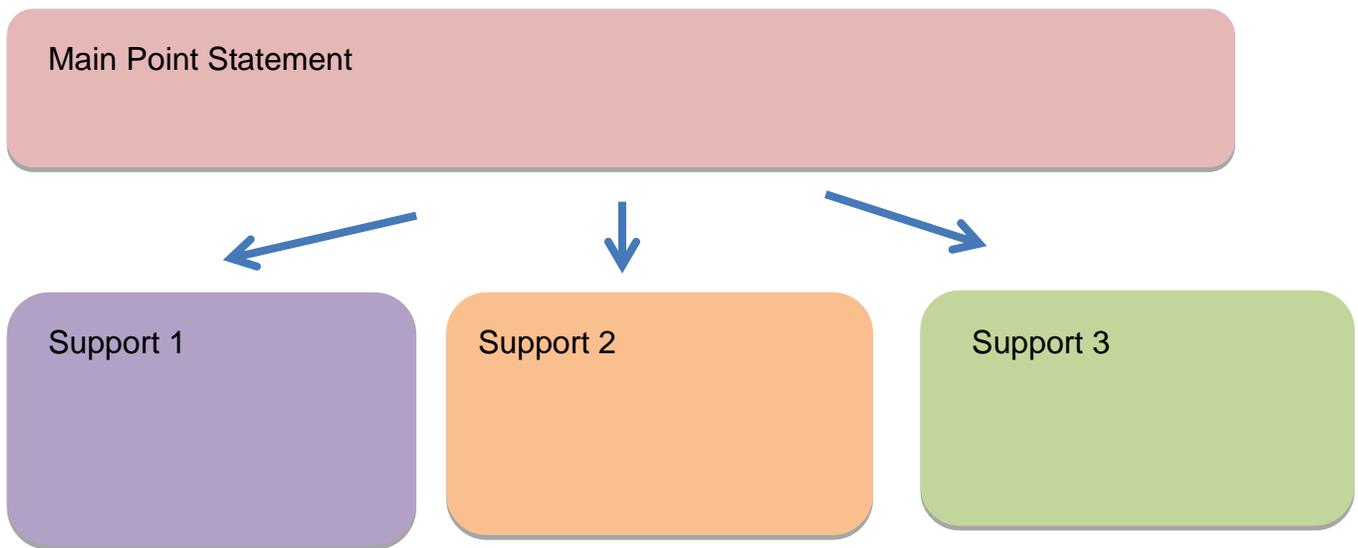
Current environmental problems. Retrieved from <http://mrturnersenglish.files.wordpress.com/2011/03/slide228.jpg>



ACTIVITY NO. 12: Asserting My Points

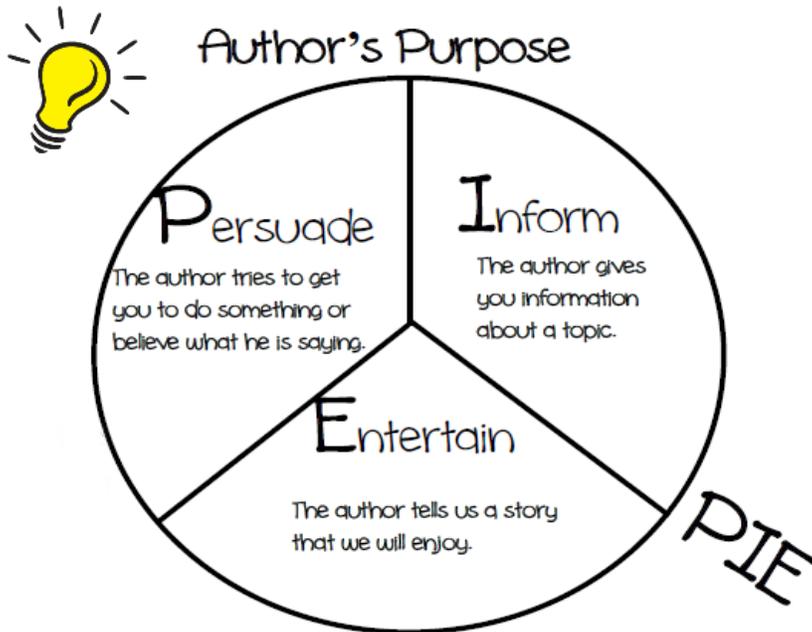
Poems like Haikus are meant to be read aloud. Other literary pieces are also meant to be read aloud for us to fully appreciate its structure. Other than poems, speeches are also form of written text that is delivered to the crowd.

If you were given the chance to deliver a speech on environmental concerns, what points will you emphasize?



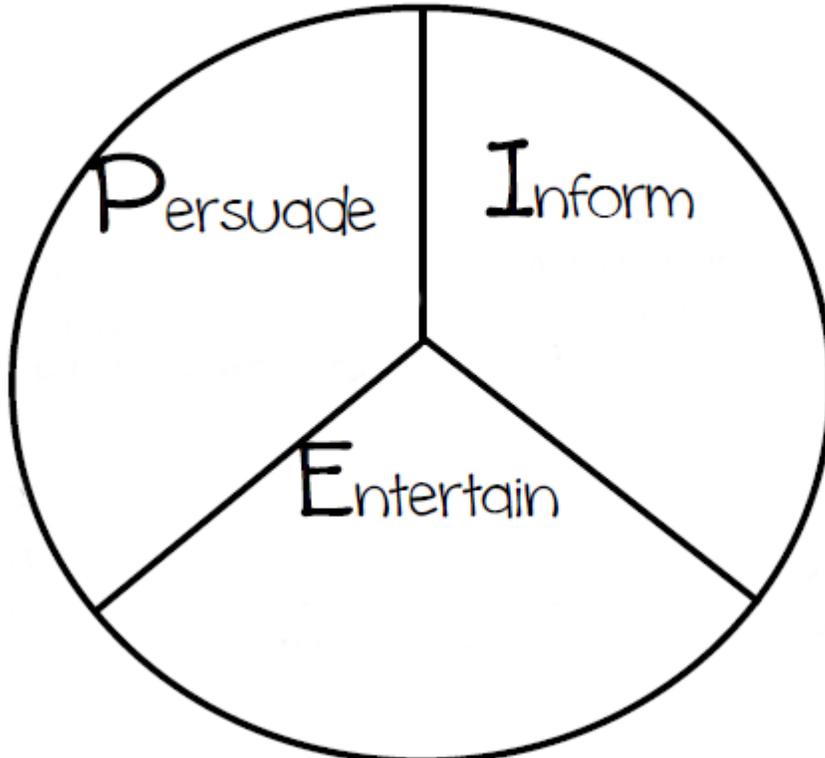
ACTIVITY NO. 13: Author's PIE

Be familiar with the purpose of the author in crafting his/her masterpiece and consider the Japanese Haikus. Use the chart that follows and trace Basho's purpose.



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

Basho's

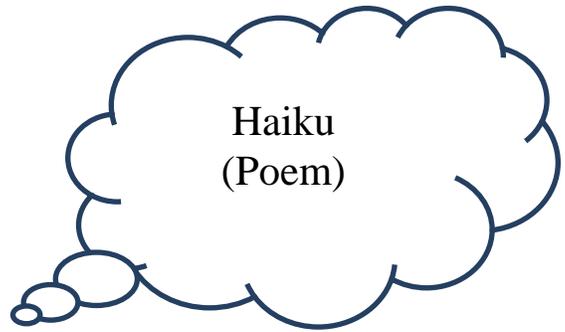


ACTIVITY NO. 14: Literal vs. Figurative Language

Looking at the two literary pieces coming from Japan and China, which among the genre would most likely use figurative language? Literal language? Support your claim by citing an example. Access this link given before you do the activity.

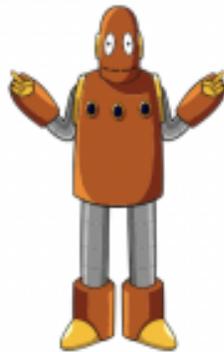


<http://www.readwritethink.org/files/resources/lesson-docs/LiteralFigurativeHandout.pdf>



Figurative Language

Literal



Figurative

ACTIVITY NO. 15: Figures of Speech

Figures of speeches are figurative language. This is a quick recap on the different figures of speech. Identify what figure of speech is reflected by the following sentences. Write the number of your answer on the space provided.

He was cold as an arctic wind.

The book just begged to be read.

Time is a thief.

I waited forever for him.

The clock in the living room cuckooed the hour.

I am not as young as I used to be.



1

Onomatopoeia
The use of words that imitate the sounds associated with the objects or actions they refer to.

2

Hyperbole
An extravagant statement; the use of exaggerated terms for the purpose of emphasis or heightened effect.

3

Personification
A figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities.

4

Metaphor
An implied comparison between two unlike things that actually have something important in common.

5

Simile
A stated comparison (usually formed with "like" or "as") between two fundamentally dissimilar things that have certain qualities in common.

6

Litotes
A figure of speech in which understatement is employed for rhetoric effect, principally via double negatives.



Reading 3

A Little Incident by Lu Hsun

Six years have gone by, as so many winks, since I came to the capital from the village. During all that time there have occurred many of those events known as “affairs of the state”, a great number of which I have seen or heard about. My heart does not seem to have been in the least affected by any of them, and recollection now only tends to increase my ill temper and cause me to like people less as the day wears on. But one little incident alone is deep with meaning to me, and I am unable to forget it even now.

It was a winter day in the sixth year of the Republic, and a strong northerly wind blew furiously. To make a living, I had to be up early, and on the way to my duties I encountered scarcely anyone. After much difficulty, I finally succeeded in hiring a rickshaw. I told the puller to take me to the South Gate.

After a while, the wind moderated its fury, and in its wake the streets were left clean of the loose dust. The puller ran quickly. Just as we approached the South Gate, somebody ran in front of us, got entangled in the rickshaw, and tumbled to the ground.

It was a woman with streaks of white in her hair, and she wore ragged clothes. She had darted suddenly from the side of the street, and directly crossed in front of us. My puller tried to swerve aside, but her tattered jacket, unbuttoned and fluttering in the wind, caught in the shafts. Fortunately, the puller had slowed his pace, otherwise she would have been thrown head over heels, and probably injured. After we halted, the woman still knelt on all fours. I did not think she was hurt. No one else had seen the collision. And it irritated me that the puller had stopped and was apparently prepared to get himself involved in some foolish complication. It might delay and trouble my journey.

“It’s nothing,” I told him. “Move on!”

But either he did not hear me or did not care, for he put down the shafts and gently helped the old woman to her feet. He held her arms, supporting her, and asked:

“Are you alright?”

“I am hurt.”

I thought, “I saw you fall and it was not all rough. How can you be hurt? You are pretending. The whole business is distasteful, and the rickshaw man is merely making difficulties for himself. Now let him find his own way out of the mess.”

But the puller did not hesitate for a moment after the old woman said she was injured. Still holding her arm, he walked carefully ahead with her. Then I was surprised as, looking ahead, I suddenly noticed a police station, and saw that he was taking her there. No one was outside, so he guided her in through the gate.

As they passed in, I experienced a curious sensation. I do not know why, but at the moment, it suddenly seemed to me that his dust-covered figure loomed enormous, and as he walked farther he continued to grow, until finally I had to lift my head to follow him. At the same time, I felt a bodily pressure all over me, which came from his direction. It seemed almost to push out from me all the littleness that hid under my fur-lined gown. I grew weak, as though my vitality had been spent, as though the blood had frozen in me. I sat motionless, stunned and thoughtless, until I saw an officer emerge from the station. Then, I got off from the rickshaw as he approached me.

“Get another rickshaw,” he advised. “This man can’t pull you anymore.”

Without thinking, I thrust my hand into my pocket and pulled forth a big fistful of coppers. "Give the fellow these," I said.

The wind had ceased entirely, but the street was still quiet. I mused as I walked, but I was almost afraid to think about myself. Leaving aside what had happened before, I sought an explanation for a fistful of coppers. Why had I given them? As a reward? And did I think of myself, after my conduct, fit to pass judgment upon the rickshaw puller? I could not answer my own conscience.

Till now that experience burns in my memory. I think of it, and introspect with pain and effort. The political and military drama of these years is to me like the classics I read in childhood: I cannot recite half a line of it. But always before my eyes, purging me with shame, impelling me to better myself, invigorating my hope and courage, this little incident is reenacted. I see it in every detail as distinctly as on the day it happened.

Riño, L., Cabanilla, J., Tapang, A., and Baylon, M. (2005). Language in literature for second year. Quezon City: Vibal Publishing House, Inc.



ABOUT THE AUTHOR

Lu Hsun is the pseudonym of Chou Shu-jen, writer of satiric short stories of social criticisms. His short story *K'uang-jenjih-chi* (The Diary of a Madman) was published in the journal that initiated the intellectual revolution in China. Lu shun has been a witness of Cultural Revolution when Mao Tse-tung came to power. The new government demanded that literature should serve the aims of the state. Thus, the image of the working class was projected through the heroes of the literary works. The new government also ordered the writers to produce works that could easily be understood by the peasants, soldiers, and workers. Because the intellectuals were persecuted, most of the published works were written by unskilled workers.

ACTIVITY NO. 16: Picture It Out

After reading the text, in one paragraph, picture out the incident that happened in the story. Considering descriptive writing, allow the reader to see what you saw while reading the text.



A descriptive paragraph uses specific details and images to paint a picture with words of a person, place, or thing. Often the five senses are used. Description means "illustrative detail". Moreover, it is one among other patterns that the writer can use in crafting his/her written text.

Access the link below and read the material before proceeding to the next activity.



<http://www.tc.umn.edu/~jewel001/CollegeWriting/START/Modes.htm>



Questions to answer:

1. What is the setting of the story?
2. Looking at the incident that happened, whom would you blame? Why?
3. Lu Shun is known for his stories of social criticisms. What message does the story give?
4. What could have influenced the author to write about such issues considering the setting of the story?
5. Do you think the "new government" influenced his writings? Explain.
6. What influences the crafting of such content?



IRF Worksheet

Having acquainted with literary pieces, respond to the question below. Write your answer on the Revised Answer portion of the chart.

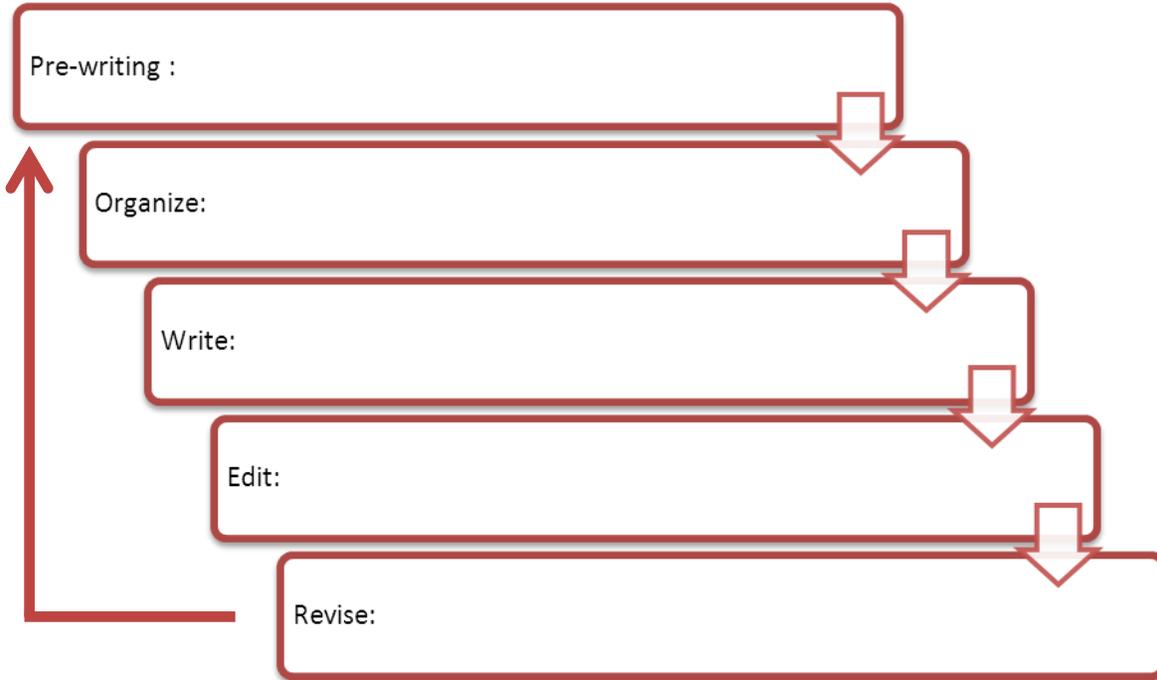
What influences the content of a literary text?

	<u>I</u>nitial Answer:
	<u>R</u>evised Answer:
	<u>F</u>inal Answer:

ACTIVITY NO. 17: Writing Process

Every writer has his/her purpose in coming up with a literary piece. Their main goal is to be effective. Following the writing process especially for prose writing will certainly achieve consistency. Guided by the cycle, tell the story of the writing process.





Questions to answer:

1. Why is it significant to follow the process?
2. In what way does the author's purpose influence the process?
3. How does a written text become powerful to the literary world?

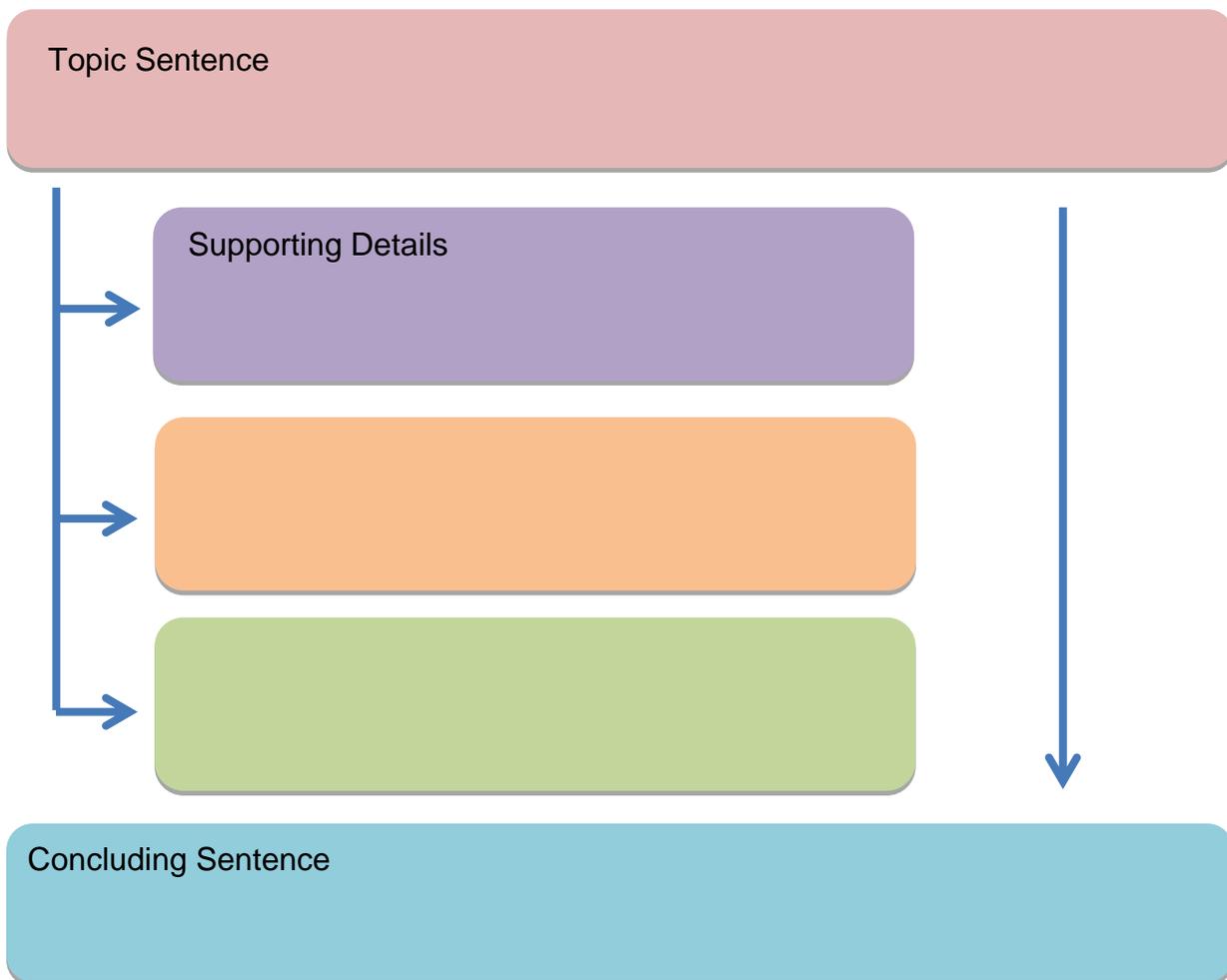
ACTIVITY NO. 18: Paragraph Analysis

Using the sample paragraph and the paragraph you have written on activity 15, let us explore whether both covered the same elements. Identify the topic sentence, supporting details and concluding sentence in each paragraph.



Learning how to turn in homework assignments on time is one of the invaluable skills that college students can take with them into the working world. Though the workforce may not assign homework to its workers in the traditional sense, many of the objectives and jobs that need to be completed require that employees work with deadlines. The deadlines that students encounter in the classroom may be different in content when compared to the deadlines of the workforce, but the importance of meeting those deadlines is the same. In fact, failure to meet deadlines in both the

classroom and the workforce can mean instant termination. For example, in the classroom, students form a contract with the teacher and the university when they enroll in a class. That contract requires that students complete the assignments and objectives set forth by the course's instructor in a specified time to receive a grade and credit for the course. Accordingly, just as a student risks termination in the classroom if he/she fails to meet the deadline for a homework assignment, so, too, does that student risk termination in the workforce? When a student fails to complete those assignments by the deadline, the student breaks her contract with the university and the teacher to complete the assignments and objectives of the course. This often leaves the teacher with no other recourse than to fail the student and leaves the university with no other recourse than to terminate the student's credit for the course. Developing good habits of turning in assignments in class now, as current students, will aid your performance and position as future participants in the working world.





Your
Descriptive
Paragraph

Topic Sentence

Supporting Details

Concluding Sentence



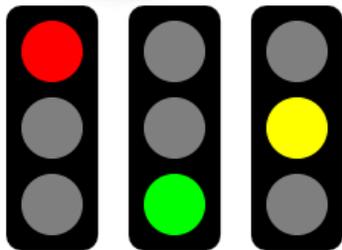
End of FIRM UP

In this section, the discussion focused on literary pieces from China and Japan. Moreover, we looked at significant themes among the texts. Before proceeding to the next section, answer the following prompts.

1. What new things did you learn?
2. What ideas/concepts do you need more help with?
3. What action should be done to cope with the difficulties you encountered?



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



1 2 3

1 – There are concepts not clear to me. These are the concepts not clear _____

2 – I'm good to go 😊

3 – There are some things not clear but I'm good to go.

DEEPEN



In this section, you will continue to engage yourself with activities in relation to the previous literary and language focus activities. Keep in mind the following questions.

***What influences the content of a literary text?
Why do some themes continue to become a living influence?***

I Wonder?



I wonder when . . .

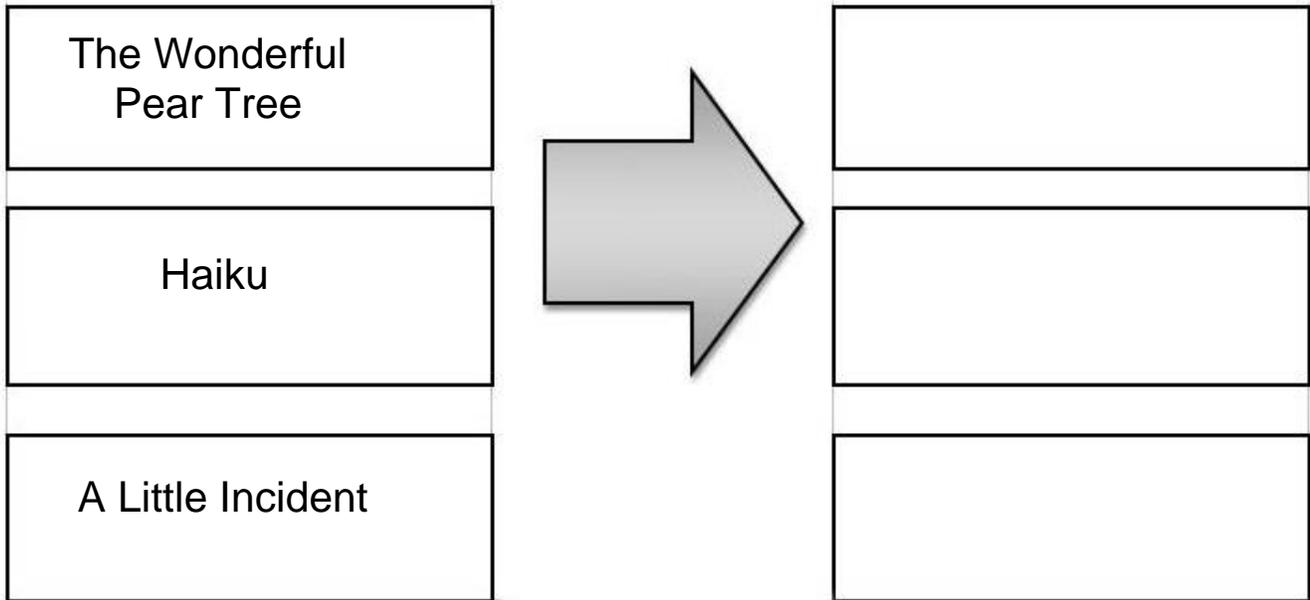
I wonder how . . .

I wonder why . . .

I wonder if . . .

ACTIVITY NO. 19: Implications

Considering the readings we had the previous section, answer the graphic organizer below by stating the implications reflected in each of the literary piece.



Questions to answer:

1. What helped you in identifying the given implications?

2. Why do you think the author would direct such thoughts?

3. What do you think influences the author to come up with such text?

ACTIVITY NO. 20: Let's Try another Set

As you go through the activity, focus on the implications of the different texts and also take note of its origin. Read the given texts and answer the task that follows.

Text 1	Text 2	Text 3
<p>Verses from the Book of Tao</p>	<p>The Growth Rings</p>	<p>The Analects of Confucius (Book II)</p>
<p>http://mydescentintomadness.wordpress.com/2010/05/20/tao-te-ching-verse-7/</p>	<p>http://hs2englishliterature.blogspot.com/2010/07/growth-rings-deng-hainan.html</p>	<p>https://ebooks.adelaide.edu.au/c/confucius/c748a/ <i>*download the file and open book II</i></p>
<p><i>What does the text imply?</i></p>	<p><i>What does the text imply?</i></p>	<p><i>What does the text imply?</i></p>
<p><i>What do you think is the basis of the author in coming up with the text?</i></p>	<p><i>What do you think is the basis of the author in coming up with the text?</i></p>	<p><i>What do you think is the basis of the author in coming up with the text?</i></p>



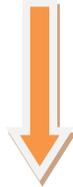
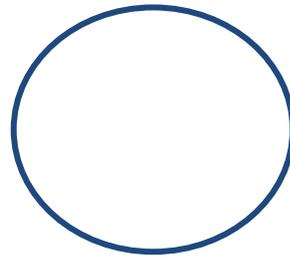
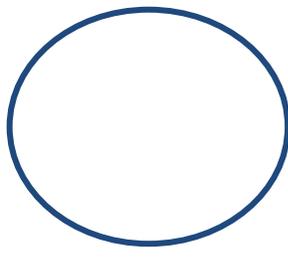
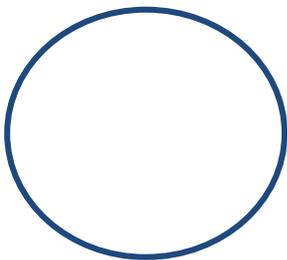
Questions to answer:

1. What distinctive idea does each text reveals?

2. Cite other literary piece which addresses a similar thought?

3. Other than the purpose of the author, what influences the crafting of a literary piece?

4. Fill in the chart below by the answering the following:
Circles 1-3: What were the bases of the author in coming up with the text?
Rectangle: What insight can you share based from the analysis done?



ACTIVITY NO. 21: Sum Up

Fill in the given graphic organizer by answering the prompts.

What I did

What I learned

How will it be helpful?



End of DEEPEN

In this section, the discussion was centered on writing techniques especially in coming up with a speech. Now that you are equipped, you are ready for the culminating task.



How did you find the activities?



What new information did you learn from the topic? Include new terms and their meanings.



Which of the new information is most significant to you? Why?



TRANSFER



Your goal in this section is to apply the things you have learned to real life situations. You will be given a task which will demonstrate your understanding.
You are now ready to begin this section.

ACTIVITY NO. 22: Speech Outlining

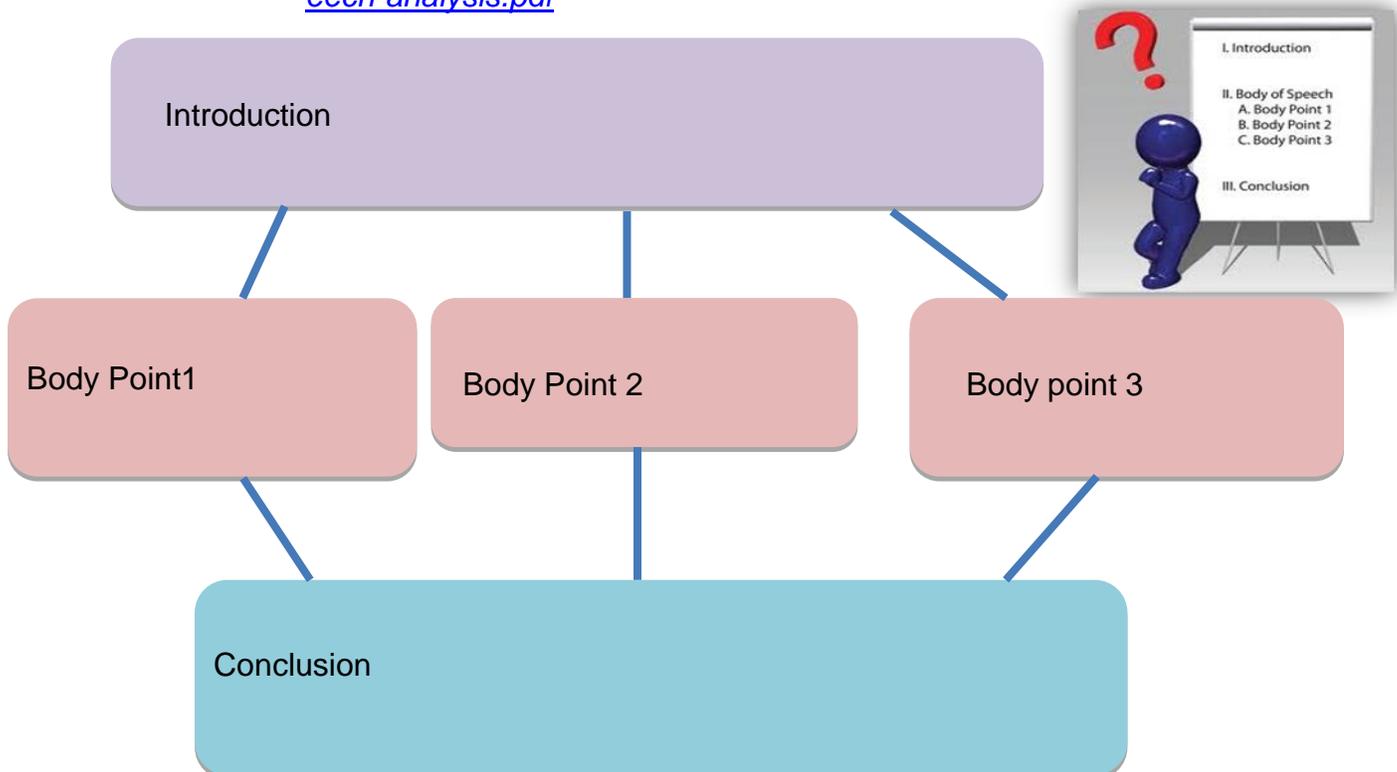
In preparing a speech, it is important to prepare an outline before writing one. The speech outline serves as the backbone of the speech. Before answering the organizer access the following the links to help aid you in crafting one.



<https://www.youtube.com/watch?v=8xgFp7AfhIk>



http://www.readwritethink.org/files/resources/lesson_images/lesson885/speech-analysis.pdf





Questions to answer:

1. What inspired you to address that particular environmental concern?
2. Have you encountered speeches addressing the same theme? Cite an example.
3. Why do you think such theme becomes a living influence?

ACTIVITY NO. 23: Writeshop

Learn more about how to write speeches in order to prepare you for the task at the end of this lesson; you access these through the following links:



<http://www.write.co.nz/site/writegroup/files/A-beginner's-guide-to-making-a-speech%20-for-website.pdf>



<http://www.forbes.com/sites/jeffschmitt/2013/07/16/10-keys-to-writing-a-speech/>

A beginner's guide to making a speech

By Margaret Austin, Write Limited

1. Thinking and planning - Pick your topic carefully. A teacher may say 'Choose a topic you care about'. We recommend something extra—pick a topic that you want your audience to care about. You'll find it easier to be convincing.

- Write a purpose statement and your main messages
- Use the purpose statement to shape your speech, and your message to the audience will be clear.
- Know your audience and the setting
- Grab a big sheet of paper and go for it. Make a mind map, do pictures, create lists. Everyone has a different way to brainstorm—do what works for you.
- Plan your structure
- Take your scribbling and organize your ideas. Draw up a draft plan with a beginning, three main messages, and an end.

2. Writing and editing - Write first, edit later. First of all, write without editing.

- Don't keep going over what you've written. Just let it flow.
- Writing for listeners is different from writing for readers. Your audience will hear your speech once.
- Write as if you're talking to someone—you are. Imagine a member of your audience, and write just for them.
- Be yourself. If you're not good at making jokes, don't try to be funny. Just be who you are.
- Keep it simple—for you and your audience. Use facts and statistics sparingly, or your audience may lose track and drift off.
- Whatever your topic, make it interesting

- Tell stories. People love stories. We remember stories better than we remember facts. Turn facts into stories.
- Put yourself into the speech. Add a personal story. It'll tell the audience what you're like as a person, and make them more interested in what you're saying. Judge this carefully.
- Remember, the speech isn't all about you, but you do belong in there somewhere.
- Use 'the rule of three'. 'There was an Englishman, and Irishman, and a Scotsman...' 'The three little pigs' 'Get down, get low, get out'—the rule of three pops up everywhere. It's a memorable way of making a point. 'The new food at the canteen is healthier, tastier, and cheaper.'
- Spend extra time on the start and finish
- The start and finish make a lasting impression. Writing them will take more time and effort. The work pays off.

3. Practice to make it perfect - Practice equals control.

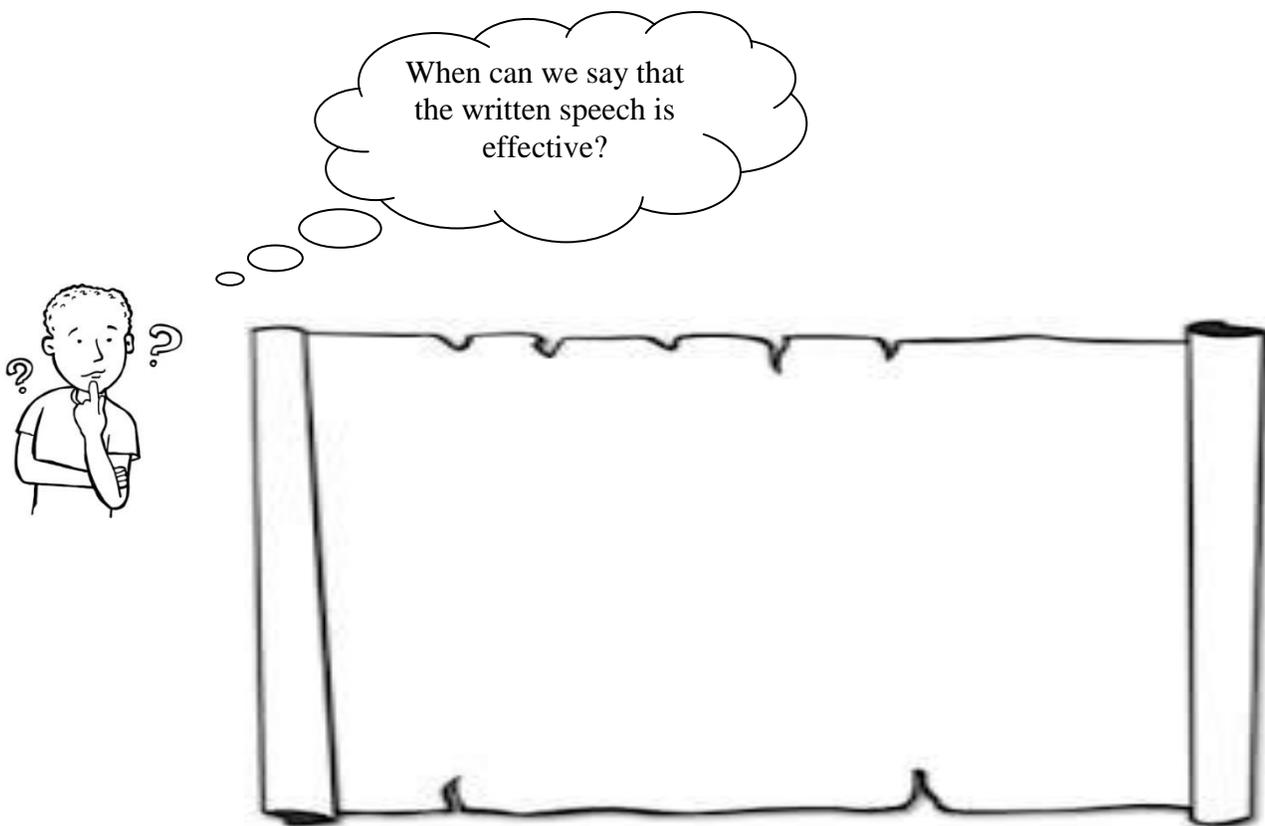
- Get to know your speech really well. Practice as much as you can. Bill Gates was an awesome presenter who made it look easy. But he spent weeks perfecting his pitch.
- As you practice, you'll see things you want to change. Keep editing.
- Imagine a member of your audience—as you did when you wrote your first draft—and make the speech to them.
- Check your gestures by practicing in a mirror. Here's an unusual technique for making sure you're not overdoing gestures, and that they are really natural.

4. Stand and deliver— Embrace the adrenalin.

- Being nervous is okay. The audience is there to hear your material, not to scrutinize or criticize.
- You've got their goodwill. They want you to succeed.
- The key is that you are in control of the situation. You're there to tell your story. You might even enjoy it.
- Use pauses. Take a pause before you speak. Pauses are powerful. Pausing before speaking will calm you down, and focus your audience.
- Look at your listeners for a moment and get the start of your speech clear in your mind.
- Project your voice. It's not about volume. You don't have to shout. Aim your voice to the back row.
- Speak to your audience as if they were one person, just as you did when you wrote and practiced.
- The better you know your material, the less time you'll spend thinking about your next line, and the

10 Keys to Writing a Speech

1. Be Memorable
2. Have a structure
3. Don't Waste the Opening
4. Strike the Right Tone
5. Humanize Yourself
6. Repeat Yourself
7. Use Transitions
8. Include Theatrics
9. End Strong
10. Keep It Short





PERFORMANCE TASK

As the head of the communications department of the Department of Environment and Natural Resources, you are commissioned to write a speech reflecting the theme *Awareness on Environmental Detriments*. The speech will be published in the department's newsletter in relation to the celebration of Public Speaking Month. The speech should be relevant, well-developed and creative

SELF-COMPOSED SPEECH

	Excellent 4	Satisfactory 3	Developing 2	Beginning 1
Relevant	The written speech insightfully reflects the theme of the training. The speaker is able to make real world connections and relate environmental action plans.	The written speech reflects the theme of the training. The speaker is able to make real world connections and relate environmental action plans.	The written speech reflects minimally the theme of the training. The speaker in some parts makes superficial real world connections and relates environmental action plans.	The written speech does not reflect the theme of the training. The speaker is able to make real world connections and relate environmental action plans.
Well-developed	The written speech is clearly and logically organized with an engaging introduction, a logically sequenced body with appropriate transitions, and clear and convincing closure.	The written speech is organized with a sufficient introduction, a logically sequenced body with appropriate transitions, and clear and closure.	The written speech shows inconsistencies in organization and lack of sustained focus throughout the speech with inconsistently use transitions.	The written speech lacks organization and there is no clear transition. There is no clear beginning, middle or end.

<p>Suitable</p>	<p>The written speech has a unique and original presentation which comprehensively communicated understanding on the purpose of the speech.</p>	<p>The written speech was well presented which communicated understanding on the purpose of the speech.</p>	<p>The written speech was weak in terms of unique presentation which shows a vague sense on the purpose of the speech.</p>	<p>The written speech was inadequate in terms of unique presentation which reflects confusion on the purpose of the speech.</p>
------------------------	---	---	--	---

ACTIVITY NO. 24: Status Update

Update yourself with the considerations needed to be addressed in your speech through this checklist.

Speech Writing

- Do you have three distinct and well-thought-out arguments?
- Do you have evidence (research) to support these arguments?
- Does your introduction briefly state the problem?
- Does your introduction include topic sentences that elude to your arguments?
- Does your introduction transition to your first argument paragraph well?
- Does your first argument paragraph include a topic sentence that firmly states your first argument?
- Do the claims you make in the first paragraph make logical sense with your first argument?
- Are all of your claims in the first paragraph supported by evidence?
- Does your first argument transition well to your second?
- Does your second argument paragraph include a topic sentence that firmly states your second argument?
- Do the claims you make in the second paragraph make logical sense with your second argument?
- Are all of you claims in the second paragraph supported by evidence?
- Does your second argument transition well to your third?
- Does your third argument paragraph include a topic sentence that firmly states your third argument?
- Do the claims you make in the third paragraph make logical sense with your third argument?

- Are all of your claims in the third paragraph supported by evidence?
- Does your conclusion briefly restate your arguments?
- Does your conclusion encourage the other senators to vote a certain way?



IRF Worksheet

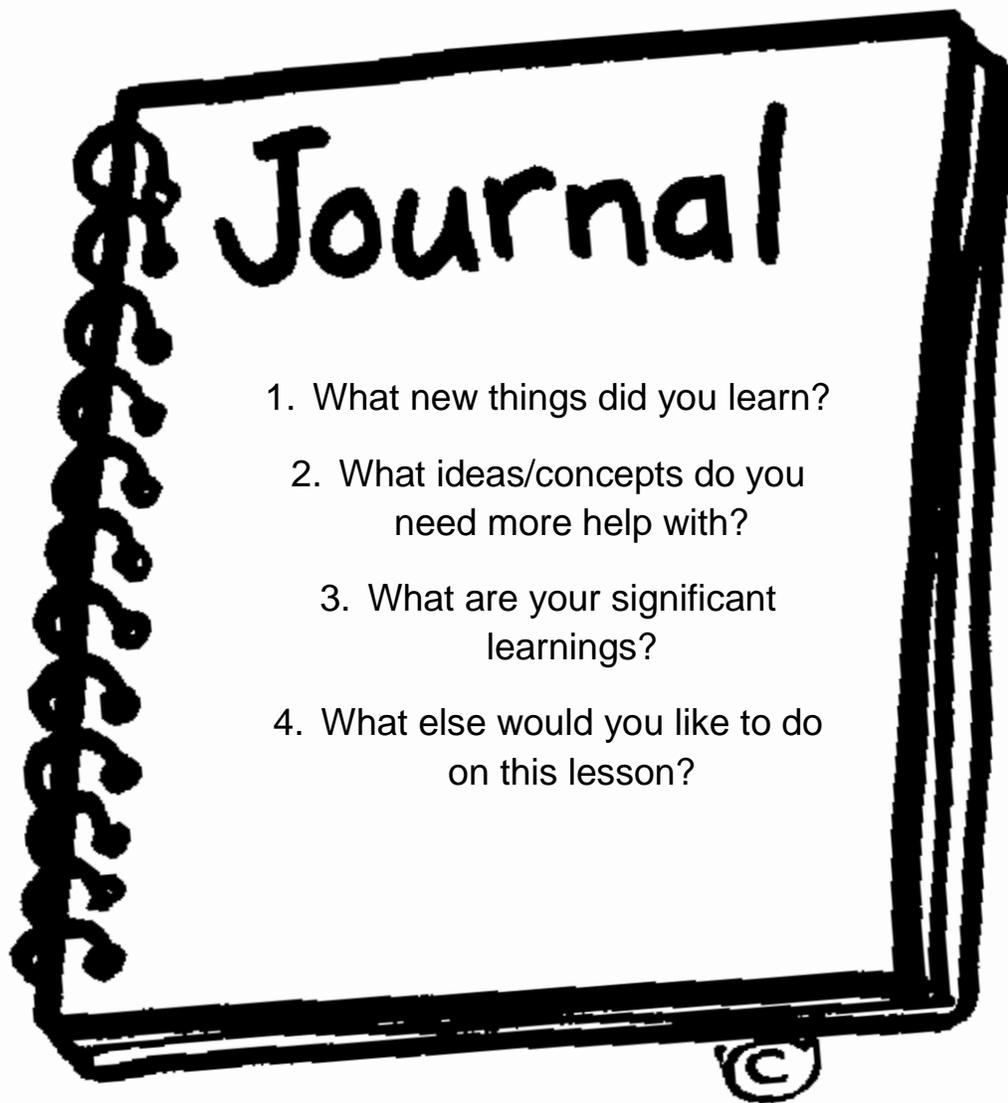
Reconsider the question and write your answers in the Final Answer portion of the chart.

What influences the content of a literary text?

	<u>I</u>nitial Answer:
	<u>R</u>evised Answer:
	<u>F</u>inal Answer:

Journal Writing

Share your thoughts 😊



End of TRANSFER

You have completed this lesson. Congratulations! You are now ready to proceed to the next lesson. 😊

GLOSSARY OF TERMS

Claim – is to maintain that something is true.

Descriptive – is a manner of expressing an attribute or quality of a noun.

East Asia Literature – these are literary pieces that come from East Asian Countries (China, Hong Kong, Macau, Japan, North Korea, South Korea, and Mongolia).

Figurative Language – refers to words, and groups of words, that exaggerate or alter the usual meanings of the component words.

Folktale – are stories passed on from one person to another by word of mouth. These tales were not written down, but existed only in the memory of mankind.

Haiku – is both a type of poetic pattern and a way of experiencing the world. This short, 17-syllable form, usually written in three lines with a 5-7-5 syllable count, focuses our attention on a single, insightful moment.

Literal language – refers to words that do not deviate from their defined meaning.

Literary pieces/text – these are also referred to as genres or text published.

Paragraph – is a self-contained unit of a discourse in writing dealing with a particular point or idea.

Paraphrase – a restatement of a text or passage giving the meaning in another form, as for clearness; rewording.

Speech – this is referred to as an address to be given to an audience.

Supporting Details – this refers to the ideas related to the theme of the text.

Syllable – a unit of spoken language that consists of one or more vowel sounds alone, a syllabic consonant alone or any of these with one or more.

Topic Sentence – this refers to the road map of a paragraph. It reflects the main idea of the text.

REFERENCES

Guth, H. (1990). *American English today: our common language*. United States of America: McGraw-Hill, Inc.

Ribo, L., Galvez, N., & Malicsi, M. (2013). *Language in literature II Afro-Asian literature*. Philippines: Vibal Publishing House, Inc.

Ribo, L., Cabanilla, J., Tapang, A., and Baylon, M. (2005). *Language in literature for second year*. Quezon City: Vibal Publishing House, Inc.

Austin, M. (2012). A beginner's guide to making a speech. Retrieved from <http://www.write.co.nz/site/writegroup/files/A-beginner's-guide-to-making-a-speech%20-for-website.pdf>

This link provides lessons on how to write a speech.

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

This link shows the chart of the author's purpose in writing.

Current environmental problems. Retrieved from <http://mrturnersenglish.files.wordpress.com/2011/03/slide228.jpg>

This link is the source of the current environmental problems photo.

English exercises. Retrieved from <http://www.englishexercises.org/makeagame/viewgame.asp?id=4956>

This link provides activity for paraphrasing.

How to create a speech outline. Retrieved from <https://www.youtube.com/watch?v=8xgFp7Afhlk>

This link will lead you to a video presentation on how to create a speech outline.

Literal vs figurative language. (2010) Retrieved from <http://www.readwritethink.org/files/resources/lesson-docs/LiteralFigurativeHandout.pdf>

This link provides explanation about figurative and literal language.

Nature. Retrieved from <http://tarotwithkali.blogspot.com/2012/07/nature.html>

This link the source of the nature photo.

Rhetorical modes. (2013). Retrieved from <http://www.tc.umn.edu/~jewel001/CollegeWriting/START/Modes.htm>

This link provides the explanation on the different rhetorical modes used in writing.

Schmitt, Jeff. (2014) Keys to writing a speech. Retrieved from <http://www.forbes.com/sites/jeffschmitt/2013/07/16/10-keys-to-writing-a-speech/>

This link provides ideas on how to write a speech.

Speech analysis questions. (2005). Retrieved from http://www.readwritethink.org/files/resources/lesson_images/lesson885/speech-analysis.pdf

This link provides guide questions on how to come up with a speech outline.

Spellhood studios. Retrieved from <http://www.shsforums.net>

This link is the source of the communing with nature photo.

The silver pen. Retrieved from <http://www.thesilverpen.com/>

This link is the source of Wright's quote.

Warren photographic image library of nature and pet. Retrieved from <http://www.warrenphotographic.co.uk/06544growth-rings-in-douglas-fir>

This link is the source of the growth ring photo.