Dear Teachers,

Hi there! Welcome to Grade 8 of the K to 12 Curriculum. Here is your Teacher’s Manual (TG) for Module 1, Lesson I. This TG is prepared to assist you in helping your students learn valuable lessons, skills and competencies. As you continue to journey towards the achievement of the goals of the K to 12 curriculum, we hope this TG could help you.

In Quarter 1, lesson 1 module, you will discover how knowledge of the traditions and values of Afro-Asian nations could help in understanding better one’s identity as an Asian.

Particularly, Module 1 Lesson I: Beginning the Knowledge Quest aims to guide your students in understanding traditions and values of the Philippines and selected African country as together you search for the answers to the question: How can I better understand my identity as an Asian?

Thus, this module is to be used for 12 hours or three weeks. It is expected that you will make use of the modules according to the needs of your students and the availability of resources/materials.

As a teacher please be reminded of the following:

1. Promote classroom behavior that focus primarily on building up confidence of each student.
2. Provide opportunities for interactive use of the target language.
3. Ensure that assessment techniques/strategies are inclusive of all target competencies.
You will be dealing with the following specific targets for Module 1:

- To guide your students in gathering facts and opinions about the traditions and values of selected Afro-Asian countries.
- To lead them in discovering that the literature can be the means to understand the traditions and values of people.
- To help your students in creating an informative and creative exhibit showcasing the traditions and values of people from selected Afro-Asian countries.

To give you an overview of the lessons for Module 1, here is the Module Map.

You will be dealing with the traditions and values of selected Afro-Asian countries with the use of an informative texts, prosodic features and study and research skills. You will be using the oral literature of the selected Afro-Asian countries (Philippines, Africa, China, Japan, India and Persia).

You will be discussing the following grammar lessons: Adjectives, conjunctions, parenthetical expressions, compound and complex sentences, and sentence modification/parallelism.

And at the end of this quarter, expect your students to come up with the following outputs: an informative paragraph, an informative article, brochure and a proposal for an exhibit.
Before you begin the lesson, ask your students to work on this pre-assessment test to diagnose their understanding on the topics you will be discussing for the whole Module 1.

Pre-Assessment: p.3 - p.6 (Learner’s Module)
INTRODUCTION and OBJECTIVES

Read the introduction to the students (let them follow through silent reading). Emphasize to them that their goal is to seek answer for the focus/essential questions posted by doing the activities in the module and completing the product or performance task assigned for this lesson.

Explain to them the target objectives for this lesson. Do this in the simplest fashion possible. Make sure they will be able to translate these objectives into simpler statements to prepare them in writing their own learning goals.
LESSON MAP and LEARNING GOALS AND TARGETS

This contains various activities that you can find in this lesson and are classified according to knowledge and skills, making meaning and developing understanding and transfer. It also categorizes the activities under know, do, understand and perform.

Monitor / Facilitate the activity.
Here is an activity for your learners to do. Facilitate them in viewing the video clips / pictures that show who Afro – Asians are following the link: http

Test what your learners have learned after watching the video clip through this activity. Facilitate them in choosing their respective partners, give them time to brainstorm following the guidelines and process questions that you will be handing out, let them complete the “My Initial Thoughts Are...” sheet. Lastly, have them compare their inputs with the class.
Voyages in Communication
Learner’s Module - Grade 8

PROCESS QUESTIONS:
1. What traditions and values of Africa are revealed in the video clip?
2. How much do you know about Africa’s values and traditions?
3. How are your traditions and values similar and/or different from them?
4. How important is understanding your identity as an African?

This activity focuses on the use of “Stress” or the prominence given to a syllable / word making it stand out above the adjacent syllable / word. The way a word / syllable is stressed defines its use in a sentence – it could either be a noun or a verb. Have the learners list 5 words which could be used as a noun and a verb depending on how it is stressed.
Following the previous activity, it is also of great importance that the learners learn how to inflect their voice.

In this activity let them read out the following sentences that you have provided.

Aid them in noticing the rise and fall of the voice along the line of sound – Intonation / Inflection.

When the voice rises, this indicates a question answerable by a yes or a no. The wavelike glide noticed as the voice goes upward and downward or vice versa is known as “Circumflex Intonation”. 
Put the learners knowledge to the test with these activities. Facilitate / Monitor the activity.

Equipped with the new knowledge of prosodic features of speech, it is now time to put it to the test with this activity. Facilitate / Monitor the activity.

More practice exercises awaits the learners regarding the prosodic features of speech. Prior to the reading of the excerpt, introduce to them the writer /author. This could be assigned a day before the discussion. Then, facilitate the learners in reading the excerpt from Francisco Benitez’ “What is an Educated Filipino?” putting to use their knowledge of stress, intonation and pauses.
Prepare 5 set of words (Group A) and a set of 5 sentences included are direct statements and interrogative questions answerable by yes / no (Group B).

Now group the class into A & B. Ask Group A to read silently then aloud the set of words that you have prepared. Ask them to pinpoint the stresses in each word.

For Group B let them read silently then aloud the questions and statements prepared. Ask them to distinguish the group of words which their voice rises and falls – Intonation.

At the end of the activities, facilitate as the learners assess the success of the activities done.

Activities deemed to be successful may now be shared and adapted by the student groups. Provide the them with a scoring rubric.
To better hone the learners comprehension of the topic, prepare the items needed and facilitate the given activities. At the end of the activities, assessment by the learners is needed whether the activities that the teacher have prepared were a success or not. Those deemed by the learners to be a success may now be shared within the learning community.
To further reinforce the learners reading skill, offer them different reading texts. After reading their chosen text, elicit their reading comprehension through: Informational Paragraph Frames, Partner Chatter and the Run-On Poem. Facilitate the learners and provide the reading materials.
Voyages in Communication
Learner's Module - Grade 8

Process Frame
(based from the creation of the Africans and why they have white)
The first step of the process is

The next step of the process is

The third step of the process is

It is a very amazing process

Activity 1: PARTNER CHATTER
Directions: In pairs, spend two minutes describing an object common to African people. The object (e.g. photograph) will be shown later and the student who used by your opposite?

1. You will show your partner to help your partner in identifying the object.
2. As you describe the object asked by your partner, your partner will describe the object/know what object. Other members of the opposite group are writing down this descriptive words you used.
3. When finished, your partner will announce his guess.
4. The process will be repeated.

How many unknown words were discovered by your group? Your teacher will assess how each group shared in this activity.

Activity 2: REIN-CHARGE
The task that will follow is an African poem. The title is "I am an African Child" by Bob McDermott. It is written without punctuation and spellings for this activity.

Your teacher will read it to you without interruption, so paying your attention in time. She may also tell some learners to re-read it for everybody.

Teacher's Notes
Make sure to make a pause on the parts of the video which you believe has relevance to the activity and discuss it in the class. Do it repeatedly until the video ends and until the learners have absorbed the idea of the video.

In the presentation of the poem, the following should be done by the teacher:
- Unlocking of Difficulties
- Pre-Reading
- Paraphrasing
- Comprehensive Check / Discussion
- Post – Reading
In case the video clip is not available, prepare and provide the learners a copy of the selection. Give the students ample time to prepare, to scan the selection.
It would be a big help if you will prepare a figure of a stair to help the learner figure out the meaning of a cline.
The learners may find association beyond your expectation. Ask them to explain their answers. Be considerate with your learners.
Prepare a comprehensive lecture in each of the four kinds of sentences.
Prepare also a simple sentence which can be developed / expanded into a compound sentence, complex structure and compound – complex.

Ex. The boy likes to sing a song. SIMPLE SENTENCE
The boy likes to sing a song but nobody asks him to do so. COMPOUND SENTENCE

The example given in the learning material could also be used.
Prepare questions that will lead to the comprehension of the selection.
Voyages in Communication
Learner’s Module - Grade 8

Into the pub, and to scenes and availability pawning today. Rural are gate, Kangaroo in langs.

But why? Why does it mean? To buy clothing, to pompeii remains stone. Why does one like anything at all? How does a people taste shaped?

But still, why our? Notice the food that was eaten. Could this have been a choice? Perhaps because the milk is meant to be eaten against the milk background of real? Easy to plant and3, and allowing more than one crop a year, rice is ubiquitous in the landscape. One can picture our ancestors settling down beside their crops and finally taking to the cultivation of radish, with rice as one of the first staple crops.

Rice

How to us is more than basic cereal. For a constant background, simply accompanying it is also the staple of other foods, and of courses. We eat with our hands, but also with different (to, you, proper) because the branches of tree support the stability of rice. How can we ground this flour and the preparation of plait, the creamy sweet “Putang” (the banana kaikai) made of white, is filled with meat or flavored with aniseed, grains or vegetables, white or brown sugar with tamarind or salt.

The Ordinary

The landscape also offers the cream, straw, fields, forests, and trees from which comes the gallery of pales in which we are lost all our neon. “Rock house,” an American friend commented. As we saw from day to day are peas, carrots, tomatoes, cabbages, and very fern others.

The delicacy unrelated Hibiscus, on the other hand, recognizes the succulence of meats (pork, also, chicken), the delicious and flavor of tomatoes (plantain, macaroni serve), and the healthiness of other (pomegranate, passion fruit, bananas, and many more) kales, young, the beauty of all fruits and very spice of kales, tomatoes, and sausages, but also desserts like bananas and bananas, which double as vegetables, and the excitement of flowers like hibiscus and kales.
Do this as a group activity. Ask the learners to explain / justify their answers.
Prepare a concrete example of the grid / format that the learners will follow.
Prepare a comprehensive lecture on news writing. Cut a news article and point out the steps on how a news article is written. Discuss the guidelines/tips in writing an informative text.
Activity 14: TRANSFER TASK

Your municipality is hosting the 4th Asia-Africa Cultural Summit. As the head of the promotional activities for the event, the City Tourism Council intends to put up an exhibit titled as “Face Asia, Taste Africa” as a welcome treat to the summit delegates. As a member of the well acclaimed group of event organizers, you are being tasked to prepare an exhibit of informative wall charts with multimedia support showcasing the different traditions and cultures of selected African countries. Your output will be evaluated on the quality of information presented, creativity, relevance to the theme and visual impact.

Use the rubric below to guide you.

<table>
<thead>
<tr>
<th>Rubrics for an Exhibit of Informative Wall Charts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Present factual information; breadth and depth</td>
</tr>
<tr>
<td>Knowledge about African countries and themes</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Coherence</td>
</tr>
<tr>
<td>Visual appeal</td>
</tr>
</tbody>
</table>

Teacher’s Notes

[Teacher’s notes are left blank for this example.]
### Voyages in Communication
Learner’s Module - Grade 8

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Developing</th>
<th>Beginning</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity/Visual Effects</td>
<td>Made an excellent use of effects, style, and visuals to enhance the content.</td>
<td>Made use of effects and style to enhance the content.</td>
<td>Made use of effects and style to enhance the content but these often distract the viewer.</td>
<td>Made use of effects and style to enhance but these often distract the viewer.</td>
<td>Poor.</td>
</tr>
<tr>
<td>Writing</td>
<td>Works well with extensive interpersonal discussion</td>
<td>Includes all required elements and making sense of the written information within elements.</td>
<td>Includes most of the required elements in writing but could improve communication by merging some required elements.</td>
<td>Made use or more of required elements, but writing could improve communication.</td>
<td>Poor.</td>
</tr>
</tbody>
</table>

The preparations you have done in coordination with the event organizer of the exhibit are all set. The venue to set up the exhibit, the items to be displayed, the “who does what” are clear but aren’t you forgetting something?

The simple advertisements registration forms to be accomplished by your invited guests, the notices like signage to give directions, leaflets and flyers, brochures should be emailed from your local tourism office. All these are a part of the preparation for writing informative welcome.

**Task:** Revise your well thought-out plan. Find out if a committee is in charge of the needed promotional materials. Prepare a checklist again, go back to “who does what.”

The simple advertisements registration forms to be accomplished by your invited guests, the notices like signage to give directions, leaflets and flyers, brochures should be emailed from your local tourism office. All these are a part of the preparation for writing informative welcome.

**Task:** Revise your well thought-out plan. Find out if a committee is in charge of the needed promotional materials. Prepare a checklist again, go back to “who does what.”

You are done with all the required activities and tasks. You diligently followed the requirements. It is about time that we knew how you feel about this first lesson. Please perform this last task.
Directions: Honestly rate yourself using any of the following emotions.

1. If in case, you choose the Happy face, you will move to the next module.
2. If in case, you choose the Sad face, don’t hesitate to write the lesson’s and activities which will need reinforcement.
3. If in case, you choose the Confused face and you seem not to be fully convinced, write in a sentence or two the reasons why. We will be happy to explain further the nature of this module, the lesson or the activity which caused your confusion.
4. If in case, you choose the Angry face, please see your English facilitator. She or he will be listening to you.

Congratulations! You have completed the module.
Glossary of Terms

Advertisements - a public announcement using the mass media.

Cliche - is a graded sequence of words whose meanings go across a continuous of meaning. It comes from a Greek word "chreie" meaning useful.

Compound Sentence - a type of sentence combining two or more simple sentences. It is often combined with conjunctions such as and, or, nor, but, yet, so, for, however, therefore, nevertheless, otherwise, consequently, etc.

Expository Essay - is an essay which informs the reader about a subject, topic, issue, or event.

Informational Writing - is the movement of the voice up and down along the line of word.

Nonfiction - a literary composition in the form of a collection. A continuous series of prose or poetic stories that deliver.

Periodical - are publications which are issued at regular intervals, such as journals, magazines, and newspapers.

Pronunciation features of Speech - are those aspects of speech which go beyond grammar and are tied to the qualities of sound.

Pronunciation Word - a word of more than three syllables.

Diacritical marks - refers to the pronunciation given to a syllable or word which makes the word or syllable stand out above the adjacent syllable or word.

Syllable - is a unit of organization for a sequence of speech sounds.

Tone - is a belief or behavior passed down within a group or society with symbolic meaning or special significance with origins in the past.

Values - is an important and lasting belief or ideology shared by the members of a culture about what is good or bad and desirable or undesirable.

References Used in this Lesson

Books


Articles


Web Sources

Dear Teachers,

Hi there! Here is your Teacher’s Guide for Module 1, Lesson II. This TG aims to assist and guide you in your quest to help our number 1 priority in school—the students. As you continue to journey towards the achievement of the goals of the K to 12 curriculum, we hope this TG could help you. In this module, you will discover how knowledge of the traditions and values of Afro-Asian nations could help in understanding better one’s identity as an Asian.

Particularly, Module 1, Lesson II: Building Up the Knowledge Bank aims to guide you in understanding Chinese and Japanese traditions and values as you and your students search for the answers to the focus question:

How can I better understand my identity as an Asian?

Thus, this module is to be used for 12 hours or three weeks. It is expected that you will make use of the modules according to the needs of your students and the resources/materials available.

As a teacher please be reminded on the following:

1. Promote classroom behavior that focus primarily on building confidence up on each student.
2. Provide non-threatening opportunities for students to practice the target language.
3. Ensure that assessment techniques/strategies are inclusive of all target competencies.
The lessons in this module are aligned with the over-all content and performance standards of the first quarter. You will find at the bottom of this page the content and the performance standards for Quarter 1. For Lesson 2, the expected output is a two-page brochure on the traditions and values of China, Japan and the Philippines.

**LESSON MAP**

This part of the module will expose your students to the Target Competencies, Lesson Contents and the Activities they have to perform to be able to meet the content and performance standards.

Take note that these activities are classified as KPUP (Knowledge, Process, Understanding, Product/Performance) which is essential to learning and assessment. Also, these activities will guide you and your students in answering the Essential Question: **How can I better understand my identity as an Asian?**

**MY LEARNING GOALS AND TARGETS**

Since the target skills for the students are already identified, ask the students to fill-out the box with their expectations from the module. Ask the prompt question: **What do you expect to learn from this module?**
The **KNOW** part of the module diagnoses students’ prior knowledge or initial ideas. This is also the part where you pose the essential question: **How can I better understand my identity as an Asian?**

**Activity 1: LET’S CELEBRATE!**

This aims to find out if students are aware of the different festivals celebrated by Asians or Africans. Family portraits and celebrations are used to give an idea that values and traditions are interrelated. Remind students not to worry if they’re not sure of their answers as this is just an initial stage of the activity.

Process students answers by letting them answer the guide questions after the activity. Allow for a few minutes so students could record their answers. Afterwards, facilitate the discussion. Allow for varied answers.

Don’t forget to post/document the students’ tentative answers to the EQ.

**Trivia:**

Arthur Hu who wrote *An Introduction to Basic Asian Values* claimed that Asian values are very much inter-related. They all support the view of the individual as being a part of a much larger group or family, and place great importance on the well-being of the group, even at the expense of the individual. Great importance is placed on child rearing, and education is a fundamental aspect of this. He further said that Asian parents are more likely to spend much more time with their children, and drive them harder, sometimes even at the expense of their personal time and ambitions.
END OF THE KNOW

Activity 2: ARG (Anticipation-Reaction Guide)

This diagnostic activity is to be done with a partner.

Instruct your students to discuss with their partners the statements found in the ARG sheet. Tell them to write Agree or Disagree on the given statements. Remind them also to justify their reasons. Check if all the pairs are discussing and agreeing on their answer. It is important to let your students know that their answers are what they anticipate to learn and it is expected that as they go through the lesson their answers in the ARG may change.

Process students’ answers. Take note of their answers as those may be the basis for the lessons to be discussed.

If you think there is a need to add more statements to the ARG sheet please add them especially if those statements could help our students familiarize themselves with the traditions and values of the Chinese and Japanese.

Did you know that...

One of the first Graphic Organizers used to aid learning is the Venn diagram introduced in 1880 by John Venn (1834-1923). In his paper entitled “On the Diagrammatic and Mechanical Representation of Propositions and Reasonings” in the “Philosophical Magazine and Journal of Science he showed different ways to represent propositions by diagrams.

To date, there are several graphic organizers or concept maps utilized for classroom instruction. The ARG is one of them. You could make your own concept maps or graphic organizers too.
Welcome to the PROCESS stage. Here, you will find several activities to help your students answer the Essential Question for the Module. Your goal in this section is to make students learn and understand key concepts leading to the Essential Understanding.
Activity 3: Vocabulary Overload

Before reading a Chinese folktale, prepare your students through a contextual analysis of words found in the selection.

Tell the students to read carefully the sentence to find out how the word is used to communicate meaning. Remind them to identify the clues that have helped them arrive at the meaning of the words.

Allow your students to work individually for three minutes then process their answers afterwards.

Key

1. mallet—hammer
2. To smite—to hit
3. Shiver—tremble at the loud sound
4. Writhing—twisting
5. Cunning—skillful
6. Foundry—place of work
7. Rekindle—to be lighted again
8. Toilsomely—with difficulty
9. Gold, brass, silver and iron will fuse when mixed with the blood of a virgin
10. To Leap—jump
11. moaning, sobbing, complaining, weeping, murmuring

+++Extra

As soon as the meaning of each word is clear to the students, let them use the words in their own sentences. You might want to provide another activity for that like: yarn toss. One student holding the yarn will choose a word and use in a sentence. Then he/she tosses the yarn. Whoever catches it will choose another word and will use it in a sentence while holding the yarn. The tossing and the choosing and using of words in sentences will continue until the yarn is crisscrossing symbolizing that learning is non-linear and that it involves all the students.
A background information about the author is provided in the LM. You may ask Knowledge questions about the author and you may also provide additional information in addition to what is found in the LM. You may also assign the class to research on the author and his works.

The selection may also be pre-assigned to help students prepare for the discussion in class.

Pre-Reading

Before your students read the “Soul of the Great Bell”, draw out from them their answer to the motive question: What are you willing to sacrifice for your family?

+++Extra

Paragaphs are numbered so you could ask your students from what paragraph they could get information on the following:

- the task to Kouan-Yu and the description of the bell (par. 1)
- preparation, materials, workers and how they worked (par. 2)
- the problem (par. 3)
- the problem escalates with a consequence (par. 5)
- Ko-Ngai learned about the consequence to her father, planned for a solution (par. 6)
- the great sacrifice, final attempt to solve the problem, climax (par. 8) the mourning, Ko-Ngai’s death (par. 9)
- the result, description of the finished bell and its sound (par. 10)
- the folktale’s effect to the Chinese children/families (par. 11)

You may do this before proceeding to the next activity.
This activity has a graphic organizer which is an interactive way of discussing the elements of the story. Guide your students as they work as a group in filling out the needed information taken from the story.

**Who are involved?**
- Yong-Lo, emperor of Ming Dynasty
- Kouan-Yu, official from the city of Peking
- Ko-Ngai, daughter of Kouan Yu

**Where did this happen?**
- A long time ago in the city of Peking, China during the Ming dynasty

**When did this happen?**
- Ancient China, During the Ming dynasty

**What happened?**

Yong-Lo, the mighty emperor of the Ming Dynasty commanded the Kouan Yu, one of his officials to cast a great bell of an enormous size that the sound could be heard for one hundred li. The bell should be made of brass, gold and silver. Furthermore, he ordered that the bell’s lips should be engraved with blessed sayings.

Though all the master molders were tasked to cast the great bell, all the metals would not mix well. The bell they casted was cracked, fissured and split. There was even no uniformity in the sound.

The mighty emperor heard of it and he was angry. He gave one final order that if the bell wouldn’t be done, Kouan Yu had to die.
This worried his beautiful daughter, Ko-Ngai who asked for a fortune teller’s advice to help his father. The advice was for the bell to be casted perfectly a virgin blood must be mixed with the metals.

Ko-Ngai sacrificed her life and leaped to the furnace. After that, the casting of the great bell was accomplished.

The story was told in a third person’s point of view that of a narrator author. Most folktales are told in a third person point of view. (You may give input on the other point of view: first person, etc.)

**Why did the author tell this story?**

- To emphasize strong family devotion among the Chinese (you may ask your students other Chinese folktales that highlight family devotion e.g. Mulan)
- To show that obedience was imperative among the people of ancient China (follow up question maybe: Is obedience to their leader still imperative among the Chinese today?)
- To come up with a legend for one of the great bells in China (You may tell your students that bells play significant role in the Chinese culture)

Allow for other answers but don’t forget to process them.

**Did you know that?**

Ming Dynasty (1368-1644) – this empire lasted for more than 300 years. Among its accomplishments and contributions

---

**Teacher’s Notes**

- **Teacher’s Notes**
  - Space for additional notes and insights.
  - Guidelines for further discussion or activities.
  - Additional resources or references.

---

**Voyages in Communication Learner’s Module - Grade 8**

- **Module Outline**
  - Progress check points.
  - Key vocabulary definitions.
  - Practice exercises.

---

**Diagram or Visual Aids**

- Illustrations or diagrams to support the text.
- Visual representations of key concepts or processes.

---

**Teacher’s Notes**

- **Teacher’s Notes**
  - Space for additional notes and insights.
  - Guidelines for further discussion or activities.
  - Additional resources or references.

---
to China’s history included the construction and reparation of the Great Wall of China, Forbidden city, the imperial palace of the Ming and Qing Dynasty; Temple of Heaven, place where the emperor came every winter solstice to worship Heaven and to solemnly pray for good harvest; Ming tombs, imperial cemetery covering an area of 120 sq. kms. With 13 Ming Dynasty emperors buried there.

It was also during the Ming that China enjoyed relatively social and economic stability as well as military and naval powers. (www.chinahighlights.com)

Ming Dynasty (1368-1644) – this empire lasted for more than 300 years. Among its accomplishments and contributions to China’s history included the construction and reparation of the Great Wall of China, Forbidden city, the imperial palace of the Ming and Qing Dynasty; Temple of Heaven, place where the emperor came every winter solstice to worship Heaven and to solemnly pray for good harvest; Ming tombs, imperial cemetery covering an area of 120 sq. kms. with 13 Ming Dynasty emperors buried there.

It was also during the Ming that China enjoyed relatively social and economic stability as well as military and naval powers. (www.chinahighlights.com)

Activity 5: RING THAT BELL

Ask your students to work in pairs and fill out the two columns with the description of the great bell.

Key

Before KoNgai leaped to the furnace

- No uniformity in the bell
- Sides were cracked and fissured
- Lips were slugged and split asunder
- No sound could be produced
After KoNgai leaped to the furnace
- Beautiful and perfect form
- Wonderful color
- Deep, Mellow, mighty tones
- Sound reaching beyond distance of 100 li
- Sound resembled the voice of a woman murmuring Ko-Ngai and Hiai

+++Extra
Ask the students further:
- from what paragraphs did you find your answers?
- What two sounds were produced when the bell was completed? Why?
- Do you believe that the blood of a virgin could make metals mix well? Why?
- Do you know of a similar story in the Philippines?
- If this is a folktale, how then do you define a folktale?

Folktales are oral narratives that do not have a singular, identifiable author. Expanded and shaped by the tongues of tellers over time, and passed down from one generation to the next, folktales often reflect the values and customs of the culture from which they come. Because folktale plots are generally concerned with life’s universal themes, they also transcend their culture of origin to reveal the commonality of human experience. This ancient form of narrative communication for both education and entertainment, not only offers a window into other cultures, but also can be a revealing mirror of the comedy and pathos of our lives.

For assignment: you may ask your students to research about China’s great bell and how important it is in celebrating some Chinese traditions.
Activity 6: VALUES GALORE

Instruct your students to skim and can the story to find the answers to this activity.

After 3 minutes, tell them to go to their groups and answer Activity 4.

Explain to the students that they have to single out the Chinese values and traditions that they could find in the story with the corresponding supporting details.

Please allow for varied related answers.

Sample answers are provided here:

<table>
<thead>
<tr>
<th>THE SOUL OF THE GREAT BELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHINESE VALUES/TRADITIONS</td>
</tr>
<tr>
<td>SUPPORTING DETAIL/S IN THE</td>
</tr>
<tr>
<td>STORY</td>
</tr>
<tr>
<td>belief in fortune teller</td>
</tr>
<tr>
<td>Ko-Ngai consulted a fortune teller regarding what she could do to help her father. The fortune teller said that the blood of a virgin could complete the bell.</td>
</tr>
<tr>
<td>hardwork</td>
</tr>
<tr>
<td>day and night the master molders worked tediously and toilsomely.</td>
</tr>
</tbody>
</table>

You may process your students answers by asking the following questions:

1. Did you discover similarities/differences on your values and traditions with that of the Chinese? What are they?
2. How can your knowledge of the traditions and values of China help promote peace between our country and China?
3. How can you better understand your identity as an Asian?
1. When you were reading the story, did you notice the connection between and among paragraphs?

2. What made that possible?

After getting answers from the class, tell your students that they will answer the questions in Activity 5 with a partner for three minutes.

Process students answers emphasizing that there are different ways to develop a paragraph with the help of transitional devices.

You may input the following information:

Organizational Patterns of Paragraphs

The following six examples are the patterns of organization that are most frequently found in textbooks.

**Simple Listing**

Items are randomly listed in a series of supporting facts or details. These supporting elements are of equal value, and the order in which they are presented is of no importance. Changing the order of the items does not change the meaning of the paragraph.

**Signal words** often used for simple listing are: in addition, several, also, for example, another, a number of

**Description**

Description is like listing; the characters that make up a description are no more than a simple listing of details.

**Definition**

Frequently in textbook reading an entire paragraph is devoted to defining a complex term or idea. The concept is initially defined and then further expanded with examples and restatements.

**Signal words** used for definition are: is defined as, is called, means, refers to, is described as, term or concept

**Chronological (Time) Order or Sequence**
To highlight your students’ learning, you may provide other examples of paragraphs and ask your students to identify how each paragraph is organized (e.g. paragraph of simple listing).

Red is considered a color of celebration and is considered lucky or fortunate in China. Pink and yellow typically mean prosperity. On the other hand, white, gray and black are funeral colors.
Selection: The Story of the Aged Mother

Before reading the story, ask the opening question: How do you show your love for your mother/father?

To cue in your students to the “Story of the Aged Mother”.

Tell your students that as they read they will have to identify the type of paragraph organization used in the story; take note of the traditions and values of the Japanese.
reflected in the story; and look up the meaning of the highlighted words from the dictionary.
Activity 9: WORD WATCH

After all the groups have done the Word Chart, assign each group a word to present to the class. Process students’ answers.
Activity 10: GOING JAPANESE

Tell the students to fill in the chart with the Japanese values and traditions from the story and the supporting details (just like what they did in the Chinese folktale).

Let this be an individual work.

Possible answers

**Values and traditions** | **Supporting details**
--- | ---
Widowed parents living with the Child | Living at the foot of the were a poor farmer and his aged widowed mother

Process students answers. You may tell them to compare and contrast the Chinese and Japanese values and traditions.

Continue the discussion by letting the students answer questions found below Activity 9 in pair.

As soon as they’re done, discuss their answers and highlight the importance of knowing the traditions and values of Asians. Connect it with the EQ.

Activity 11: ON ONE CONDITION (p. 49 - LM)

This Activity focuses on the use of Conditional statements.

Facilitate the class in analyzing the conditional statements in Activity. 11.

Give students time to answer the questions on their own before starting the discussion.

You may assign students to read/research on the uses of conditional sentences or you may provide the information:

Here are some of the most common uses of conditional sentences from http://www.conditionalsentences.org/

1. Uncertain events and situations - We use conditional sentences to talk about uncertain events and situations.
Example:

*Ask Mark if he is staying tonight.* (He may or may not be staying) *If I see Nicky, I will convey your message.* (I may or may not see Nicky)

2. Conditions - An if-clause can also refer to a condition – something which must happen first, so something else can happen.

Example:

*If we can get there by tomorrow morning, we can have breakfast at Mark’s place.*
*I will go to market tomorrow if I am able to repair my car today.*

3. If…then - We sometimes construct sentences with if…then to emphasize that one thing depends on another. But note that we do not use if…so in this way.

Example:

*If he cannot walk, then she will have to help him.* (NOT …so we will have to go and see her)

*If Jennifer has no enough money, then we have to lend her some money.*

4. If meaning “if it is true” - Another common use of if is to mean “if it is true that” or if it is the case that”

Example:

*If you were in New York, why didn’t you come and see us? If it will help you, I will lend you some money.*

5. Unlikely, imaginary or untrue situations - Past (or special) tenses can be used to give the idea that something is unlikely, imaginary or untrue.

Example:

*If I married you, we would both be unhappy.* (Past tense used to talk about an imaginary future situation).
This is a viewing activity. It aims to inform your students about the tradition and values the Japanese hold dear.

Show the video twice. On the second viewing, let your students accomplish the Rules for Happiness chart. This may be done in pair or in group.

If you don’t have access to the internet, you may read the Rules for Happiness (Japanese style) to your students, thus making it a listening activity.

In processing the answers of your students, facilitate the conduct of the TPS (Think, Pair, Share) strategy.

After discussing with the class how conditional statements are used, let them do Exercise A – Complete the Line.

Let this be an individual work. Check students’ answers.

**Possible answers:**

Ko-Ngai would not die a tragic death if she did not follow the fortune teller.

If you were Ko-Ngai would you also jump in the boiling metal?

The farmer’s mother would die if he will leave her in the mountain.

If the riddle was not solved, the custom of abandoning aged people would have continued.

If all children were like Ko-Ngai and the farmer, their parents would be very happy.

This exercise on the use of conditional statements also aims to recall the stories/selections read by the students.

Let your students work in group. Remind them to use the values and traditions they learned about the Chinese and Japanese and relate it with the Filipino values.

An example is provided in the LM.

**Activity 12: SEVEN RULES**

This is a viewing activity. It aims to inform your students about the tradition and values the Japanese hold dear.

Show the video twice. On the second viewing, let your students accomplish the Rules for Happiness chart. This may be done in pair or in group.

If you don’t have access to the internet, you may read the Rules for Happiness (Japanese style) to your students, thus making it a listening activity.

In processing the answers of your students, facilitate the conduct of the TPS (Think, Pair, Share) strategy.
Activity 13: SPEAK THE LANGUAGE

In Lesson I, your students were exposed on the basic information on stress, intonation and pauses.

In this activity, you will facilitate the discussion by reading the Keynote Speech Excerpt of PM Junichiro Koizumi of Japan. Model the proper stress intonation and pauses.

After reading the speech to the class, allow the whole class to read the speech aloud before calling individual students to read the speech excerpt.

Then, ask the students to answer the questions about the speech.

Challenge students to come up with pointers on the proper delivery of a speech.

Validate the pointers they will come up by researching on the do's and don't in delivering a speech.

After the students have answered all these questions and have crafted their own pointers on delivering a speech, tell them to take turns reading the speech excerpt in their group. Then, tell the group to decide on who will represent the group in delivering the speech to the class. Before their group representative delivers the speech, the group leader has to introduce him/her and state the reasons why he/she is chosen by the group.
Activity 14: EXTRAditions

This consists of informative articles to provide your students with more Chinese and Japanese traditions and values.

This is your final Process activity. Don’t forget to ask your students the EQ.

Let your students read each article and tell them to identify the tradition or values found in each article. Remind them that they will need this information in doing the 3-2-1 chart.

As your students read, tell them to note down similar Filipino traditions.
Voyages in Communication
Learner's Module - Grade 8

Japanese Theatre: NHK Kabuki Drama

NHK drama is highly traditional Japanese drama, though it's present tense came back to the early 19th century. NHK plays are short dramas featuring masked, dance, and lyrics, with much stylized movement presentations. Kabuki drama included elements of no drama and folk theater.

The Japanese New Year Celebration (January 1-5)

In Japan, the celebration of the New Year is the most significant and important holiday. During this time they begin the New Year with a clean slate, spend time with family and friends and prepare for the events of the New Year. After the cleaning, houses are decorated with snowmen and pine boughs that is turned into a new year's barrier at the end of the New Year's celebrations.

Kimonos and Yukata are traditional Japanese clothing. Kimono are made of silk and are usually very expensive. Nowadays they are worn only in formal or traditional occasions such as ceremonies, weddings or tea ceremonies. Only very senior can still be seen in everyday life. The Yukata, on the other hand, is more of informal leisure clothing.

Sake is a Japanese style of drinking and Japan's national sport. It originated in ancient Japan as a performance to entertain the Divine gods. Many meals with religious background are still followed today.

Most houses in Japan have leurs mats. These were originally a luxury items for nobility. During the Meiji period, when the shinto-styles architectural style of samurai residences was brought, the baking of hardwood polished wooden floors was popular among the samurai, and later even among the very wealthy for the highest aristocrats. It was that prior to the mid-1800s, the ruling nobility and samurai lived on tatami mats in rooms called so-called giku, while commoners used thin mats.

Japanese Inks started as inks, an opening source of an art based on an art form known as ink painting, or Sumi-e, and is a later derivative, sumi-e (or mokuro nosemon). By the time of Meiji period, the Nihon had begun to appear as an independent art form and was also incorporated in kabuki (a combination of dance and drama), and began to expand in the movement of painting with ink in the late 18th century. Altered this, In 1851, even more, the Chinese influence was seen in the tea culture, especially in the making of tea, which was considered the Chinese tea culture unique. In the beginning, tea was cultivated and used solely as herbal medicine mostly within temples. Morita began to

Teacher's Notes

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
The 3-2-1 chart is a concept map used to record information gathered from a text and possible query about it.

Guide your students as they work as a group in doing the 3-2-1 chart.

Process your students’ answers.

**Possible answers:**

**3 Things you found out**
The traditional clothes of China and Japan look so much alike.
New Year is a big celebration in China and Japan.
Tea is a special and symbolical drink in China and Japan.

**2 Interesting things**
Colors have meanings in China. White, gray and black signify death.
Sumo used to be a performance to honor Shinto gods.

**1 Question you still have**
Is fengshui also practiced in Japan? How?
Before you leave the Process stage, inform your students that they will fill out the ARG sheet again. They will write agree or disagree on the statements provided but this time they have to write their reason(s) for agreeing or disagreeing.

This will be done individually.

Check your students’ answers.

Agree – one example is the folktale; the soul of the great bell, etc. but Japan and the Philippines have folktales that feature their values and traditions too.

Agree – oral literature includes, legend, myth, folktale, fables and these three countries have many of those stories e.g. stories of creation...

Disagree – Only China and Japan have been ruled by emperors. The Philippines has not.

Agree – the 7 rules for Happiness Japanese style espoused that happiness can be achieved in simple things.

Agree – family comes first among Asians, particularly Chinese, Japanese and Filipinos.

Agree – Sumo of Japan used to be performed for Shinto gods, Philippine Fiesta is celebrated in honor of patron saints, use of chopsticks is based on Confucius’ teachings.

Disagree – Kimono, geisha, sumo are parts of Japanese culture.

Disagree – China and Japan have traditional tea ceremony.

The Philippines doesn’t have tea ceremony.

Agree – haiku is written by Japanese originally to honor nature

Agree – these things are evident in the literary and informative texts provided in this lesson.
You are now in the **Reflect and Understand** stage. Your task is to guide your students in acquiring deeper knowledge of the traditions and values of China and Japan and how they relate to our own traditions and values.

Be reminded of the EU: The learner demonstrates understanding of the prosodic features, study and research skills, making sense of unfamiliar words, using non-linear texts to show relationships between ideas through oral literature of selected Afro-Asian countries and informative texts to familiarize oneself with the tradition and values that will guide him/her in knowing his/her identity as Asian. Your students' knowledge of it should be deepened at this stage.

**Activity 15: INFO SEARCH**

This activity allows your students to use their research skills. Guide them in their online or library research whichever is available.

Inform your students that they have to accomplish the template in the LM with important information on the given aspects of life and culture of China, Japan and Philippines.

Before letting them do an individual research, explain to the students each aspect of culture found in the template.

If time is a concern, you may tell your students to do the remaining parts of the template at home and shall serve as assignment.

To check students' work after the research activity, tell the students to go to their group to report their output. Tell the students to listen to each member and find out if there are similar answers. Remind the leader to consolidate all the research outputs of the group which will be reported to the class.
Advise your students to use PPT or manila paper in presenting the group’s work to the class. Tell them that they to attach pictures of each aspect of culture.

After all the groups have presented, ask the ff. questions:
1. How are the Chinese and Japanese similar or different with the Filipinos?
2. How can you better understand your identity as an Asian?

(Note: this output is useful when the students start making their brochure)

Activity 16: HOW WELL DO YOU REALLY KNOW?

Here are examples of situations that reflect the value system of the Chinese and Japanese.

Inform your students to read closely before identifying each as true or false.

Key:
1. True
2. False
3. True
4. False
5. True
6. True
7. False
8. True
9. True
10. True

For every False answer, allow your students to justify their answers. You may ask them to mention where they’ve taken their information.
Activity 17: IT HELPS TO KNOW...

This activity gives information about some Asian and African countries. Let your students make inferences on the tradition and values of those countries based on the given situations.

Let your students write their answers in their notebooks.

Here are possible answers:

**Inference**

Chinese value their families. They want to ensure that their children would marry to proper families even to the point of choosing who their children should marry. Men are expected to lead the families.

**Evidence**

Chinese Parents are very keen to see their children married to suitable families. Men bring their wives to live with their families after marriage.

The first son enjoys the greatest benefits in terms of education and opportunities. The first daughter takes responsibility in helping to raise her younger siblings.

Allow for possible varied answers.

After your students have done Activity 17, follow up the discussion by asking the following questions:

1. How did you feel about doing the activity? Did it help you assess your level of awareness of the Asian-African traditions and values?
2. If ever you had come across some misconceptions and errors in the ideas expressed in this activity, how did you correct them?
3. What have you further realized about your identity as an Asian?
To further deepen the understanding of the various traditions and values of selected African and Asian countries, let your students do the Retrieval chart on Activity 18.

Guide your students in filling out the chart. Tell them to work in group as they identify five common traditions and values of Asians and Africans. Remind them to go back to their answers in Activity 15 of Lesson II and their answers about African traditions in Lesson I.

**Possible answers:**

- **Literature** – done orally, usually reflects the history and values of people – Chinese and Japanese folktales talk about love and respect for the family.

- **Festival** – New Year Dragon dance - New Year is one of the most prominent festivals of the Chinese calendar. It is about getting together. A long dragon made of silk, bamboo and paper are carried along streets. Young men hold the dragon and dance while carrying the dragon along to let bad luck go away.

  - Allow for other possible answers

  - Allow for other possible answers

  - Allow for other possible answers
Voyages in Communication
Learner’s Module - Grade 8

Teacher’s Notes
Here is the final anticipation reaction guide chart which your students have to answer. Remind them to right their reason as to why they agree or disagree on the given statements.

**Answers:**
- Disagree –
- Agree
- Disagree – The Philippines and Japan also have unique wedding traditions
- Agree – Love for family is often the theme of Japan’s oral literature. Same is true with the Philippines and China
- Agree – Asians like Chinese, Japanese and Filipinos have high regard for the family. They are very much affected with whatever happens to the members of the family.
- Agree – Wedding tradition of Chinese, Japanese and Filipinos is influenced by religion.
- Disagree – Kimono is a traditional costume of Japan, sumo and samurai are parts of Japanese culture.
- Disagree – China and Japan have rice and tofu as staple food. Filipinos, on the other hand, do not consider tofu as a staple food.
- Agree – Before nature was often the theme of haikus but now its theme varies.
- Agree – Japanese and Chinese are noted for being hardworking.
- Agree

<table>
<thead>
<tr>
<th>Statements</th>
<th>Response Before the Lesson</th>
<th>Response After the Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan, Philippines, China have many examples of oral literature</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Chinese heroes are heroes that feature their national culture</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Only Asian countries have wedding traditions</td>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Love for family is often the theme of Japanese literature</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Food customs, clothes and honor go far beyond the individual, and reflect deeply upon family, culture, or other group, and are thus taken very seriously</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>The Philippines, China and Japan have traditions that are influenced by religion</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Korean, geisha, sumo, samurai are parts of Chinese and Japanese culture</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>The Philippines, China and Japan have rice and tofu as staple food</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Japanese write haikus in honor tradition</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Hard work is one of the outstanding qualities of the Chinese and Japanese</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Filipinos, China and Japan have strong qualities of love for the family, religiosity and culture for work</td>
<td>Agree</td>
<td>Agree</td>
</tr>
</tbody>
</table>
In this final phase of the lesson, your goal is to apply your learning to real-life situations. You will be given a practical task which will demonstrate your understanding. You will likewise finalize your answer to the focus question that has been asked since the beginning of this lesson.

To begin with, you need to understand that the goal of this lesson is for you to learn on your own how to present information using various tools of data gathering. Hereafter, in real-life situations, you will be required to gather, collate, organize and present information in many different occasions. Thus, for your practical task, you are going to write brief articles for a brochure that features relevant information about the culture and values of the Chinese, Japanese, Filipinos and selected Afro-Asian country.

A sample brochure cover is provided in the LM to give the students a glimpse of the product they will come up with.
Activity 19: Content Matters
In this activity, you will guide your students in writing brief articles about the Asian countries featured in this lesson: China and Japan plus the selected African country highlighted in Lesson I. Remind your students to also include brief information about the traditions and values of our country. Facilitate the activity by reminding your students to follow the instructions given in the module. This activity may be done individually or by group. Allow for varied answers.

Activity 20: Learning the Basics
In this activity, you shall present to the students the tips/guidelines in creating their own brochure.

Don’t forget to mention that the previous activity is helpful as content of the brochure.

While discussing each step, ask the students to apply what they have learned.

For example, step 1 is planning tell the students to do what is asked of them in step 1.

Before going through this activity, assign students to bring needed materials so they could follow the step by step discussion.

In guideline number 3, require the students to work in group and do steps 1-3 to get a feel of making a brochure. Guide them as they work on the steps and allow for inquiries so that at this point they will be clarified on the basic skills on preparing brochures.

Summarize the students learning by gathering insights from the class. Write the students insights on the board.

Make the students decide on how they will prepare their brochure whether they will use computer or they will do their
brochure manually. Remind them that their grades will not depend on whether it’s done manually or via computer.

It would be helpful to let the students know that they will be graded through a rubric.

After discussing the guidelines and applying their learning, let your students answer the process questions. This may be done individually by allowing your students to answer the questions in their notebooks. Afterwards, discuss the answers to the questions in class allowing varied responses from the students.

**Activity 21: Browsing your Brochure**

To prepare your students for their brochure-making project, let them do a mini task. Remind them to follow the guidelines in preparing a brochure.

1. Do preliminary activities. Check if all the groups have brought the needed materials for their output.
2. Tell them to read the task, the information they need to prepare, tips for designing the brochure and assessment/rubric so that they will be properly guided.
3. Then, Group the students and let them read the task carefully and entertain questions that might arise during the group activity. As soon as the task starts, inform the groups that they have to work independently.
4. Once the mini task is done, discuss what works well and what needs improvement. This “gathering insights” activity is very important as this will help the students accomplish their lesson project properly and accurately.
Voyages in Communication
Learner’s Module - Grade 8

- Remember to provide accurate and detailed information on how visitors could get to the place.
- Make your brochure as attractive, appealing, and informative as you can.
- Balance the text with illustrations and use varied colors.

Assessment:
The following criteria will be used in evaluating your travel brochure:

Quality of the Information on How to Get There (10 points possible)
- High-Quality Work: All possible modes of transportation are mentioned and explained. Key terms are mentioned as well as traffic conditions in the area. Map is beautifully colored.
- Satisfactory Work: Comments about modes of transportation, terms, traffic conditions are included but not well-explained. Map is fairly colored.
- Unsatisfactory Work: No map. Very vague descriptions of the modes of transportation, terms, and traffic conditions.

Quality of the Information on Tourist Attractions (18 points possible)
- High-Quality Work: All visits attractions including festivals are explained thoroughly. All possible reasons why visitors have to visit the attractions have been provided.
- Satisfactory Work: Some tourist attractions including festivals have been explained. Some possible reasons have been given on why visitors have to visit the attractions have been provided.
- Unsatisfactory Work: Few tourist attractions have been identified. Reasons are not mentioned. No reasons were mentioned as to why visitors have to visit the place.

Organization of Brochure (10 points possible)
- High-Quality Work: Information is organized. The brochure is easy to read and “flow” very well. The sections of the brochure are in an order.
- Satisfactory Work: Most of the brochure is organized. The brochure has decent “flow” throughout. The sections of the brochure are in a logical order.
- Unsatisfactory Work: Very difficult to follow. Information doesn’t “flow” in a way that makes sense. Very disorganized.

Here is the CHECKLIST for the REVIEW of a Travel Brochure. Exchange brochures with the other group and evaluate the group’s sample travel brochure by checking on the appropriate column.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>High-Quality</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information on How to Get There</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information on Tourist Attractions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of Brochure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your students have reached through your guidance the final activity for this lesson. Your students will not craft their own brochures.

Begin the lesson by highlighting their major learning in Activity 21.

Let them read the task which will be worked on by the different groups. Allow the groups to plan and organize their task.

The rubric is provided so that the students would know how their work will be graded.

To highlight the learning from this activity, let the students answer on their own first the process questions and then through a Q & A discuss the students’ responses.

Congratulations! You have successfully guided your students in their journey through this lesson.
Voyages in Communication
Learner’s Module - Grade 8

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention to Organization</td>
<td>The brochure has exceptionally attractive formatting and well-organized information.</td>
<td>The brochure has attractive formatting and well-organized information.</td>
<td>The brochure lacks appealing formatting and is not well organized.</td>
<td>The brochure’s formatting and organization of material are difficult to follow.</td>
</tr>
<tr>
<td>Graphical Design</td>
<td>Graphics go well with the text and there is a good use of text and graphics.</td>
<td>Graphics go well with the text, but there are so many that they distract from the text.</td>
<td>Graphics go well with the text, but there are too few of them or the graphics seem out of place.</td>
<td>Graphics do not go well with the accompanying text or appear to be randomly chosen.</td>
</tr>
<tr>
<td>Writing - Mechanics</td>
<td>Capitalization and punctuation are correct throughout the brochure.</td>
<td>Capitalization and punctuation are correct throughout the brochure except for a few errors.</td>
<td>There are 1-2 capitalization or punctuation errors in the brochure.</td>
<td>There are several capitalization or punctuation errors in the brochure even after feedback from an adult.</td>
</tr>
</tbody>
</table>

PROCESS QUESTIONS:
To highlight the learning for this activity, answer briefly the following questions:
1. How do you feel working on your final project task this semester? Why?
2. Did you find the skills you learned previously helpful in doing this task? Why?
3. What important things did you gain from doing this practical task?
4. If you were given a similar task in real life, which step 2 would you recommend to others involved in this task would you use? Why?

Finally, you have designed a travel brochure that contains relevant information about the traditions and values of the Chinese, Japanese, Africans, and Filipinos. You have completed your project for this lesson. Don’t forget the learning you’ve completed. You will need this when you make further research or you search for knowledge.

This week, be ready to present to the rest of the class and discover further the magic of non-Asian literature. Congratulations!

Glossary of Terms
5-2-1 Chart - A graphic organizer that calls for the use of process skills like data gathering and analysis. Completing the 5-2-1 chart requires identifying three things you still don’t know about the topic, two interesting things learned, and one question that still needs to be answered, which is not covered by the topic article notes.

Teacher’s Notes


Introduction:

This material has been prepared for Grade 8 students to provide them with a learning guide in English concentrating on the theme for Module 1 “Searching for Knowledge”. This part focuses on the third lesson of Quarter 1 with the title “Sharing the Knowledge Learned”.

You as the teacher will facilitate the lessons and activities in the Learner’s Module. Guided with the following Expected Skills for Lesson III, keeping in mind the Essential Question “How can you better understand your identity as an Asian?”, considering the Content and Performance Standard for Module 1 and maximizing the suggested time allotment for Lesson III which is 15 days it is, therefore, hoped that the students will be deeply encouraged in mastering the needed skills to communicate to their scholastic excellence and social competence.

Although the information and activities are provided, we still included here part for every page where you can write your insights and other notes that you think can benefit our students.

It is through the help and the willingness of the teacher to impart knowledge that we can propel our students forward.

Although the information and activities are provided, we still included here part for every page where you can write your insights and other notes that you think can benefit our students.

It is through the help and the willingness of the teacher to impart knowledge that we can propel our students forward.
This **Lesson Map** will give you an overview of the different activities you will have for every part of the Lesson 3. This will also give you an idea which activities are intended for acquiring knowledge, for meaning making and developing understanding and which activities are leading to transfer.

Notice that the **IRF Activity** is seen for every part of the lesson. IRF stands for *Initial, Revised, and Final answer*. This will be the learning guide for the students where you can raise your **Essential Question** “How can you better understand your identity as an Asian?”

The target output for Lesson III is to put up an **informative and creative exhibit showcasing the traditions and values of people from selected Afro-Asian countries**.
Learning Goals and Targets:

Instruct the students to use this space for them to write their learning goals and targets. You can use this opportunity to inform the students about the importance of their participation to meet the desired learning.

Start the Lesson with this hook activity. Ask the students the motive questions and let them do Activity 1. Have a class discussion using the Process Questions.

You may give these information to your students after they did the activity.

History of African Dance and Music
by Debbie Lamedman, eHow Contributor

1. **Dance** - The history and traditions of African dance and movement center around communication. According to worldartswest.org, African dance is a way of life for the inhabitants of this culture. Dance is used to symbolize the experiences of life; a way to heal sick individuals; a mode of prayer to the gods encouraging the growth of crops; and a way to tell the stories and pass on the traditions of the African culture.

2. **Ceremonial Dance** - Ceremonial dance is an important part of Africa’s history. According to worldartswest.org, the significance of dance has encompassed all aspects of African life throughout time. Ceremonies that incorporate symbolic dance include transition from childhood to adulthood, changes in status within the community and social changes such as marriage.

3. **Significance** - Worldartswest.org explains that the traditional keeper of culture and history for the people of West Africa is known as a "griot" or "dijialy." The culture of
These people is passed on from generation to generation in the storytelling form of music and dance. Africanguide.com says that the traditional music and dance is facing decline; however, the rich history and traditions of this culture is respected by newer generations who are preserving the legacy.

**Answers to the Activity:**

1. Answers may vary
2. - Japan - India
   - Philippines - Persia
   - Africa
   - China
3-4. Answers may vary

**Read more:**


http://dance.lovetoknow.com/Asian_Folk_Dance

This is the **IRF Grid**, let the students answer the Essential Question by giving their Initial Answer.

Inform the students also that they will be seeing this Grid as they continue studying Lesson III.

Explain to them that this grid is intended to monitor the development of their understanding from their prior knowledge up to their final concept for the topic.

Inform the students about their project for the whole Module 1. Encourage them to participate in every activities they will have for these will guide them to come up with their project.
Listening Activity:
Prepare the students for a listening activity by asking them their ideas on how to become an effective listener. Let them give the things they should consider in listening a text.

Listening Text:
Indian Culture
India’s architectural inspiration achieved its fullest expression in sacred buildings. The landscape of the subcontinent is punctuated with temples built by Hindus, Buddhists and Jains, adherents of the country’s three great indigenous faiths.
Spanning twenty centuries, the places of worship have
taken numerous forms, but one constant feature is a riot of ornaments, especially on the buildings' exteriors. Columns appear in every conceivable shape, from spiral to 16-sided, and all available surfaces are encrusted with abstract motifs, or carvings of gods and goddess, plants and mythical beasts.

In every town and village are found the shrines of all the religions practiced there. In addition, India boasts of some spectacular temple, complexes, and miniature cities in themselves, which grew up over many lifetimes. A number of these collections of marvelous buildings were erected by the Jains, who make up only 0.5 percent of India's population, but because they believe that temple construction helps procure salvation the Jains erected several temples. They have contributed disproportionately to the country's architectural heritage.

Discuss with your students the listening text using the Process Questions.

Explain to them what a **Sentence Stress** is and the difference between **Content Words** and **Function Words**.

Let the students do Activity 2 for their **Oral Practice**. Ask them to choose their partners and take turns in reading the excerpt of “The Prophet” by Khalil Gibran. Remind the students to apply the things they have learned by putting the stress to the content words.

**Background about the Text**

*The Prophet* is a book of 26 poetic essays written in 1923 by the Lebanese-born American artist, philosopher and writer Khalil Gibran.

In the book, the prophet Almustafa, who has lived in the foreign city of Orphalese for 12 years, is about to board a ship which will carry him home. He is stopped by a group of people,
Assess students understanding about sentence stress using the Retrieval Chart.

**What is a Retrieval Chart?**

A Retrieval Chart is a graphic organizer used for organizing and categorizing data using headings or key concepts. Retrieval Charts are useful for:

1. Presenting information in an easily accessible way
2. Comparing and contrasting attributes
3. Organizing data for use in research projects
4. Note taking in a systematic way

**Sample Answers for the Retrieval Chart:**

<table>
<thead>
<tr>
<th>Words</th>
<th>Content/Function Word</th>
<th>Stressed/Not Stressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ploughman</td>
<td>Content Word</td>
<td>Stressed</td>
</tr>
<tr>
<td>and</td>
<td>Function Word</td>
<td>Not Stressed</td>
</tr>
<tr>
<td>the</td>
<td>Function Word</td>
<td>Not Stressed</td>
</tr>
<tr>
<td>work</td>
<td>Content Word</td>
<td>Stressed</td>
</tr>
</tbody>
</table>

**Reasons for Answers:**

Content Words like *nouns*, *verbs*, *adjectives*, and *adverbs*, and *interrogatives* are stressed because they have meaning in themselves.

Function Words like *articles*, *auxiliaries*, *linking verbs*, *conjunctions*, *pronouns*, and *prepositions* are not normally stressed. These words do not have meaning except when they are used in relation to their grammatical use in the sentence.

with whom he discusses many issues of life and the human condition, including issues such as love, marriage, and work. One of Gibran’s best known works, he followed it with *Garden of Prophet*, and was due to produce a third part when he died. **Read More:** [http://www.worldwizzy.com/library/The_Prophet_%28book%29](http://www.worldwizzy.com/library/The_Prophet_%28book%29)
Explain the following Key Points about Coordinating Conjunction to your students. Be sure to differentiate one coordinating conjunction from the others. You may also ask your students to formulate their own sentences using each coordinating conjunction.

Possible Answers to the first set of questions:
1. Work is love made visible.
2. If one cannot work with love but only with distaste, it is better for him to leave his work and sit at the gate of the temple and take alms of those who work with joy.
3. Three. (It is better for him to leave his work, sit at the gate of the temple, take alms of those who work with joy). And.
5. Sample Answers: And, but, or, yet

Possible Answers to the second set of questions:
1. Two. (If you bake bread with indifference, You bake bitter bread that feeds but half man’s hunger)
2. Two. (If you grudge the crushing of the grapes, Your grudge distils a poison in the wine)
3. No. It is not complete when taken alone, it needs the other ideas to complete its thought.
4. If. It functions as conjunction– subordinating conjunction. It joins dependent clause to independent clause.
Test students understanding by letting them answer Activity 3. Ask them to combine two sentences using the appropriate coordinating conjunction for Set A and the appropriate subordinating conjunction for Set B.

Activity 3 (Possible Answers)

A.
1. yet 6. and
2. so 7. but
3. but 8. or
4. and 9. so
5. or 10. so

B.
1. because 6. although
2. when 7. when
3. that 8. since
4. because 9. because
5. if 10. but

Note: Other answers not mentioned above may be possible provided that the teacher will guide the students in differentiating one answer from the others.
Introduce the Reading Text by asking students if they have any idea about Indian Literature. Ask students to define the vocabulary words found in the text through "Vocabulary Mapping".

**What is Vocabulary Map Strategy?**

A Vocabulary Map enables students to expand and understand the meaning of their vocabulary.

**Process for Vocabulary Mapping:**

1. Students place the vocabulary word in the middle of a square divided into four parts.
2. Students label each of the four corners of the square with the following headings: definition, synonym, sentence and picture.
3. Students complete what is being asked for under each of the four headings.
4. Students share their map with the class.

**Activity 4: VOCABULARY MAPPING**

Directions: Give the meaning of the italicized words using the vocabulary mapping procedure.

- Relate and-pragm
- Measured-bounded notions and pupils
- Vocal undertones
- Cultural milieu

Process for Vocabulary Mapping:

- Arrange the vocabulary mapping worksheet by following the procedure below.
- There are 4 squares in each worksheet. Place the italicized word at the middle of each square.
- Label each of the four corners of the square with the following headings: definition, synonym, sentence and picture.
- Complete what is being asked for in each of the four headings.
- Share your map with the class.

Example:

**Definition**

To be patient or to care enough about someone so that he/she may have the time to understand.

**Synonym**

Tolerant, Uncomplaining, Thoughtful

**Sentence**

The way any action and me when I didn’t understand the instructor or how to play soccer. He helped me out in the game.

**Picture**

![Image of a person being patient](image-url)
Provide students a copy of the Vocabulary Mapping Worksheet. Inform students to work on their own and share their outputs afterwards.

Prepare students for the Reading Activity by asking them the things to remember in silent reading.
Discuss the Reading Text by asking the given questions.

Possible Answers:
1. Answers may vary.
2. Answers may vary.
3. The *Mahabharata* interwove ideas about cosmology, statecraft, philosophy and the science of war into its stories of the deeds of Gods and men. It was considered to be the longest poem in any language. The *Ramayana* simply recounted a sequence of heroic adventures, many of them with moral undertones.
4. Answers may vary.
5. Writing in English was viewed with mixed feelings in post-Independence India but was well established nevertheless.

Introduce the next activity. Give the definition of Skimming and its importance in getting information from a reading text.
Facilitate the discussion about Skimming by explaining to the students the different points to remember in getting the major ideas in the text through skimming.

Instruct the students to do Activity 5. Ask them to get the major idea of the paragraph as quick as possible. Monitor the activity by giving them time limit in reading each paragraph.

Discuss Outlining to the students. Define and differentiate the two kinds of outline. Explain to them the points that they need to remember in outlining.
Ask students to do the Outlining in **Activity 6**. Instruct them to prepare an outline of the selection by plotting the Stages of development of Indian Literature. Some of the information are provided to guide the students in answering the activity.

Inform students about the importance of newspapers in getting facts and other current information on certain issues.
Instruct students to do Activity 7 following the given procedure and facilitate the discussion by asking the given questions.

Ask the students to watch a video clip of “The Ramayana” and tell them to do the task assigned to their group.

Give them enough time to discuss and prepare for their tasks.

Inform the students that they will be graded based from the following criteria: preparation, visual aids, speaking and audience contact, overall understanding of the topic, and teaching value to others.

Post the Rubric for differentiated task on the board so that the students will have a guide on the things they need to do for them to have good grades on the task assigned to them.
Inform Group1 to arrange the given events in their proper order then narrate the story in their own words.

**Expected Answers:** (Correct sequence of the story)

1. Dasharatha, King of Ayodhya, has three wives and four sons. Rama is the eldest, Bharata is the second and the other two are twins, Lakshman and Shatrughna.

2. In a neighboring city the ruler's daughter is named Sita. When it is time for Sita to choose her bridegroom, at a ceremony called a swayamvara. Sita indicates she has chosen Rama as her husband by putting a garland around his neck. The disappointed suitors watch.

3. King Dasharatha, Rama's father, decides it is time to give his throne to his eldest son Rama. Everyone seems pleased. However Rama's step-mother, the king's second wife, is not pleased. She wants her son, Bharata, to rule. Because of an oath Dasharatha had made to her years before, she gets the king to agree to banish Rama for fourteen years and to crown Bharata, even though the king, on bended knees, begs her not to demand such things.

4. Rama, always obedient, is as content to go into banishment in the forest as to be crowned king. Sita convinces Rama that she belongs to his side and his brother Lakshman also begs to accompany them. Rama, Sita and Lakshman set out for the forest.

5. Bharata, whose mother's evil plot has won him the throne, is very upset when he finds out what has happened. Not for a moment does he consider breaking the rules of dharma and becoming king in Rama's place. He goes to Rama's forest retreat and begs Rama to return and rule, but Rama refuses.
6. Years pass and Rama, Sita and Lakshman are very happy in the forest. One day a rakshasa princess tries to seduce Rama, and Lakshmana wounds her and drives her away. She returns to her brother Ravana, the ten-headed ruler of Lanka, and tells her brother (who has a weakness for beautiful women) about lovely Sita.

7. Ravana devises a plan to abduct Sita. He sends a magical golden deer which Sita desires. Rama and Lakshman go off to hunt the deer, first drawing a protective circle around Sita and warning her she will be safe as long as she does not step outside the circle. As they go off, Ravana (who can change his shape) appears as a holy man begging alms. The moment Sita steps outside the circle to give him food, Ravana grabs her and carries her off to his kingdom in Lanka.

8. Rama is broken-hearted when he returns to the empty hut and cannot find Sita. A band of monkeys offers to help him find Sita. Ravana has carried Sita to his palace in Lanka, but he cannot force her to be his wife so he puts her in a grove and alternately sweet-talks her and threatens her in an attempt to get her to agree to marry him. Sita will not even look at him but thinks only of her beloved Rama. Hanuman, the general of the monkey band can fly since his father is the wind, and Hanuman flies to Lanka to help Rama. Hanuman finds Sita in the grove, comforts her and tells her Rama will soon come and save her.

9. Ravana's men capture Hanuman, and Ravana orders them to wrap Hanuman's tail in cloth and to set it on fire. With his tail burning, Hanuman hops from house-top to house-top, setting Lanka afire. He then flies back to Rama to tell him where Sita is. Rama, Lakshman and the monkey army build a causeway from the tip of India to
Ask Group 2 to analyze the actions and attitude of the characters in the video using the Actitude Analysis.

**What is an Actitude Analysis Strategy?**

An Actitude Analysis Strategy plays on and is a combination of the two words act and attitude. It helps students make connections between attitudes and actions of the characters in the story.

An Actitude Analysis pro-forma supports students to firstly analyze a given idea, doctrine or position held by a person or group. Secondly, it helps students summarize the meaning. Thirdly, it helps students identify and record the Attitudes/Values imbedded in the idea, doctrine or position. Fourthly, it helps students devise Actions / Practices that match the attitudes and values.
Instruct Group 3 to validate the conflict in the video clip using a graphic organizer.
Tell them to write how the character deal with the conflict, how the conflict is resolved and how did it shape the flow of the story.

Guided with the given questions, ask Group 4 to examine the Theme of the story.

Discuss the *Pitch, Stress, and Intonation* by giving the students the necessary explanation and examples.
Take note also the importance of these three terms in communicating with other people.
You may also encourage the students to give their own examples.
Ask students to practice orally with the help of a partner. They will be saying the lines/dialogue of the character revealing the its emotion using the proper pitch, stress and intonation.
Discuss the four kinds of sentences according to structure. Explain each type by giving examples. You may also ask students to construct their own sentence using each structure.

Be able to differentiate simple sentence from compound, complex and compound-complex sentence.

Ask students if they have questions or clarification regarding the lesson.

Assess students understanding by letting them answer Activity 10, the Sentence Structure Test.

Ask the students to identify whether the sentence is simple, compound, complex or compound-complex.

Activity 10 (Answers)
1. Complex
2. Compound-complex
3. Complex
4. Simple
5. Simple
6. Compound
7. Compound
8. Simple
9. Simple
10. Simple
Instruct the students to write a reflection about the two characters in “The Ramayana.”

Ask them to use a mixture of simple, compound, complex and compound-complex sentences.

Inform the students that their target is to characterize Rama as a husband and Sita as Wife.

Tell them to use the given questions as their guide in writing the reflection.

Introduce another Afro-Asian country, Persia.

Give a short background about Persian Literature and one of their best Persian prose Ruaiyat of Omar Khayam.
Instruct students to define unfamiliar words found in the poem by answering **Activity 12**.

Ask them also to use the word in a sentence.

**Expected Answers:**

1. **E** turret - projecting tower
2. **B** anon - soon
3. **D** vintage - an earlier model
4. **A** caravanserai - a large inn
5. **C** battered - rundown

- For the First Reading ask the whole class to read the poem silently.
- For the Second Reading assign each group to read lines from the poem.
Assess students understanding of the poem by asking them to answer **Activity 13**. Instruct them to choose the letter of the most appropriate meaning of the given passages.

**Possible Answers:**
1. A  
2. A  
3. C  
4. C  
5. B

Ask students what is the concept of the author about **Life and Death** by letting them do **Activity 14**. Be guided with the following procedure.

Ask students to:
- Write the major idea at the center “Author’s Concept of Life and Death”
- Plot their ideas using their own words.
- Check to make sure the connections are valid and clear.
- Share their concept map to the class.
Ask students to choose a passage from the poem, “The Rubaiyat of Omar Khayyam” and write a reflection on it. Tell them to use the given pointers to guide them in writing their reflections.

Introduce another method of fast reading, “Scanning.” Then, instruct students to practice scanning by doing Activity 16 wherein they will be asked to get the necessary information by reading the passage as fast as they could. Give them a time limit to do the task and to monitor the learned skill.

Before scanning the text, let them see the questions first so they can prepare for the specific information they need to get.

Expected Answers:

Activity 16

1. Drama, dance and music
2. Puppet / shadow theatre
3. Because of the deep intermingling of theatre, dance and religion
4. Because of the abundance of theatrical traditions that Asians were able to preserve
Here’s the copy of the Reading text. Be sure to remind the students that their target is to get the specific information from the text. Tell them to read as fast as they could and once you say stop they should stop.
Inform students to answer the Focus Question by giving their Revised Answer.

Introduce the next phase of the lesson by informing the students that they will engage into a deeper discussion of the topic.
Check what the students have learned so far by asking them to choose one informative literary text they had from the previous activities.

Instruct them to plot their ideas using the diagram below. Tell them to answer the given questions.

This is an opportunity for you to assess their knowledge on the topic and to do the necessary correction if there are misconceptions raised by the students.

Remind the students their primary target for Lesson III, that is to share whatever insights they have gained.

Tell them to do the task assigned for their group.

Give them time to discuss and to prepare for the presentation of their output.
Introduce another Reading Text by asking the students if they know anything about the literary text and about the author. Then, you may now give additional input to them by giving the Author’s background.

**Author’s Background**

*Kalidasa*, who live in the 4th century and the early 5th century, is considered *India’s preeminent classical poet*. His epic poems include *Raghuvansa* (Dynasty of Raghu) and *Maghaduta* (The Cloud Messenger), which is a beautiful lyric poem about separated lovers.

The most famous of Kalidasa’s works is his poetic drama *Sakuntala* (also known as Abhijnanashakuntala, Shakuntala and the Ring of Reconciliation).

*Sakuntala* had a profound impact on German author Johann Wolfgang Goethe and on other European writers who encountered it in translation in the 18th century.

Instruct the students to do *Activity 19*. Inform them that the following terms are found in the text and that they need to understand these terms before proceeding to the reading text. You may ask them also to use these terms in a sentence.
Expected Answers:
Activity 19
1. Ashram
2. Apparently
3. Garland
4. Curse
5. Heralds
6. Hesitate
7. Dynasty

Provide students a copy of the selection and inform them to read the text silently.
Then ask volunteers from the class who will play their chosen characters. Tell them to read aloud the lines of those characters.
Voyages in Communication
Learner's Module - Grade 8

Shakespeare,

Father, there is a pregnant cat, wandering about near the college. When she
bears a happy mother, you must send some one to bring me the good news.
Do not forget.

Kamya

I shall not forget, my child.

Shakespeare (pacing)

Oh, ah! Why is it that keeps pulling at my dress, as if it is hinder me? (She turns round)
The cat.

Kamya

It is the usual boast, by whom it

Shakespeare (sighing, you must not go)

The man who is glad to be told

Kamya (replies, I am well)

You have adopted him, and he

Shakespeare

Will never leave you willingly.

Kamya

My dear, why should you follow me when I am going away from home? Your mother
died when you were born and I brought you up. Now I am leaving you, and Father
Kamya will take care of you. Go back, dear! Go back! (She walks away, weeping.)

Shakespeare

Oh, not weep, my child. Go brave. Look at the path before you.

Kamya

Be brave, and check the rising tears

You are my only hope;

Your feet are stumbling on the path

Thick as unripe figs.

Shakespeare

Haply, Father, the Scripture declares that one should accompany a departing loved one
only to the first water. Pray give us your commands on the bank of this pond, and
then return.

Kamya

Then let us rest in the shade of this fig-tree. (All do so.) What commands would it be
sufficient to lay on King Darius? (He reflects.)

Shakespeare

No, no, there are not a living thing in the whole hermitage that is not grieving to-day at

Kamya

The Medean does not need his name

Who calls herself the weaver;

She leaves the sky, that had not lied

And turns on you a pleasure of grief.

Shakespeare

Then Shangarama, when you present Shakespeare in the ring, give him the message

Kamya

Remembering my religious worth,

Your own high name, the love gained thine

By her, forget all her faults,

The harf that bearing secret tend to

To all your wishes. And what she gives

Beware will please her relatives.

Shangarama

I will not forget your message, Father.
Kamya (turning to Shamgarana). My child, I must now give you my counsel. Though I live in the forest, I have some knowledge of the world.

Shamgarana,
True wisdom, Father, gives insight into everything.

Kamya,
My child, when you have entered your husband’s home,
Obey your elders, and be very kind.
Te mahe, never be purposely idle.
And angry with your husband, even though he should prove too faithful to a man might be.
Be as cautious to marry as you may.
Thus a maiden governed by a wife
Is self-made orphan and expect some danger.
But what does Baladrai say?

Gandhari
This is advice sufficient for a bride. (To Shamgarana.) You will not forget, my child.

Kamya,
Come, my daughter, embrace me and your friends.

Shakuntala,
Oh, Father! Must my hands turn brown too?

Kamya,
My daughter, they too must someday be given in marriage. Therefore they may not go to court. Girls will go with you.

Shakuntala (throwing her arms about her father),
I am sure from my father’s breast like a vine stripped from a sandal-wood on the Malabar hills. How can I live in another cell? (She weeps.)

Kamya,
My daughter, why mourn yourself so?
A holy husband is honourable only.
You are to spend a happy, useful life
In the world’s way and then, in ancient ways
Bring both the aim, hurry you those sandals
A child; a brother and a devoted ally—
A friend, a sister, and a devoted daughter, King.

Shakuntala (flying at his feet).
Farewell, Father.

Kamya,
My daughter, may all that come to you which I desire for you.
Shakuntala (going to her two friends).
Come, good friends, me, safely do attend.
The two friends (Ah, ah).
Child, if the good king should perhaps be able to recognize you, show him the ring
With the locket engraved on it.

Shakuntala,
Your double may make my heart beat faster.
The two friends,
Do not be afraid, clear, Love is sweet.

Shamgarana (looking about).
Father, the sun is midsummer. She must return.
Shakuntala (addressing Kamya once more).

Teacher’s Notes

_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________

98
Voyages in Communication
Learner's Module - Grade 8

Father, when shall I see the ideals grove again?

Kansa,
My daughter. When you have stayed for many years
The long's thought with the earth
When to a son who knows no fears
You shall have grown birth,
When, trusted to the sign you love,
Your own abode comes,
Come with your husband to the grove
And set your eyes in peace.

Gautama,
My child, the hour of your departure is slipping by. Bid your father turn back. No, she
should never do that. Pray turn back, at.

Kansa,
Child, you interrupt my duties in the pious grove.

Shakuntala,
Yes, Father. You will be busy in the grove. You will not miss me. But oh! I miss you.

Kansa,
How can you think of so different? (the sighs.)
My lovely daughter will not go.
For sends you back of home
Before the cottage door, will grow.
And I shall see them once.
Go, and pass go with you. (Exit Shakuntala, with Gautama, Shyamankra, and
Shrikanta.)

The two friends (grief-stricken) after her. Mournfully).
O, oh! Shakuntala is lost among the trees.

Kansa,
Anxiety! Pray answer! Your companions is gone. Come down your grief and follow
me. (They start in go back.)

The two friends.

Kansa,
Father, the grove seems empty without Shakuntala.

Shakuntala,
So love interprets. (He walks abroad, sunk in thought) Ah! I have sent Shakuntala
away, and now do myself again: For
Shakuntala, for him, I weep: For
Shakuntala, for him I weep:
Tell me what love my child boy is gone.
And now I feel a void and sacred promise,
I have restored the pledge that came from heaven.

(pull out)
Inform students to continue studying the text, this time they will be analyzing the characters using the Character Map.

**What is Character Map?**

This strategy helps students select and describe a character from a story and then present evidence to justify the character’s description.

The students can also use this strategy as a way of comparing/contrasting between two different characters from either the same story or from another.

The students choose a character that they wish to describe in detail.

1. The students complete a character map by filling in information about the character under three headings: **Name of the Character, Descriptions, and Proofs/Evidences**.
2. The evidence comes from the story and supports the personality characteristics. Other categories can be added according to the activity.
3. The students share and discuss their character maps with the class.
Facilitate the discussion of the selection using the Active-Knowledge Sharing.
Ask the given questions and allow different opinions from the students.
Inform students that they will be reading lines of a certain character dramatically. Ask volunteers who will read in front and let the rest of the class guess the emotion revealed as their classmates read the lines in front.

Instruct students to group themselves into five and write their interpretation for the excerpt assigned to their group.

What is Readers Circle?
Readers Circles involve small groups of students gathered together to discuss a piece of text (written or visual) in depth. It is a teaching method that allows students to become critical thinkers as they engage in ongoing dialogue with a text.

Readers circles provide a way for students to engage in critical thinking and reflection as they read, discuss and respond to the text.

Collaboration is at the heart of this approach. Through structured discussion and extended written and artistic response, this strategy guides the students to a deeper understanding of the text.

Skills
- Reading and discussing text
- Connecting with text
- Taking responsibility as readers and constructing meaning together
These are the lines assigned for each group.

- Debating and challenging one another
- Making drawings and notes that reflect readers' ideas
- Asking open-ended questions
- Revisiting the text constantly
- Proving points and settling differences by using specific passages
- Thinking critically
Here's the copy of the Self and Peer Assessment. Ask students to accomplish this table fairly by considering the criteria and writing evidences that will serve as their proof.

Inform students that they will sketch or draw the topic assigned to them. This is to “stretch” or broaden their imagination, ideas, or concepts about the topic. Give your students ample time to discuss and prepare for their output.

**What is Sketch to Stretch Strategy?**

Sketching is a tool used to assist in the ‘stretching’ of, or broadening and deepening of the imagination, ideas or concepts. Most students would find this to be a most enjoyable and productive activity, but particularly those who are ‘art smart’, rather than, or as well as, word smart.
Let the students answer the given questions with the help of their partners. Then ask some pairs of students to share in front of the class what they have discussed. Sum up everything and clarify things for better understanding.

Inform students that they will be answering the focus question using the IRF. This time they will be writing their Final Answer. Introduce the next phase of the lesson. Remind the students their final output for the Module 1.
Prepare students for their final output. Inform them about the things they will need to come up with the project. One thing is the event proposal. Explain to them the importance of writing a proposal before putting up an exhibit and how to write an effective event proposal.

Allow students to ask questions to clarify things if in case there are details which are hard for them to understand.

Encourage students to read more about the topic on how to write an event proposal through the given e-mail address.

Ask students to write their event proposal in Activity 24. Explain to them that they will be pretending as an event organizer who has been asked to run a concert for a fund-raising project.
Inform students to follow the given guidelines in writing an event proposal: how they will write the title information, the address information and the body of the letter.
Explain to your students that the event proposal will be assessed based on the completeness of the business letter format, well-explained body content, specific details for each paragraph, well-polished letter and how passionate they are in doing the project by relating the letter to their dreams.

Discuss the writing activity using the process questions.
Inform the students that they are expected to come up with a similar output as shown from the pictures.

Instruct them to study and analyze the different ways on how to put up the best exhibition display.

Encourage students to read this web site to know more about this topic.

Use these process questions to discuss the informative text.
Inform the students about the details about their practical task. Remind them to use all the things they have learned in the previous activities to make their own exhibit display. Explain to them that they will be playing different roles in the practical task. Tell them that they may choose the role that they want, they can be in the group of event organizers, group of entrepreneurs, group of artists, group of chefs, or group of event hosts. Explain to them the importance of their roles to have an informative and creative exhibit display. Remind them to consider other important details about the task: the target audience, the situation and the expected output.
This is how you will rate the work of your students. You will grade them according to the following criteria: Organization/collaboration, Content/Information presented, Creativity and Audience Impact. Be sure to explain these criteria to them to avoid confusions and misconceptions.

Facilitate the discussion through these process questions.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Developing</th>
<th>Beginning</th>
<th>Raters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization/ Collaboration</td>
<td>1. All members contribute to the completion of the assigned task.</td>
<td>2. Most of the members contribute to the completion of the assigned task.</td>
<td>3. Some members contribute to the completion of the assigned task.</td>
<td>4. Few members contribute to the completion of the assigned task.</td>
<td></td>
</tr>
<tr>
<td>Content/ Information presented</td>
<td>1. Presentation of information is in-depth and comprehensive and strongly adheres to the theme.</td>
<td>2. Presentation of information contains essential knowledge about Asian countries and adheres to the theme.</td>
<td>3. Presentation of information contains essential knowledge about Asian countries but there are 1 to 2 technical errors and inadequately adheres to the theme.</td>
<td>4. Content is minimal or there are several factual errors and does not adhere to the theme.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>1. Exhibits excellent use of visuals, style, and delivery to enhance the content.</td>
<td>2. Exhibits use of effects, style and delivery to enhance the content.</td>
<td>3. Exhibits use of effects and style to enhance the content but there are 1 to 2 technical errors and inadequately adheres to the theme.</td>
<td>4. Exhibits use of effects and style to enhance the content but there are several factual errors.</td>
<td></td>
</tr>
<tr>
<td>Audience Impact</td>
<td>1. Presentation is well-organized with smooth delivery that holds audience attention.</td>
<td>2. Presentation is well-organized with smooth delivery that holds audience attention most of the time.</td>
<td>3. Delivery is not smooth and often loses the audience’s attention.</td>
<td>4. Delivery is not smooth and audience attention in the effect.</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

**PROCESS QUESTIONS:**
1. How was your experience in doing your first task?
2. Did you find the skills you have learnt practically useful in doing this task? Why?
3. What important insights did you gain from doing this practical task?
4. How did the task help you solve the real world use of the topic?
These are the important terms found in the Learner's Module.

You may consult the following references and web sites for the complete discussion and additional information about the topics you encountered from this module.
Encourage your students to read the Summary/Synthesis/Generalization. Facilitate a short discussion and analysis for this part.
Try to answer the **Post-assessment test** for Module 1 and you may proceed to the next module.

**Answers:**

1. In the folktale, one of the brothers died. What could have caused the death of the boy: Tiki-tiki?
   d. The boy had a long name.

2. What particular characteristic of the Chinese could be inferred from this story?
   a. Ancient Chinese could be humorous as reflected in their folktales.

3-4. Use this sentence to answer the questions 3 and 4.
   
   **"I don't think he should get the job"**

3. Using the above sentence, where should you put the emphasis if what you mean is **—He should get another job—**
   c. should

4. What important point is revealed in question number 3?
   a. True meaning of the sentence can be expressed through the stressed word or words.

5. You are in Iran you were able to witness the desire of an Iranian to give thanks through a celebration because of a certain fulfillment/ achievement. He will slaughter a sheep for that special occasion, what common practice of Persian is reflected?
   b. He will give and divide the meat to all of his neighbors

6. In your literature class, your performance task is to make
7. In most Chinese and Japanese folktales, there would oftentimes be the presence of a loving mother or father and a dutiful son or daughter. What does it say about the Chinese or Japanese values?
   a. Family is important.
   c. Prepare a drama presentation of Mahabharata

8. The Japanese Tea ceremony is a cultural tradition that originated in China. Before the ceremony begins, the host cleans the serving bowls, boils water, prepares a sweet treat for the guests, and then mixes the tea in front of the guests. What characteristics of the Japanese may be reflected on this ceremony?
   b. They are service oriented people.

9. Anyone who can read either the Chinese or Japanese language can usually see the similarities between the characters and interpret the text. The Japanese written language is derived from the Chinese language. This style of Japanese writing is referred to as Kanji. We can now assume that:
   a. Chinese and Japanese understand the spoken and written language.

10. You are a researcher from the Department of Tourism. You are tasked to gather information about Asians‘ ways of living, style of dressing up, eating, expressing their faith, courtship and beliefs. You want the public especially the
non-Asians to be familiar with those things so that they could understand them better. What will be the focus of your research?

b. customs

11. You are tasked by the organizers of the Ms. Philippines’ search to formulate one question for the Q & A portion. Each candidate will be asked a question. Based on what you have learned in your Language class, what could be the best question that you could ask the candidates?

d. If you were to judge this pageant, which criterion would have the highest bearing? Why?

The tea ceremony is a practice in Japan. There are steps that the host follows. First, before the ceremony begins, the host cleans the serving bowls. Next, he boils water. Then he prepares a sweet treat for the guests. Lastly, he mixes the tea in front of the guests.

12. How are the ideas in the paragraph organized?

c. chronological sequence

13-16. Choose the appropriate conjunction to complete the sentence.

a. and
b. but
c. therefore
d. however

13. They worked rapidly but carefully.
14. We sang and danced heartily.
15. She was here yesterday; however, I didn’t talk to her.
16. She is absent; therefore, I can't talk to her.

17-20. Identify the sentence according to its structure. Choose the letter of your answer.
   a. simple
   b. compound
   c. complex
   d. compound-complex

17. The boys went swimming, while the girls discussed the forthcoming ball. — complex

18. The people who were in the office waited for Miss Ruiz, but she didn't report for work. — compound complex

19. We feel that the game should have been won by the home team. — simple

20. Ray and Jim read novels, played bowling, and went to the movies during the semestral vacations. — simple