

Voyages in Communication
Learner's Module - Grade 8

Module 1
Searching for Knowledge

● Introduction and Focus Questions

Have you ever thought of traveling to Africa and Asia? What would you like to know about our African and Asian neighbors? Like an adventurous explorer, you need to be armed with a map to guide you in your quest for knowledge, a compass to direct you to have a better understanding of the different cultures, and a magnifying lens to highlight your significant discoveries. Your journey in searching for knowledge about Afro-Asian traditions and values will strengthen your identity that will lead you to a better understanding of your being a Filipino and an Asian.

In this module, you will discover that oral literature and informative texts reflect the tradition and values of Afro-Asian countries which you will have to be familiar with in order to know your distinctive characteristics and identity as a Filipino and as an Asian.

Remember to search for the answer to the essential or focus question: *How can you better understand your identity as an Asian?*

● Content Standard

The learner demonstrates concrete understanding of the prosodic features of speech, study and research skills, making sense of unfamiliar words, using non-linear texts to show relationships between ideas through oral literatures of selected Afro-Asian countries and informative texts to familiarize oneself with the traditions and values that will guide him/her in knowing his/her identity as an Asian.

● Performance Standard

The learner presents an informative and creative exhibit to show the different traditions and values of selected Afro-Asian countries.

● Lessons and Coverage

In this module, your learning will be maximized as you take the following lessons:

- Lesson 1 – Beginning the Knowledge Quest
 - Lesson 2 – Building Up the Knowledge Bank
 - Lesson 3 – Sharing the Knowledge Learned
- Specifically for Module 1, you will learn the following:
- Gather facts and opinions about the traditions and values of people from selected Afro-Asian countries.
 - Discover literature as a means of understanding the traditions and values of people from selected Afro-Asian countries.
 - Create an informative and creative exhibit showcasing the traditions and values of people from selected Afro-Asian countries.

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Teacher's Notes

Module 1: SEARCHING FOR KNOWLEDGE
Lesson I: Beginning the Knowledge Quest
Time Frame — 15 days

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.

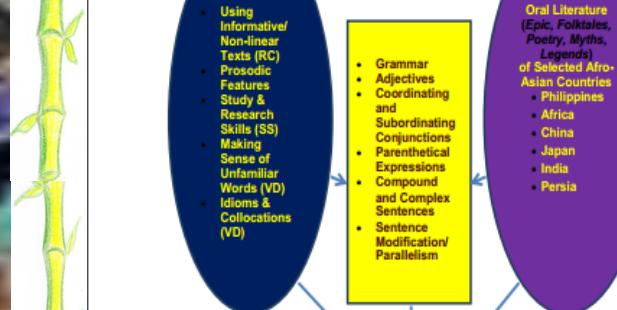
And at the end of this quarter, expect your students to come up with the following outputs: an informative paragraph, an informative article, brochure and a proposal for an exhibit.

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Module Map

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

Traditions & Values of Selected Afro-Asian Countries



- Informative Writing (WC)
- Writing an Informative Paragraph
- Writing 2-3 Paragraph Informative Article
- Writing for a Brochure
- Writing for an Exhibit

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Teacher's Notes

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Pre-Assessment

Let's find out how much you know about this module. Choose the letter that you think best answers the question. Remember to answer all items. Write the answers in your notebook. After taking this short test, your answers will be checked to find out your score. Take note of the items that you won't be able to correctly answer and look for the right answer as you go through this module.

1. Stress in the right syllable helps to show contrast and emphasis in meaning. If the word *permit* has stress on the last syllable as in *permít*. What does it mean?
 - a. a notice
 - b. to give consent
 - c. to request
 - d. a written grant/authority
2. Your teacher asked you to recite an *excerpt* of the speech of the Prime Minister of Japan in your literature class as part of your "Team Asia" activity. Your teacher is expecting you to:
 - a. copy the full text of the speech
 - b. interpret the speech
 - c. make an outline of the speech
 - d. make the speech short including only the key points
3. When reading researches, you may have noticed website reference at the end of a topic or article as in this example:

Prosodic features are features that appear when you put sounds together in connected speech. It is as important for you to learn the prosodic features as successful communication depends as much on intonation, stress and rhythm as on the correct pronunciation of sounds.

<http://www.teachingenglish.org.uk/knowledge-database/prosodic-features>

What is the purpose of putting this website reference?

 - a. to promote the website and its links
 - b. to recognize source thus avoid plagiarism
 - c. to make researches look more formal
 - d. to provide additional information
4. What is the major language of Iran?
 - a. Farsi
 - b. Nihongo
 - c. Hindi
 - d. Bahasa
5. Why are references included in a research project?
 - a. To give courtesy to the authors of the works that you have read.
 - b. To keep a record of everything that you have read in writing the report.
 - c. To impress lecturers.
 - d. To fully identify the source of information and ideas discussed in the report so that others may check for themselves.
6. If you are asked to use conditional sentences to talk about uncertain events and situations, which of the sentences below would best convey your message?

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Teacher's Notes

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.

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Lesson 1 Beginning the Knowledge Quest



You are now in Grade 8, I am quite sure that you enjoyed the lessons and the activities which you took when you were in Grade 7. I am very sure, too, that you fully understand now your identity as a Filipino. However, there is one thing you must remember, we are only one among the members of that big global village called Afro-Asia.

Through this lesson, your quest for knowledge on our Afro-Asian families will gradually unfold and eventually be satisfied. Let us begin our journey.

To give you an overview of the things you will do in this lesson, pay close attention to the expected skills and the lesson map.

In this lesson, you will learn the following:

- Identify prosodic features: stress, intonation and pauses serving as carriers of meaning that may aid or interfere in the delivery of the message in stories and informative texts. (Listening Comprehension)
- Use appropriate registers to suit the intended audience, and variation in intonation and stress for emphasis and contrast. (Speaking-Oral Language and Fluency)
- Use appropriate registers to suit the intended audience, and variation in intonation and stress for emphasis and contrast. (Speaking-Oral Language and Fluency)
- Develop strategies for coping with unknown words and ambiguous sentence structure and discourse. (Vocabulary Development)
- Adjust reading speed based on one's purpose for reading and the type of materials read. (Reading Comprehension)
- Organize information extracted from a program viewed. (Viewing Comprehension)
- Discover literature as a means of understanding the human being and the forces he/she has to contend with. (Literature)
- Accomplish forms and prepare notices. (Writing and Composition)
- Use non-linear texts and outlines to show relationships between ideas. (Writing and Composition)
- Use varied adjective complementation. (Grammar Awareness and Structure)
- Gather data using library and electronic resources consisting of general references: atlas, periodical index, periodicals and internet sources/ other websites to locate information. (Study Strategies)
- Ask sensible questions based on ones' initiative. (Attitude)
- Express different opinion without being difficult. (Attitude)
- Write informative articles (e.g. posters, slogans, advertisements, brochures) that relate to culture and values.

On the next page is the lesson map to guide you in Building your Knowledge Bank.

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Teacher's Notes

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Lesson Map



Learning Goals and Targets

For you to accomplish the tasks and perform well in the activities in this lesson, write your goals and targets (expectations) in the box provided below:

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Teacher's Notes

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://www.youtube.com/watch?v=...>

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.

The background features a decorative border at the top with a repeating pattern of green and blue leaves or petals. The main title "Voyages in Communication" is at the top center in a large, bold, black font. Below it, "Learner's Module - Grade 8" is written in a slightly smaller, bold, black font. On the left margin, there is a vertical illustration of a bamboo stalk with its characteristic nodes and small leaves.

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PROCESS QUESTIONS:

1. What traditions and values of Afro-Asians are revealed in the video clip presented?
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 to your identity as an Asian?



What you will learn in the next set of sections will also enable you to do the lessons and activities which involve gathering data that will enable you to produce an informative paragraph. This will help you better understand traditions and values of selected Afro-Asian countries. Let's find out how others would answer the process questions and compare their ideas with your own. We will start by doing the next activity.

Process



Many times the messages you want to convey are not clearly received or understood because of the manner you say them, especially so when conversations are carried out in monologues. In this activity, your quest for knowledge on prosodic features of speech also known as suprasegments - stress, intonation and pauses among others, will help you get through this difficulty.

Can you read the following without fear or hesitation? By the way, you will meet these words in the selections that follow.

village
remember
international
unbearable
surprising

In which syllable did your voice rise in the word village? What about in remember, international, unbearable and surprising? The syllable where you raised your voice is what we call stress.



¹ / Stress refers to the prominence given to a syllable or word which makes the word or syllable stand out above the adjacent syllable or word.

It can be word stress or sentence stress.

You may meet words with three or more syllables like respon"ability.

Primary stress is on the BIL, while secondary stress is on the PON. Take note that in the case of polysyllabic words; the primary stress must always stand out than the secondary stress.

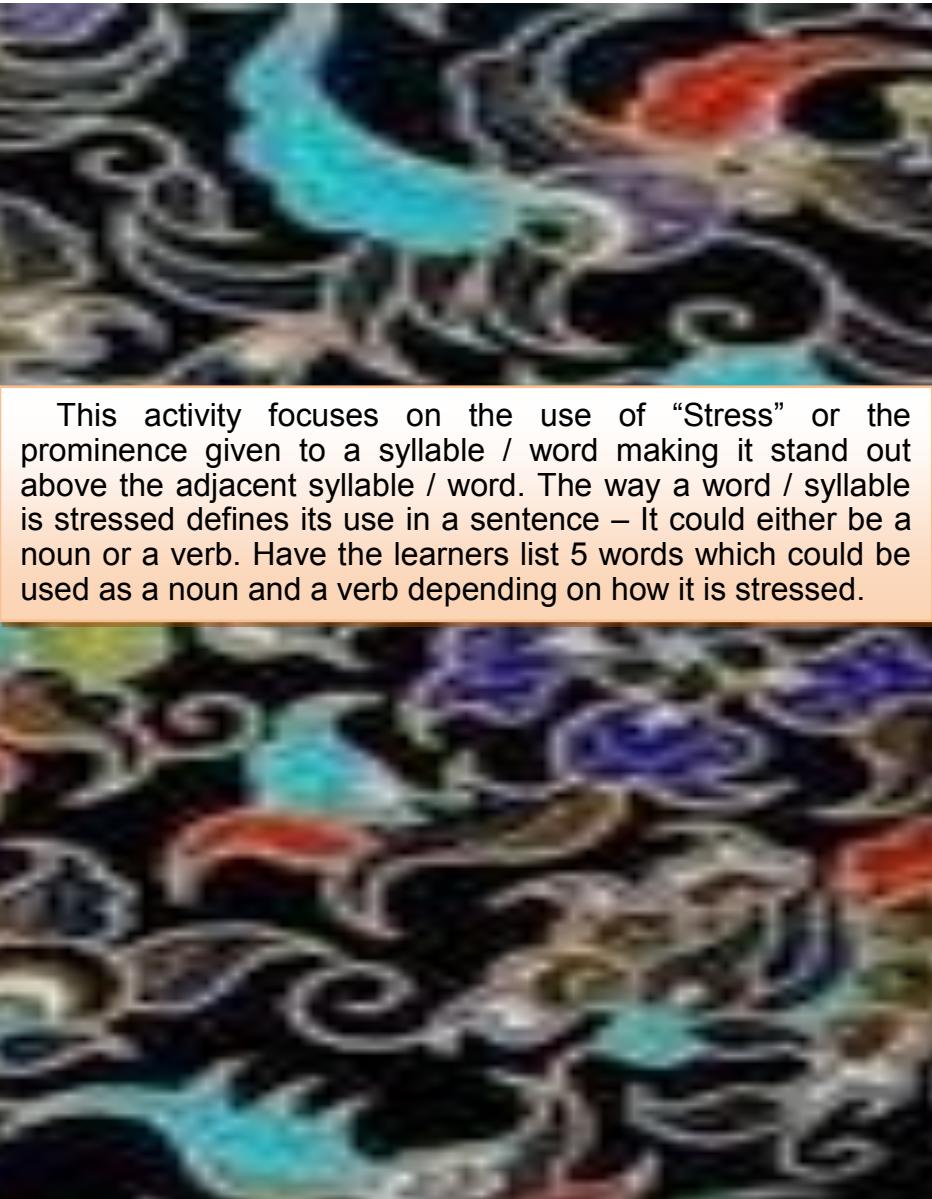
Can you think of some polysyllabic words? Be sure that you distinguish the primary from the secondary stress.

There are times when word conveys another meaning when used in a sentence. In that case, you must put the stress on the right syllable to show contrast and emphasis in meaning.

The words that follow are examples where contrast and emphasis on stress must be carefully identified:

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Teacher's Notes



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”.

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Examples:
per'mit (noun) — permit' (verb)
trans'fer (noun) — transfer' (verb)
dis'count(noun) — discount(verb)

Activity 2: WATCH OUT! VERB OR NOUN?



Directions: Find out at least 5 pairs of words that can be used interchangeably as noun or verb. Firm up your answer by using them in appropriate sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

Are prosodic features of speech getting clearer to you? Here are some more interesting discoveries for you.
Let us use the selection "The Hands of the Blacks". Notice that we still place our focus on Afro-Asian neighbor.

Try to read aloud the following highlighted words. Be sure to raise your voice in the right syllable.

You have seen an African child before?
Humm! I think I saw one when I went to Tagaytay City last week.
You see, there is an International university near the city.

Congratulations! I am sure that this lesson on stress has made you more self-confident in communicating with others. Ready for yet another prosodic feature?
Read the entire sentence one at a time. Have you noticed the melodious pattern of your voice? There is a continuous elevation or depression of pitch as you read the group of words. That's what we call intonation. Your voice may rise, fall or circumflex (the combination of rising and falling intonation) as in the given example below.

In the sentence, "Have you seen an African child before?" Did your voice rise?

 Intonation, also known as inflection is the movement of the voice up or down, – along the line of sound. When the voice rises, it indicates a question which is answerable by yes or no. That's rising intonation. We use the rising intonation with yes-no questions.
Example: Have you read any African short story?

When the voice falls down, it indicates an answer.
Example: I have'n't.

An incomplete thought ends in a rising intonation.
Example: I will save so that someday, I can visit South Africa, Nigeria and Morocco...

Circumflex intonation comes in a wavelike glide frequent in connected speech. Voice moves upward and downward, at other times, downward or upward.
Example: Once upon a time, in a far-away Africa...

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Teacher's Notes

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Try reading out loud the following sentences.

Are you proud of the Filipino culture?
How do you find the native delicacies of Samar?
He ate five pieces of moron, drank a cup of buko juice and ate a bowl of corn soup.
Did he finish them all?
It's more fun in the Philippines.

Challenge yourself! Can you learn intonation on your own? Yes, you can. Consider these:

1. Get a listing of informative articles from a newspaper or magazine about any Afro-Asian country (Africa, Thailand, Japan and/or Korea).
2. You may choose a folktale from the country of your choice.
3. Find a cassette tape recorder with a built in microphone.
4. Load a cassette into the tape recorder. A tape recorder is the most common multimedia material even in the rural areas.
5. Push PLAY and RECORD buttons simultaneously and begin speaking into the microphone. You will record the article or the folktale of your choice.
6. Push STOP, and then REWIND the tape.
7. Push PLAY and turn up the VOLUME.

When you are already satisfied with your recordings, you are now confident with the day's lesson.

 Spoken language naturally comes before written language. A monotone voice will be counterproductive in capturing audience attention. Therefore, to avoid embarrassing moments when you talk or recite variation in intonation, stress and pausing must be employed to give emphasis or contrast to the text being delivered. Likewise, try to avoid vocal filters. Vocal filters are distracting and annoying expressions like "ums", "ahs" and "and". They give the impression to your classmates that you are not ready or not knowledgeable enough of the topic at hand.



Activity 3: It's not WHAT you said; it's HOW you said it!

Directions:

1. First, record a presentation. A sample informative text is shown below.
2. Count the number of vocal filters and other distracting expressions.
3. Listen to your delivery. Focus on intonation, stress and pause.
4. Concentrate on specific word choice to avoid vocal filters.

What is an Educated Filipino? Francisco Benitez (An Excerpt)



What is an educated Filipino and what qualities should distinguish him today?

The conception of education and of what an educated man is varies in response to fundamental changes in the details and aims of society. In our country and during this transition stage in our national life, what are the qualities which an educated man should possess?

Great changes have taken place in the nature of our social life during the last forty years. The contact with the Americans and their civilization has modified many of our old customs, traditions and practices,

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Teacher's Notes

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 them with a scoring rubric.

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some for the worse and many for the better. The means of communication have improved and therefore better understanding exists among the different sections of our country. Religious freedom has developed religious tolerance in our people. The growth of public schools and establishment of democratic institutions have developed our national consciousness both in strength and in solidarity. With this growth in national consciousness and national spirit among our people, we witness the corresponding rise of a new conception in education- the training of an individual for the duties and privileges of citizenship, not only for his own happiness and efficiency but also for national service and welfare. In the old days, education was a matter of private concern; now it is a public function, and the State not only has the duty but it has the right as well to educate every member of the community- the old as well as the young, women as well as men- not only for the good of the individual but also for the self-preservation and self protection of the State itself. Our modern public school system has been established as a safeguard against the shortcomings and dangers of the democratic government and democratic institutions.

In the light of the social changes, we come again to the question: What qualities should distinguish the educated Filipino today? I venture to suggest that the educated Filipino should, first, be distinguished by the power to DO. The Oriental excels in reflective thinking; he is a philosopher. The Occidental is a doer; he manages things, men and affairs. The Filipino of today needs more of his power to translate reflection into action. I believe that we are coming more and more to the conviction that no Filipino has the right to be considered educated unless he is prepared and ready to take an active and useful part of the work, life, and progress of our country as well as in the progress of the world."



Activity 4: LET'S DO IT AGAIN!

Your teacher will provide some interesting activities taken from this excerpt. Would you like to see some examples similar to what your teacher has prepared for you? Enjoy them.

Group A

1. village	I thought this was funny.
2. absolutely	The progress of our country as well as the progress of the world.
3. reflection	They always went about with their hands folded together
4. corresponding	My mother kissed my hands.
5. baloney	What is an educated Filipino?

Read the words in Group A silently, then read the words aloud. Can you pinpoint the syllables in each word where you gave an emphasis to? If you can, then you have just used stress.

Read the words in Group B silently, then read them aloud. Can you distinguish which group of words rises or falls at the end of the sentence; or a combination of both? If you can, you have just used intonation.

Teacher's Notes

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Self-Assessments

Did you feel that your activities were successful? Why or why not? List your reasons.

1. _____
2. _____
3. _____
4. _____
5. _____

A. Once you have gone over each of the activities presented, choose one of the activities you enjoyed and adapt it when you are with your group, especially during the independent/cooperative learning session. A scoring rubric shall be provided by your teacher.



Learning to read is critical to your overall well-being. If you do not learn to read in this literacy-driven society your chance to become productive in the future shall diminish.

In the previous activities, you were asked to read words, phrases and isolated sentences. However, these are only to reinforce your skill in oral fluency. This time, we do purposive reading to better understand the nature of our global brothers, the Africans.

Different reading texts shall be offered to you. Before this module ends, you will have discovered your reading style. Try this one.

The Hands of the Blacks
An excerpt from "We Killed Mangu-Dog"
by Luis Bernardo Honwana



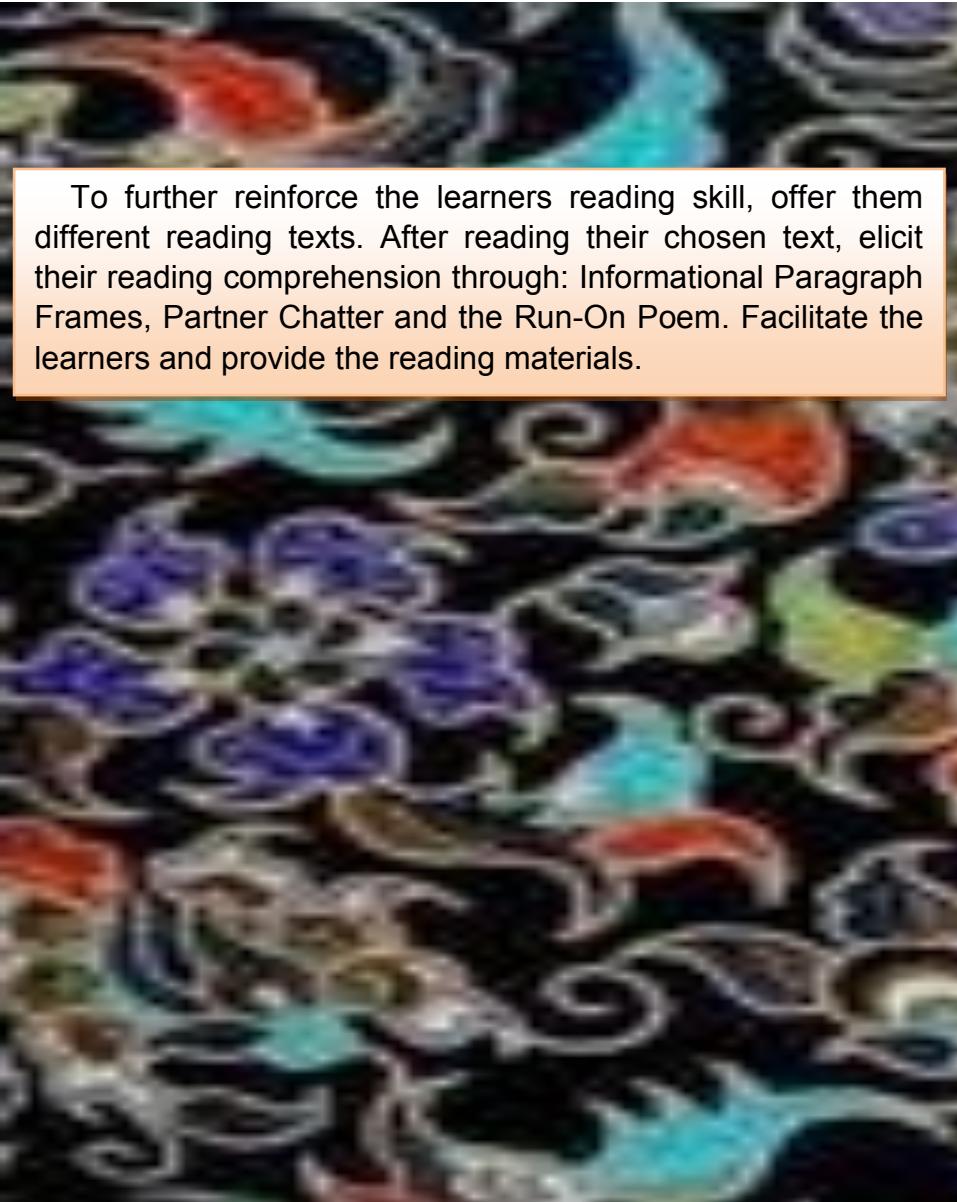
I can't remember now how we got onto the subject, but one day Teacher said that the palms of the black's hands were much lighter than the rest of their bodies because only few centuries ago they walked around on all fours, like wild animals, so their palms weren't exposed to the sun, which made the rest of their bodies darker and darker. I thought of this when Father Cristiano told us after catechism that we were absolutely hopeless, and that even the blacks were better than us, and he went back to this things about their hands being lighter, and said it was like that because they always went about their hands folded together, praying in secret. I thought this was so funny, this thing of the black hands being so lighter, that you should see me now! I don't let go of anyone, whenever they are, until they tell me why they think that the palms of the black's hands are lighter. Dona Dores, for instance told me that God made their hands lighter like that so they they wouldn't dirty the food that they made for their masters, or anything else that they were ordered to do that had to be kept quite clean. Senhor Antunes, the Coca Cola man, who only comes to the village now and again when all the cokes in the canina have been sold, said to me that everything I had been told was a lot of baloney. Of course I don't know if it was really, but he assured me it was. After I said yes, all right, it was baloney, then he told me what he knew about this things of the black's hands. It was like this: Long ago, many years ago, God, our Lord Jesus Christ, the Virgin Mary, St. Peter, many other saints, all the angels were in heaven

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Teacher's Notes

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.

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then, and some of the people who had died and gone to Heaven- they all had a meeting and decided to make blacks. Do you know how? They got hold of some clay and pressed it into some second- hand moulds. And to bake them of the creatures, they took them to heavenly kilns. Because they were in a hurry and there was no room next to the fire, they hung them in the chimneys. Smoke, smoke, smoke- and there you have them, black as coals. And now do you want to know why their hands stayed white? Because their hands are tied. When he first told me this, Senior Antunes said the other men who were around us were very pleased and then all burst out laughing. That very same day, Senior Frias called me after Senior Antunes had gone away, and told me everything I had heard from them there had been just pack of lies. Really and truly, what he knew about the black's hands was right, that God finished making men and told them to bathe in a lake in heaven. After bathing the people were nice and white. The blacks, well, they were made very early in the morning, and at this hour the water in the lake was very cold, so they only wet the palms of their hands and the soles of their feet before dressing and coming into the world.

But I read in a book that happened to mention it, that the black hands are lighter like this because they spent their lives bent over, gathering the white cottons of Virginia and I don't know where else. Of course, Dona Estefania didn't agree when I told her this. According to her, it's only because their hands became bleached with all that washing.

Well, I don't know what to think about all these, but the truth is that no matter how calloused and cracked they maybe, a black's hand are always lighter than all the rest of him. And that's that! My mother is the only one who must be right about this question of a black's hands being lighter than the rest of his body. On the day that we were talking about it, I was telling her what I know about the question, and she just couldn't stop laughing. What I thought was strange was that she didn't tell me at once what she thought about all this, and she only answered me when she was sure that I wouldn't get tired of bothering her about it. And even then she was crying and clutching herself around the stomach who had laugh so much that it was quite unbearable. What she said was more or less this: "God made Blacks because they had to. They had to be, my son. He thought they really had to be...Afterwards, He regretted having made them because other men laughed at them and took them off to their homes and put them to serve as slaves or not much better. But because He couldn't make them all be white, for those who were used to seeing blacks would complain. He made it so that the palms would exactly like the palms of other men. And do you know why that was? Of course, you don't know, and it's not surprising, because many, many people don't know. Well, listen: It was to show that what men do is only the work of men...That what men do is done by hands that are the same-hands of people who, if they had any sense, would know that before anything else they are men. He must be thinking of this when He made the hands of the blacks be the same as the hands of those men who thank God they are not black!

After telling me all this, my mother kissed my hands. As I ran off into the yard to play ball, I thought that I had never seen a person cry so much when nobody had hit them.



Did you enjoy reading the tale? It's informative and literary at the same time, is it not?



Activity 5: INFORMATIONAL PARAGRAPH FRAME

1. Create a paragraph frame that correspond to the organization of details in the text just read.
2. You will be called to retell what you have read.
3. Present the paragraph frame to guide you in retelling the tale.

Teacher's Notes

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Process Frame

(based from the creation of the Africans and why their hands are white)

The first of the process is _____.

The next step of the process is _____.

The third step in the process is _____.

It is a very amusing process. _____.

Some learners are fortunate to be born into homes where parents and immediate community provide rich language experiences. Are you one of them? If you aren't, then you must make the most out of the opportunities given to you by your family. Engage yourself actively in the following tasks. You will discover words unknown to you but may be familiar with, of course, the African people.



Activity 6: PARTNER CHATTER

Directions: In pairs, spend two minutes describing an object common to African people. The object (photograph) will be shown later once the allotted time of two minutes is used by your "opponent".

This is how the activity is done.

1. You will show cue cards to help your partner in identifying the object.
2. As you describe the object aided by the cue cards, your partner will describe the hidden/secret object. Other members of the opposite group are writing down the descriptive words you used.
3. When finished, your partner will announce his guess.
4. The process will be repeated. It is now your turn to guess the right object.

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



Activity 7: RUN-ON POEM

The text that will follow is an African poem. The title is "I am an African Child" by Eku McDred. It is written without punctuations solely for this activity.

Your teacher will read it to you without interruption; no pausing nor variation in tone. She may also call one learner to re-read it for everybody.

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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

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I am an African child
Born of a skin the color of the chocolate
Bright brilliant and articulate
Strong and bold I'm gifted
Talented enough to be the best
I am an African child

Often the target of pity
My future is not confined to charity
Give me the gift of a lifetime
Give me a dream a door of opportunity
I will thrive
I am an African child

Do not hide my fault
Show me my wrong
I am like any other
Teach me to dream
And I will become
I am an African child

I am the son daughter of the soil
Rich in texture and content
Full of potential for a better tomorrow
Teach me discipline teach me character teach me hard work
Teach me to think like the star within me
I am an African child

I can be extra-ordinary
Call me William Kamkwamba the Inventor
Give me a library with books
Give me a scrap yard and discarded electronics
Give me a broken bicycle
Plus the freedom to be me
And I will build you a windmill
I am an African child

We are the new generation
Not afraid to be us
Uniquely gifted black and talented
Shining like the stars we are
We are the children of Africa
Making the best of us
Yes I Am an African Child

Did you understand the poem? Do you now recognize how important prosodic features are?

Activity 8: ANTICIPATION GUIDE
Directions: In the column labeled ME, place a check next to any statement with which you tend to agree. Be prepared to defend and support your opinions with specific examples. After reading "The Hands of the Blacks"

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Teacher's Notes

Voyages in Communication Learner's Module - Grade 8

and "I am an African Child", place a check before each statement which you think the authors will agree to.

ME Authors

- The teacher in the story the Hands of the Blacks is a racist.
- The author, Luis Bernardo Honwana is a realist.
- The Africans in generations were slaves of the Whites.
- The characters in the story are religious.
- The students then and now manifest the same study habits.
- Africans became slaves because they had no choice.
- The Africans are discriminated against.
- The Africans just like any race aspire for a decent living.
- There are no cultural differences between the Africans and the Asians.
- The Whites are not to be afraid of.



Congratulations! You have successfully finished the tasks intended to make you more communicatively competent. You are almost at the end of the module.

Your goal in this section is to enrich your understanding about our Afro-Asian neighbor. Please move on!

Reflect and Understand



In the previous activities, you were asked to view a video clip of I am an African Child. You also worked on several activities on the poem of the same title. The story on the Hands of the Blacks deepened your knowledge of the economic and social conditions of the African people.

In the selection What is an Educated Filipino?, you were enlightened by the perspective of the author that education was not the true measure of a meaningful life. That a Filipino could live respectfully and productively regardless of the length of education he would receive. The magic word is DOI! This entails action! That reflections, thoughts and learning of any Filipino must be translated into action to cope with the changing society.



Activity 9: WHO ARE THE "BIG PLAYERS"

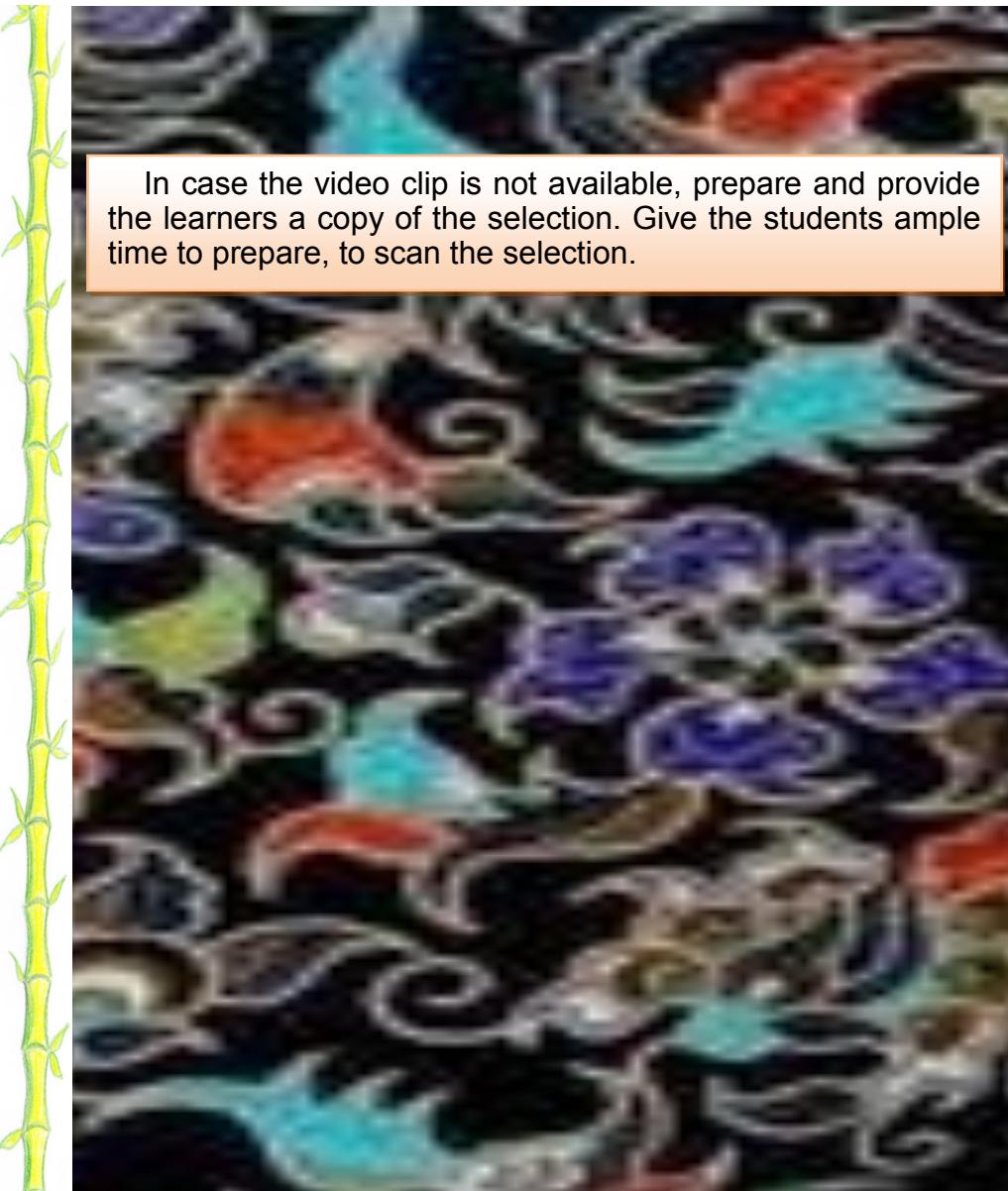
Directions:

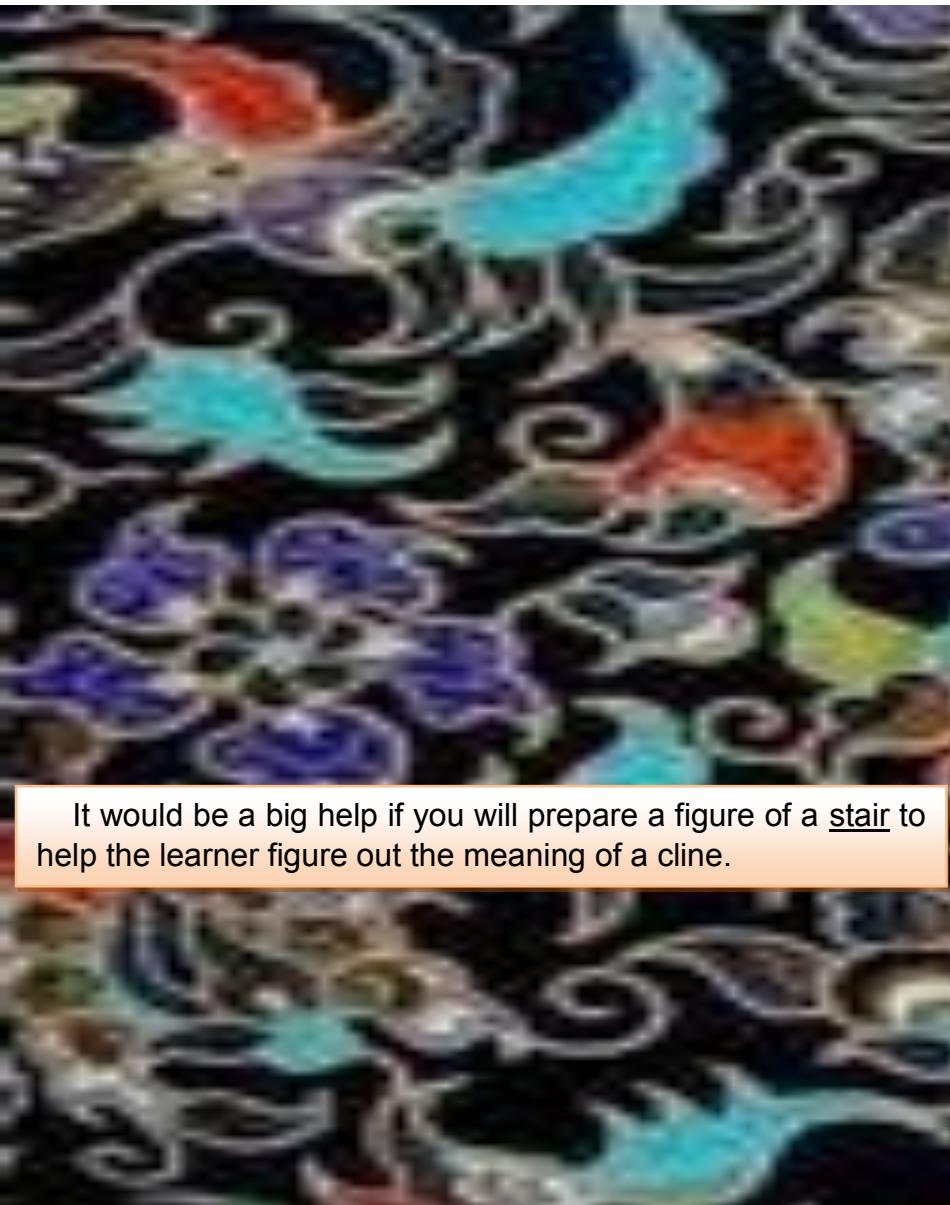
1. Identify key individuals connected to an idea or concept by listing them down in column 1.
2. You will gather information on these key individuals with focus on their contributions to enduring traditions and values. The key question is: *Are these tradition and values still practiced today?*
3. Write these down in Column 2.
4. You can also explore digital resources if you have access to them.
5. Create a connection among the key individuals and the list in Column 2.
6. A sample is done for you at the next page to make this activity easy and enjoyable.

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Teacher's Notes

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.

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"WHO ARE THE BIG PLAYERS?"
Topic: Afro-Asian Enduring Traditions and Values

Key Persons	Traditions/Values	Connections to the present
Martin Luther King, Sr.	<ul style="list-style-type: none">Voting rights of the BlacksEqual pay for black teachers	<ul style="list-style-type: none">A community center in Atlanta to help the low-income people like the teachers find a path out of poverty

Did you enjoy it? If you found out a similar video clip, share it during your cooperative learning activity.
Let's go back to the story of the Hands of the Blacks by Luis Bernardo Honwana. Earlier in the module, your knowledge on the Africans was quite limited, right? Can you still say the same thing after going through the previous activities?
One thing good about reading is we get to know people, places and events. But reading is beyond enjoyable if you do not understand or comprehend the reading selection! One of the reasons why a reader cannot comprehend a text is his/her inability to understand some vocabulary words found in the text. We will now try to unlock some of these difficult words.

Let's talk about clines!
A cline is a graded sequence of words whose meanings go across a continuum of meaning. It came from the Greek word "cline" meaning to slope.
Examples: shouted, yelled, screamed, shrieked
friendly, sociable, outgoing, gregarious
Notice the two extreme words in each sample. The word shouted is "milder" compared with shrieked, right?
It goes the same with friendly and gregarious. Therefore, the rule of thumb is find first the two extreme words and place similar shades of words in between.

Activity 10: GOING CLINING, ANYONE?

Directions:
1. Select any lines from the selection "The Hands of the Blacks". The lines must contain word or words which you have encountered for the first time.

Teacher's Notes

[Four blank lines for teacher notes]

Voyages in Communication Learner's Module - Grade 8

2. List down the words; find a dictionary or a thesaurus and look for different meanings/synonyms of these words.
3. Choose two extremes among the synonyms. These will become the boundaries of the cline. When done, place the remaining words in between these boundaries.
4. Write these words on a set of cards. Use recycled materials such as old calendars, shoe boxes and the likes.
5. Exchange cards with your classmates; list down their own words until you have a rich copy of clines.
6. If internet is accessible, upload your compilation - that's what we call e-portfolio of vocabulary. If not, you can improvise your own portfolio using recyclable materials.



ACTIVITY 11: GRAMMAR TOPICS ADJECTIVES AND TYPES OF ADJECTIVES

An adjective is defined as a word used to modify a noun or pronoun. It limits or qualifies nouns or pronouns by telling what kind, which one, how many or how much. Adjectives allow writers to describe color, tastes, shapes, sizes, and a multitude of other qualities; they can add important details to a sentence.

Let us start by doing this activity. Encircle the correct picture that matches the given descriptive word in each item below.

- | | | | |
|-----------|--|------------|--|
| 1. warm | | 6. rich | |
| 2. strong | | 7. poor | |
| 3. slow | | 8. painful | |
| 4. sleepy | | 9. old | |
| 5. scary | | 10. noisy | |

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Teacher's Notes

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.

Voyages in Communication Learner's Module - Grade 8

- | | | | |
|--------------|--|---------------|--|
| 11. hungry | | 16. fat | |
| 12. heavy | | 17. fast | |
| 13. handsome | | 18. far | |
| 14. full | | 19. famous | |
| 15. sick | | 20. difficult | |

PROCESS QUESTION:

1. Can you associate these modifiers with the selections you just read?
Example: warm climate
Is the climate in Africa warm? Is it the same in Asia?

Your simple task now is to choose at least 10 adjectives from the selections just read and use them in sentences. You will write these sentences on a piece of paper requested by your teacher. However, before you proceed, you have to deepen your understanding of the types of sentences according to structure.

Compound and Compound-Complex Sentences

There are four basic types of sentences according to structure: 1) simple; 2) compound; 3) complex; and 4) compound-complex.
A compound sentence consists of two or more simple sentences.
These sentences are often combined with conjunctions, such as and, or, nor, but, yet, so, for, however, therefore, nevertheless, otherwise, consequently, etc.

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Example:
Joe and Joan are black couple. (simple sentence with compound subject and simple predicate)
Joe works in a manure factory downtown, and his wife Joan works in a perfume factory nearby. (compound sentence)

Example:
Sarah saves five hundred pesos out of each pay check she receives; otherwise, she will have no money to buy birthday presents.

Note: In formal writing, compound sentences require either a comma before and, or, nor, but, yet, so, for, or a semi-colon before however, therefore, nevertheless, otherwise, consequently, etc.
If there is no conjunction used between two simple sentences, a semi-colon or a period should be used instead.

Example:
Joe works downtown in a manure factory; his wife Joan works in a perfume factory nearby.

A compound-complex sentence consists of two sentences, and one or more adjective or adverb clauses.

Example:
John climbed to the top of the tree, but Joan, who was a bit clumsy, fell off half way up.

Example:
Since he was five, Frank has broken three fingers, two toes, and a knee cap; however, he still plays Sepak Takraw with fervor.

 Early on, you have a glimpse of an informative text entitled "What Is An Educated Filipino?" Here is another informative text in an essay form which will further deepen your appreciation for Filipino culture.

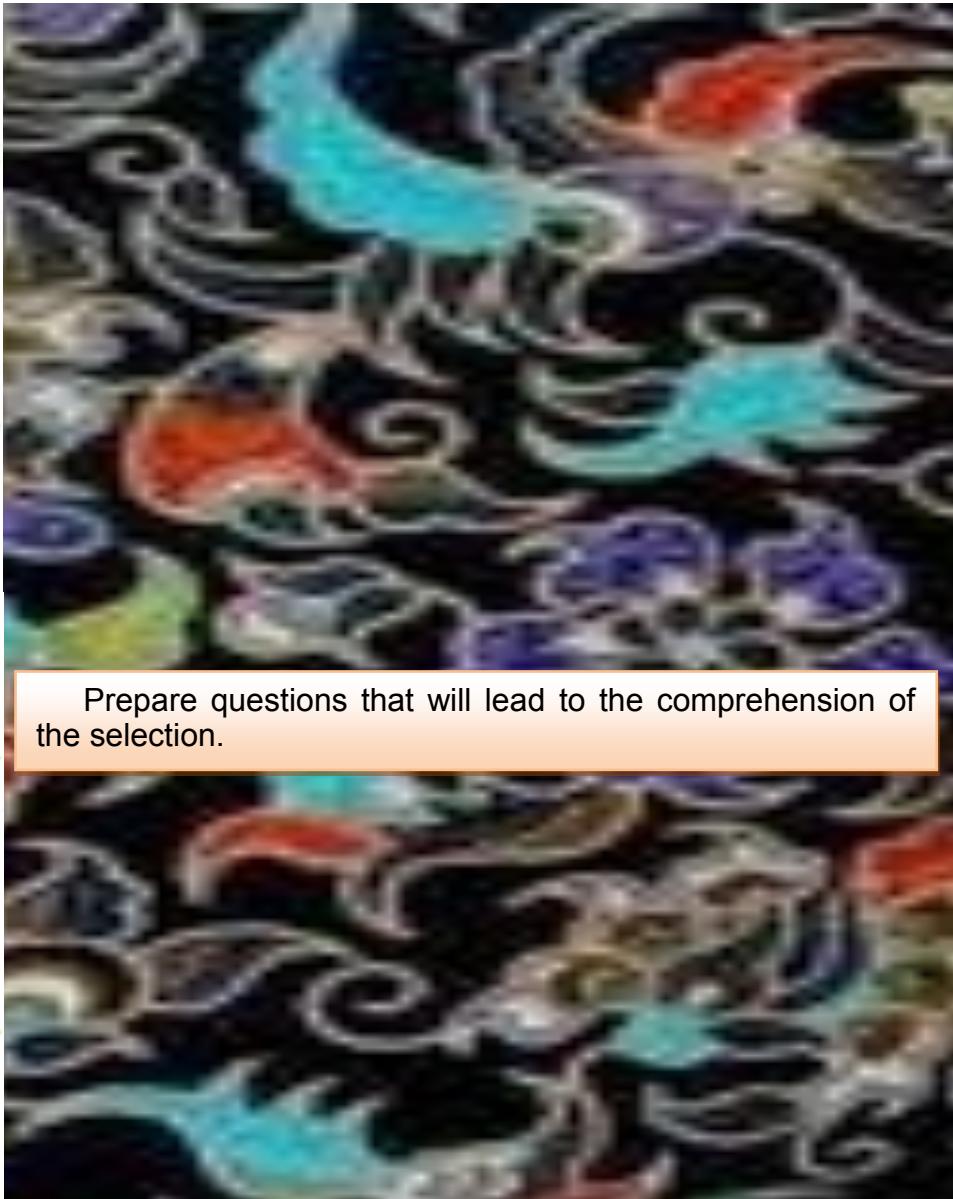
 ACTIVITY 12: INFORMATIVE ESSAY
Read the informative essay below about one of the Filipino traditions. Find out later how this affects our identity as part of the Asian countries.

Why Sinigang?

By Doreen G. Fernandez

Rather than the overworked adobo (so identified as the Philippine stew in foreign cookbooks), sinigang seems to me the dish most representative of Filipino taste. We like the lightly boiled, the slightly soured, the dish that includes fish (or shrimp or meat) vegetables and broth. It is adaptable to all tastes (if you don't like shrimp, then bangus, or pork), to all classes and budgets, (even ayungin, in humble little piles, find their way

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Prepare questions that will lead to the comprehension of the selection.



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into the pot), and to seasons and availability (waling taklong, mahal ang gabi, kangkong na lang).

But why? Why does sinigang find its way to bare dulang, to formica-locked restaurant booth, to gleaming ilustrado table? Why does one like anything at all? How is a people's taste shaped?

But still, why soured? Aside from the fact that sour broths are cooling in hot weather, could it be perhaps because the dish is meant to be eaten against the mild background of rice? Easy to plant and harvest, and allowing more than one crop a year, rice is ubiquitous on the landscape. One can picture our ancestors settling down beside their rivers and finally tilling to the cultivation of fields, with rice as one of the first steady crops.

RICE
Rice to us is more than basic cereal, for as constant background, steady accompaniment; it is also the shaper of other foods, and of tastes. We not only sour, but also salt (daing, tuyo, bagoong) because the blandness of rice suggests the desirability of sharp contrast. Rice can be ground into flour and thus the proliferation of puto; the mildly sweet Putong Polo, the banana leaf-enclosed Manapla variety; puto filled with meat or flavored with ube; puto in cakes or wedges, white or brown eaten with dinuguan or salabat.

THE GREENERY
The landscape also offers the vines, shrubs, fields, forests and trees from which comes the galaxy of guay with which we are blessed all year round. "Back home," an American friend commented, "All we use from day to day are peas, carrots, potatoes, cabbage, and very few others."

The dietarily uninhibited Filipino, on the other hand, recognizes the succulence of roots (gabi, ube, kamote); the delicacy and flavor of leaves (pechay, dahong bawang, kintsay, pakio, malunggay) and tendrils (talbos ng ampalaya, kalabasa, sayote); the bounty of fruits (not only upo ad kalabasa, talong and ampalaya, but also desserts like langka and banana, which double as vegetables, , and the excitement of flowers like katuray and kalabasa.

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By the way, do you know who Doreen G. Fernandez is? The internet is accessible in your school or community will make it easy for you. If not, visit your school library.



Activity 13: LET US DO PMI

After reading the informative essay, answer the PMI activity below. PMI is a three-columned thinking strategy that encourages you to first consider and list the Plus points of an idea. Next the Minus or negative points are listed. Finally those points are neither positive nor negative, but simply interesting. Then note the conclusion you have realized about the Filipinos traditions and beliefs and how do you think this affect his identity as an Asian.

IDEA...WHAT PHILIPPINE TRADITIONS HAVE I LEARNED?		
PLUS	MINUS	INTERESTING



PROCESS QUESTIONS:

- How can you describe the Philippine traditions you read in the essay?
- Why is it important to know our own traditions and values as Filipinos to further establish our identity as Asians?
- Are traditions common among Asian and African countries? Explain briefly.



Activity 14: USING PERIODICALS

One way of finding information aside from books is using the internet. Start getting deeper into knowing more about Afro-Asian traditions and beliefs using print or online periodicals.

Use the RAPS Strategy below to organize and analyze the information you got from the researches you did about Asian traditions.

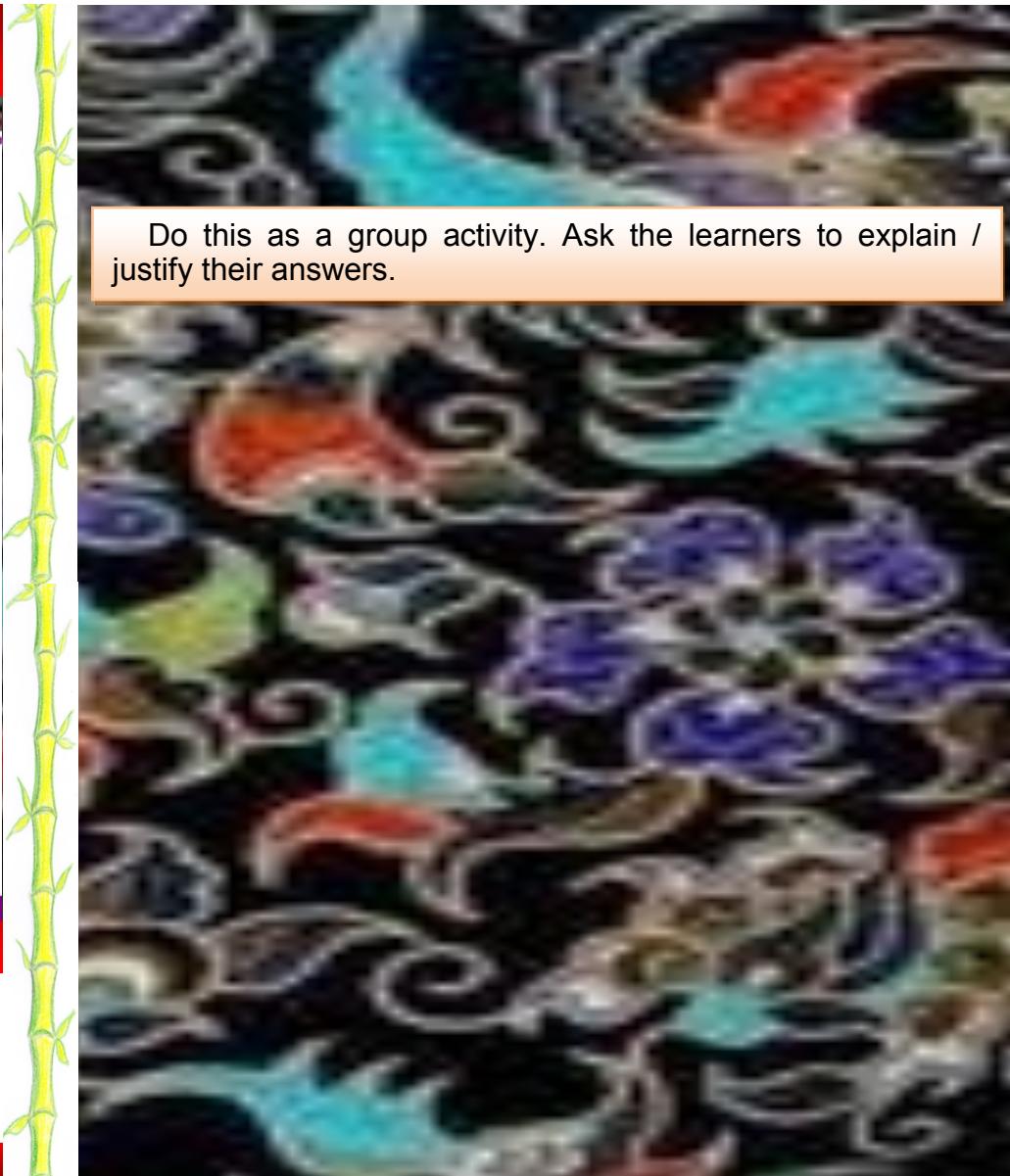
The RAPS Strategy assists students in identifying and recording main points and meaning of a text.

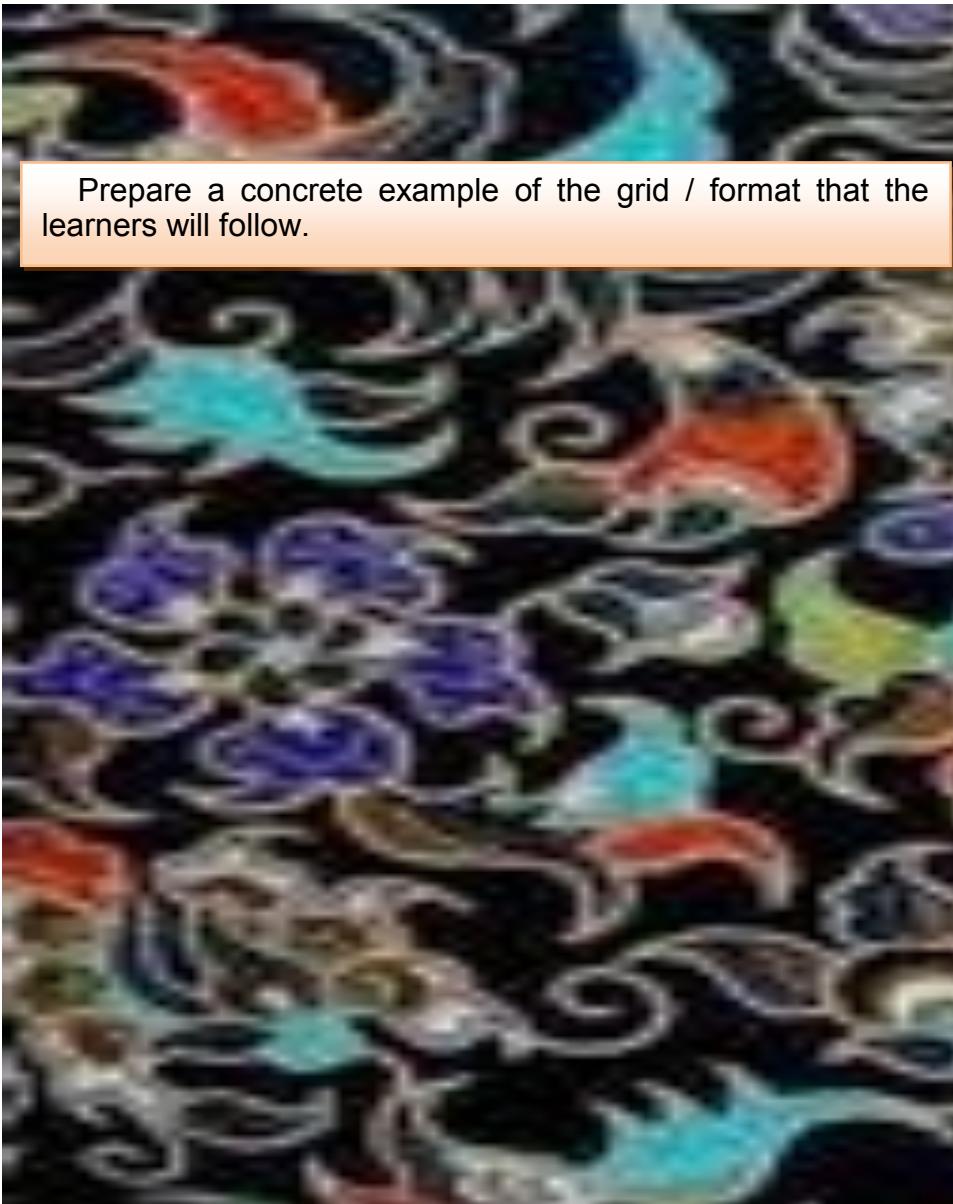
- R – Read - read the paragraph
A – About - what's it about
P – Points - choose 2 important points to support the main idea
S – Summary - summarize the paragraph in their own words using no more than 20 words.

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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.

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About:

Point 1: Point 2:

Summary:

After going through several activities, you are now ready to complete the Generalization Chart you answered at the beginning of this module.

MY INITIAL THOUGHTS	MY FINDINGS AND CORRECTIONS	SUPPORTING EVIDENCE	QUALIFYING CONDITIONS	MY GENERALIZATION

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[Four blank lines for teacher notes]

Voyages in Communication Learner's Module - Grade 8

Transfer



In this final phase of the lesson, you will now apply the insights you have learned, the skills you have developed and the information you have gathered from the previous activities. Your tasks now will involve more of your skills in organizing and expressing ideas in written form.

Let us begin by doing the activity below.

Activity 15: AN INFORMATIVE ARTICLE



An informative article gives the reader unbiased facts about a topic. An informative article provides the readers with details on a given topic. The informative article is not an argumentative article that tries to persuade the reader to one side or the other. It covers all the pertinent details: who, what, when, where and why. Newspaper reporting uses informative articles; how-to articles represent another category.

To help you in writing your informative article, read the example and tips that follow.



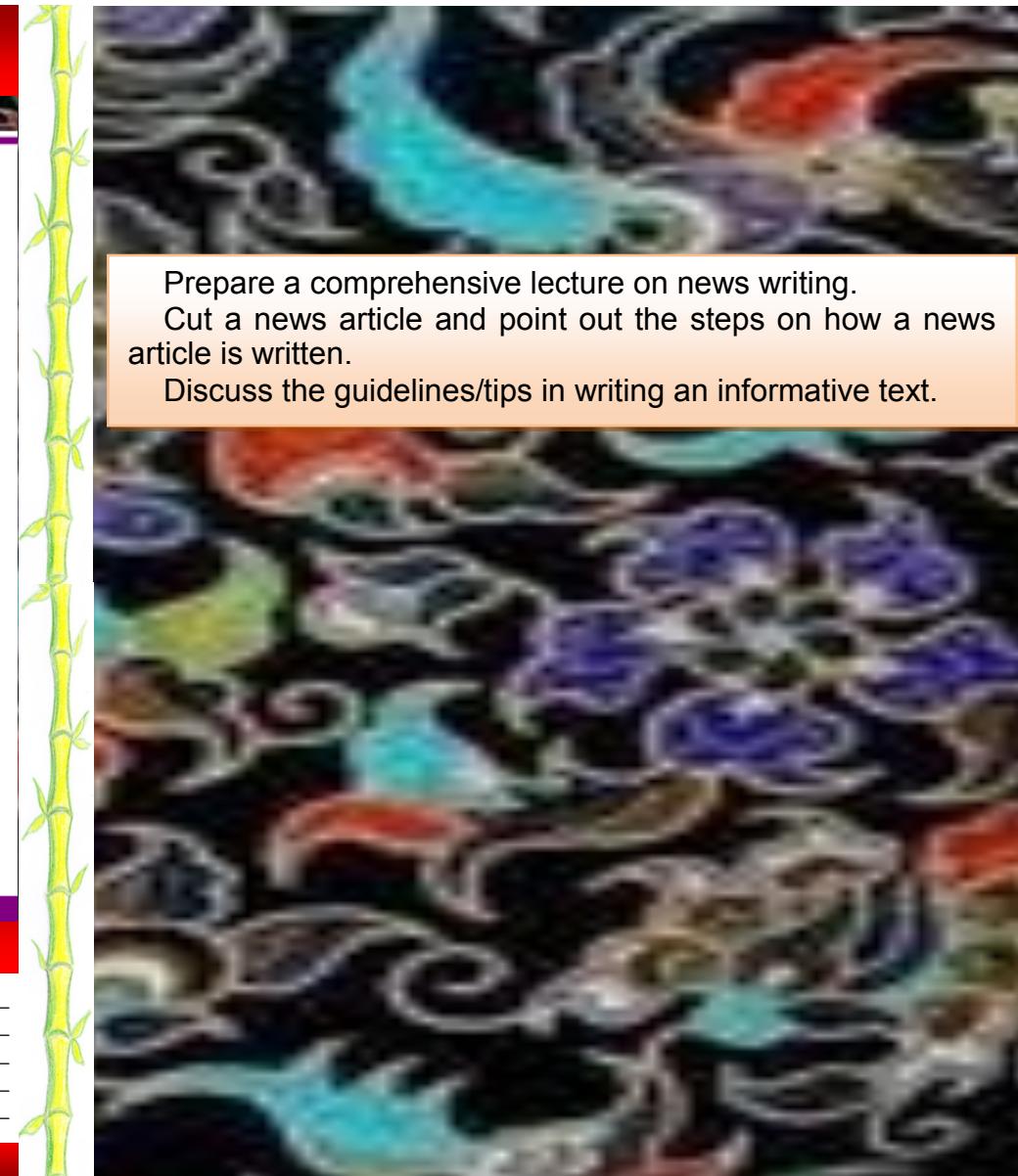
Tips for Writing an Informative Article by Lakshmi Menon

How to write an informative article? Writing an article is not that difficult as you think. The following tips can help you in writing an informative article:

1. Write about what you really know. Before writing, do a search and find out some more details to polish your knowledge on the selected topic. You can find details about anything on the internet, using a search engine.
2. Please remember the vital point that many of your readers may already know more details than you about the topic you are writing. Therefore, write about the topic you have sufficient knowledge about.
3. People will be more interested to know how you sorted out a particular problem when you had faced one. A well written article about solving your own problem will be more useful to the readers. Many of them would have faced a similar problem and your information will be of immense help to them.
4. Remember to leave enough white space in between your paragraphs. You may wonder why it should be. Reading the matter on the monitor is different from reading on the printed page. It causes eye strain and for some people neck pain also. The other main reason is that many of our readers will be senior citizens, who will be looking for various information. Hence, it is better to see that your article is senior citizen-friendly, which means easy for them to read.
5. Try to write small paragraphs, which is easy to read. Most of the people will be just scanning the matter within a short time. Therefore, the smaller the paragraph the easier to read. Just place yourself in that position. How many times have you read long articles on the net? I do agree that we take time to read long articles when they are highly important to our need. Otherwise, on a routine basis, more people read only smaller articles.
6. After writing your article, read it at least 3-5 times, and if necessary read once aloud. It helps you to find the mistakes in your articles. Then you can revise your article appropriately.

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Teacher's Notes





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Lakshmi Menon writes articles on various topics, including South India tourism. Please visit <http://www.enchanting-south-india-vacations.com> to know more about South India.

Try writing a one paragraph essay below about any topic of your choice. Be guided by the following guidelines:

- Identify the purpose for writing.
- Consider your audience.
- Have an interesting beginning sentence to hook your audience's interest.
- Cite only relevant and accurate details.
- Have a clear conclusion.

Write your draft in a separate sheet of paper. The rubrics on how you will develop informative article will be provided by your teacher.

Activity 16: TRANSFER TASK

You and your classmates are now in the last leg of your journey. This is the "acid test" on how well you have discovered Afro-Asia; her culture, traditions, and beliefs. In this activity, you will enjoin parents and community so that they, too, will know and understand Afro-Asia.

TASK

Your municipality is hosting the 1st Asia-Africa Cultural Summit. As the head of the promotional activities for the event, the City Tourism Council intends to put up an exhibit dubbed as "Taste 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 write-ups with multimedia support showcasing the different traditions and values of selected Afro-Asian countries. Your output will be evaluated on the quality of information presented, creativity, relevance to the theme and visual impact.

Use the rubrics below to guide you.

Rubric for an Exhibit of Informative Write-Up

Criteria	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	Rating
Content	Presented information in-depth and comprehensive and strongly adhered to the theme.	Presented essential knowledge about Afro-Asian countries and adheres to the theme.	Presented essential knowledge about Afro-Asian countries but there are 1 to 2 factual errors and inadequately adheres to the theme.	Presented minimal or there were several factual errors and does not adhere to the theme.	

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[Four blank lines for teacher notes]

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Criteria	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	Rating
Creativity/ Visual Effect	Made an excellent use of effects, style, and artistry to enhance the content.	Made use of effects, style and artistry to enhance the content.	Made use of effects and style to enhance the exhibit but these occasionally distract the viewers	Made use effects and style to enhance but these often distract the viewers	
Writing	Wrote with extensive interpretation and discussion.	Included all required elements/ criteria in writing with clear discussion.	Included all required criteria/ elements in writing but may be missing some required information from within elements.	Missed one or more required criteria/ element, OR, may be missing extensive required information within element.	

 The preparations you have done in coordination with the event organizer of the exhibit are all set. The venue where to put 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 secured from local tourism office. All these are a part of the preparation for writing informative write-ups.

Task: Revisit your well-thought-of plan. Find out if a committee is in charge of the needed papers/documents. Prepare a checklist; again, go back to "who does what".

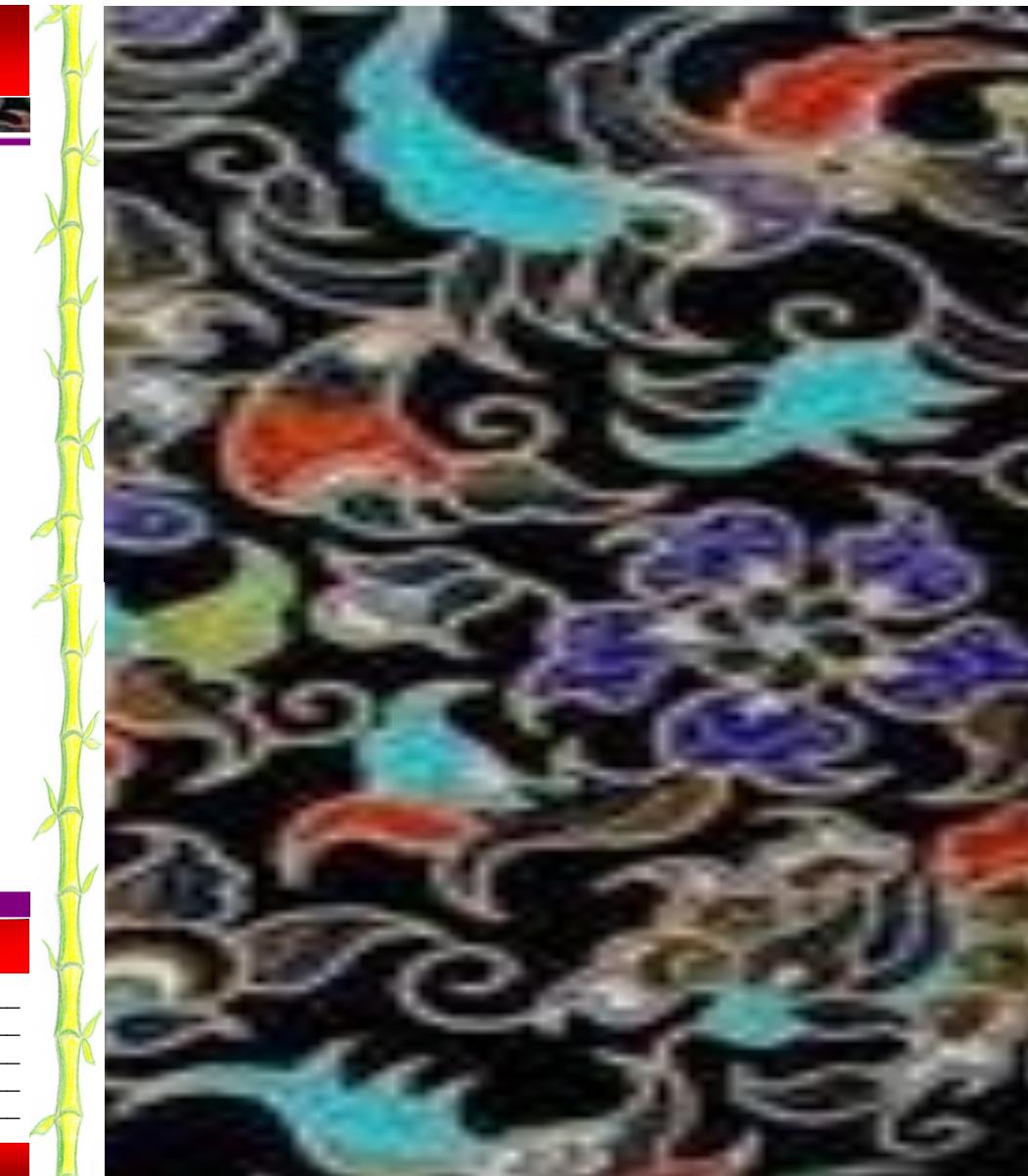
 The simple advertisements; registration forms to be accomplished by your invited guests, the notices like signage to give directions, leaflets and flyers, brochures should be secured from local tourism office. All these are a part of the preparation for writing informative write-ups.

Task: Revisit your well-thought-of plan. Find out if a committee is in charge of the needed papers/documents. 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 know how you feel about this first lesson. Please perform this last task.

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Teacher's Notes





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Directions: Honestly rate yourself using any of the following emoticons.

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 created your confusion.
4. If in case, you choose the Angry face, please see your English facilitator. She or he will be listening to you.

Happy Sad Confused Angry

Congratulations! You have completed this module.

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● Glossary of Terms

- Advertisements** - a public announcement using the mass media.
- Cline** - is a graded sequence of words whose meanings go across a continuous of meaning. It came from a Greek word "cline" meaning to slope.
- Compound Sentence** - a type of sentence containing two or more simple sentences. It is often combined with conjunctions such as and, or, nor, but, yet, so, far, however, therefore, nevertheless, otherwise, consequently, etc.
- Informative Essay** - is an essay which informs the reader about a subject, topic, issue, or event.
- Intonation / Inflection** - is the movement of the voice up and down along the line of sound.
- Monologues** - a literary composition in the form of a soliloquy. A continuous series of jokes or comic stories delivered.
- Periodicals** - are publications which are issued at regular intervals, such as journals, magazines, and newspapers.
- Prosodic Features of Speech** - are those aspects of speech which go beyond phonemes and deal with the qualities of sound.
- Polysyllabic Word** - a word of more than three syllables
- Stress** - refers to the prominence 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.
- Tradition** - 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 beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable.

● References Used in this Lesson

- Books**
Croughan, Richard V. (1975) The Development of Philippine Literature in English (since 1900). *What Is An Educated Filipino* by Francisco Benitez an excerpt. Phoenix Publishing House. Quezon City.
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Teacher's Notes



Module 1: SEARCHING FOR KNOWLEDGE
Lesson II: Building Up the Knowledge Bank
Time Frame —

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.

Voyages in Communication
Learner's Module - Grade 8

Lesson II
Building Up the Knowledge Bank



After your journey towards your quest for knowledge, you are now aware that there are more to discover about traditions and values of our Asian neighbors.

In this lesson, you will build up your knowledge bank on the rich, varied and ancient traditions of the Chinese and Japanese. As you gather information about their traditions and values, think about your answer to the question: How can I better understand my identity as a Filipino and as an Asian?

Your answer to this question will help you understand better your identity as an Asian and hopefully it will create in you the sense of pride and camaraderie with your fellow Asians. You are now ready to embark on the second phase of your search for knowledge. Have fun while learning!

To give you an overview of the things you will do in this lesson, pay close attention to the expected skills and the lesson map.

In this lesson, you will learn the following:

- Identify changes in meaning signaled by stress, intonation and pauses (*Oral Language and Fluency*)
- Express feelings and attitudes by listening to contrastive stress and variations of tone and tempo (*Listening Comprehension*)
- Guess meanings of words or expressions by noting keywords in expressions, context clues, collocations, clusters, etc. (*Vocabulary Development*)
- Scan rapidly for sequence signals or connectors as basis for determining the rhetorical organization of texts (*Reading Comprehension*)
- Demonstrate a heightened sensitivity to the needs of others for a better understanding of man (*Literary Appreciation*)
- Narrate events logically (*Reading Comprehension*)
- Write informative articles (e.g. posters, slogans, advertisements, brochures) that relate to culture and values (*Writing and Composition*)
- Formulate correct conditional statements (*Grammar Structure and Awareness*)
- Gather data using the general references: encyclopedia, dictionary (*Study Skills*)
- Express a different opinion without being difficult (*Attitude*)
- Prepare a travel brochure on the traditions and values of China, Japan and Philippines (*Writing and Composition*)

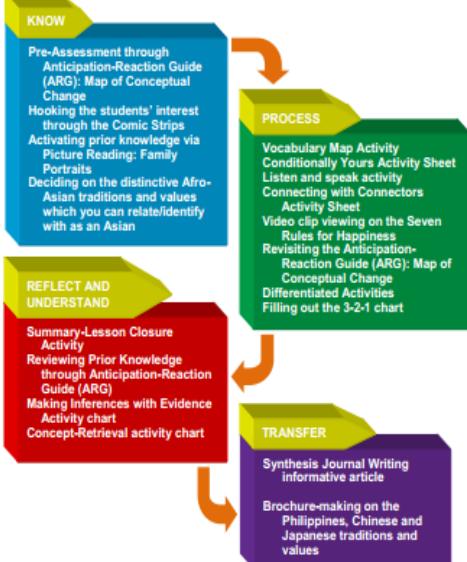
On the next page is the lesson map which can guide you in Building your Knowledge Bank.

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Lesson Map



Learning Goals and Targets

For you to accomplish the tasks and perform well in the activities in this lesson, write your goals and targets (expectations) in the box provided below:

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Teacher's Notes

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 KPUTP (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.

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Know



In this lesson, you will further discover some practices, beliefs, or modes of behavior of the peoples of selected Afro-Asian countries as exemplified in their representative literary pieces, and in informative texts extracted from general references and online materials.

Let's begin this lesson by studying the photos below. The photos show the different traditions and values of selected countries in Asia and Africa. As you start working on this task, think about this question: How can you better understand your identity as an Asian?

Activity 1: LET'S CELEBRATE!

Families all over the world celebrate important events which help preserve the history and traditions of their countries. Most of these traditions and practices are handed down from one generation to the next. Let's see how well you can identify a country and the tradition each family celebrates.

Directions: On the left are photos of Asian/African families and on the right side are some traditions/festivals celebrated in Asia and Africa. Match the family photos with the festival by writing the letter on the space provided for.



A _____



1 _____



B _____



2 _____



C _____



3 _____

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Teacher's Notes

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D _____



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This time, answer the questions that follow about the family portraits and the festivals.



PROCESS QUESTIONS:

1. What country does each family represent? How do you know?
2. What countries are represented by the festival photos?
3. Do you think Asian-African families or countries have similar characteristics? Why do you think so?
4. Which of these characteristics are commonly observed in Filipino families?
5. As a Filipino, how can you better understand your identity as an Asian?

Having answered those important questions, let's continue with our lesson by answering the Anticipation Reaction Guide (ARG) sheet below. Read the instructions carefully.



Activity 2: ARG TIME!

Anticipation-Reaction Guide

Directions: Read the set of statements found at the center column in the table below. Respond to each statement:

Write Agree if you agree with the given statements.

Write Disagree if you disagree with the statements.

Fill out only the column: "Response before the lesson" in your notebook. Don't write anything yet on the column that says "Response after the lesson". You will work on that at the end of the lesson.

Response Before the Lesson	Statements	Response After the Lesson
	Japan, Philippines, China have many examples of oral literature.	
	China has different folktales that feature their religious beliefs.	
	Only Asian countries have wedding traditions.	
	Love for family is often the theme of Japan's oral literature.	

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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.

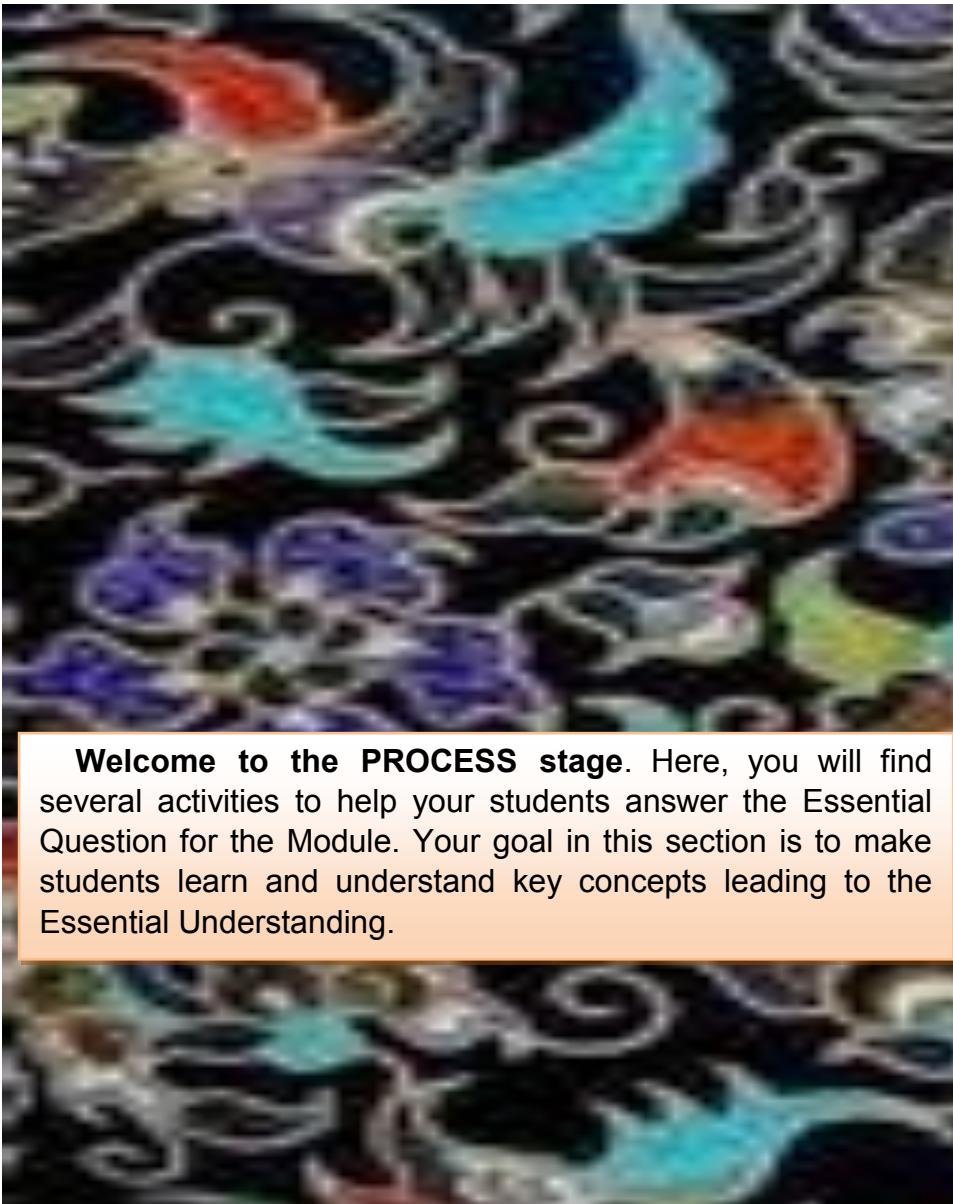
Process students' answers. Take note of their answers as those may be the basis for the lessons to be discussed.

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.

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	For Asians, shame and honor go far beyond the individual; and reflect directly upon ones' family, nation, or other group, and so is taken very seriously.
	The Philippines, China and Japan have traditions that are influenced by religion.
	Kimono, geisha, sumo, samurai are parts of Chinese traditions.
	The Philippines, China and Japan have rice and tofu as staple food.
	Japanese write haikus to honor nature.
	Hard work is one of the outstanding qualities of the Chinese and the Japanese.
	Philippines, China and Japan have three common qualities: love for the family, religiosity and value for work.

You have just tried giving your initial answers or ideas about the traditions and values of selected Asian countries. As you go through this lesson, you need to go back to your answer to the ARG in order to check whether your initial answers and ideas are valid.

Let's find out whether your assumptions about traditions and values of countries mentioned earlier are valid by doing the next set of activities.

What you will learn in the next set of activities will also enable you to do the lesson project which involves preparing a two-page informative brochure about the traditions and values of our country and our Asian neighbors particularly China and Japan. Your creativity will be put to a test as you prepare an informative brochure.

Process

You are now in the second phase of your journey. Your goal in this section is to learn and understand key concepts related to common key values among Asians and Africans. As you go through this part, keep on thinking about this question: *How can I better understand my identity as an Asian?*

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Teacher's Notes

[Four blank lines for teacher notes]

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Activity 3: VOCABULARY OVERLOAD

This time, be ready to read a folktale from China. In reading the Soul of the Great Bell, you will surely meet some unfamiliar words which may cause you to stop and analyze the meaning of each to understand the details of the story.

Directions: Go over the following terms or expressions taken from the Soul of the Great Bell. Read them to yourself and figure out the meaning of each italicized word using context clues. Put a check mark in the circle of your chosen answer.

In the Tower of the Great Bell, now the (1) mallet is lifted to (2) smite the lips of the metal monster—the vast lips inscribed with Buddhist texts.

A mallet is _____ a hammer an axe a saw
To smite is to _____ hit touch caress

All the little dragons on the high-lined eaves of the green roofs (3) shiver to the tips of their gilded tails under that deep wave of sound.
Shiver means to _____

fall on one's knees
tremble at the loud sound
be destroyed by the gilded tails

All the green-and-gold tiles of the temple are vibrating; the wooden goldfish above them are (4) wriggling against the sky.
wriggling means _____ twisting pointing leading

Therefore, the worthy mandarin Kouan-Yu assembled the master-molders and the renowned bell smiths of the empire, and all men of great repute and (5) cunning in (6) foundry work.

cunning means _____ innocent expert skillful
foundry means _____ act, process, art of making plastic
 act, process, art of casting metals
 act, process, art of painting metals

Therefore, the molds had to be once more prepared, and the fire (7) rekindled, and the metal remelted, and all the work tediously and (8) toilsomely repeated.

rekindled means _____ lighted again set on fire again stopped the fire
toilsomely means _____ with difficulty lightly unmindfully

(9) Gold and brass will never meet in wedlock, silver and iron never will embrace, until the flesh of a maiden be melted in the crucible; until the blood of a virgin be mixed with the metals in their fusion."

What does this mean?
 Gold, brass, silver and iron will never be fused together by a virgin maiden
 The blood of a virgin maiden mixed with gold, brass, silver and iron
 Gold, brass, silver and iron will fuse when mixed with the blood of a virgin

And even as she cried, she (10) leaped into the white flood of metal.
Leaped means to _____ squat jump run

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Teacher's Notes

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. Wriggling—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

Paragraphs 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.

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(11) And still, between each mighty stroke there is a long low moaning heard; and ever the moaning ends with a sound of sobbing and of complaining, as though a weeping woman should murmur, "Hia!"

There are words with similar meaning in the given statement. What are they?

- Between, low end, stroke, ever
- Moaning, sobbing, complaining, weeping, murmuring
- Stroke, long, low, murmur, sound



After knowing the meanings of words from the selection “The Soul of the Great Bell”, here now, is the folktale from China retold in English by Lafcadio Hearn (1850-1904). Hearn was an American journalist whose parents were Irish and Greek. He spent the latter part of his life in Japan later marrying a Japanese girl. His interest in the Oriental culture inspired him to write the English version of well-loved Chinese and Japanese folktales. When he became a Japanese citizen, he took the name Yakumo Kaiyumi.



As you read, try to understand the values and traditions of the Chinese as reflected in this folktale.

The Soul of the Great Bell by Lafcadio Hearn (1850-1904)

The water-clock marks the hour in the Tachungszi,
in the Tower of the Great Bell; now the mallet is lifted to
smite the lips of the metal monster—the vast lips
inscribed with Buddhist texts from the sacred Fa-hua-
King, from the chapters of the holy Ling-yen-King! Hear
the great bell responding!—how mighty her voice,
though tongue less! KO-NGAI!

All the little dragons on the high-tilted eaves of the green roofs shiver to the tips of
their gilded tails under that deep wave of sound; all the porcelain gargoyles tremble on
their carven perches; all the hundred little bells of the pagodas quiver with desire to
scream KO-NGAI—all the green-and-gold tiles of the temple are vibrating; the wooden
goldfish above them are writhing against the sky; the uplifted finger of Fo snakes high over
the heads of the worshippers through the blue fog of incense! KO-NGAI!—what a thunder
tone was that!

All the lacquered goblins on the palace cornices wriggle their fire-coloured tongues!
And after each huge shock, how wondrous the multiple echo and the great golden moan,
and, at last, the sudden sibilant sobbing in the ears when the immense tone faints away in
broken whispers of silver, as though a woman should whisper, "Hia!" Even so the great
bell hath sounded every day for well-nigh five hundred years—KO-NGAI, first with
stupendous clang, then with immeasurable moan of gold, then with silver murmuring of
"Hia!" And there is not a child in all the many-coloured ways of the old Chinese city who
does not know the story of the great bell, who cannot tell you why the great bell says Ko-
Ngai and Hia! Now this is the story of the great bell in the Tachungszi, as the same is
related in the Pe-Hiao-Tou-Choue, written by the learned Yu-Pao-Tchen, of the City of
Kwang-tchau-fu.

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coloured ways of the City of Peking.

Therefore the worthy mandarin Kouan-Yu assembled the master-moulders and the renowned bell smelters of the empire, and all men of great repute and cunning in foundry work; and they measured the materials for the alloy, and treated them skilfully; and prepared the moulds, the fires, the instruments, and the monstrous melting-pot for fusing the metal. And they laboured exceedingly, like giants neglecting only rest and sleep and the comforts of life, toiling both night and day in obedience to Kouan-Yu, and striving in all things to do the behest of the Son of Heaven.

But when the metal had been cast, and the earthen mould separated from the glowing casting, it was discovered that, despite their great labour and ceaseless care, the result was void of worth; for the metals had rebelled one against the other—the gold had scorned alliance with the brass, the silver would not mingle with the molten iron. Therefore the moulds had to be once more prepared, and the fires rekindled, and the metal remelted, and all the work tediously and toilsomely repeated. The Son of Heaven heard and was angry, but spoke nothing.

A second time the bell was cast, and the result was even worse. Still the metals obstinately refused to blend one with the other; and there was no uniformity in the bell, and the sides of it were cracked and fissured, and the lips of it were slagged and split asunder; so that all the labour had to be repeated even a third time, to the great dismay of Kouan-Yu. And when the Son of Heaven heard these things, he was angrier than before; and sent his messenger to Kouan-Yu with a letter, written upon lemon-coloured silk and sealed with the seal of the dragon, containing these words:

"From the Mighty Young-Lo, the Sublime Tai-Sung, the Celestial and August, whose reign is called 'Ming,' to Kouan-Yu the Fu-hsin: Twice thou hast betrayed the trust we have deigned graciously to place in thee; if thou fail a third time in fulfilling our command, thy head shall be severed from thy neck. Tremble, and obey!"

Now, Kouan-Yu had a daughter of dazzling loveliness whose name—Ko-Ngai—was ever in the mouths of poets, and whose heart was even more beautiful than her face. Ko-Ngai loved her father with such love that she had refused a hundred worthy suitors rather than make his home desolate by her absence; and when she had seen the awful yellow missive, she sealed with

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Teacher's Notes

Nearly five hundred years ago the Celestial August, the Son of Heaven, Yong-Lo, of the "Illustrious" or Ming dynasty, commanded the worthy official Kouan-Yu that he should have a bell made of such size that the sound thereof might be heard for one hundred li. And he further ordained that the voice of the bell should be strengthened with brass, and deepened with gold, and sweetened with silver; and that the face and the great lips of it should be grav'd with blessed sayings from the sacred books, and that it should be suspended in the centre of the imperial capital to sound through all the many-



Activity 4 – Spin A Story Wheel (p. 40 - LM)

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

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the Dragon-Seal, she fainted away with fear for her father's sake.

And when her senses and her strength returned to her, she could not rest or sleep for thinking of her parent's danger, until she had secretly sold some of her jewels, and with the money so obtained had hastened to an astrologer, and paid him a great price to advise her by what means her father might be saved from the peril impending over him. So the astrologer made observations of the heavens, and marked the aspect of the Silver Stream (which we call the Milky Way), and examined the signs of the Zodiac—the Hwang-tao, or Yellow Road—and consulted the table of the Five Hin, or Principles of the Universe, and the mystical books of the alchemists. And after a long silence, he made answer to her, saying: "Gold and brass will never meet in wedlock, silver and iron never will embrace, until the flesh of a maiden be melted in the crucible; until the blood of a virgin be mixed with the metals in their fusion." So Ko-Ngai returned home sorrowful at heart; but she kept secret all that she had heard, and told no one what she had done.

At last came the awful day when the third and last effort to cast the great bell was to be made; and Ko-Ngai, together with her waiting-woman, accompanied her father to the foundry, and they took their places upon a platform overlooking the toiling of the moulder and the lava of liquefied metal. All the workmen wrought at their tasks in silence; there was no sound heard but the muttering of the fires. And the muttering deepened into a roar like the roar of typhoons approaching, and the blood-red lake of metal slowly brightened like the vermilion of a sunrise, and the vermilion was transmuted into a radiant glow of gold, and the gold whitened blindingly, like the silver face of a full moon. Then the workers ceased to feed the raving flame, and all fixed their eyes upon the eyes of Kouan-Yu; and Kouan-Yu prepared to give the signal to cast.

But ere even he lifted his finger, a cry caused him to turn his head and all heard the voice of Ko-Ngai sounding sharply sweet as a bird's song above the great thunder of the fires—"For thy sake, O my father!" And even as she cried, she leaped into the white flood of metal, and the lava of the furnace roared to receive her, and spattered monstrous flakes of flame to the roof, and burst over the verge of the earthen crater, and cast up a whirling fountain of many-coloured fires, and subsided quakingly, with lightnings and with thunders and with mutterings.

Then the father of Ko-Ngai, wild with his grief, would have leaped in after her, but that strong men held him back and kept firm grasp upon him until he had fainted away, and they could bear him like one dead to his home. And the serving-woman of Ko-Ngai, dizzy and speechless for pain, stood before the furnace, still holding in her hands a shoe, a tiny, dainty shoe, with embroidery of pearls and flowers—the shoe of her beautiful mistress that was. For she had sought to grasp Ko-Ngai by the foot as she leaped, but had only been able to clutch the shoe, and the pretty shoe came off in her hand, and she continued to stare at it like one gone mad.

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But in spite of all these things, the command of the Celestial and August had to be obeyed, and the work of the molders to be finished, hopeless as the result might be. Yet the glow of the metal seemed purer and whiter than before; and there was no sign of the beautiful body that had been entombed therein. So the ponderous casting was made; and lo! when the metal had become cool, it was found that the bell was beautiful to look upon and perfect in form, so wonderful in colour above all other bells. Nor was there any trace found of the body of Ko-Ngai; for it had been totally absorbed by the precious alloy, and blended with the well-blended brass and gold, with the intermingling of the silver and the iron. And when they sounded the bell, its tones were found to be deeper and mellower and mightier than the tones of any other bell, reaching even beyond the distance of one hundred li, like a pealing of summer thunder, and yet also like some vast voice uttering a name, a woman's name, the name of Ko-Ngai. And still, between each mighty stroke there is a long low moaning heard; and ever the moaning ends with a sound of sobbing and of complaining, as though a weeping woman should murmur, "Hail!"

And still, when the people hear that great golden moan they keep silence, but when the sharp, sweet shuddering comes in the air, and the sobbing of "Hail" then, indeed, do all the Chinese mothers in all the many-coloured ways of Pei-King whisper to their little ones: "Listen! that is Ko-Ngai crying for her shoe! That is Ko-Ngai calling for her shoe!"



Activity 4: SPIN A STORY WHEEL

Directions: Did you have fun reading the "Soul of the Great Bell"? In a group of five, answer the questions in the story wheel to get to know more about the folktale. Share your answers with the class. Happy spinning!



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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 pair 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.

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Activity 5: RING THAT BELL!

Directions: You have just read the Soul of the Great Bell. Have you noticed the descriptions of the bell? Fill out the bell's description on the corresponding columns and answer the questions that follow.



Description of the Bell



Before KoNgai leaped to the furnace

(Indicate paragraph number where you found your answers)



PROCESS QUESTIONS:

Answer the questions that follow. Write your answers in a one fourth sheet of paper and be ready to join the discussion later.

1. Why was it entitled the Soul of the Great Bell?
2. What other Chinese traditions involve bells? Compare and contrast these traditions with Filipino traditions.
3. Do Filipinos and Chinese have similar values? What makes you think so?
4. Has the story helped you understand your identity as a Filipino and as an Asian? How?



Activity 6: VALUES GALORE

Directions: Go over the story of The Soul of the Great Bell. In the chart below, identify the values and traditions of the Chinese people that you can deduce from the reading selection. Cite the supporting detail or details in the story to prove your claim. Then, answer the process questions that follow.

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THE SOUL OF THE GREAT BELL	
CHINESE VALUES/TRADEITIONS	SUPPORTING DETAILS IN THE STORY



Activity 7: SIGNALS TO CONNECT

Directions: Below is the list of highlighted words and some lines taken from the Soul of the Great Bell. Find out how these words connect the paragraphs in the story. How do you think this is achieved? Find out as you answer the questions that follow.



Therefore the worthy mandarin Kouan-Yu assembled the master-moulders and the renowned bellsmiths of the empire, and all men of great repute and cunning in foundry work... But when the metal had been cast, and the earthen mould separated from the glowing casting... A second time the bell was cast, and the result was even worse. Now, Kouan-Yu had a daughter of dazzling loveliness whose name—Ko-Ngai—... At last came the awful day when the third and last effort to cast the great bell was to be made. But ere ever he lifted his finger, a cry caused him to turn his head and all heard the voice of Ko-Ngai Then the father of Ko-Ngai, wild with his grief, would have leaped in after her, but that strong men held him back. But in spite of all these things, the command of the Celestial and August had to be obeyed, and the work of the moulders to be finished. And still, when the people hear that great golden moan they keep silence, but...

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Activity 6: VALUES GALORE

Instruct your students to skim and scan 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:

THE SOUL OF THE GREAT BELL	
CHINESE VALUES/ TRADITIONS	SUPPORTING DETAIL/S IN THE STORY
belief in fortune teller	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.
hardwork	day and night the master molders worked tediously and toilsomely.

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

- Did you discover similarities/differences on your values and traditions with that of the Chinese? What are they?
- How can your knowledge of the traditions and values of China help promote peace between our country and China?
- How can you better understand your identity as an Asian?

Activity 7: SIGNALS TO CONNECT

Start the activity by asking your students to answer these questions:

- 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

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PROCESS QUESTIONS:

- What is the function of the underlined expressions? How are they called?
- How are the paragraphs organized? What do they show?
- How are the paragraphs organized? What do they show?
- What are other ways to organize a paragraph?



Activity 8: DIFFERENT ACTS FOR DIFFERENT FOLKS

This time you will work on the different activities to tap your skills and potentials. Like your Asian neighbors, the Chinese and the Japanese, you, too, are talented and skillful. Directions: Read carefully the instructions and be ready to present your group work to the class.

Task 1 – for the Visual artists: Draw a scenefan object/ a character from the story that has the most impact on the group. Give a short explanation on the connection of the drawing/illustration you've created to your life.

Task 2 – for the Singers: Choose a song that best interprets the message of the story and sing it to the class. Your performance should be accompanied by a dance number. Before you perform, give the class a short background of your chosen song and how it is connected with the traditions and values you have learned about the Chinese.

Task 3 – for the Actors/Actresses: Role play the scene that you like best in the story. Use the words you have learned from the story. Highlight Chinese traditions by using traditional Chinese clothes. Use some background music from the collection of ancient Chinese songs. Here are some suggested scenes but you may come up with other scenes in the story:

- workers who labored hard to make the bell,
- when Kouan Yu received the lemon colored envelope from the Mighty Emperor
- when KoNgai leaped to the lava of melted iron

Task 4 – for the Writers: Write your own ending of the story. Use the transitional devices you have learned from the selection. Include the tradition and values of the Chinese shown in the story.

Task 5 – for the ITs: Create a 5 slide power point presentation highlighting the traditions and values of both the Filipinos and the Chinese. You may research on other Chinese traditions and values related to Filipino values which are not mentioned in the story. Include them in your slide presentation.

A copy of the scoring rubric is shown at the next page. Use this for your group presentation. You will do peer grading. Each group shall score the other groups based on the indicators given.

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Different Acts for Different Folks (Differentiated Learning)

Group Name: _____ Project: _____

Indicators	1	2	3	4	Score
Preparation	Did not prepare enough for presentation	Some preparation was done	A good amount of preparation was done	Student prepared beyond level of assessment	
Visuals	There were no helpful visual aids	There were a few visual aids	There were clear and interesting visual aids	Students created excellent visual aids	
Speaking and Audience Contact	Did not look at the audience and did not speak clearly	Looked at audience some of the time; spoke clearly once in a while	Looked at the audience and spoke clearly	Held attention of the audience and spoke very expressively	
Overall understanding of the topic	Group didn't show sufficient understanding of the traditions & values from the story	Group understood most of the traditions, values from the story	Group understood the entire traditions and values presented in the story	Group understood the traditions and values from the story and presented extra information	
Instilling Values in Students	Helped other students understand at least one important values and traditions of other countries	Helped other students understand at least two important values and traditions of other countries	Helped other students understand at least three important values and traditions of other countries	Helped other students understand at least four important values and traditions of other countries	
TOTAL					
TEACHER'S COMMENTS:					

based on the Differentiated Learning Rubric by Maxine – www.atozteacherstuff.com

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Items are listed in the order in which they occurred or in a specifically planned order in which they must develop. In this case, the order is important and changing it would change the meaning.

Signal words often used for chronological order or sequence are: first, second, third, until etc., at last, before, after, next, when, later

Comparison - Contrast

Items are related by the comparisons (similarities) that are made or by the contrasts (differences) that are presented. The author's purpose is to show similarities and differences.

Signal words often used for comparison-contrast are: similar, different, bigger than, smaller, on the other hand, than, but, in the same way, however, parallels

Cause and Effect

In this pattern, one item is showed as having produced another element. An event (effect) is said to have happened because of some situation or circumstance (cause). The cause (the action) stimulates the event, or effect (the outcome).

Signal words often used for cause and effect are: for this reason, hence, consequently, because, on that account

+++Extra

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.

Activity 8: Different Acts for Different Folks (p. 43 - LM)

This is a differentiated activity. You may group your students based on their interest, e.g. artists may do the task for visual artists etc.

As soon as the students are grouped accordingly, make them read their task and allow questions for clarification.

Afterwards, explain to the class how they will be graded using the rubric in the LM.

Remind the class to work on their task for 10-15 minutes and each group is given 3 minutes to present their output to the class.

As soon as all the groups have presented, process the learning from the activity. You may ask the EQ.

Rubrics for Activity 8 (p. 44 - LM)

Give each group four copies of the rubric before the presentation begins.

Remind each group that they will grade all the groups' presentation except theirs.

Explain to the class the indicators in the rubric. You need to tell them that you are also grading the groups.

After each presentation you may ask the leader of each group to explain the scores they have given. (You may want to do this after all the groups have presented.)

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

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You had a glimpse of the Chinese way of living through the literary piece and activities you worked on in the previous section. You will now have a taste of the Japanese culture in this part of the lesson.

See if there are similarities between the Chinese and Japanese customs and traditions as shown in the reading selections and activities in this section. Then, identify any resemblance to your own culture and values as a Filipino and as an Asian.



Read a Japanese folktale. Study how the organization of the paragraphs helps develop the story. You will also have to deduce from the selection some of the Japanese traditions and values.

The Story of the Aged Mother
A Japanese Folktale
by Matsuo Bashō

Long, long ago there lived at the foot of the mountain a poor farmer and his aged, widowed mother. They owned a bit of land which supplied them with food, and their humble were peaceful and happy.

Shinano was governed by a despotic leader who though a warrior, had a great and cowardly shrinking from anything suggestive of failing health and strength. This caused him to send out a cruel proclamation. The entire province was given strict orders to immediately put to death all aged people. Those were barbarous days, and the custom of abandoning old people to die was not common. The poor farmer loved his aged mother with tender reverence, and the order filled his heart with sorrow. But no one ever thought a second time about obeying the mandate of the governor, so with many deep hopeless sighs, the youth prepared for what that time was considered the kindest mode of death.

Just at sundown, when his day's work was ended, he took a quantity of unwhitened rice which is principal food for poor, cooked and dried it, and tying it in a square cloth, swung and bundle around his neck along with a gourd filled with cool, sweet water. Then he lifted his helpless old mother to his back and started on his painful journey up the mountain. The road was long and steep; the narrowed road was crossed and recrossed by many paths made by the hunters and woodcutters. In some place, they mingled in a confused puzzle, but he gave no heed. One path or another, it mattered not. On he went, climbing blindly upward – ever upward towards the high bare summit of what is known as Obatsuyama, the mountain of the "abandoning of aged".

The eyes of the old mother were not so dim but that they noted the reckless hastening from one path to another, and her loving heart grew anxious. Her son did not know the mountain's many paths and his return might be one of danger, so she stretched forth her hand and snapping the twigs from bushes as they passed, she quietly dropped a handful every few steps of the way so that they climbed, the narrow path behind them was

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dotted at frequent intervals with tiny piles of twigs. At last the summit was reached. Weary and heart sick, the youth gently released his burden and silently prepared a place of comfort as his last duty to the loved one. Gathering fallen pine needles, he made a soft cushion and tenderly lifting his old mother therein, he wrapped her padded coat more closely about the stooping shoulders and with tearful eyes and an aching heart said farewell.

The trembling mother's voice was full of unselfish love as she gave her last injunction. "Let not thine eyes be blinded, which holds the piles of twigs. They will guide you to the familiar way farther down."

The son's surprised eyes looked back over the path, then at the poor old, shrivelled hands all scratched and soiled by their work of love. His heart smote him and bowing to the grounds, he cried aloud: "Oh, honorable mother, thy kindness thrusts my heart! I will not leave thee. Together we will follow the path of twigs, and together we will die!"

Once more he shouldered his burden (how light it seemed now) and hastened down the path, through the shadows and the moonlight, to the little hut in the valley. Beneath the kitchen floor was a walled closet for food, which was covered and hidden from view. There the son hid his mother, supplying her with everything needful and continually watching and fearing. Time passed, and he was beginning to feel safe when again the governor sent forth heralds bearing an unreasonable order, seemingly as a boast of his power. His demand was that his subject should present him with a rope of ashes. The entire province trembled with dread. The order must be obeyed yet who in all Shinano could make a rope of ashes?

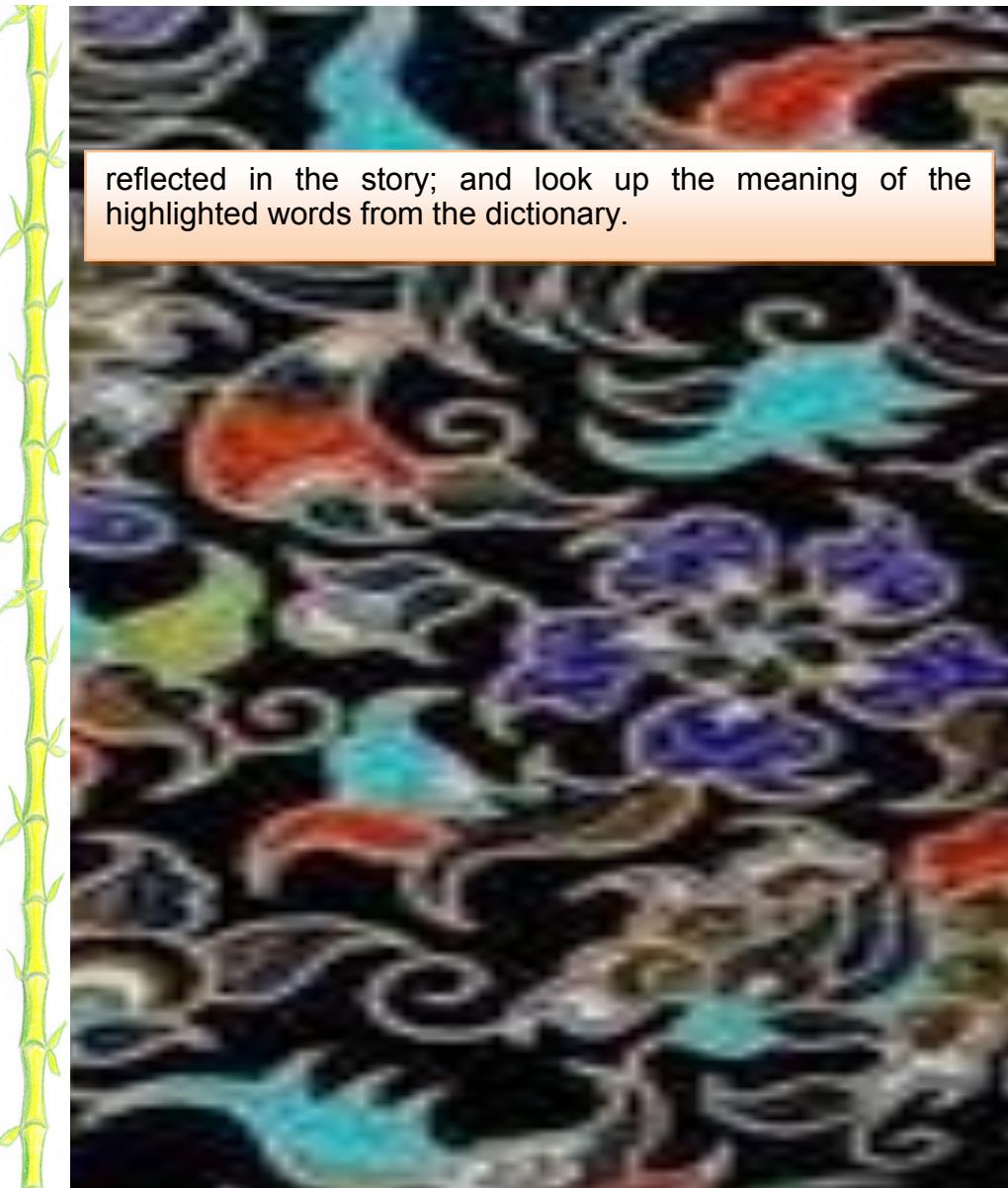
One night, in great distress, the son whispered the news to his hidden mother. "Wait!" she said. "I will think. I will think." On the second day she told him what to do. "Make rope twisted straw," she said. "Then stretch it upon a row of flat stones and burn it there on the windless night." He called the people together and did as she said and when the blaze had died, behold upon the stones with every twist and fiber showing perfectly. Lay a rope of whitehead ashes.

The governor was pleased at the wit of the youth and praised greatly, but he demanded to know where he had obtained his wisdom. "Alas! Alas!" cried the farmer, "the truth must be told!" and with deep bows he related his story. The governor listened and then meditated in silence. Finally he lifted his head. "Shinano needs more than strength of youth," he said gravely. "Ah, that I should have forgotten the well-known saying, 'with the crown of snow, there cometh a wisdom'! That very hour the cruel law was abolished, and the custom drifted into as far a past that only legends remain."

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reflected in the story; and look up the meaning of the highlighted words from the dictionary.

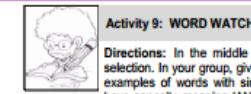


Activity 9: WORD WATCH

After all the groups have done the Word Chart, assign each group a word to present to the class.

Process students' answers.

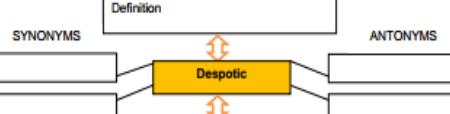
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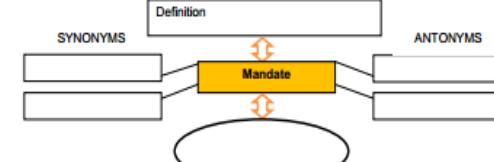
Activity 9: WORD WATCH

Directions: In the middle of each Word Chart are words found in the selection. In your group, give the definition of the word in focus. Then, give examples of words with similar meanings (SYNONYMS) and words that have opposite meaning (ANTONYMS). Finally, use the word in a sentence. Write in the circle below.

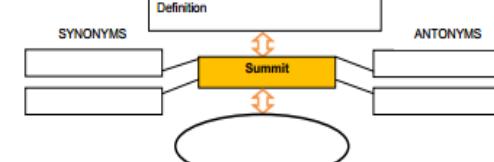
What is it?



What is it?



What is it?



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Activity 10: GOING JAPANESE

Directions: In the chart below, identify the values and traditions of the Japanese people that you can infer from the reading selection *The Story of the Aged Mother*. Cite the supporting detail or details in the story to prove your claim. Then, answer the process questions that follow.

THE STORY OF THE AGED MOTHER	
JAPANESE VALUES/ TRADITIONS	SUPPORTING DETAIL/S IN THE STORY

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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

Widowed parents living with the Child
his aged widowed mother

Supporting details

Living at the foot of the were a poor farmer and

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).

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PROCESS QUESTIONS:

- Answer the following questions with a partner:
1. Do you find the values and/or traditions of the Japanese people illustrated in the story similar to your values and/or traditions as a Filipino? Explain briefly.
 2. Do you think these values and/or traditions are also true to your other Asian neighbors especially the Chinese? Why?
 3. Are the values and/or traditions of the Japanese similar to Filipino values and traditions? In what way?
 4. Why is it important to know the values and traditions of our Asian neighbors?



Hi there! Remember how you've given your own ending to the story *The Soul of the Great Bell*? You have provided a "sort" of condition a "what if" situation, right? And now, you have just read *the Story of the Aged Mother*. Imagine yourself creating your own story line. To be able to successfully do that, you need to learn how to formulate correct conditional statements that will be helpful to you when you begin your practical writing task in this section.



Activity 11: ON ONE CONDITION

Directions: Analyze the following "what if statements" inspired by the Story of the Aged Mother. Then, answer the questions that follow.



PROCESS QUESTIONS:

1. What word is common among the given sentences? What does it express?
2. What does each sentence mean?
3. What are the common uses of conditional sentences?

Exercise A – Directions: COMPLETE THE LINE with the most appropriate conditional statement or "If" statement.

1. KoNgai would not die a tragic death _____.
2. _____ would you also jump into the boiling metal?
3. The farmer's mother would die _____.
4. _____, the custom of abandoning aged people would have continued.
5. _____, their parents would be very happy.

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Exercise B – CONDITIONALLY YOURS

Directions: Write 2-3 sentences using conditional statements about the traditions and values of the Chinese and Japanese you have learned from the previous activities. Compare these values with some common Filipino values and cite the title of the story where those values are evident.

Example:

If the Chinese and Japanese value their families, the Filipinos love their families, too, as shown in the story the Mats.

1. _____
2. _____
3. _____

 You have learned about some Japanese traditions and values through the story of the Aged Mother. You will further get to know Japanese customs and traditions by watching a video clip on the *Seven Rules for Happiness Japanese Style*. As you watch the video clip, take note of some important points that will help you in working on the next exercise.



Activity 12: SEVEN RULES

Directions: After watching the video clip, list down the seven (7) rules for happiness Japanese style. Have a self-assessment on these rules by placing a check mark in the appropriate column to indicate how important each rule is to you as a Filipino/Asian. (<http://www.youtube.com/watch?v=HfF9UjzQ1c>)

RULES FOR HAPPINESS (JAPANESE STYLE)	IMPORTANCE TO YOU AS A FILIPINO		
	VERY IMPORTANT	IMPORTANT	LEAST IMPORTANT
1			
2			
3			
4			
5			
6			
7			

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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 1, 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'ts 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.

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PROCESS QUESTIONS:

Directions: In answering the questions about the video clip you have just seen, do the "Think Pair Share" strategy.

Think about your answer to each question. As soon as you've written your answer on the space provided, Pair up with your seatmate and discuss your answers. Agree on one common answer to each question and Share your answer with the class.

1. How many of the rules for happiness mentioned in the video clip have you checked as 'very important'? Why do you consider them 'very important'?
2. How many of the rules for happiness have you checked as 'least important'? Why do you consider them 'least important'?
3. What have you realized about your own values as a Filipino based on your answers to the activity?
4. As you listened to and watched the video clip on the *Seven Rules for Happiness Japanese Style*, what did you notice about how the Japanese woman expressed her feelings?
5. As non-native English speakers, How similar to or different are we from the Japanese in term of using the English language?
6. Does this activity help you in understanding your identity as an Asian? How?



Activity 13: SPEAK THE LANGUAGE

You have learned in lesson 1 that meaning changes due to stress, intonation and juncture or a pause. Study the excerpt of the Keynote Speech by Junichiro Koizumi, Prime Minister of Japan on the Occasion of the Asia-Africa Business Summit on April 22, 2005 at Mulia Hotel, Jakarta.

Keynote Speech Excerpt:

I am honoured to be with you tonight and to have been invited to be the first Li KaShing professor here at Lee Kuan Yew School of Public Policy.

It is a great privilege to be associated with such an influential school at a world-class university.

I am proud as well to be linked, even indirectly, with two of the outstanding figures in Asia's growing success and rising influence on our world.

I am sorry that my dear friend Lee Kuan Yew has not been able to join us here tonight.

I will try to meet the high standards he always sets for himself and for this country.

Standards that I know are reflected at this wonderful university and in its students.

Indeed, the success of this remarkable city state provides a fitting context for what I want to talk about today.

Singapore is a shining example of Asia's growing economic and political success and an impressive testimony to the vision, courage and commitment which is found here in such abundance.

Your region is on a roll. You, unlike Europe and the US, learnt the lessons from the financial crisis of the late 90s and put in place prudent measures to prevent a repeat. The result is your economies have weathered the recent global storms much better – and already returned to strong growth.

Over the past decades, this economic growth has helped lift hundreds of millions out of poverty. It has also established the region's leadership on critical global issues, including trade and climate change. This is impressive in itself, but even more so if

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compared to the fate of Africa.

At the time of decolonization, the level of economic development in most of Asia was comparable with that of Africa. Four decades ago, for example, the per capita income of South Korea was virtually the same as that of Sudan.

Yet today, South Korea is one of the richest countries in the world while Sudan is among the poorest. Unfortunately, this comparison holds true for most countries in the two regions.

The divergent paths of Africa and Asia are a much studied subject. I want today to focus on how Africa can learn from the approach and success of Asia and, crucially, how we can build a more effective partnership to the benefit of everyone.

For the full text of the speech, follow this link:
<http://kofiannanfoundation.org/newsroom/speeches/2010/03/asia-and-africa-past-lessons-future-ambitions>



PROCESS QUESTIONS:

1. What is the speech about? Give its gist in one sentence.
2. Did the speech increase your knowledge about the values and traditions of Asia and Africa? Explain.
3. How does stress, intonation and juncture or pause affect the delivery of speech?
4. What tips can you give the learners of English on how to deliver a good speech?
5. How does the speech affect your being an Asian? Do you understand better your identity as an Asian through it?



Activity 14: EXTRAditions!

Now, that you have explored ideas about Chinese and Japanese traditions, *how can you better understand your identity as an Asian?* This final PROCESS activity may give you a better view of the collective values and tradition that Asians particularly Chinese and Japanese hold dear.



Read this article about Japanese and Chinese traditions. How does the knowledge of these traditions and values help you in understanding better your identity as an Asian?

Japanese and Chinese Traditions

Many Japanese traditions stem from their deep roots in religions. Two main religions dominate the Japanese culture: Buddhism and Shintoism.

Buddhist practices and beliefs in Japan stemmed from practices in China and were very similar to those in China.



The Japanese Tea Ceremony is a cultural tradition that originated in China. The tea was considered medicine that promoted physical and spiritual health and was consumed for enjoyment purposes primarily. The spiritual aspect involves harmony between the persons participating in the ceremony, respect for those involved in the ceremony, and purity. These three aspects bring tranquility to those who participate in the tradition.

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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.



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Japanese Theater : Noh & Kabuki Drama

Noh drama is rigidly traditional Japanese drama which in its present form dates back to the early 14th century. Noh plays are short dramas combining music, dance, and lyrics, with a highly stylized ritualistic presentation. Kabuki drama combined elements of noh drama and folk theater.

The Japanese New Year Celebration (January 1-15)

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 straw ropes and pine bough that is burned in a ceremonial bonfire at the end of the New Year's celebration.

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

Sumo is a Japanese style of wrestling and Japan's national sport. It originated in ancient times as a performance to entertain the Shinto gods. Many rituals with religious background are still followed today.

Most houses in Japan have **tatami mats**. Tatami were originally a luxury item for the nobility. During the [Heian period](#), when the [shinden-zukuri](#) architectural style of aristocratic residences was consummated, the flooring of shinden-zukuri palatial rooms were mainly wooden, and tatami were only used as seating for the highest aristocrats. It is said that prior to the mid-16th century, the ruling nobility and samurai slept on tatami or woven mats called [goza](#), while commoners used straw mats or loose straw for bedding.

Japanese Haiku started as [Hokku](#), an opening stanza of an orthodox collaborative linked poem, or [renga](#), and of its later derivative, [gyaku](#) (or [haikai no renga](#)). By the time of [Matsuo Bashō](#) (1644–1694), the hokku had begun to appear as an independent poem, and was also incorporated in [hakubun](#) (a combination of prose and hokku), and [haga](#) (a combination of painting with hokku). In the late 19th century, [Masaoka Shiki](#) (1867–1902) renamed the standalone hokku or

Like the Japanese, Chinese considered tea as one of their seven basic necessities. Firewood, oil, salt, soy sauce and vinegar were some of the basic needs. Ways of tea preparation, tasting it and the occasions on which it is consumed make the Chinese tea culture unique.

In the beginning, tea was cultivated and used solely as herbal medicine mostly within temples. Monks began to

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use tea to teach a respect for nature, humility and an overall sense of peace and calm. Today, there are six major aspects to consider when performing a Chinese Tea Ceremony: attitude of the person performing the ceremony, tea selection, water selection, tea ware selection, ambiance and technique.

Children serve tea to their elders as a token of respect. People of lower order are supposed to serve tea to people of higher ranks. This custom is still practiced on formal occasions.

Chinese weddings have certain traditional customs. As a form of expressing gratitude, the bride and groom kneel in front of their parents and offer them tea. In olden times, drinking the tea offered showed acceptance of marriage while refusal represented opposition to the marriage.

Chopsticks are believed to symbolize kindness and gentleness. Confucianism taught the Chinese to abandon knives and forks from the dining table. So they have their food cut to bite-size before it comes on the table.



New Year is one of the most prominent festivals of the Chinese calendar. It is about getting together. Red is believed to abolish bad luck. So people clothe in red for the New Year celebration.

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. The Dragon dance is an ancient Chinese tradition. When you give your gift make sure to wrap it in red and gold never with white, black or gray as they symbolize death.

Directions: After reading the article, do the 3-2-1 Chart below.

3 Things You Found Out:	
2 Interesting Things You Discovered	
1 Question You Still Have to Ask	

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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.

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At this point, has your knowledge of the traditions and values of selected Afro-Asian countries increased? Are you now ready to modify your initial answers to the focus question: *As a Filipino, how can you better understand your identity as an Asian?*
Fill out the ARG Worksheet that follows. Feel free to modify your initial answers.

Anticipation-Reaction Guide

Directions: Read the set of statements found at the center column in the table below. Respond to each statement:

Write Agree if you agree with the given statements.

Write Disagree if you disagree with the statements.

In your notebook, write your answer in the last column. Compare your previous answers with your answers now.

Response Before the Lesson	Statements	Response After the Lesson
	Japan, Philippines, China have many examples of oral literature.	
	China has different folktales that feature their religious beliefs.	
	Only Asian countries have wedding traditions.	
	Love for family is often the theme of Japan's oral literature.	
	For Asians, shame and honor go far beyond the individual; and reflect directly upon ones' family, nation, or other group, and so is taken very seriously.	
	The Philippines, China and Japan have traditions that are influenced by religion.	
	Kimono, geisha, sumo, samurai are parts of Chinese traditions.	
	The Philippines, China and Japan have rice and tofu as staple food.	
	Japanese write haikus to honor nature.	
	Hard work is one of the outstanding qualities of the Chinese and the Japanese.	
	Philippines, China and Japan have three common qualities: love for the family, religiosity and value for work.	

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Teacher's Notes

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In the previous section, the discussion was about the concepts related to the common values and traditions among selected Asian countries particularly China and Japan.

Go back to the previous section and compare your initial ideas with the things learned. How many of your initial ideas are similar to those discussed in the section? Which ideas are different and need refinement?

Now, that you know the important ideas about this topic, let us go deeper by moving on to the next section.

Reflect and Understand



Your goal in this section is to enrich your familiarity with the common traditions and values of selected Afro-Asian countries, particularly China, Japan and the Philippines. In this phase, you will engage yourself in a deeper search for knowledge to satisfy your curiosity and deepen your understanding of your being an Asian.

Activity 15: INFO SEARCH

Directions: Conduct an online or library research to come up with a comprehensive view of the unifying and distinctive characteristics, values and traditions of the people of China, Japan and Philippines in preparation for your final performance task. Use the template on the next page to guide you in your online or library research.



ASPECT OF LIFE/ CULTURE	CHINA	JAPAN	PHILIPPINES
Famous festivals			
Wedding Traditions			
Unique cuisines/ dishes			
Family Values			
Music/Theater Arts			
Literature			
Martial arts			
Social values			
Popular culture			
Unique Beliefs			

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Teacher's Notes

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.

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Activity 16: HOW WELL DO YOU REALLY KNOW?

By this time you will have had a good grasp of the traditions and values of the Chinese, Japanese, and Filipinos as you worked on the learning activities in Lessons 1 and 2.

A. TRUE-FALSE STATEMENTS

Directions: Read the given statements. Identify whether the statements are TRUE or FALSE. If your answer is FALSE, be able to provide justification on the space provided.

1. Japanese often send money to bereaved friends as an expression of sympathy.
TRUE FALSE
Justification: _____
2. Number 4 is considered lucky in Japan.
TRUE FALSE
Justification: _____
3. In Japan it is impolite to pour your own drink when eating with others--you pour your companion's drink and your companion pours yours.
TRUE FALSE
Justification: _____
4. It is a no-no in Japan to pick up your rice or miso soup bowl and hold it under your chin to keep stuff from falling.
TRUE FALSE
Justification: _____
5. Asians like Filipinos, Chinese and Japanese value family, hard work and their religion or faith. The benefit of all the members of the family is more important than the individual. Education of children and their excellence in school is important to them.
TRUE FALSE
Justification: _____
6. Most Chinese care more about the quality than the packaging of the gift. They will insist on declining the gift. Furthermore, they will wait until the guests have left to open the gift.
TRUE FALSE
Justification: _____
7. The Chinese normally embrace each other. Kissing, whether on the cheeks or on hands, is usually acceptable for the Chinese.
TRUE FALSE
Justification: _____
8. People in China tend to over-order food, for they will find it embarrassing if all the food is consumed.
TRUE FALSE
Justification: _____
9. In China, it is a common practice for visitors to tip the tour guide and driver in recognition of their good service. Hotel bellboy expects your tips as well. It is not customary to leave tips at hotel or local restaurant as the bill usually includes 10-15% service charge.
TRUE FALSE
Justification: _____
10. Chinese parents are usually concerned about the discipline of their children. The parent never gets divorce if the relationship does not work. The father maintains a strict discipline over the children.
TRUE FALSE
Justification: _____

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Teacher's Notes

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Activity 17: IT HELPS TO KNOW...

Directions: Read the following passages about Asian-African traditions and values and draw conclusions or make logical predictions about each. Copy the Inference-Evidence Chart in your notebook and write your answers there.

- Parents are really very keen to see that their children are married to suitable families. Married sons continue to live in the same household with their parents. It is considered ideal for men to marry and bring their wives to go and live with their husbands after marriage. A unique feature of the Chinese family is the one child policy that has been enforced by the law of the country. 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.

Inference-Evidence Chart

Inference	Evidence

- Unlike other Asian countries where women tend to be in more subservient positions, women in the Philippines have had high societal positions since pre-colonial times. Since there is gender equality, businesses are more accepting of women performing business.

http://www.asianinfo.org/asianinfo/phippines/pro-family_customs.htm

Inference-Evidence Chart

Inference	Evidence

- In many places in Africa young girls are trained to be good wives from an early age. They may even learn secret codes and secret languages that allow them to talk with other married women without their husbands understanding what is being said. Depending on which part of Africa you are in, wedding ceremonies can be extremely elaborate, some lasting many days. Often huge ceremonies are held during which many couples are united at the same time.

http://www.worldweddingtraditions.com/location/african_traditions.htm

Inference-Evidence Chart

Inference	Evidence

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Teacher's Notes

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:

- How did you feel about doing the activity? Did it help you assess your level of awareness of the Asian-African traditions and values?
- If ever you had come across some misconceptions and errors in the ideas expressed in this activity, how did you correct them?
- 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



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4. Taking off one's shoes is another prevalent practice in Japan. While entering houses, schools and many other buildings, people are expected to take off their shoes. It is basically done to keep the house clean. Make sure you are wearing decent socks, as you will be expected to take off your slippers when seated on tatami mats.

<http://lifestyle.loveindia.com/lifestyle/japanese-family-traditions-2550.html>

Inference-Evidence Chart

Inference	Evidence

5. In [African culture](#), a child learns at an early age on how to become a good member of his tribe. Each member of the tribe belongs to an age group that has special services within the tribe. Each person is expected to contribute to the tribe by doing his share of the work and obeying its customs.

Inference-Evidence Chart

Inference	Evidence

Activity 18: TRADITIONS AND VALUES REVISITED

Directions: Reflect on your previous ideas and fill out this Retrieval Chart using the knowledge you acquired about the traditions and values of the people of selected Asian and African countries.

Five Common Traditions and Values of Asians (Chinese & Japanese) and Africans

Aspect of Culture	Specific Tradition/Value	Best Features

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You have just tried to synthesize and integrate in a creative way different ideas related to the common traditions and values among the peoples of Asia and Africa through the Retrieval Chart. At this point, what new realizations do you have about the traditions and values among Asians (Filipinos, Chinese & Japanese) & Africans? What new connections have you made for yourself? Write your thoughts in the cloud callout below.



At last, you are now ready to finalize your answer to the focus question: *How can you better understand your identity as an Asian?* Enter your final answer in the ARG Worksheet. Fill out the column: "Response After the lesson" in your notebook. This will be your final ARG task. Compare your previous answer with your final answer and see how you have progressed.

In the previous section, the discussion focused on probing your understanding of the ideas related to the common traditions and values among the people of selected Afro-Asian countries. You were asked to determine misconceptions and errors and explain your justifications to help arrive at your generalizations on the topic.

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

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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

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Anticipation-Reaction Guide

Directions: Read the set of statements found at the center column in the table below. Respond to each statement:

Write Agree if you agree with the given statements.

Write Disagree if you disagree with the statements.

In your notebook, write your answer in the last column. Compare your previous answers with your answers now.

Response Before the Lesson	Statements	Response After the Lesson
	Japan, Philippines, China have many examples of oral literature.	
	China has different folktales that feature their religious beliefs.	
	Only Asian countries have wedding traditions.	
	Love for family is often the theme of Japan's oral literature.	
	For Asians, shame and honor go far beyond the individual; and reflect directly upon ones' family, nation, or other group, and so is taken very seriously.	
	The Philippines, China and Japan have traditions that are influenced by religion.	
	Kimono, geisha, sumo, samurai are parts of Chinese traditions.	
	The Philippines, China and Japan have rice and tofu as staple food.	
	Japanese write haikus to honor nature.	
	Hard work is one of the outstanding qualities of the Chinese and the Japanese.	
	Philippines, China and Japan have three common qualities: love for the family, religiosity and value for work.	

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Teacher's Notes

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Transfer



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. More often, 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 contains relevant information about the culture and values of the Chinese or Japanese people, your Asian neighbors.

You are going to come up with a similar output as follows:



You might be asking how you will go about this practical task. There are many ways of doing this. But before you worry about the design, learn first the basic steps in preparing a brochure.

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Teacher's Notes

The Transfer phase of this lesson shall help you make your students apply their learning to real life situations.

You will guide your students as they gather, collate, organize and present information in many different occasions.

For your students task, you will facilitate as they prepare a two-page brochure that contains 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

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Activity 19: CONTENT MATTERS

In Lesson I, you wrote informative articles about a selected African country and the Philippines. In this lesson, you will write brief articles about the Asian countries we featured in this Lesson – China and Japan.

Directions: Using the information you gathered in the different activities included in this lesson:

- write in a half sheet of paper a 5-sentence article each about the traditions and values of China, Japan and Philippines
- provide a catchy title for each article
- paste an appropriate photo for your article



Activity 20: LEARNING THE BASICS

It's good that you have written your brief article on the traditions and values of the Chinese and Japanese. You will need those articles for your Brochure-making project.

Study the simple guidelines on brochure making below adopted from the article *Brochure Projects Made Easy with Rubric* by Kellie Hayden.

1. Plan

Fold a piece of paper in thirds and concisely write information on it with graphic design. It can be completed on the computer or without the aid of the computer. You may write the information and paste pictures about your topic.

2. Prepare materials needed

Have the following available: paper, colored pencils, markers, photos, artwork, a computer, color printer and access to the Internet, if available.

3. Preparatory Procedure

Step 1: Decide on a purpose and a specific topic. Your brochures have to inform the reader about the traditions and values of the selected Asian and African countries. You may need to do some research to add more information and complete the brochure. You should list your resources at the bottom of one panel.

Step 2: Make a draft of the six panels. There are three panels on each side of the paper. It can be folded in many ways, but the six panels need to be planned out on a piece of notebook paper.

Front Panel: This should have the title, name of the Group and the individual members, and basic information about the topic. A picture, a clip art or a small piece of artwork about the topic is a good addition.

Other Five Panels: Display information with subtitles, pictures, clip art, and designs.

You should decide on what main information you want to display and tell about your topics. For example, if you are making a travel brochure about a country, one panel can be about the beaches in the country. If there are many beaches, you will need to choose the most important ones. A picture is always a good addition.

4. Constructing the Brochure

Step 1: Once the brochure is planned, you can begin working on your final product. If you will make the brochure on the computer, you can use

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Microsoft Word software or Microsoft publisher. The paper can be set up on "landscape" and each side of the paper can be split into three panels by making three columns on each page. You can insert clip art, photos and scanned artwork.
If you are not using a computer, you need to neatly write your information on each panel and glue photos or clip art to the brochure.

5. Assessing the Brochure with a Rubric
The brochure can be assessed using a scoring [rubric](#). Again, key criteria could be accuracy, neatness, creativity and appropriate use of color.



PROCESS QUESTIONS:

To test your understanding of what you have read, answer the questions that follow.

1. Do you find brochure-making easy to do? Why?
2. What skills are required of you in making a brochure?
3. In what way will the guidelines above help you in your practical task?
4. What problem do you think might you encounter in making your brochure?



Activity 21: BROWSING YOUR BROCHURE

You have learned how to make a brochure based on the given guidelines. You will try your knowledge of the steps by doing the activity below. You may follow the previous guidelines or work with the suggested steps in this activity. Don't hesitate to ask for details or clarify instructions.

Directions: Read carefully the task below. In your group with five members, do the activities that follow.

You are a feature writer of your school paper. You have been asked by the barangay council to promote tourism as an industry. One of your first tasks is to design a travel brochure. This brochure will be distributed to the visitors of your barangay. Copies of your brochure will likewise be distributed to restaurants and stores that sell local products.

This is what you do:

- Prepare a letter-size sheet of paper by folding it twice to form a tri-fold brochure.
- That will give you three outside areas, or "panels," to work with and one large area, or "spread," inside.
- Present your brochure to the class as soon as you are ready. Wait for your teacher to give you the cue.

Prepare your information:

- Gather information about the tourist attractions, local festivals and unique qualities of your barangay or locality. Interview long-time residents and local officials.
- Arrange your information according to "topics" based on the assignment. For example, you might gather all information collected about living accommodations that a visitor might expect to find in your locality, the kinds of terrain a traveler might expect to pass through; modes of transportation; the gifts tourists can expect to buy in your place; and things to see and do in your locality.

Tips for designing a brochure:

- Create a colorful and eye-catching cover for your brochure.

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Teacher's Notes

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.

Do preliminary activities. Check if all the groups have brought the needed materials for their output.

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.

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.

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.



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• 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. The terrains are mentioned as well as traffic conditions in the area. Map is beautifully colored.
- Satisfactory Work: Comments about modes of transportation, terrains, traffic condition are included but not well explained. Map is neatly colored.
- Unsatisfactory Work: No map. Very vague descriptions of the modes of transportation, terrains and traffic situation.

Quality of the Information on Tourist Attractions (10 points possible)

- High-Quality Work: All tourist attractions including festivals are explained thoroughly. All possible reasons on 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. Festivals 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 "flows" 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 brochure with the other group and evaluate the group's sample travel brochure by checking on the appropriate column.

CATEGORIES	High Quality	Satisfactory	Unsatisfactory
Information on How to Get There			
Information on Tourist Attractions			
Organization of Brochure			

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[Four blank lines for teacher notes]

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Activity 22: FEATURING...OUR BROCHURES

By this time you are now ready to perform your practical task in this lesson. You are on your own to figure out which of the skills you learned in the previous activities you will use to meet the standards set in this given task.

Directions: Read the task below. In your group, discuss and plan on how you will make your travel brochure. The rubric for grading is provided here to remind you on how your work will be graded.



Travel and Tours Organization plans to publish a two-page brochure that contains relevant information about the culture and values of China, Japan and Philippines which they will use for their marketing campaign. The Organization chose your advertising company to prepare the brochure.

As the writer you are tasked to:

- Write 5-sentence article about the traditions and values of the three countries with accurate information
- Design the brochure with attractive layout and a good mix of graphics and arts
- Observe the principles of clear organization, correct grammar, spelling and mechanics and effective vocabulary.

RUBRIC FOR ASSESSMENT OF BROCHURE ON TRADITIONS AND VALUES

First, evaluate your finished brochure using the rubric below. You may revise your output after doing your self-check. Then, submit your group's final output to your teacher.

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are 1-2 grammatical mistakes in the brochure.	There are 3-4 grammatical mistakes in the brochure.	There are several grammatical mistakes in the brochure.

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Teacher's Notes

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.



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CATEGORY	4	3	2	1
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Writing + Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.

PROCESS QUESTIONS:
To highlight the learning for this activity, answer briefly the following questions:

1. How did you find working on your final practical task in this lesson? Why?
2. Did you find the skills you learned previously helpful in doing this task? Why?
3. What important insight did you gain from doing this practical task?
4. If you were given a similar task in real life, which top 2 skills you learned in this task would you use? Why?

反思
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 gained. You will need them as you embark further on your search for knowledge.
This time, be ready to proceed to the next lesson and discover further the magic of Afro-Asian literature. Congratulations!

Glossary of Terms

3-2-1 Chart- is a graphic organizer that calls for the use of process skills like data gathering and analysis. Accomplishing the 3-2-1 chart requires identifying three things found out/discovered about the topic; two interesting things learned and one question that still needs to be answered which is not covered by the topic/article read.

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ARG or Anticipation-Reaction Guide – aims to illustrate student or class's prior knowledge about a topic or section of a lesson which is similar to the K-W-L-H technique; it is also used to assess student or class's knowledge before, during and after the lesson.

Brochure project – a two-page flyer or leaflet that usually has many pictures and information about a product, a place, etc as in the example for this lesson, a travel brochure.

Customs – is an action or way of behaving that is usual and traditional among the people in a particular group or place.

Deduce–is to use logic or reason to form (conclusion or opinion about something); is to decide (something) after thinking about known facts.

Excerpt – a small part usually the most important or interesting of a longer written work or oral work like a speech.

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.

Identity–refers to the qualities, belief, value system that makes a particular person or group different from others.

Inference-Evidence chart – is a graphic organizer that needs skills in making inferences (drawing conclusions about what is implied but not directly stated) and gathering evidence or factual information to support the inference.

Making Inferences – or *infer* is often described as "reading between the lines." Making an inference involves using background knowledge combined with information from the text and illustrations to draw conclusions about what is implied but not directly stated (Pinnell & Scharer, 2003). In other words, sometimes an author does not come right out and tell something but uses words or illustrations to show readers so they can draw their own conclusions and make logical predictions.

Peer Grading – makes use of a rubric that is accomplished by members of the different groups in a class to give a score or grade the output or performances of other groups.

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

- Presenting information in an easily accessible way;
- Comparing and contrasting attributes;
- Organizing data for use in research projects and the like; and
- Note taking in a systematic way.

TPS or *Think, Pair, Share* strategy – is a group activity that calls for a step by step approach in discussing answers in the group. First, the members in the group are asked Think about answer to a question on their own. As soon as they've written/ thought of their answers, each member will Pair with another member of the group. They discuss their answers and agree on one common answer to each question before they could Share their answer to the group and finally to the class.

Tradition – means a way of thinking, behaving or doing something that has been used by people in a particular group, family, society, ; pertains to stories, beliefs, customs that have been part of the culture of a group of people for a longtime.

Values – a strongly held belief about what is valuable, important or acceptable like cultural, moral, religious, traditional

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● References Used in this Lesson

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Lesson III

Sharing the Knowledge Learned

Hello, young explorers! You have reached your final journey in searching for knowledge. You have received enough information to build up your knowledge bank. It's time for you to share that knowledge with others.



At the end of this lesson, you are expected to put up your own informative and creative exhibit showcasing the traditions and values of people from selected Afro-Asian countries discussed in Lessons 1-3.

To give you an overview of the things you will do in this lesson, pay close attention to the expected skills and the lesson map.

In this lesson, you will learn the following:

- Listen to points the speaker emphasizes as signaled by contrastive sentence stress (Listening Comprehension)
- Use stress, intonation, and juncture to signal changes in meaning (Speaking-Oral Language and Fluency)
- Guess the meaning of expressions by noting keywords in expressions, context clues, collocations, clusters, etc. (Vocabulary Development)
- Skim to determine the author's key ideas and purpose by answering questions raised after surveying the text (Reading Comprehension)
- Read closely to select appropriate details from a selection for specific purposes. (Reading Comprehension)
- Narrate events logically (Viewing Comprehension)
- Validate mental images of the information conveyed by a program viewed (Viewing Comprehension)
- Respond to questions raised in a program reviewed. (Viewing Comprehension)
- Discover through literature the links between one's life and the lives of people throughout the world. (Literature)
- Transcode ideas from texts to concept maps. (Writing and Composition)
- Make write-up ideas presented in concept maps. (Writing and Composition)
- Use of coordinators and subordinators. (Grammar Awareness and Structure)
- Use of correct complex and compound-complex sentences. (Grammar Awareness and Structure)
- Get and assess current information from newspaper and other print and non-print media. (Study Strategies)
- Set new goals for learning on the basis of self-assessment made. (Attitude)
- Put up an informative and creative exhibit.

On the next page is the lesson map to guide you in Sharing the Knowledge you Learned.

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Module 1: SEARCHING FOR KNOWLEDGE
Lesson III: Sharing the Knowledge Learned
Time Frame — 15 days

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.

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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**.



Voyages in Communication Learner's Module - Grade 8

Lesson Map

KNOW

- Administration of Pre-Test
- Picture Reading through picture perfect
- Activating prior knowledge through IRF

REFLECT AND UNDERSTAND

- Vocabulary Test
- Character Map
- Review the past lessons using the Check and Balance
- Read, discuss and respond to the text through Readers Circle
- Stating the significance of studying Afro-Asian traditions and cultures through Think Pair
- Activating prior knowledge through IRF
- Dramatize a Real Life Situation
- Discuss a literary text through Active Knowledge Sharing
- Read the lines/dialogue revealing the Character's Emotion
- Draw the group's imagination, concepts, ideas from the text through Sketch to Stretch

PROCESS

- Identifying whether the word is stressed or not stressed using the Retrieval Chart
- Identifying Correct Coordinating/ Subordinating Conjunction
- Give the meaning of words using vocabulary mapping
- Getting Information from Newspapers
- Sentence Structure Test
- Getting information through Scanning (I)
- Getting the main idea through skimming
- Getting the major ideas through Skimming
- Organizing ideas through outlining
- Reading Meaning into Poetry
- Transcode ideas using mind map
- Activating prior knowledge through IRF
- Video critiquing through Differentiated Task
- Writing ones personal insights based from the given questions
- Oral Practice using appropriate stress, intonation and juncture
- Writing a Reflection

TRANSFER

- Reviewing prior knowledge through IRF
- Writing an event proposal
- Put up an informative and creative exhibit showcasing the traditions and values of selected Afro-Asian countries.

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Learning Goals and Targets

For you to accomplish the tasks and perform well in the activities in this lesson, write your goals and targets (expectations) in the box provided below:

Know

Let us begin this lesson by reflecting on what you know so far about Afro-Asian people, in particular, their traditional dances.

Activity 1: THE THOUGHTS THAT I KNOW ARE...



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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](http://worldartswest.org) explains that the traditional keeper of culture and history for the people of West Africa is known as a "griot" or "dijitaly." 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://www.ehow.com/about_6454744_history-african-dance-music.html

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.

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PROCESS QUESTIONS:

1. What do the pictures show? What do they have in common?
2. Can you identify what country is being represented in picture 1? How about the other pictures?
3. What helps you in identifying the specific country shown in each picture?
4. Do these pictures help you understand your identity as an Asian? How?

Directions: Explain your answer to this question by accomplishing the IRF worksheet below. Accomplish the (I) for your Initial Answer. As you continue doing this module, you still have a chance to Revise your answer and come up with your Final Answer.

Initial Answer

Revised Answer

Final Answer

Good start! But your search for knowledge is not yet over; in fact, you have just begun another journey to discover new things and the privilege to share these with others.

You have just shared your first discovery that dance is a part of human culture and traditions. Let's find out how others would answer the question and compare their ideas to our own. As we compare, you will also learn other concepts which will help you complete the required project.

Your project is to put up an informative and creative exhibit showcasing the traditions and values of people from selected Afro-Asian countries.

You will start by doing the next activity.

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Process



Your goal in this section is to learn and understand key concepts related to Indian and Persian people. We will start with India, let's try to find out why the Indians are said to be a remarkable people. We will do this by studying another aspect of their identity, their culture and their literature.

As you go through this part, be guided by this question:

How can you better understand your identity as an Asian?

Listen as your teacher reads the passage on Indian culture. Notice how she puts emphasis to some important words in the sentences to communicate the message more effectively.

Source: English for Secondary Schools (Revised Edition), Second Year India, Library of Nations (Time-Life Books, Amsterdam)



PROCESS QUESTIONS:

1. Did your teacher give emphasis to all words in the sentence?
2. Can you recall the words that were stressed? What do we call those words?
3. What words were not stressed? Why do you think they were not stressed?
4. What do we call this emphasis or prominence which is given only to a syllable of certain words in a sentence?



You have learned in your previous lessons that **Sentence stress** refers to the emphasis or prominence given to a syllable of certain words in a sentence.

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

On the other hand, **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.



Having understood the difference between **content** and **function** words try to do the oral practice and accomplish the retrieval chart afterwards.



Activity 2: PRACTICE MAKES PERFECT

Directions: With your partner, take turns in reading this paragraph properly. Be sure to put emphasis to a syllable of a content word.

The Prophet by Khalil Gibran
(excerpts)

Then a ploughman said, "Speak to us of Work."

You work that you may keep pace with the earth and the soul of the earth. For to be idle is to become a stranger unto the seasons, and to step out of life's procession, that marches in majesty and proud submission towards the infinite.

Work is love made visible. And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of

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Asian Folk Dance

Asian folk dance goes back thousands of years and comes from many different sources. Dancing for fun or as part of a rich heritage, people still perform the moves in many parts of the world far beyond Asia.

Since the history of Asian folk dance goes back beyond recorded history, it's impossible to know where all of the dances came from. Some, such as the [Japanese Bon dance](#), have their roots in spiritual traditions. Others, like the tinikling, come from the hunting tradition and are a combination of courtship and just plain fun. Dance ethnographers spend a great deal of time trying to track down the origins and past forms of the dances, which can change not only from place to place but from time period to time period. Asian folk dance is also not limited to Asians any more. Indian Baratnatyam is taught and performed by enthusiasts in the West simply for the enjoyment of the dance.

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,

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those who work with joy.
For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger.
And if you grudge the crushing of the grapes, your grudge distils a poison in the wine. And if you sing though as angels, and love not the singing, you muffle man's ears to the voices of the day and the voices of the night.

Process this activity using the retrieval chart.

Retrieval Chart

Directions: Pick out 10 words from the excerpts and classify them as content or function words. Then, tell whether they are stressed or unstressed; write your answers in Column 3. Then, give your reasons why you have the words as such. Write your reasons in the box provided.

Words	Content Word/Function Word	Stressed/ Not stressed
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Reasons for your answers:

Grammar Recall: Coordinating and Subordinating Conjunctions

Take a look at these lines taken from the excerpt and answer the questions below:

Work is love made visible. And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy.

1. What is said about work in the paragraph?
2. According to Gibran, what are the better things to do if one cannot work with love but only with distaste?

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3. How many ideas are given to answer question no. 3? What word is used to connect these ideas?
4. How do we call this word that connects ideas?
5. Can you give other connectors that join words, phrases, and clauses? Give one. When do you use that connector?

Now take a look at these lines:

"If you bake bread with indifference, you bake bitter bread that feeds but half man's hunger.
If you grudge the crushing of the grapes, your grudge distils a poison in the wine"

1. How many ideas are joined in the first lines? What are those?
2. What about in the second line?
3. Does the first part of every sentence convey a complete thought? Why? Why not?
4. What word is used to introduce the first part of the sentence? What is its function in the sentence?

A. Coordinating conjunctions tie together words and word-groups which have the same grammatical construction.

List of coordinating conjunctions:

F – for
A – and
N – nor
B – but
O – or
Y – yet

Examples:

I study mathematics and history. (Noun)
We sang and danced heartily. (Verbs)
The book was old and soiled. (Adjectives)
They worked rapidly but carefully. (Adverbs)
He went into the water and down to the bottom. (Phrases)
They waited a long time, yet nobody came. (Principal Clauses)
We can go if our father permits us and if he gives us money. (Dependent Clauses)

1. The And type

And is used to add something to what has already been said. It should be used only when the second idea is along the same line of thought as the first idea.

Examples:

- a. The man was ugly and mean.
(The words ugly and mean are both negative qualities.)
- b. She is attractive and bad tempered.
(The sentence is faulty because attractive is a positive quality while bad tempered is a negative quality.)

2. The But type

But adds something contrary to or different from what has been said. When we use *and*, the second part of the sentence expresses an idea similar to the first. When we use *but*, the second part of the sentence expresses an idea that is the contrast to the first.

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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

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:

Words	Content/Function Word	Stressed/Not Stressed
ploughman	Content Word	Stressed
and	Function Word	Not Stressed
the	Function Word	Not Stressed
work	Content Word	Stressed

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.

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.
4. Conjunctions.
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.

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Example:
He is stupid but hardworking.
(Stupid expresses a negative quality while hardworking expresses positive quality.
The second idea is constructive.)

3. The Or type

Or implies a choice. It connects ideas of equal value, giving one a chance to choose either idea.

Examples:

- a. You can come today or tomorrow.
- b. I can go or stay as I please.

4. The So type

The conjunction so is used when the second part is a consequence or effect of the first part. The so type differs from the and type, which implies the same line of thought and from the but type, which implies a contrast. So implies that the second part follows as a result of the first part.

Example:

He shouted, so I had to listen to him.

B. Subordinating Conjunctions

Subordinators are function words that join dependent clauses to main clauses; they are of two types: those that pattern like because and form that pattern like who, whom, whose, which and that.

These words not only introduce the subordinate clause but link it to the main clause. Their chief function is to make clear exactly what the relation between the two clauses is. The chief relations they show are time, place, cause, result, exception, condition, and alternative.

Subordinators express various logical relationships such as:

1. Purpose: so that, in order that, in case, lest

They read that they may learn.

They read, so that they may learn.

2. Cause and effect: because, since, whereas, inasmuch as

He failed because he did not study.

He could not stand the wind and rain since he fell ill.

3. Manner: as, as if, as though, in such a way that

Tess is acting as if she knows everything.

4. Condition: if, even if, unless, in case, in the event that

If you go with me, I'll treat you to a snack.

I'll not speak to you unless you go with me.

5. Place: where, wherever

I don't know where I lost it.

6. An adjectival subordinate clauses are usually introduced by the pronouns who, whom, whose, which and that. These pronouns are called relative pronouns because they relate the adjective clause to the word the clause modifies (the antecedent of the relative pronoun). In addition to referring to the word the clause modifies, the relative pronoun has a job to do within the adjective clause.

- a. The boy who won the prize is my cousin.

(The relative pronoun who relates the adjective clause to boy. It also functions as the subject of the adjective clause.)

- b. Javeline is one of the people whom I invited.

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(Whom relates the adjective clause to people; it also functions as the direct object of the clause. I invited whom.)
c. The boys apologized to the man whose window they had broken.
(Whose relates the clause to man. Within the adjective clause it functions as a modifier of window.)



Activity 3: CONNECT ME IF I'M RIGHT

Using the Correct Coordinating Conjunctions

Directions: What coordinating conjunctions should connect these clauses? Write your answer on the space provided for you.

- 1. It was raining. We went out.
- 2. It was a warm day. We took off our sweaters.
- 3. He was an extravagant person. He did not spend all his money.
- 4. He was an extravagant person. He spent his money foolishly.
- 5. Tell the truth. I will punish you.
- 6. Tell the truth. I'll not punish you.
- 7. Anton lost his book. He didn't look for it.
- 8. You will hand in your theme on time. I'll impose a penalty.
- 9. Josie studied hard for the test. She got a good grade.
- 10. You are not paying attention. The teacher will scold you.

Supplying the Appropriate Subordinating Conjunctions

Directions: What subordinating conjunctions should connect these clauses? Choose from the subordinating conjunction inside the box. Write your answer on the space provided for you.

if	that
when	unless
although	because
since	wherever

- 1. She could not go out. She felt ill.
- 2. We went out. The rain stopped.
- 3. She did not know. She lost her watch.
- 4. The child is crying. He has been punished.
- 5. She was not sure. She could go.
- 6. She didn't wear her new shoes. Her mother told her to.
- 7. It was growing dark. She reached home.
- 8. I'll attend your party. You invite me.
- 9. I'll buy that picture. It is very pretty.
- 10. She has a lot of books. She doesn't read them.

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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.



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Great job! You have combined sets of ideas to form new sentences. But always remember, we do not just put together any two or three sentences into one. There must be a relationship in meaning between those sentences. You would still encounter more exercises regarding conjunctions in the next quarter.

Previously, you listened to an informative text about the culture of India, now it's time for you to know additional information about the said country. You will read a selection about the characteristics of Indian Literature.

But, let us first define the unfamiliar words you will encounter in the text. Let's do it through Vocabulary Mapping.

Activity 4: VOCABULARY MAPPING

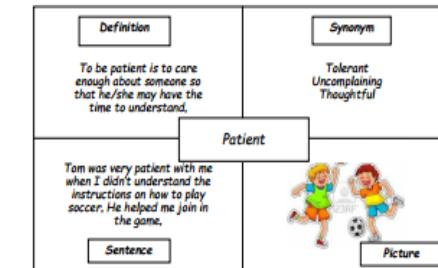
Directions: Give the meaning of the italicized words using the vocabulary mapping procedure.

1. *rituals and prayers*
2. *discourses between teachers and pupils*
3. *moral undertones*
4. *cultural revival*

Process for Vocabulary Mapping:

- Accomplish 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.

Study and follow the given example below.



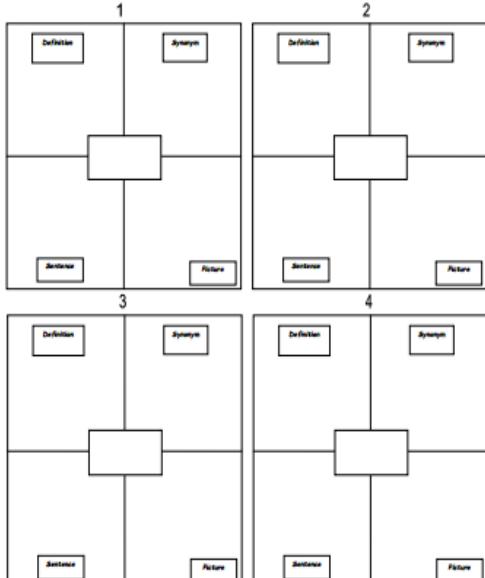
Teacher's Notes

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VOCABULARY MAPPING WORKSHEET

Name: _____

Grade and Section: _____



The Literature of India is one of the indelible marks of India's culture. It has its own unique development. In centuries, India produced some of the most famous literary works in the world.



Read and study the selection that follows. Find out what are the factors that contributed to the development of Indian Literature.

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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.

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CHARACTERISTICS OF INDIAN LITERATURE

Sanskrit literature originated with an oral tradition that produced the Vedic holy texts, sometime after 1500 B.C. The Aryans, who came from Central Asia bringing their own Gods with them, memorized these sacred literatures, the Vedas, which means "knowledge." The oldest of these holy works is the Rig Veda—"the Veda of praise"—a collection of 1017 hymns addressed to the various Gods of the Aryans. After the Rig Veda, came the brahmans, which contained the rituals and prayers of the Brahmins, the priests of the Aryans. The Brahmanas were followed by the Upanishads, which were discourses between teachers and pupils. Then came the Puranas, which were essentially the history of the Aryan race and its relationship with the gods.

The two most famous Puranic epics are the *Mahabharata* and the *Ramayana*, which have since been used as the sources of countless literary works. 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.

When Sanskrit grammar was evolved beginning about 400 B.C., the literary works aimed to put in order all learning in the form of laws for the arts and sciences, called *shastras*, as well as poetry and stylized drama. Prior to this, the Indian constitution recognized several official languages. This resulted in the production of regional literature. Major writers such as Bhartrihari, and Mayura emerged when classical poetry reached its peak in the 7th century A.D. Kalidasa, one of the notable poets, is better known for his play *Sakuntala*. Modern Indian literature started with establishment of civil service training schools and printing presses early in the 19th century. Western literary and philosophical writings produced a cultural revival, while vernacular language and culture was taught to British colonial officials.

Twentieth-century writing has managed to keep alive the sentimental romanticism of the 19th century, while nationalist leaders such as Mahatma Gandhi influenced the development of some realms in the earlier works.

Writing in English was viewed with mixed feelings in post-Independence India but was well established nevertheless. Pioneers in this field included Michael Dutt (1824-73) and Sudhindranath (1901-60), Tagore, and Sri Aurobindo. Sarojini Naidu achieved fame both as a poet in English and as patriot.



PROCESS QUESTIONS:

1. Describe briefly the development of Indian Literature.
2. Explain the role played by religion in Indian literature.
3. Differentiate Ramayana from Mahabharata as to the theme.
4. How do several languages affect the development of Indian literature?
5. How was English accepted as literary medium?

You got additional information about India. Do you find it easy to answer the comprehension questions? If you didn't, let me give you more input on how to do it. This is by skimming of the article.

In the course of time, you will be asked to do research work in one of your subjects. **Skimming** is one skill which can help you get a quick overview of the material you are reading. To **skim** is to get the gist or the general understanding of a reading material.

How do you do it? Here are the key points.

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Skimming for Major Ideas

To skim effectively, let your eyes move quickly over the reading material. The titles, subtitles and illustrations will give you clues about the content of the material. If there are no subtitles and illustrations, do the following:

1. Read carefully the topic sentence in the first paragraph, and then skip rapidly to the next paragraph. In this way, you can get all your facts without having to spend too much time on the reading matter.
2. If the reading material does not have explicit topic sentences, glance down the pages. Pick out sentences at random or select nouns and verbs which give you the trend of the material. Exercise keen judgment as you search for the catchwords.
3. Read sentences or parts of sentences at random throughout the article. This will help you grasp the idea of the author as quickly as possible.



Activity 5: READ QUICKLY

Practice one of the methods of skimming. Browse again the article about the characteristics of Indian Literature and identify the topic sentence for each paragraph.

What is being discussed in each paragraph?

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:



As a grade 8 student, you will often come across a material that is difficult to remember. Thus there is a need for you to outline your reading material. Reducing complex material to its outline form will make you understand the material fast and easy.

How do you prepare a reading outline?



Keep these points in mind:

1. Read the material and determine its purpose and structure.
2. Pick out the writer's thesis statement or controlling principle; if it is not explicitly stated, express it in your own words.
3. Look for the major divisions and label each with a Roman numeral.

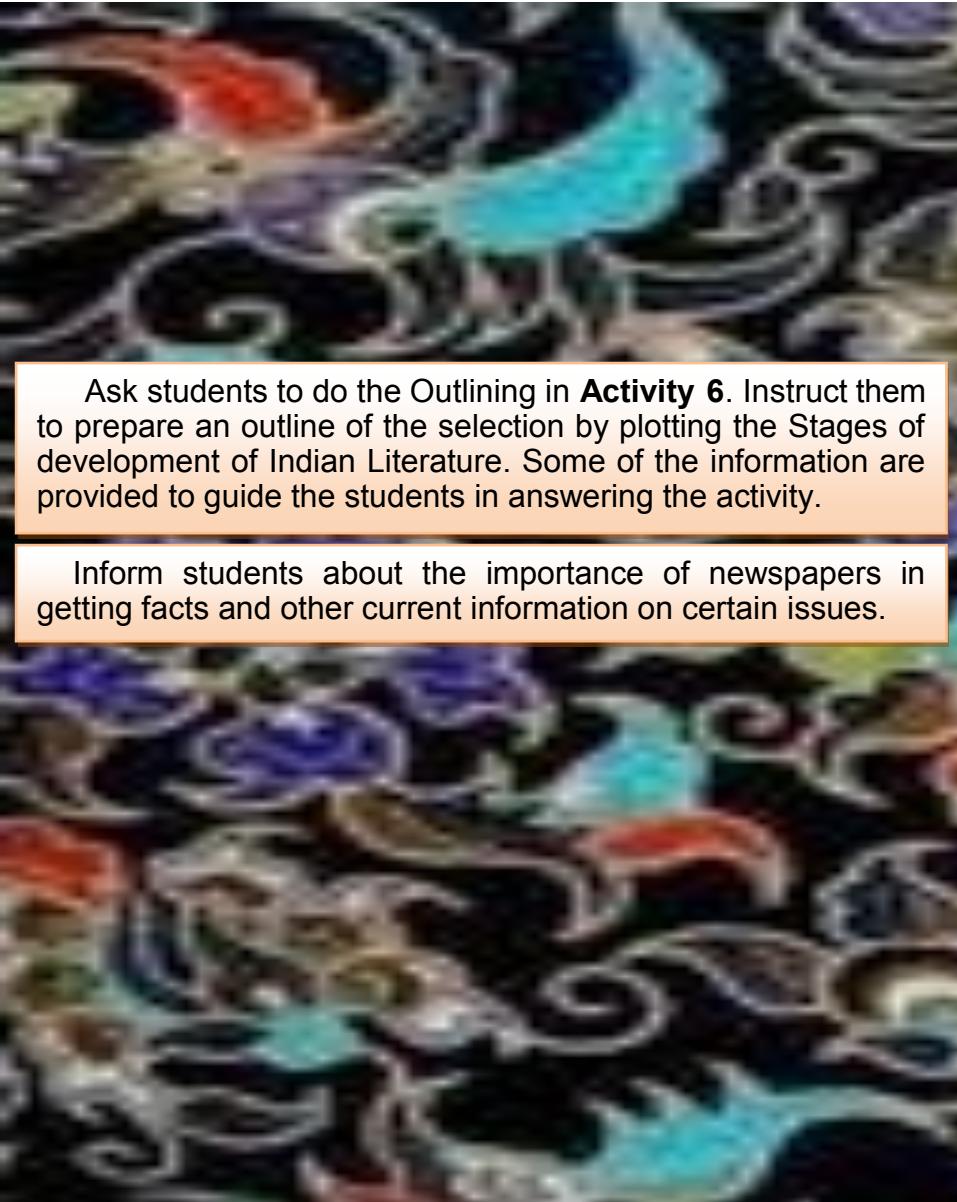
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Facilitate the discussion about Skimming by explaining to the students the different points to remember in getting the major ideas in the text through skimming.

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.

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4. Divide each major division into subdivisions.
5. Check whether the divisions and subdivisions relate to the thesis statement or the purpose of the writer.
6. Compare your outline with the original material to check against any misinterpretation or distortion of the content and structure of the original.
Remember that there are two kinds of outline: the **topic outline**, in which the entries are given in words or phrases, and the **sentence outline**, in which the entries are complete sentences.

 Now, try to convert the selection you have just read to an outline. You can use three-step word, phrasal or sentence outlines to organize your ideas.



Activity 6: OUTLINING

Directions: Fill out this outline of the development of Indian literature and give the characteristics of each period.

Stages of Development	Characteristics
I. Oral Literature	I. Sacred/ holy texts
A. _____	
B. _____	1. _____
C. _____	2. _____
D. _____	
	1. Ramayana
	2. Mahabharata
II. Beginnings of Sanskrit Grammar	
A. _____	
B. _____	
III. Modern Indian Literature	

 The world is getting smaller but not in size. We know what is happening in other Afro-Asian countries by reading newspapers. This will also help us understand their traditions and values.
Newspapers give us information about what is happening in a country or in the world every day. It is said that people need news, as much as they need eyes in order to see what's going on.
It is important for you, as students to develop skills in getting information from newspapers.
Most newspapers have several sections: News page, sports page, classified advertisements, comics/cartoons, editorial, columns, and obituary.

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Activity 7: GETTING INFORMATION FROM NEWSPAPERS

1. Form a group of five members and examine the parts of a newspaper. Note its different sections.
2. Collect items belonging to every section. Display them around the room.
3. Note how many sections talk about the following:
 - a. local news
 - b. national news
 - c. international news



PROCESS QUESTIONS:

1. Where do international news items come from?
2. What do international news items talk about?
3. Are these news items mostly good or bad?
4. What are the local news items mostly about?



So, have you gathered data about other Afro-Asian countries from the newspapers? Let me give you another input about India. This time, you will watch a video clip of the Kids Animation Epics containing the full episode of the Ramayana.



Activity 8: WATCH AND WORK

Directions: Watch the video clip and observe keenly. Be ready to do the following group tasks below. You will be graded based from your preparation, visual aids, speaking and audience contact, overall understanding of the topic and teaching value for other students.
<http://www.bolydb.in/playvideo-k3IPGhF2Bk.html>

Group 1: Arrange the given events to get the summary of the Ramayana
Group 2: Accomplish the Attitude Analysis
Group 3: Identify the conflict in The Ramayana
Group 4: Identify the theme of Ramayana
Group 5: Write a script of Ramayana and read it dramatically

RUBRIC FOR DIFFERENTIATED TASK

Group no. _____

Task: _____

	1	2	3	4	TOTAL
Preparation	Did not prepare enough for presentation.	Some preparation was done.	A good amount of preparation was done.	Group prepared beyond level of assignment.	

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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.

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	1	2	3	4	TOTAL
Visual Aids	There were no helpful visual aids.	There were a few visual aids.	There were clear and interesting visual aids.	Student created excellent visual aids.	
Speaking and Audience Contact	Did not look at audience and was not loud enough.	Looked at audience some of the time and used a soft voice.	Looked at the audience and speak clearly.	Held the attention of the audience and spoke very expressively	
Overall Understanding of the Topic	Students did not show sufficient understanding of the topic.	Students understood most of the topic.	Students understood the entire topic.	Students understood the topic and found extra information.	
Teaching value for other students	Did not help other students learn about the topic.	Helped other students learn something.	Helped other students understand the topic well.	Helped other students understand the topic and enjoy the presentation	

Differentiated Learning Rubric by Maxine – [www.atozteacherstuff.com](http://atozteacherstuff.com)
http://atozteacherstuff.com/pdf.htm?rubric_differentiated.pdf

Group 1: SEQUENCING OF EVENTS

Arrange the following events in the order of the diagram. Write numbers 1 to 10. Then, retell the story in your own words. Put your answer on the space provided for you.

_____ 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.

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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.

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.

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.

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.

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.

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 and, finding Sita in the grove, comforts her and tells her Rama will soon come and save her.

Years pass and Rama, Sita and Lakshman are very happy in the forest. One day a rakshasa princess tries to seduce Rama, and Lakshman 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.

Rama frees Sita. After Sita proves her purity, they return to Ayodhya and Rama becomes king. His rule, Ram-raya, is an ideal time when everyone does his or her dharma and "fathers never have to light the funeral pyres for their sons."

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6. Years pass and Rama, Sita and Lakshman are very happy in the forest. One day a rakshasa princess tries to seduce Rama, and Lakshman 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.
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 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.

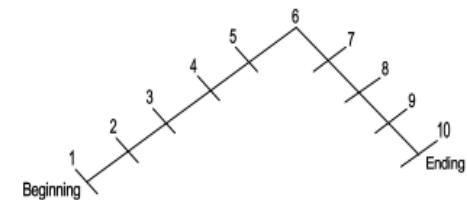
What is an Actitude Analysis Strategy?

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.

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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 Lanka and cross over to Lanka. A might battle ensues. Rama kills several of Ravana's brothers and then Rama confronts ten-headed Ravana. Rama finally kills Ravana.



Group 2: Analyze the Actitude (Action/Attitude)

Fill out the Actitude Analysis below and discuss your analysis in front of the class. Other groups are free to agree/disagree on the answers of the group reporting in front of the class.

Process for Actitude (Action/Attitude) Analysis

- First enumerate the attitudes/values of the characters revealed in the video
- Then write the corresponding actions/ practices that will serve as your evidences.
- Analyze everything and come up with the summary of your analysis.

Actitude Analysis of...

Summary

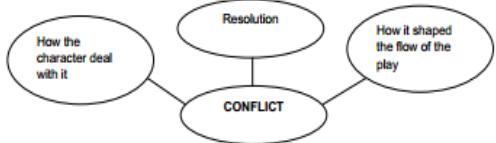
Attitudes/Values	Action/Practices

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Group 3: Validate the Conflict

- Identify the conflict in the story "Ramayana"
- Do this through a graphic organizer, how the conflict shaped the course of the story and how it was resolved.



Group 4: Examine the Theme

- Identify the theme of "Ramayana"
- Process the activity by answering the following questions.

- What is the theme of the play?
- What ideas lead you to identifying the theme?
- How is the theme of Ramayana similar or different from the other themes of dramas/movies you have watched on television?
- What does this reveal about Afro-Asian plays?
- How does the theme affect us as a person?
- Are you able to relate an experience, a thought or a personal feeling with the story? Explain your answer.

Group 5: Make your Own Script

- In your own words, create a script of Ramayana.
- Check the script you will make with that on video. Go to the following link for the video: <http://www.bollydb.in/playvideo-k3PGmF2Bk.html>
- Read dramatically your written script.

 Recall the lines in the video clip, "The Ramayana." Think about how Sita felt when she said to Rama these lines:
"As shadow to substance, so wife to husband, is not the wife's dharma to be at her husband's side? Let me walk ahead of you so that I may smooth the path for your feet."
If you were acting out a dialog, how would you convey Sita's feeling as she begged to accompany Rama to his retreat?
When people talk, can you guess how they feel and what their attitudes are?
You can if you listen well to their pitch, stress, and intonation.

 Pitch refers to the highness or lowness of a sound; stress or accent refers to the greater or lesser force given to certain syllables or words; intonation refers to the way the voice goes either up or down at the end of the sentence.

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Instruct Group 3 to validate the conflict in the video clip using a graphic organizer.

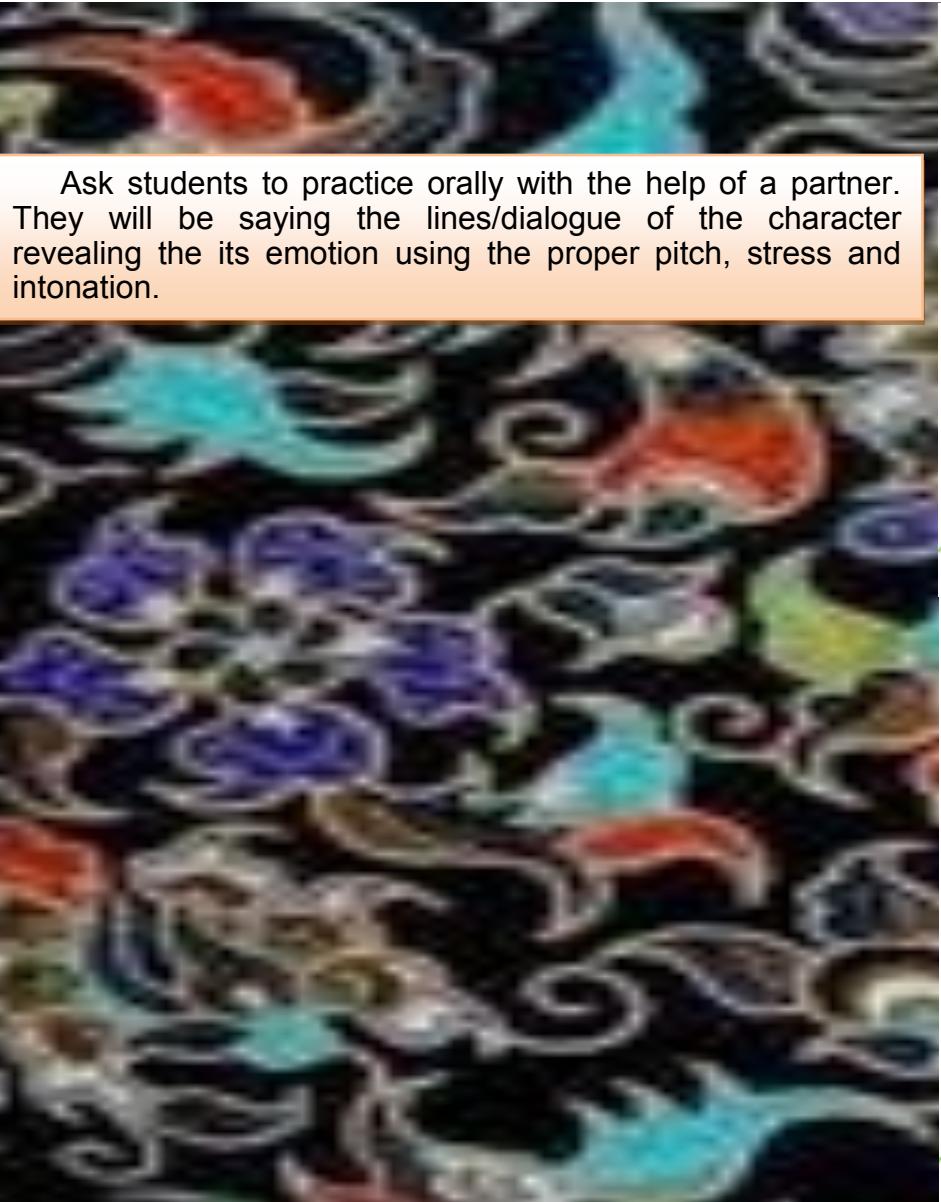
Tell them to write how the character deal with the conflict, how the conflict is resolved and how did it shape the flow of the story.

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.

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A person who is in great fear may utter stressed sounds in a high pitch as when calls out:

Fire!	Look!
Help!	Run!

A person who is embarrassed may stutter in a low pitch as when one says:
I'm s-o-s-sorry.
P-p-p-please f-f-forgive me.

One who is doubtful may use a rising intonation for a statement as in:
Yoni holds office in this building?

One who scorns or wants to emphasize a place, person, or thing stresses a demonstrative adjective before that noun, as in;
Yoni holds office in this building.

One who has self-confidence and poise may use a normal pitch, stress and intonation pattern as in;
The battle began.

How can you identify a person's attitudes and feelings?
You can identify attitudes and feelings by listening to the way a person speaks.

Activity 9: ORAL PRACTICE

Get a partner and take turns in reading and listening to the following dialogs from The Ramayana. Identify the feeling expressed by your partner through his/her intonation, stress, and pitch.

1. "I gladly obey father's command." - Rama
2. "The eldest must rule, please come back and claim your rightful place as king." - Bharata
3. "You must stand vigilant, guarding a sacrifice from demons for six days and seven nights." - Visvamitra
4. "My husband, remember when I saved your life in the battlefield so many years ago? And do you remember that you granted me two boons at that time. The time has come for you to fulfill your promise!" - Kaikayi
5. "Oh woman, have you no heart? Please ask anything but not that." - King Dasaratha

Did you make clear and interesting explanations about your answers in the last activity? You will encounter more exercises about this topic in the succeeding lessons.

Aside from using the proper stress and intonation, you can also improve your skill in expressing your ideas clearly and interestingly by using a variety of sentence structures.

You learned in your previous lessons that, sentences could be classified into: simple, compound, complex, and compound-complex. If you are not sure of the characteristics of each of these, here are key points to refresh your memory before going further.

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Kinds of Sentences According to Structure

A. **Simple sentence** – is a sentence with one independent clause and no subordinate clause. It may contain two or more verbs or two or more subjects connected by subordinators, but this does not alter the fact that only one thought is expressed.

Examples:

King Dasharatha had four sons.
Lakshman and Shatrughna were twins.
King Dasharatha decides it is time to give his throne to Rama and retire to the forest.
Sita and Lakshman begged and convinced Rama to let them set out for the forest.

B. **Compound Sentence** – is a sentence composed of two or more independent clauses but no subordinate clauses. The clauses of a compound sentence may be separated by semi-colons or commas followed by coordinating conjunctions; or semi-colons followed by sentence connectors. You may separate the two main clauses of a compound sentence into two simple sentences.

The most common coordinators are:
and or nor so but for yet

The most common sentence connectors are:
therefore moreover indeed while also hence
in fact nevertheless however thus consequently

Examples:

Bharata begs Rama to return to the palace but the latter refuses.
Rama goes off to hunt the deer, while Lakshman draw a protective circle around Sita.

C. **Complex Sentence** – is a sentence containing one independent clause and at least one subordinate clause.

Examples:

When Sita steps outside the circle, Ravana grabs her and carries her off to his kingdom in Lanka.
Ravana's men capture Hanuman before he could finish conversing with Sita.

D. **Compound-Complex Sentence** – contains two or more independent clauses and at least one subordinate clause.

Examples:

The people who were in the kingdom are pleased with Rama , but Kaikeyi plotted an evil plan against him.
Kaikeyi requested that her son be made the regent king and Rama should be exiled in the forest.



Activity 10: SENTENCE STRUCTURE TEST

Read and analyze each sentence and write on the space before the number whether the sentence is simple, compound, complex, or compound-complex. Be prepared to explain your answer.

1. After the supplies are delivered, Lucia and Shine will decorate the Audio-Visual Room.
2. We know that the English department has worked very hard, and we

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Teacher's Notes

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 | 6. Compound |
| 2. Compound-complex | 7. Compound |
| 3. Complex | 8. Simple |
| 4. Simple | 9. Simple |
| 5. 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.

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appreciate their efforts.

3. If we start early, we can finish before noon.
4. Arrange the props creatively and artistically.
5. Somebody must stand at the door and collect the tickets.
6. This presentation should be a success, because we have already sold several hundred tickets.
7. We have elected a king and a queen for the dance, and they will lead the Grand March.
8. The clean-up committee will report tomorrow at noon.
9. Tess moves the table at the center.
10. Javy does the arrangements for the program.

Activity 11: WRITE A REFLECTION

Write a summary of the insights you have gained about the two characters in "The Ramayana". Use a mixture of simple, compound and complex sentences to make your summary interesting.

1. Characterize Rama as a husband and Sita as a wife.
2. How did Sita show her love and devotion to her husband? How about Rama to his wife?
3. What conclusion can you make about the Indian women and men of their time?
4. Do you see any similarities between Indian men and Filipino men? Or Indian women and our Filipino women? In what way are they similar?

Have you gathered enough information about India? Do you now understand why Indians are said to be a remarkable people? Now, we will talk about another country, Persia. Let's try to know about the Persians through their literature. One of the best Persian prose selections is the *Rubaiyat of Omar Khayam*.

Background on Persian Literature

Persian literature refers to the body of writings in Modern Persian, the form of the Persian language that emerged in the 19th century, especially in northeastern Iran. The first writings in Modern Persian were in verse. As prose translation from Arabic were made, improvements based on Arab literary conventions and the use of literary devices, were introduced.

The *Rubaiyat of Omar Khayam*, which scattered philosophical quatrains of rare music and charm, was written in answer to the many questions about life. What makes it outstanding is the fact that these verses were written, not by a man of letters, but by a famous mathematician and astronomer who lived in Persia in the eleventh century for the readers of the western world.

Let's try to find out the general mood or tone of the poem? Find the lines that describe it. But before you do it, answer this vocabulary test.

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Teacher's Notes

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Activity 12: BUILDING YOUR VOCABULARY

Match the words in Column A with their definitions in Column B.

A

- 1. turret
- 2. anon
- 3. vintage
- 4. caravanserai
- 5. battered

B

- a. a large inn
- b. soon
- c. rundown
- d. an earlier model
- e. projecting tower
- f. disappeared



The Rubaiyat of Omar Khayyam

Translated by Edward Fitzgerald

Wake!

For the Sun, who scattered into flight
The Stars before him from the Field of Night,
Drives Night along with them from Heav'n and strikes
The Sultan's Turret with a Shaft of Light,
And, as the Cock crew, those who stood before
Come, fill the Cup, and in the Fire of Spring
The Winter Garment of Repentance fling:
The Bird of Time has but a little way
To fly -- and Lo! the Bird is on the Wing.
The Worldly Hops men set their Hearts upon
Turn Ashes -- or it prospers; and anon,
Like Snow upon the Desert's dusty Face
Lighting a little Hour or two -- is gone.
Think, in this batter'd Caravanserai
Whose Doorways are alternate Night and Day,
How Sultan after Sultan with his Pomp
Abode his Hour or two and went his way.
Ah, my Beloved, fill the Cup that clears
TO-DAY of past Regrets and future Fears:
To-morrow! Why, To-morrow I may be
Myself with Yesterday's Sev'n thousand Years.
For some we loved, the loveliest and the best
That from his Vintage rolling Time has prest,
Have drunk their Cup a Round or two before,
And one by one crept silently to rest
Ah, make the most of what we yet may spend,
Before we too into the Dust descend;
Dust into Dust, and under Dust, to lie,
Sans Wine, sans Song, sans Singer, and--sans End!
Oh threats of Hell and Hopes of Paradise!
One thing at least is certain--This Life flies:
One thing is certain and the rest is lies;
The Flower that once is blown for ever dies

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Teacher's Notes

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.

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Let's find out if you understand the poem through Reading Meaning into Poetry.



Activity 13: READING MEANING INTO POETRY

Directions: Encircle the letter of the most appropriate meaning of each of the following passages.

1. *The Bird of Time has but a little way To fly -- and Lo! the Bird is on the Wing.*
a. Life is short.
b. Birds cannot fly for a long time.
c. Birds die fast.
2. *The Worldy Hope men set their Hearts upon Turns Ashes -- or it prospers;*
a. Men's desires either fail or succeed.
b. Men burn their hopes.
c. When men hope, their hurts burn.
3. *How Sultan after Sultan with his Pomp Abode his Hour or two and went his way.*
a. No matter how rich a person is, time comes when he becomes poor.
b. Even rich men just live the life meant for them, then they die.
c. A rich man does not stay permanently in a palace.
4. *Oh threats of Hell and Hopes of Paradise!*
One thing at least is certain--This Life flies:
a. Life is destined for hell or paradise.
b. Everyone should think about hell and paradise.
c. Life on earth soon ends.
5. *One thing is certain and the rest is lies;*
The Flower that once is blown for ever dies.
a. All flowers die after it has bloomed.
b. Only one thing is certain in this world; all that live, die.
c. Once a thing dies, it does not live again.



Activity 14: WHAT'S ON YOUR MIND?

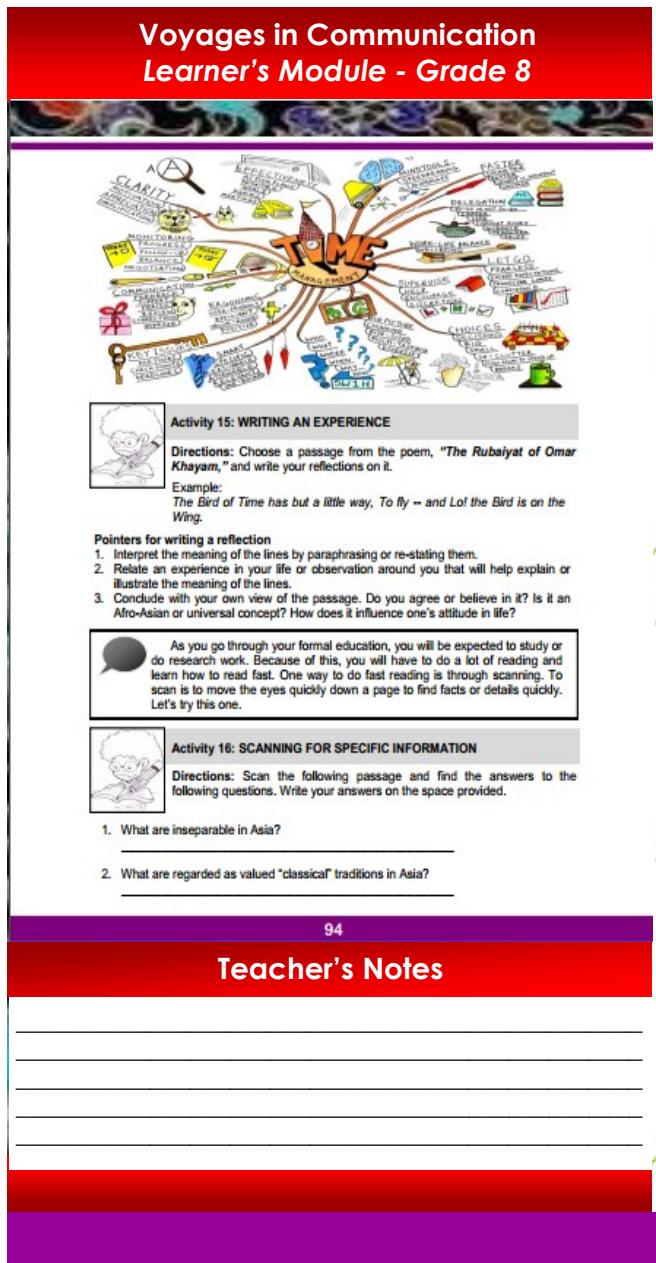
Identify what is the author's concept of *life and death*. Answer this using a concept map. See the sample on the next page.

The steps in doing a concept map

- Write the major idea at the center
- Encourage students to use their own words.
- Check to make sure the connections are valid and clear.
- Share your concept map to your classmates.

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Teacher's Notes



Ask students to choose a passage from the poem, “The Rubaiyat of Omar Khayam” 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.”

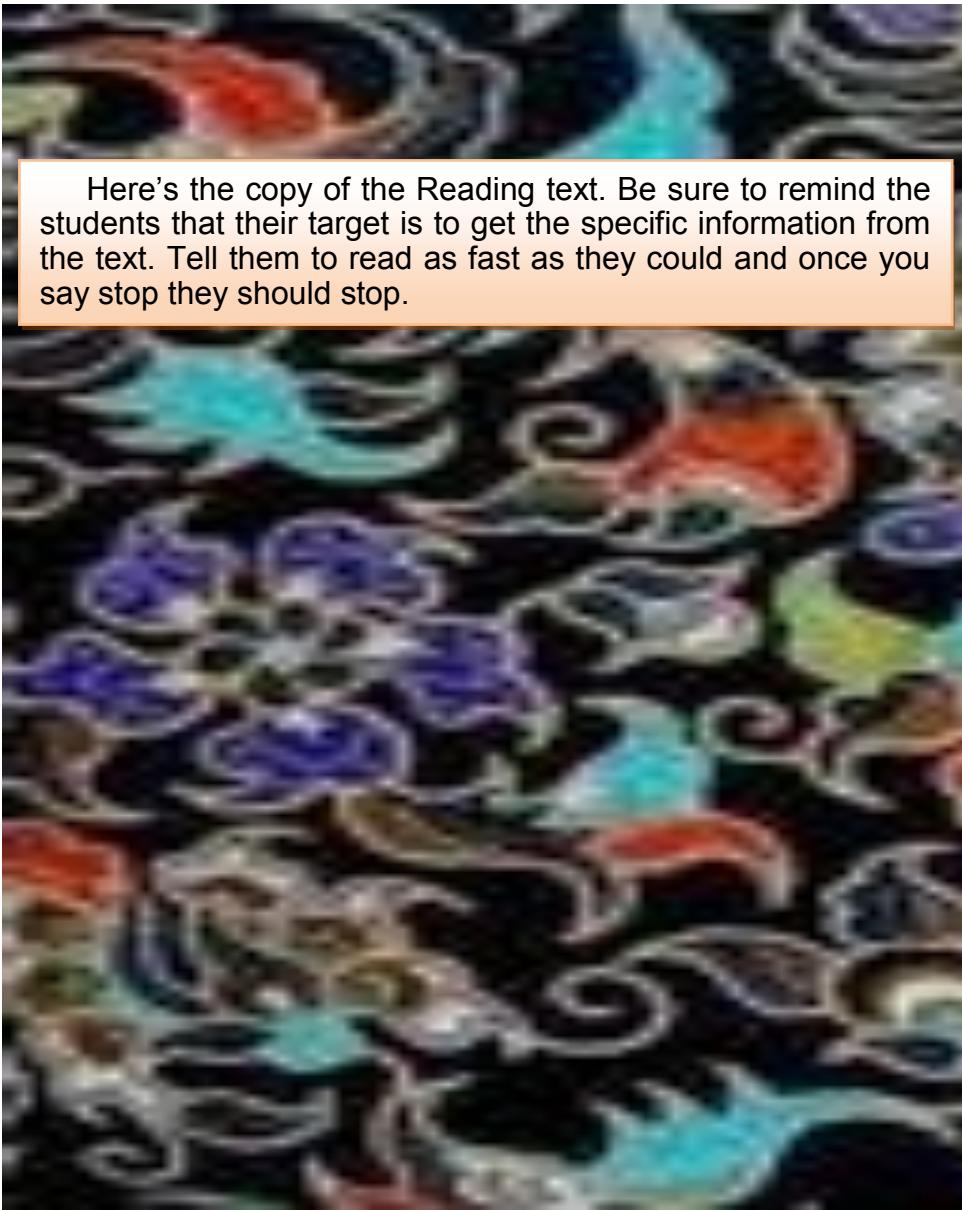
Then, instruct students to practice scanning by doing **Activity 16** wherein they will be asked to get the necessary information by reading the passage as fast as they could. Give them a time limit to do the task and to monitor the learned skill.

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.

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3. What makes it difficult to draw a sharp borderline between dance, ceremonies and rituals?

4. Why is Asia called a treasury of traditions representing development of theatrical performances?

Asian Traditional Theatre and Dance

1. The interrelatedness of drama, dance and music
In Asia, drama, dance and music are inseparable. Most of the traditional forms of Asian performing art combine drama, dance and music into a kind of whole in which it is difficult to draw a clear borderline between these art forms. Most of the Asian traditions employ either dance or dance-like, stylized movements, while movements are frequently interwoven with text. In addition to this, most of the traditions are characterized by their own specific musical styles or genres. The acting technique, which employs dance-like body language, is usually very intricate and it demands many years of arduous training, as western ballet technique, for example, does. Therefore in Asia it is simply not possible to classify stage arts as nonverbal "dance" or "spoken theatre".

2. The Interaction between "Living Theatre" and Puppet Theatre
In Asia, puppet theatre and one of its variations, shadow theatre, are often regarded as valued "classical" traditions. In Asia there are dozens of important forms of puppet theatre. One could generalize that shadow theatre usually represents the early strata of puppetry with a long history and religious or magical connotations. In shadow theatre the silhouette-like figures are often cut from leather or other transparent or semi-transparent materials and they are seen through a cloth screen while manipulated by one or more puppeteers.
The interaction of puppet theatre and "living theatre" is one of the characteristics of Asian theatrical traditions.

3. Relationship with Religion
In many of the Asian cultures, theatre and dance are still organically related to religions and other belief systems today. This deep intermingling of theatre, dance and religion makes it difficult to draw a sharp borderline between dance, ceremonies and rituals, as will be apparent later.

4. The Preservation of Ancient Forms
In Asia there is an abundance of theatrical traditions with histories of hundreds, sometimes even thousands, of years in which the performance traditions with specific acting techniques are also still preserved. This may be due to the deep interrelationship with religion and rituals. Religious art tends to be conservative in nature and changes of style are mainly avoided. Thus Asia is a treasury of traditions representing different stages of the development of theatrical performances from stone-age rituals to later, complex court performances and to modern, often western-influenced styles.
Most of these traditions preserve not only a literary heritage, but also an acting technique, costuming, masks, a make-up system etc. that have retained much of their original qualities throughout the centuries.
<http://www.xip.fi/arts/introduction/introduction.html>

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At this point, has your knowledge of the traditions and values of selected Afro-Asian countries increased? Are you now ready to modify your initial answer to the focus question: *As a Filipino, how can you better understand your identity as an Asian?*

Answer the Focus Question by giving your Revised Answer in the IRF grid based on the things learned.

Initial Answer

Revised Answer

Final Answer

Reflect and Understand



Hello there! Congratulations on making it this far. Now that you know the important ideas/concepts about our topic, let's go deeper by moving on to the next level.

Your goal in this section is to enrich your understanding on the topic. You have learned from the previous activities that the traditions and values of people have come down to us through oral language, literature, and in theatre and dance. The Afro-Asian countries share some common characteristics, but each one manifests peculiar qualities.

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Teacher's Notes

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.

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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.

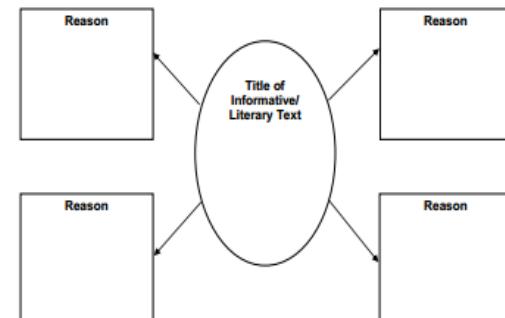
Give them time to discuss and to prepare for the presentation of their output.

Activity 17: CHECK AND BALANCE

Directions: What have you learned so far? Choose one Informative or Literary text you took up in the previous lesson. Write four reasons for choosing it. Plot them on the chart below and answer the questions that follow.

Title of Informative/Literary Text

- 1. Indian Culture
- 2. The Prophet by Khalil Gibran
- 3. Characteristics of Indian Literature
- 4. The Ramayana
- 5. Rubaiyat of Omar Khayam
- 6. Asian Traditional Theater and Dance



PROCESS QUESTIONS:

1. How do these informative/literary texts help you understand the different traditions and values of Afro-Asian countries?
2. In what manner do these informative / literary texts help you understand your identity as an Asian?



Continue sharing your knowledge and views with others through this activity. What would you do if you were in these situations?

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Activity 18: REAL LIFE SITUATIONS

Do the following group tasks. Decide an action if you were in these situations:

- Group 1: Deciding whether to take your parents' order in choosing a course or not.
- Group 2: Letting go of a friend due to some conflicts
- Group 3: Staying away from peers due to family pressure
- Group 4: Deciding whether to stay and live in the city or province.
- Group 5: Deciding whether to live independently or to stay with parents after schooling



You are about to read another literary work, this time a play entitled "Shakuntala". This play was written by a well-known poet Kalidasa. What do you know about him?

Before you start reading "Shakuntala", try to unlock some vocabulary words found in the selection.



Activity 19: VOCABULARY TEST

Directions: Choose the word from the word pool which means the same as the word or words in parentheses.

heralds	curse
hesitate	ashram
apparently	dynasty
garland	blurs

(1) An _____ (abode, refuge) is the home of the family – the basic unit of society. It is from the family that individuals come to birth and it is within the family that they find the first school of the social virtues that are important to build a society. (2) (obviously) parents are the first teachers.

Every child is a gift to its brothers, sisters, parents and entire family. They say a good child is a (3) (wreath of flowers) that brings honor to the parents while a black sheep is a (4) (damnation), but nevertheless, the child is loved and cared for.

In most cases the family (5) (announces) progress and strives to contribute to national development. Family members don't (6) (waver) to pursue fields of endeavor that would bring them honor and glory. Take for example the political (7) (ancestry lines of hereditary rulers) we have in the country.

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Teacher's Notes

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 lived in the 4th century and the early 5th century, is considered *India's preeminent classical poet*. His epic poems include **Raghuvansha** (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.

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Read the selection silently. Then, choose the character you prefer and read its lines aloud.

**Shakuntala by Kalidasa (Act IV)
(excerpts)**

Sharmgara (listening to the song of koil-birds).

Father,
The trees are answering your prayer
In cooing cuckoo-song,
Bidding Shakuntala farewell,
Their sister for so long.

Invisible beings.

May lily-dotted lakes delight your eye;
May shade-trees bid the heat of noonday cease;
May soft winds blow the lotus-pollen nigh;
May all your path be pleasantness and peace.
(All listen in astonishment.)

Gautami.
My child, the fairies of the pious grove bid you farewell. For they love the household.

Shakuntala (does so. Aside to PRIYAMVADA).

Priyamvada, I long to see my husband, and yet my feet will hardly move. It is hard, hard to leave the hermitage.

Priyamvada.

You are not the only one to feel sad at this farewell. See how the whole grove feels at parting from you.
The grass drops from the feeding doe;
The peahen stops her dance;
Pale, trembling leaves are falling slow,
The tears of clinging plants.

Shakuntala(recalling something).

Father, I must say good-bye to the spring-creeper, my sister among the vines.

Kanva.

I know your love for her. See! Here she is at your right hand.

Shakuntala (approaches the vine and embraces it).

Vine sister, embrace me too with your arms, these branches. I shall be far away from you after to-day. Father, you must care for her as you did for me.

Kanva.

My child, you found the lover who Had long been sought by me;
No longer need I watch for you;
I'll give the vine a lover true,
This handsome mango-tree.
And now start on your journey.

Shakuntala (going to the two friends).

Dear girls, I leave her in your care too.

The two friends.

But who will care for poor us? (They shed tears.)

Kanva.

Anusuya! Priyamvada! Do not weep. It is you who should cheer Shakuntala. (All

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walk about.)

Shakuntala.

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

Kanva.

I shall not forget, my child.

Shakuntala (stumbling).

Oh, oh! Who is it that keeps pulling at my dress, as if to hinder me? (She turns round to see.)

Kanva.

It is the fawn whose lip, when torn
By kusha-grass, you soothed with oil;
The fawn who gladly nibbled corn
Held in your hand; with loving toil
You have adopted him, and he
Would never leave you willingly.

Shakuntala.

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 Kanva will take care of you. Go back, dear! Go back! (She walks away, weeping.)

Kanva.

Do not weep, my child. Be brave. Look at the path before you.
Be brave, and check the rising tears
That dim your lovely eyes;
Your feet are stumbling on the path
That so uneven lies.

Shringarava.

Holy 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.

Kanva.

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

Anusuya.

My dear, there is not a living thing in the whole hermitage that is not grieving to-day at saying good-bye to you. Look!
The sheldrake does not heed his mate
Who calls behind the lotus-leaf;
He drops the lily from his bill
And turns on you a glance of grief.

Kanva.

Son Shringarava, when you present Shakuntala to the king, give him this message from me.
Remembering my religious worth,
Your own high race, the love poured forth
By her, forgetful of her friends,
Pay her what honour custom lends
To all your wives. And what fate gives
Beyond, will please her relatives.

Shringarava.

I will not forget your message, Father.

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Kanva (turning to SHAKUNTALA).
My child, I must now give you my counsel. Though I live in the forest, I have some knowledge of the world.

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

Kanva.
My child, when you have entered your husband's home,
Obey your elders; and be very kind
To rivals; never be perversely blind
And angry with your husband, even though he
Should prove less faithful than a man might;
Be as courteous to servants as you may,
Not puffed with pride in this your happy day:
Thus does a maiden grow into a wife;
But self-willed women are the curse of life.
But what does Gautami say?

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

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

Shakuntala.
Oh, Father! Must my friends turn back too?

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

Shakuntala (throwing her arms about her father).
I am torn from my father's breast like a vine stripped from a sandal-tree on the Malabar hills. How can I live in another soil? (She weeps.)

Kanva.
My daughter, why distress yourself so?
A noble husband's honourable wife,
You are to spend a busy, useful life
In the world's eye; and soon, as eastern skies
Bring forth the sun, from you there shall arise
A child, a blessing and a comfort strong—
You will not miss me, dearest daughter, long.

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

Kanva.
My daughter, may all that come to you which I desire for you.

Shakuntala (going to her two friends).
Come, girls! Embrace me, both of you together.

The two friends (do so).
Dear, if the good king should perhaps be slow to recognise you, show him the ring with his own name engraved on it.

Shakuntala.
Your doubts make my heart beat faster.

The two friends.
Do not be afraid, dear. Love is timid.

Shangarava (looking about).
Father, the sun is in midheaven. She must hasten.

Shakuntala (embracing KANVA once more).

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Father, when shall I see the pious grove again?

Kanva.
My daughter, When you have shared for many years
The king's thoughts with the earth,
When to a son who knows no fears
You shall have given birth,
When, trusted to the son you love,
Your royal labours cease,
Come with your husband to the grove
And end your days in peace.

Gautami.
My child, the hour of your departure is slipping by. Bid your father turn back. No, she
would never do that. Pray turn back, sir.

Kanva.
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.

Kanva.
How can you think me so indifferent? (He sighs.)
My lonely sorrow will not go,
For seeds you scattered here
Before the cottage door, will grow;
And I shall see them, dear.
Go. And peace go with you. (Exit SHAKUNTALA, with GAUTAMI, SHARNGARAVA, and SHARADAVATA.)

The two friends(gazing long after her. Mournfully).
Oh, oh! Shakuntala is lost among the trees.

Kanva.
Anusuya! Priyamvada! Your companion is gone. Choke down your grief and follow
me. (They start to go back.)

The two friends.
Father, the grove seems empty without Shakuntala.

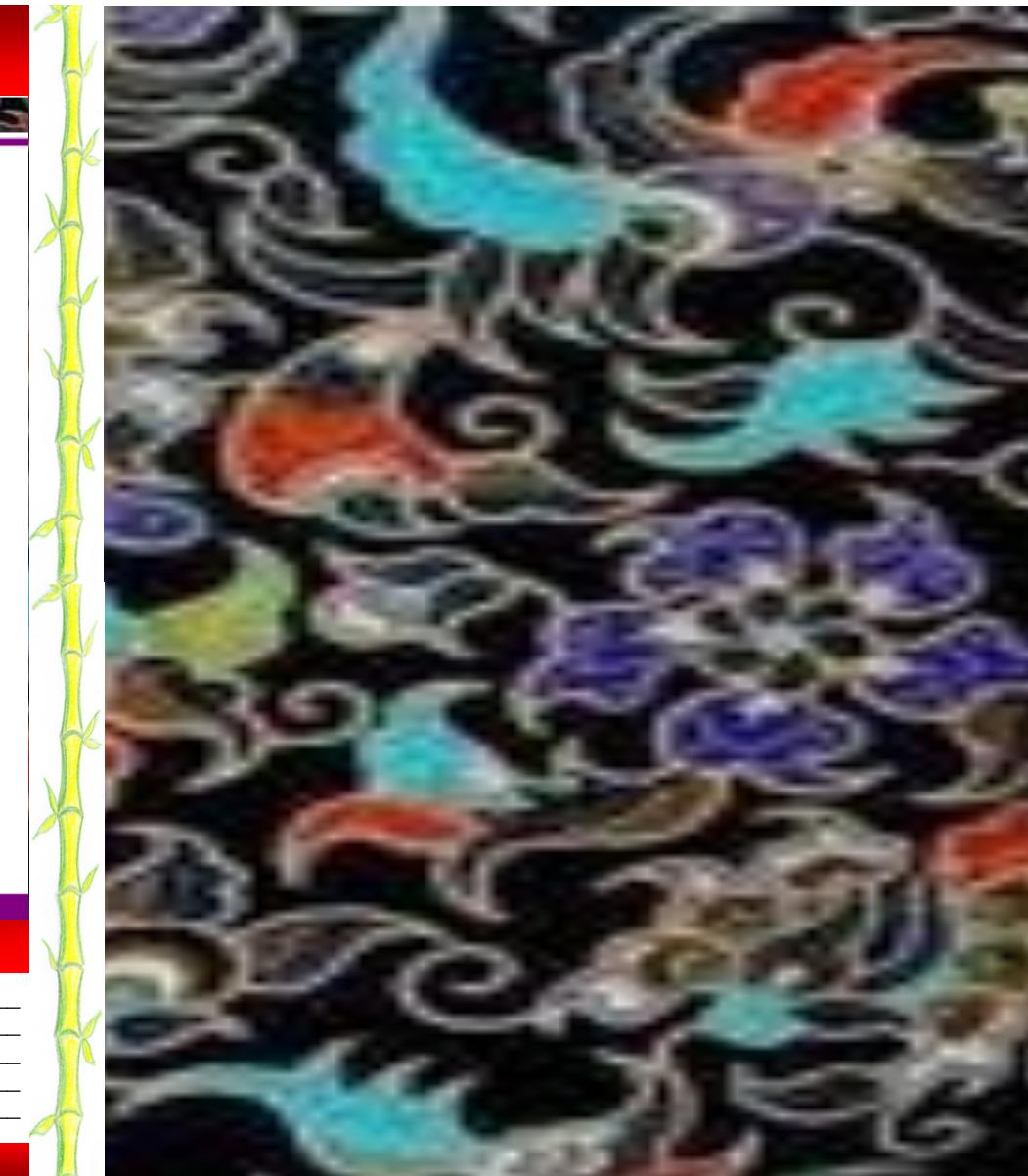
Kanva.
So love interprets. (He walks about, sunk in thought.) Ah! I have sent Shakuntala
away, and now I am myself again. For
A girl is held in trust, another's treasure;
To arms of love my child to-day is given;
And now I feel a calm and sacred pleasure;
I have restored the pledge that came from heaven.

(all exit)

 Let's try to figure out if you understand the selection. Do the following
activities as you go deeper in your search for knowledge.

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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.

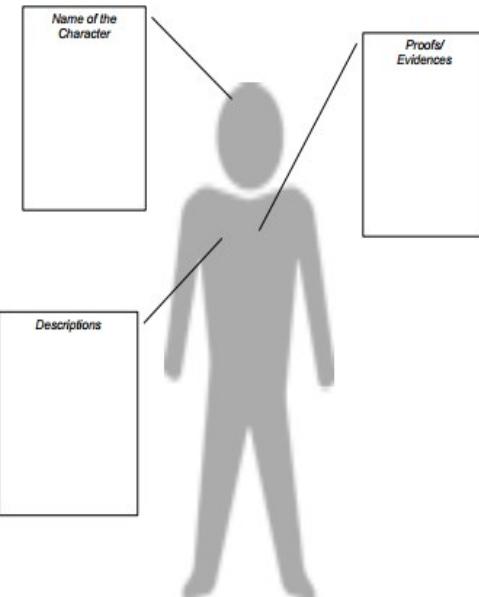
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Activity 20a: CHARACTER MAP

Directions: Do the following tasks below. Use the character map to answer this activity.

1. Describe Shakuntala as a daughter, as a sister and as a friend.
2. Describe Karuna as a father.
3. Cite proof/evidence to your answer.



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Activity 20b: ACTIVE KNOWLEDGE-SHARING

Directions: Participate in the class discussion by answering the following questions. Write your answers on the space provided.

- How is Kanva similar to most fathers nowadays?

- What advice did he give his daughter in her relation with her husband, her husband's family, the people around her?

- As described in the excerpt what is the concept regarding the role of a woman as bride?

- What Indian traditions and values were mentioned in the story? Relate it to Filipino traditions and values.

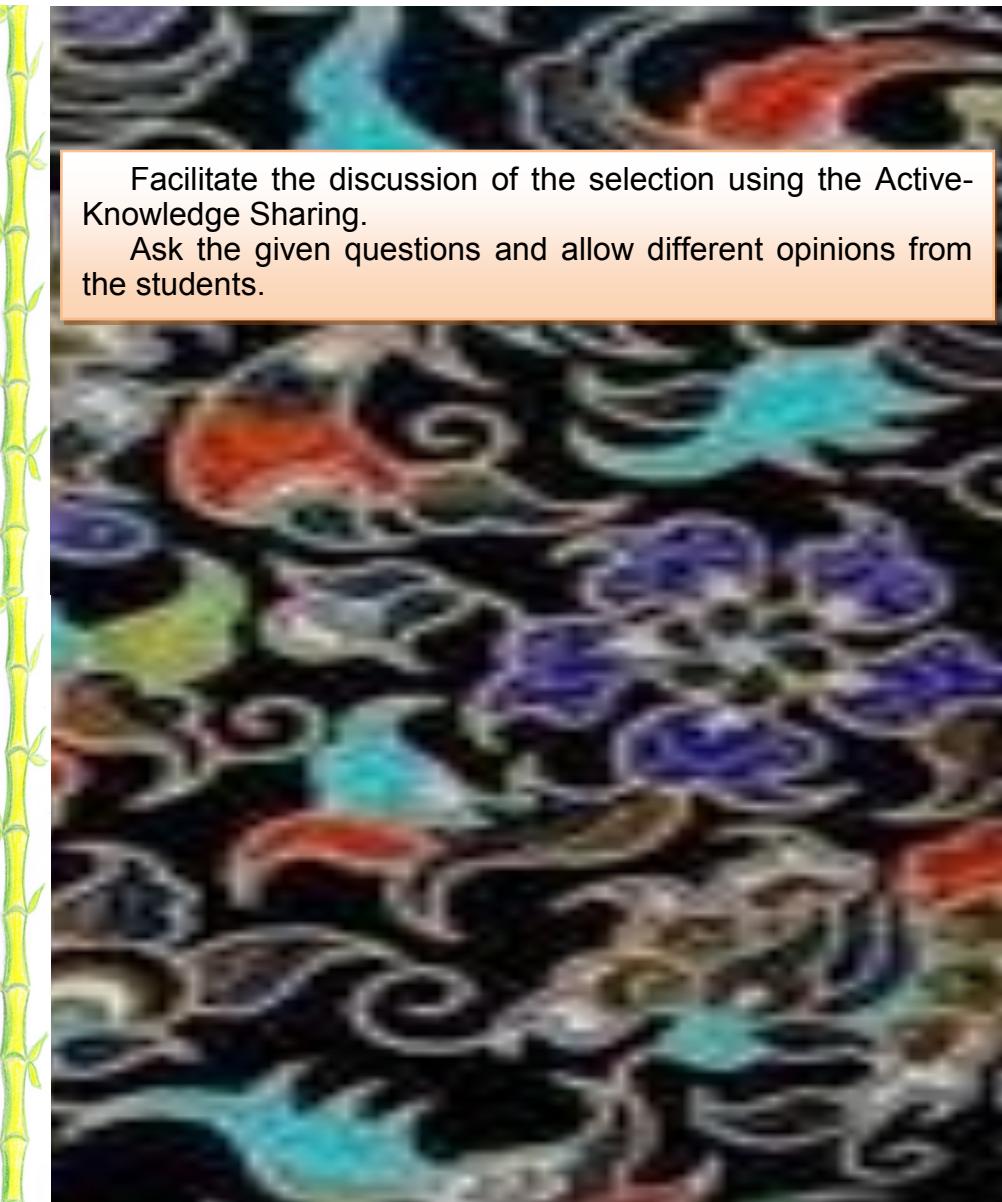
- Go over the text again and list down common practices that we still observe nowadays.

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Teacher's Notes

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

Voyages in Communication Learner's Module - Grade 8



Activity 21: CHARACTER'S EMOTIONS

Directions: Pick one line of a character from the story and deliver it dramatically in front of the class.

Examples:

ANASUYA: Even people ignorant of wordly affairs would say that the King had not behaved like a gentleman towards Shakuntala. (Complaining)

PRIYAMVADA: Anasuya, hurry. We are arranging for the departure of Shakuntala. (With Joy)

SHAKUNTALA: So I became bride again. I will never have friends like you. (She drops tears)

KANVA: How grief weakens me when I see all those grains you scattered in offering of the cottage door sprouting! Go now! God be with you on your journey. (Sighing with grief)



Activity 22: READERS CIRCLE

Directions: Group into five and write your interpretation of the following excerpts in depth using the Readers Circle Strategy. Read, discuss and respond to the dialog assigned to your group. Choose a representative to report what you have discussed.

- Process for the Readers Circle Strategy
- Be sure to work with your members.
 - Assign roles to your members (clarifier, summariser, timekeeper etc).
 - Analyse the assigned text/lines to your group.
 - Prepare for your roles in the circle.
 - Assign your facilitator to a circle.
 - Fill up the self and peer assessment checklist after your group's discussion.

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Teacher's Notes

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Group 1. Priyamvada:

You are not the only one to feel sad at this farewell.
See how the whole grove feels at parting from you.
The grass drops from the feeding doe;
The peahen stops her dance;
Pale, trembling leaves are falling slow,
The tears of clinging plants.

Group 2. Kanva:

Do not weep, my child. Be brave.
Look at the path before you.
Be brave, and check the rising tears
That dim your lovely eyes;
Your feet are stumbling on the path
That so uneven lies.

Group 3. Kanva:

My child, when you have entered your husband's home,
Obey your elders; and be very kind
To rivals; never be perversely blind
And angry with your husband, even though he
Should prove less faithful than a man might be;
Be as courteous to servants as you may,
Not puffed with pride in this your happy day:
Thus does a maiden grow into a wife;
But self-willed women are the curse of life.
But what does Gautami say?

Group 4. Shakuntala:

I am torn from my father's breast like a vine stripped
From a sandal-tree on the Malabar hills.
How can I live in another soil? (She weeps.)

Group 5. Kanva:

So love interprets. (He walks about, sunk in thought.)
Ah! I have sent Shakuntala away, and now I am myself again.
For a girl is held in trust, another's treasure;
To arms of love my child to-day is given;
And now I feel a calm and sacred pleasure;
I have restored the pledge that came from heaven.

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- 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

These are the lines assigned for each group.

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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.

Self and Peer Assessment Sheet

	Yes	No	Sometimes	Evidence
Everyone participates and shares in the discussion process. Communication is interactive.				
The group is supportive of their individual members. Group climate promotes friendliness.				
Group members often ask questions for clarification or elaboration.				
The group discussion stays on topic or on directly related issues.				
The group is energetic and enthusiastic.				



Activity 23: SKETCH TO STRETCH

Directions: Sketch the topic assigned to your group in order to "stretch" or broaden and deepen your imagination, ideas or concepts.



Group 1: Draw a comics strips narrating the story Shakuntala.

Group 2: Draw an illustration of the characters mentioned in the selection.

Group 3: Reveal the theme of the story through a collage.

Group 4: Have a visual presentation of the setting of the story.

Group 5: Illustrate the traditions and values revealed in the selection.

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Activity 24: THINK PAIR

Directions: Answer the following questions with a help of a partner. Write your answers on the space provided.

1. What new realizations do you have about the traditions of Afro-Asian?

2. What similarities do you find between your values as a Filipino and the values of other Afro-Asian countries discussed in lessons 1 to 3? How did you feel about it?

3. Do you see the significance of studying the traditions and values of other Afro-Asian countries? Explain your answer.



At last, you are now ready to give your final answer to the focus question *"How can you better understand your identity as an Asian?"* Write your Final answer in the IRF grid below.

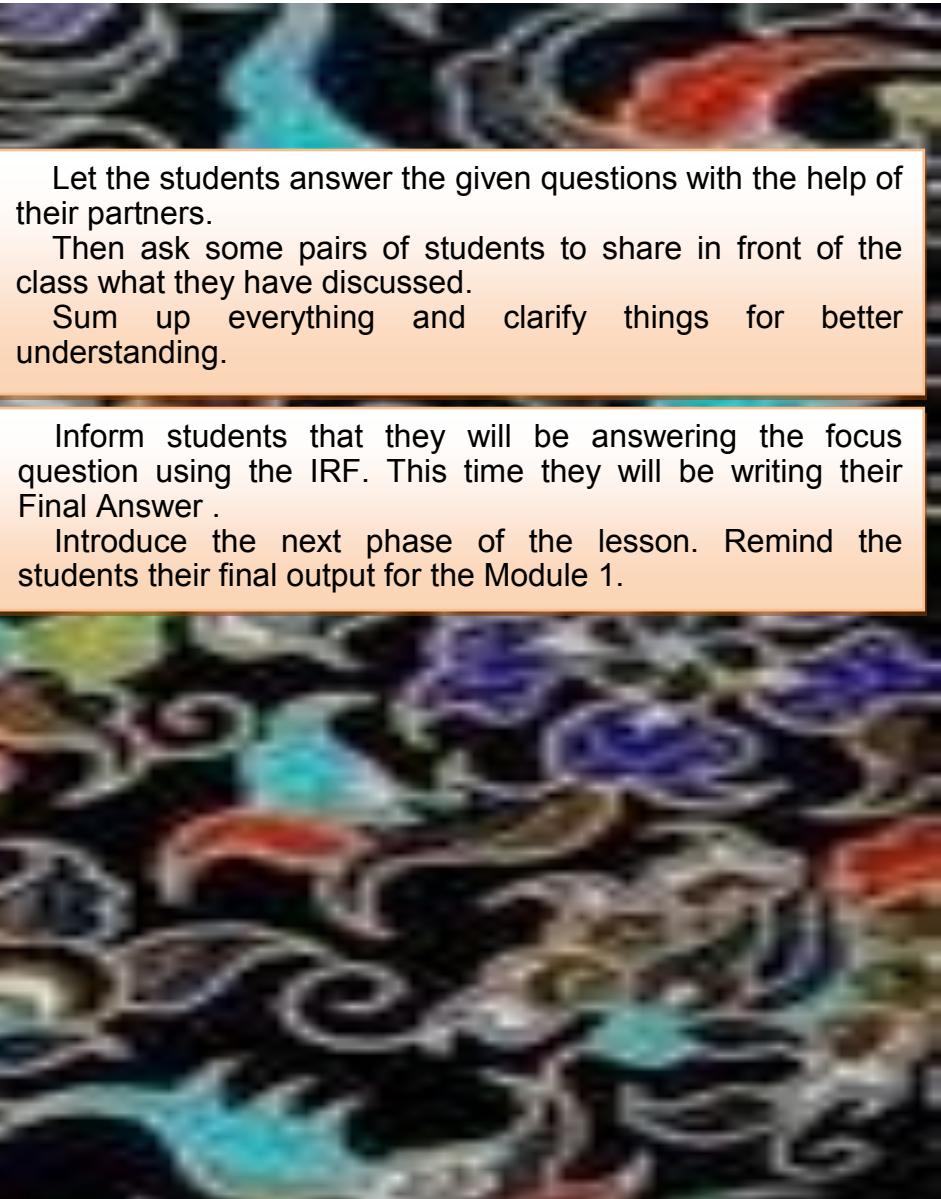
Initial Answer

Revised Answer

Final Answer

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Teacher's Notes



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.

Voyages in Communication Learner's Module - Grade 8

Transfer



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 of the lesson.

Right from the start of Lesson 1 you have been gathering facts and opinions about the traditions and values of people from selected Afro-Asian countries. You have discovered also that the literature of these countries is a great tool in understanding their beliefs and customs.

Furthermore, the previous lessons taught you how to write an informative paragraph that leads you to have your own informative article. Also, you were given a chance to write your own brochure.

This time, your target is to make a write-up promoting the informative and creative exhibit you will put up. The exhibit should showcase the traditions and values of selected Afro-Asian countries.

As part of your preparation for your exhibit, you need to write an event proposal for your exhibit. Please take note of the following instructions on how you will do this.

How to Write an Event Proposal Instructions

1. Write an introduction. Indicate the purpose of the event proposal. Mention prior contact with the recipient or how you learned about the project. Say something encouraging about your company or the project and give an overview of the proposal's contents.
2. Discuss the background. State the problem or opportunity that has brought about this event proposal.
3. Briefly state what it is you are proposing to do.
4. Discuss the benefits or advantages of doing the project.
5. Discuss how you will go about the event and what concepts or theory is involved.
6. Discuss or describe what the finished product will look like and how will it work.
7. Make a statement of feasibility or possible outcome of the proposal. Describe the full benefits of the event.
8. Provide a schedule, timeline or list of project "milestones" for the project. If you cannot cite specific dates for completion of key project phases, estimate in number of days, weeks or months.

Source: [How to Write an Event Proposal | eHow.com](http://HowToWriteAnEventProposal.eHow.com)
http://www.ehow.com/how_6115264_write-event-proposal.html#ixzz2ByM9uEwM



Activity 25: TAKE MY PROPOSAL

Directions: You have learned how to write an event proposal from the guidelines above. You will try your knowledge of the steps by doing the given exercise. Consider the scenario below.

You are the event organizer in your company. You have been asked to run a concert for a fund raising project of a certain foundation. Your target is to invite sponsors who will support your project. As part of your preparation for the event, is to write an event proposal. This letter will be distributed to all the prospect sponsors.

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This is how you will write your event proposal:

1. Title Information:

- The title of the document should be centered in bold letters at the top of the page and should say something such as "LETTER OF INTENT."
- On a line underneath, type what type of intent the letter is for, i.e., "Park Enhancement Grant Program."
- On the left-hand side of the page, begin with the date. It's best to write the date out. For example, write "August 21, 2012", instead of using, "09/21/12", which tends to look less professional.

2. Address Information:

- The address and title information should be typed professionally and correctly. If you are addressing the letter to John Dela Cruz, you would address it to, "Mr. John Dela Cruz". If the letter is sent in care of a second person, you would add that underneath in the following format:
Mr. John Dela Cruz
c/o Cherry De Vera
- The name of the addressee's organization or company goes on the line below with the address following. For example:
Mr. John Dela Cruz
c/o Cherry De Vera
Department of Parks and Recreation
Pearl Drive, Ortigas, Pasig City
- Then type in the regarding line, i.e., "RE: PEG Letter of Intent." And type in the "dear" line. For example, "Dear Mr. Dela Cruz".

3. Letter Body

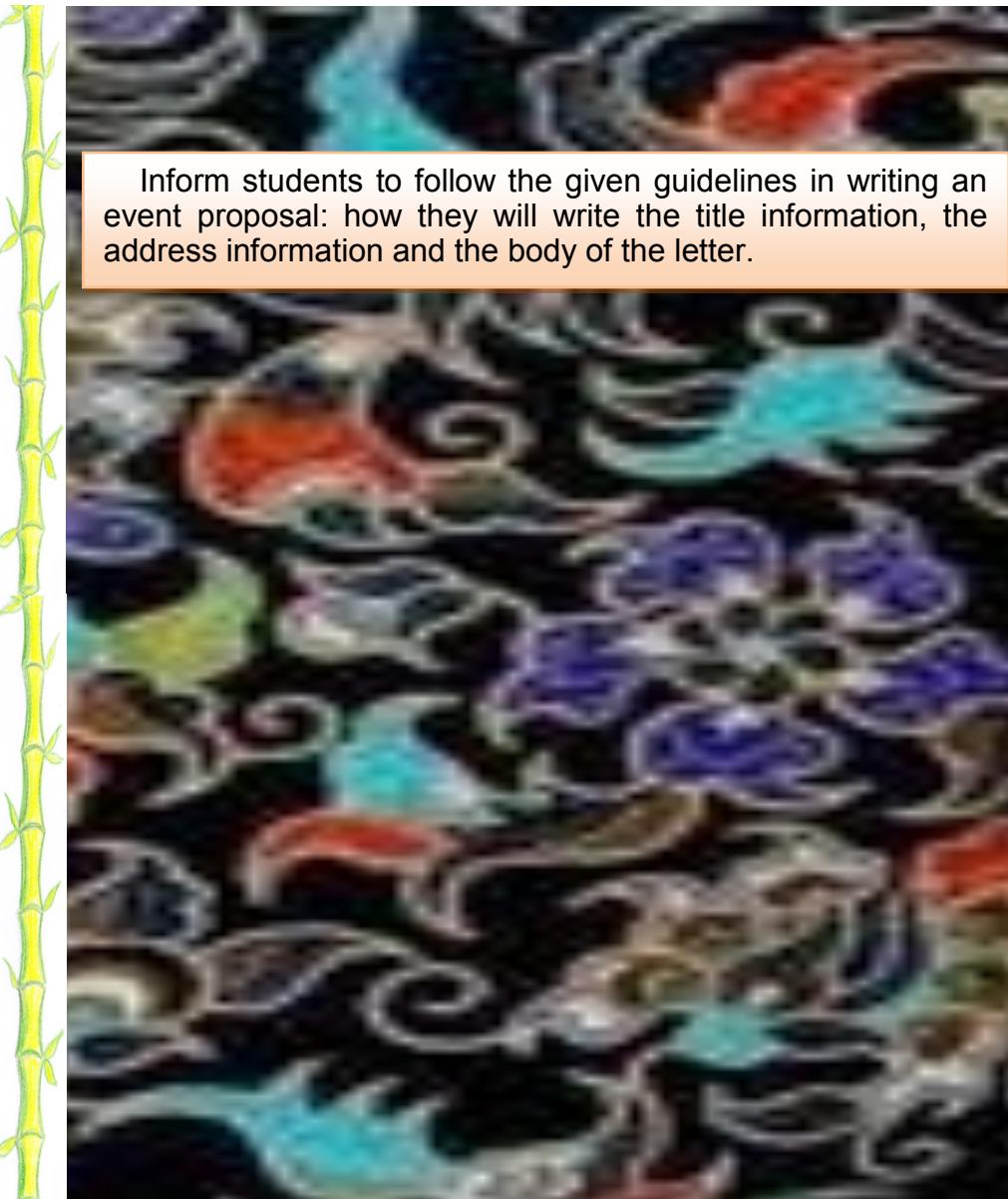
- Keep paragraphs short and concise. Begin the letter with something such as, "I submit this letter of intent to notify the Department of Parks and Recreation of [enter name of organization here]'s intent to submit a proposal for..." Add the remaining information and end the first paragraph here.
- In the second paragraph, talk about your organization's intent and give a brief description of the improvement or whatever the intent is. If you are speaking of a specific park or organization, use proper names.
- In the final paragraph, let the reader know who your representative will be. For example, "[Name] will be our main point of contact for the purposes of the application process and can be reached at..."
- use a bulleted list for the contact information. For example:
 - Mailing Address
 - Phone Number
 - E-mail Address
- In the final paragraph, thank the reader for the opportunity to participate in whatever program to which you are applying. Complete and sign the letter as follows:

Sincerely,
Your Name

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Teacher's Notes

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 from 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.

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Assessment

The following criteria will be used in evaluating your event proposal:

1. Proper Business Letter Format (5 points)
⇒ Heading, inside address, salutation, body, closing, etc. are present.
2. Focused Body Paragraphs (5 points)
⇒ Distinct claims in each body paragraph explaining your project's origins and goals are evident.
3. Specific Details (5 points)
⇒ Specific details in each body paragraph are provided. It doesn't just summarize and generalize.
4. Polished (5 points)
⇒ The errors are checked thoroughly. There is a signature.
5. Passion (5 points)
⇒ Demonstrated a choice of project that reflects your passions and future goals. Showed how your choices relate to your dreams and previous things you've done.

PROCESS QUESTIONS:

1. Were you successful in writing your event proposal? Why do you say so?
2. What difficulty did you encounter in writing your letter of proposal? What did you do about it?
3. Do you think your output meets the criteria for assessing an event proposal? Why?

 The planning process takes time and should not be rushed, that is why it is a good idea to begin this as early as possible. The plan of action and schedule will then be drawn up based on the ideas created by your class and will be used on the day of the event.

You are going to come up with a similar output as follows:



How are you going to do this? There are many creative ways on how to put up an exhibit. Take a look at this.

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Teacher's Notes

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How to Put Up the Best Exhibition Display

Putting up an exhibition, whether it is a large event or a small activity, can be stressful thing to organize and run on. Here are some of the important aspects to consider in putting up an informative and creative exhibit:

1. Find the right equipment to put up a good display and promoting the exhibit. Many people will have been to exhibitions for various and will have noticed that in these events the key to a successful exhibition is promotion and communication.
2. Plan carefully where you will place each unit, making sure that the people are able to see and understand what is being displayed (products, leaflets, brochures, booklets, prototypes, samples, pictures etc.)
3. Choose a theme. It's not enough to simply have lots of artwork you'd like to exhibit; in order to tie each piece together, you need to come up with a focus.
4. Advertise the exhibition. Consider doing press releases. Put up posters around local art schools, universities, trendy areas, cafes, clubs, or even the supermarket bulletin boards. Get in touch with local newspapers and tell them about the upcoming exhibition.
5. Entertain with food and drink. If you can afford it, offer beverages such as champagne, wine or juice, along with finger food or buffet. Or reserve this just for the opening night or morning to share among those who come to an invitation-only opening.

If it enhances the experience, play music at a low level, especially at the end when people start leaving.

Source: <http://www.articlesbase.com/marketing-articles/how-to-put-up-the-best-exhibition-display-526499.html>



PROCESS QUESTIONS:

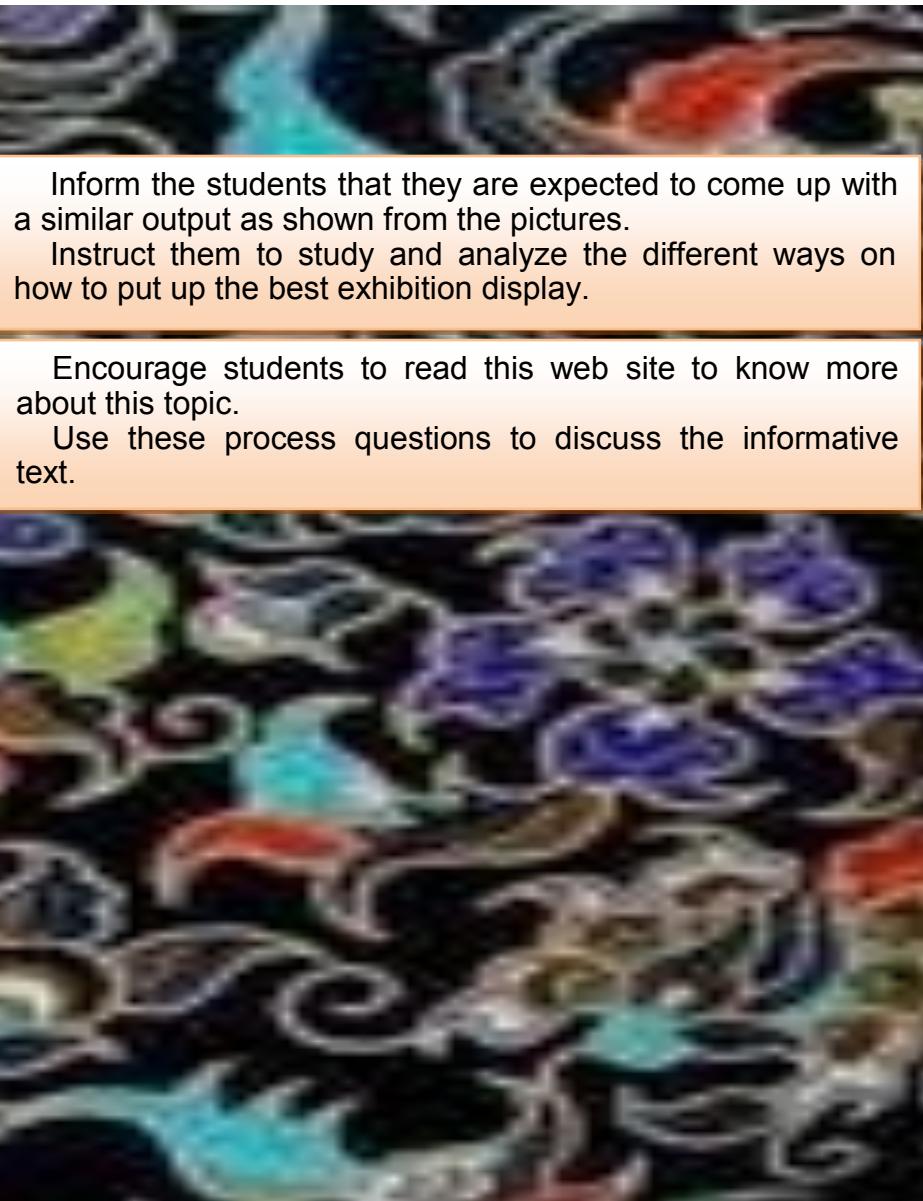
1. Do you find it easy to put up an exhibit?
2. What important things have to be considered in putting up an informative and creative exhibit?
3. What skills and attitudes do you need to come up with an exhibit?

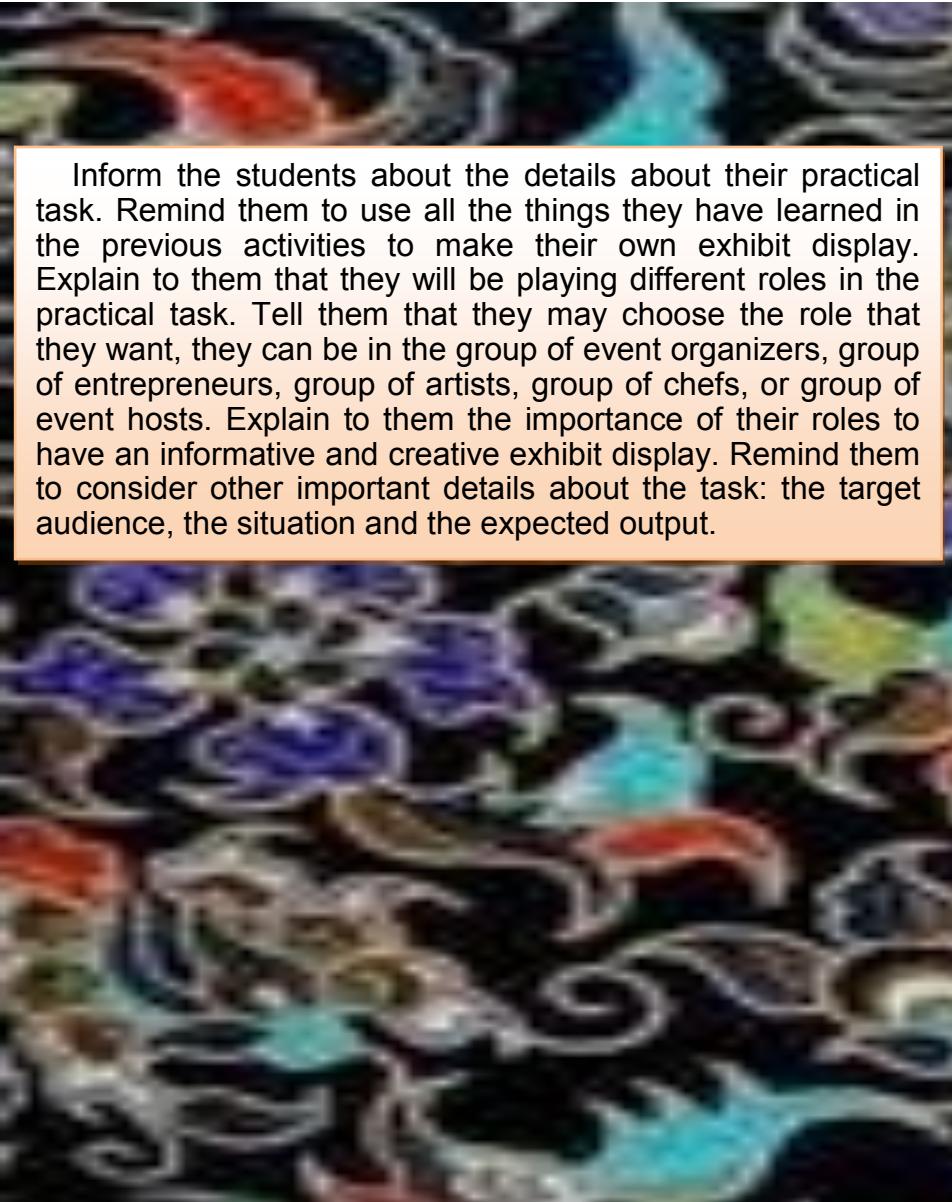


You are now ready to perform your practical task in this lesson. You are on your own to figure out which of the skills you learned in the previous activities would you use to meet the standards in this given task.
Consider the following scenario.

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Teacher's Notes





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.

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Activity 26: GRASP YOUR PERFORMANCE

Directions: Read the task below. In your group, discuss and plan on how you will prepare your exhibit. The rubric for grading is provided here to remind you on how your work will be graded.



TASK

Your city is hosting the 1st Asia-Africa Cultural Summit. As the spearhead of the promotional activities for the event, the City Tourism Council intends to put up an exhibit dubbed as "Taste Asia, Taste Africa" as a welcome treat to the summit delegates. As the well acclaimed group of event organizers in the city, you have been tapped to prepare the exhibit showcasing the different traditions and values of selected Afro-Asian countries. Your output will be evaluated based on the quality of information presented, creativity, relevance to the theme and visual impact.

Goal:

To showcase the different cultures of selected Afro-Asian countries in an exhibit

Differentiated Roles:

You are:

- event organizers who will prepare a detailed plan of the event
- advertisers/entrepreneurs who will design flyers/brochures for the event including the agro-industrial products of Afro-Asian countries
- 1st artists who (1) will dress up like mannequins dressed in traditional Afro-Asian costumes, will move and talk at the drop of a coin (fund-raising) and (2) prepare slide/video presentation on the traditional music and dance of Afro-Asian countries
- chefs who will feature the best Afro-Asian cuisines through make-believe/real cooking demonstration
- event hosts who will write script for the presentation of the exhibits in coordination with the events' organizers

Audience:

The target audience is foreign and local tourists.

Situation:

The City Tourism Council will launch the "Taste Asia, Taste Africa: A Cultural Awareness Program" as part of its information campaign for the "One ASEAN" advocacy. Your group is tasked to present an exhibit of Afro-Asian cuisine, traditional music and fashion, and agro-industrial products.

Product:

You need to put up an informative and creative exhibit showcasing the different traditions and values of selected Afro-Asian countries.

You need to show foreign and local tourists the distinctive characteristics of the selected Afro-Asian countries.

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Rubric of the "Taste Asia, Taste Africa Exhibit"					
CRITERIA	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	RATING
Organization/ Collaboration	All members contribute in the completion of the assigned task.	Most of the members contribute in the completion of the assigned task.	Some members contribute in the completion of the assigned task.	Few members contribute in the completion of the assigned task.	
Content/ Information presented	Presentation of information is in-depth and comprehensive and strongly adheres to the theme.	Presentation of information includes essential knowledge about Afro-Asian countries and adheres to the theme	Presentation of information includes essential knowledge about Afro-Asian countries but there are 1 to 2 factual errors and inadequately adheres to the theme.	Content is minimal or there are several factual errors and does not adhere to the theme.	
Creativity	Exhibit makes excellent use of effects, style, and artistry to enhance the content.	Exhibit makes use of effects, style and artistry to enhance the content.	Exhibit makes use of effects and style to enhance the exhibit but occasionally distract the content.	Exhibit uses effects and style to enhance the exhibit but these often distract the content.	
Audience impact	Presentation is well rehearsed with smooth delivery that holds audience attention.	Presentation is rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery is not smooth but is able to maintain interest of the audience most of the time.	Delivery is not smooth and audience attention is often lost.	
				TOTAL	



PROCESS QUESTIONS:

- How's your experience in doing your final task?
- Did you find the skills you have learned previously helpful in doing this task? Why?
- What important insights did you gain from doing this practical task?
- How did the task help you see the real world use of the topic?

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Teacher's Notes

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.



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.

Voyages in Communication Learner's Module - Grade 8

● Glossary of Terms

- Assessment – evaluation of something based from its worth of importance.
- Cluster – small group or bunch of something.
- Collocations – are two or more words that often go together.
- Context clues – information (such as a definition, synonym, antonym, or example) that appears near a word or phrase and offers direct or indirect suggestions about its meaning.
- Exhibit – an object or collection displayed to the public.
- Graphic organizer – visual artistic representation of information gathered.
- Juncture – the set of features in speech that enable a hearer to detect a word or phrase boundary.
- Literature – the body of written works of a language, period or culture.
- Proposal – a proposed plan.
- Reflection – a thoughtful idea or remark.
- Resolution – a formal statement of opinion.
- Script – a copy of the text of a play, film, etc.
- Transcode – to put all the things learned from a text to a concept map.
- Validate – to prove to be valid, to authenticate.
- Video clip – a clip containing images and sounds.
- Write-up – a written report, specifically a favorable one.

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Teacher's Notes

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● Summary/Synthesis/Generalization ●

Hello, young explorers! You have just finished your wonderful journey of Searching for Knowledge. You were able to arm yourself with a map as you did your Quest for Knowledge in Lesson I. Surely, your hunger for facts and information about our Afro-Asian families was satisfied. In Lesson II, you were able to equip yourself with a compass as you visited selected Afro-Asian countries to Build up your Knowledge Bank. Definitely, you have built your knowledge bank with rich, varied and ancient traditions of particular Afro-Asian countries. And in Lesson III, you did not forget to use your magnifying lens as you highlighted your significant discoveries and shared what you learned. You have successfully put up your own informative and creative exhibit showcasing the traditions and values of people from selected Afro-Asian countries discussed in Lessons I-III.

Module 1 presented you an agent body of readings for pleasure, helped you be aware of the beauty of literature, and assisted you to know how writings reflect not only the author's life and thoughts but also the spirit of age, the ideals of the nation's history and the commonalities of Afro-Asian people.

Well done young explorers! All the pieces of literature you studied and all the activities you successfully accomplished developed and improved not only your skills but also your attitudes, habits and appreciations. What you learned will definitely be your guide to better understand your identity as a Filipino and as an Asian. You can now respond to the ethical challenge of today's generation not just to learn but more importantly to learn how to live together harmoniously.

Congratulations! Are you ready to take another trip? Let's find out if you're ready for the next learning adventure. Answer the following post-assessment and you are ready to take off.

Encourage your students to read the Summary/Synthesis/Generalization. Facilitate a short discussion and analysis for this part.

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Teacher's Notes

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

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● Post-Assessment

Let's find out how much you have learned on this module. Choose the letter that you think best answers the question. Remember to answer all items. Write the answers in your notebook. After taking this short test, your answers will be checked to find out your score.

Read this folk literature from China and answer the questions that follow. Circle the letter of the correct answer.

Tiki-Tiki Tembo A Chinese Folktale

Once upon a time in faraway China there lived two brothers, one named Sam, and one named TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako.

Now one day the two brothers were playing near the well in their garden when Sam fell into the well, and TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako ran to his mother, shouting, "Quick, Sam has fallen into the well. What shall we do?"

"What?" cried the mother, "Sam has fallen into the well? Run and tell father!" Together they ran to the father and cried, "Quick, Sam has fallen into the well. What shall we do?"

"Sam has fallen into the well?" cried the father. "Run and tell the gardener!" Then they all ran to the gardener and shouted, "Quick, Sam has fallen into the well. What shall we do?"

"Sam has fallen into the well?" cried the gardener, and then he quickly fetched a ladder and pulled the poor boy from the well, who was wet and cold and frightened, and ever so happy to still be alive.

Some time afterward the two brothers were again playing near the well, and this time TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako fell into the well, and Sam ran to his mother, shouting, "Quick, TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?"

"What?" cried the mother, "TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well? Run and tell father!"

Together they ran to the father and cried, "Quick, TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?"

"TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well?" cried the father. "Run and tell the gardener!"

Then they all ran to the gardener and shouted, "Quick, TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?"

"TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well?" cried the gardener, and then he quickly fetched a ladder and pulled TikiTikiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako from the well, but the poor boy had been in the water so long that he had drowned.

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1. In the folktale, one of the brothers died. What could have caused the death of the boy: Tiki-liki?
 - a. The gardener didn't come at once.
 - b. Sam failed to tell their parents of Tiki-liki's situation immediately.
 - c. The boy was not the family's favourite.
 - 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.
 - b. Ancient Chinese depended on house help as in this folktale.
 - c. Ancient Chinese loved to tell stories of adventure
 - d. Ancient Chinese wrote short stories with complicated plot
- 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"?
 - a. job
 - b. that
 - c. should
 - d. he
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.
 - b. True meaning of the sentence can be expressed through its length.
 - c. True meaning of the sentence can be expressed in different word or words.
 - d. There are different meanings behind the 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 ?
 - a. He will offer the sheep to the church
 - b. He will give divide the meat to all of his neighbors
 - c. He will cook the meat and ask his neighbors to go to his house and eat with him.
 - d. He will cook the meat and celebrate alone
6. In your literature class, your performance task is to make an adaptation of Mahabharata. For you to be able to show the adaptation clearly and effectively, what is the possible output you could have for this project?
 - a. Make your own version of the story
 - b. Have a photocopy of the story
 - c. Prepare a drama presentation of Mahabharata
 - d. Write a slogan about the story
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?

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an adaptation of Mahabharata. For you to be able to show the adaptation clearly and effectively, what is the possible output you could have for this project?
c. Prepare a drama presentation of Mahabharata

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?
c. Family is important.
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.

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- a. Family is always right
 - b. Chinese and Japanese children are dependent on their parents
 - c. Family is important.
 - d. Chinese and Japanese parents are protective of their children
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?
a. They consider their guests as very important people.
b. They are service oriented people.
c. They drink their tea only in the company of friends.
d. They want to impress their guests.
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.
b. Chinese and Japanese understand the written language but not the spoken language.
c. Chinese and Japanese understand the spoken but not the written language.
d. Chinese and Japanese do not 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?
a. history
b. customs
c. economics
d. politics
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?
a. If you won in this pageant, what would you initially do?
b. If you were to change something about this pageant, would that be and why?
c. If you were to sacrifice one thing for the pageant, what would it be and why?
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.

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12. How are the ideas in the paragraph organized?

- a. cause effect
- b. descriptive
- c. chronological sequence
- d. simple listing

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

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

13. They worked rapidly ___ carefully.

14. We sang ___ danced heartily.

15. She was here yesterday; ___, I didn't talk to her.

16. She is absent; ___, 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

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

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