

Learners:	<b>Second Year</b>	
Language Focus:	<b>Reading – Informational Texts</b> <b>Visually-Representing – Organizing Information with Visual Elements</b>	
Authentic Material:	<b>Travelogues or Informational Travel Brochure</b>	
Objectives:	<ol style="list-style-type: none"> <li><b>1. To read and study information texts such as travelogues</b></li> <li><b>2. To synthesize an original travelogue of a selected country</b></li> <li><b>3. To promote a country’s culture, tourist spots, food, etc. through the travelogue</b></li> </ol>	
Teachers:	<b>Balili, Bines</b>	<b>Cabardo, Alma</b>
	<b>Pedroso, Karen</b>	<b>Terogo, Ionell Jay</b>
Duration:	<b>Three (3) days</b>	

## **PROCEDURE for TASK-BASED LEARNING ACTIVITY USING AN AUTHENTIC MATERIAL**

*Homework from previous meeting:*

- Choose a country from the Afro-Asian region which you think have a vast and rich culture and thereby is worthy of promotion. Selecting countries without duplication is very much appreciated.
- Search about the country’s relevant information (general facts, tourist spots, food, etc.). Make sure you know much about that country through your researches.
- Then, procure cut-out pictures or even soft copies about your chosen country. Consider pictures which could fit in a long-sized bond paper.
- If you decide to bring soft copies of the researches and pictures, bring your own laptops or gadgets with a publishing or photo-editing software, like Microsoft Publisher.

*Procedure (for the teacher during class):*

### A. Motivation (First Day)

1. Let the students recall the literature lesson on “Ho Chi Minh’s Finest,” a Vietnamese short story.
2. Initiate discussion of value lessons learned out from the short story. Then, lead the students to an open discussion on traveling by asking this question:

*“Have you ever gone to other Asian countries aside from the Philippines?”*

or

*“Have you ever wished that you have gone to other Asian countries, just like Vietnam?”*

3. Elicit student responses about places they want to visit. Ask them if ever they have been enticed to visit a country by looking at informational materials such as travelogues and brochures.

#### B. Lesson Proper

4. Discuss to the class the function of informational materials such as travelogues and brochures.
5. Inform them that they will have the opportunity to help promote a country by creating a travelogue.
6. Before they get to create their own travelogue, put the students in groups for a travelogue study activity. In groups, students are given travelogues of different countries. Each group will choose a country they would like to visit based on the effectiveness of the travelogue.
7. Prompt the groups as to the common details of a common travelogue and how the travelogue is used as a promotional material for a place to visit.
8. Using a sample travelogue and affirming the students' responses, discuss in part:
  - purposes of travelogues;
  - parts of a travelogue;
  - what makes a good travelogue; and
  - how to make a travelogue.

#### C. Activity Proper (Second Day)

9. After the discussion of a travelogue using a good sample, students will individually create their travelogues. They will utilize their researches and cut out pictures which were given as homework.
10. They can create a hand-made travelogue (by using a long-sized bond paper) or may use the Microsoft Publisher software in their respective laptops.
11. Explain the details of the project:
  - Size: 8.5 x 13 inches
  - Font: 22 up; preferably Arial, Cambria or any legible font
  - May be three-fold, two-fold or any way they want it
  - Borders are not necessary
  - Must include name of country, texts, pictures, captions for pictures, and credits for pictures and researches included
  - Artistry and use of color is a plus.
12. Present to the students the rubric for grading their travelogues. (See attachment.)

#### D. Generalization (Third Day)

13. Students promote their chosen country to the class using their travelogues. Another rubric for oral delivery will be provided as a way of grading students' presentation. (See attachment.)
14. Then, students will select the most convincing travelogue and oral delivery by using the same criteria in the oral delivery rubric.
15. As a conclusion, the teacher will ask the students as to how the process of creating their own travelogues was. Valuing questions may include:
  - a. What can we get out from knowing our neighbouring countries?
  - b. Do you get to appreciate Asia and our country more because of the activity?
  - c. What are the interesting facts, destinations, cultural heritages we could be proud of as Filipinos or Cebuanos, in particular? How can we promote them in our own ways?
  - d. What are other ways to imbibe patriotism and cultural pride aside from creating a travelogue?

#### E. Evaluation

The individual travelogue and the travelogue presentation are the evaluative tasks for this three-day lesson. Both of these markings tapped the reading, visually-representing, speaking and listening skills of the students.

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### **Afro-Asian Travelogue Rubric**

<b>Criteria</b>	<b>5 below points</b>	<b>6-7 points</b>	<b>8-9 points</b>	<b>10 points</b>
<b>Point-form notes</b>	<ul style="list-style-type: none"> <li>information is not detailed or is missing</li> <li>points are too long or not clear</li> </ul>	<ul style="list-style-type: none"> <li>some details only and are somewhat accurate</li> <li>points are not always clear or concise</li> </ul>	<ul style="list-style-type: none"> <li>mostly detailed and accurate information about topography, culture, etc.</li> <li>points are mostly concise and clear</li> </ul>	<ul style="list-style-type: none"> <li>very detailed and accurate information about topography, culture, etc.</li> <li>points are very concise and clear</li> </ul>
<b>Paragraphs</b>	<ul style="list-style-type: none"> <li>locations are not in the regions or do not give accurate information</li> </ul>	<ul style="list-style-type: none"> <li>identifies locations in the regions and information is somewhat accurate</li> </ul>	<ul style="list-style-type: none"> <li>clearly identify locations in the region and information is mostly accurate</li> </ul>	<ul style="list-style-type: none"> <li>clearly identify locations in the regions and give accurate information about them</li> </ul>
<b>Pictures</b>	<ul style="list-style-type: none"> <li>pictures are very inaccurate or are missing many required items</li> </ul>	<ul style="list-style-type: none"> <li>pictures are somewhat accurate and have some of the required information</li> </ul>	<ul style="list-style-type: none"> <li>pictures are mostly accurate and contain most of the required information</li> </ul>	<ul style="list-style-type: none"> <li>pictures are extremely accurate and contain all required information</li> </ul>
<b>Bibliography</b>	<ul style="list-style-type: none"> <li>materials are but proper format is not followed at all</li> </ul>	<ul style="list-style-type: none"> <li>all materials are listed and proper format is attempted</li> </ul>	<ul style="list-style-type: none"> <li>all materials are listed in mostly proper format</li> </ul>	<ul style="list-style-type: none"> <li>all materials are listed in proper format</li> </ul>
<b>Presentation &amp; Organization</b>	<ul style="list-style-type: none"> <li>few parts of the project are neatly organized or clearly laid out</li> </ul>	<ul style="list-style-type: none"> <li>some parts of the project are very neatly organized and clearly laid out</li> </ul>	<ul style="list-style-type: none"> <li>all parts of the project are neatly organized and laid out</li> </ul>	<ul style="list-style-type: none"> <li>all parts of the project are very neatly organized and clearly laid out</li> </ul>

## Oral Presentation Rubric

TRAIT	4	3	2	1
<b>NONVERBAL SKILLS</b>				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

<b>VERBAL SKILLS</b>				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

<b>CONTENT</b>				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS: