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ENGLISH ENCOUNTERS: LANGUAGE

Teacher's Resource Material

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UNIT III

SOARING PROUDLY

Lesson 1

Caring for Mother Nature

Topic: Verbs in the Simple Present Tense

Values: The daily things we do affect the environment.

A. Pupils will understand that:

- knowing how to use the different tenses correctly helps me communicate my thoughts and feelings properly.

B. Pupils will know:

- the rules in forming simple present tense verbs.

C. Pupils will be able to:

- identify simple present tense of verbs.
- apply the rules in forming simple present tense of verbs in sentences.

D. Assessment Evidence/s:

- Pupils will organize a class garden. Each pupils will be assigned to a plant. He/She will have to write instructions on how to take care of the plant.

E. Learning Plan:

1. As a class, read an excerpt of "Trees." (Optional: Read the entire text from the *English Encounters: Reading 2* worktext.)
2. Motivation:
Pupils will list down some of the things they do regularly to keep the environment clean.
3. Identify together the actions they mentioned and introduce verbs in the simple present tense form.

What I will differentiate:

- content
- process
- product

Based on:

- readiness
- interest
- learning profile

Grouping options:

- individual
- pairs
- small groups of (varies)

4. Read **Grammar Point**. Discuss the different rules and time expressions used in forming simple present tense verbs.
5. Answer Exercises A–C.
6. Differentiated Activity:

Pupils may be divided according to their readiness. Assess their skills through the previous exercises and classroom drills. Prepare different verb flash cards. Each flash card contains a picture of an action. (Optional: The theme of the flash cards may be actions related to nature and the environment so that it will follow the unit’s theme.)

 - a. For struggling pupils, show a verb flash card. The card may contain the verb in its base form. The pupils must give the present tense form of the verb in singular and plural form. They will also write a sentence using the verb in present tense form.
 - b. For average pupils, show a verb flash card without anything written on it. They will think of their own action. They will write 3–5 related sentences about the picture he/she has. The verbs in the sentences must be in present tense form.
 - c. For advanced pupils, allow them to choose 3–5 verb flash cards. They will create a simple story about the pictures they have chosen. The story may contain five or more sentences using verbs in the present tense.
7. In **Express Yourself**, pupils may practice making acrostics as a class. Show the pupils several examples of acrostics. For variation, pupils may also write and illustrate their acrostics as shape poems.
8. In **Exchange Ideas**, the class garden project may be integrated with science class. Plants may be pre-selected so that the garden would be organized. Show the pupils examples of simple directions found on labels to help them write their own instructions.
9. Present to the pupils data on how much resources and energy one person consumes. Identify the daily activities that they do that affect our energy consumption. Discuss how changing some of the things we do every day may have an impact on our environment.



For additional information on this topic, ask the pupils to log in to www.rexinteractive.com and access **Useful Links** of related websites.

Lesson 2

Caring for Our Pets

Topic: Verbs in the Simple Past Tense

Values: Meaning is not only given through words but through actions and expressions.

A. Pupils will understand that:

- knowing how to use the different tenses correctly helps me communicate my thoughts and feelings properly.

B. Pupils will know:

- the rules in forming simple past tense verbs.

C. Pupils will be able to:

- identify simple past tense of verbs.
- apply the rules in forming simple past tense of verbs in sentences.

D. Assessment Evidence/s:

- Differentiated Activity:
Pupils will work in groups. They will choose from a selection of fables. They will perform these fables in a musical.

E. Learning Plan:

1. As a class, read the diary entry, "A Special Pet" in **Link to Reading**.
2. Motivation:
Ask the pupils to draw a pet that they have or a pet that they would like to have someday. Let the pupils share their answers in class.
3. Review the diary entry again and ask the pupils to reread the underlined words. Ask them when the action happened. Introduce verbs in the past tense.
4. Read and discuss the rules in forming past tense verbs in **Grammar Point**. Provide a list of irregular verbs that pupils usually use.
5. Online games may be used as drills. Here are some websites with games:
 - a. http://www.marks-english-school.com/games/b_past.html
 - b. [http://www.bbc.co.uk/skillswise/english/games?page=3\(TensesTreasureHuntGame\)](http://www.bbc.co.uk/skillswise/english/games?page=3(TensesTreasureHuntGame))

What I will differentiate:

- content
- process
- product

Based on:

- readiness
- interest
- learning profile

Grouping options:

- individual
- pairs
- small groups of five

6. Answer Exercises A–C.
7. In **Express Yourself**, writing activity may be linked to a lesson about animal behavior in science class. Pupils may be shown actual videos of animals so that pupils may have a better idea on how to pretend to be like them. The activity may be modified to appear like a diary entry. Check the verbs if they are written in simple past tense.
8. Differentiated Activity:

In **Exchange Ideas**, read simple fables in class. Discuss why certain animals were chosen to portray specific characters. Ask the pupils if their roles have something to do with their natural animal behavior (e.g. A wolf is always chosen as the villain because in reality, they usually hunt for their prey and appear sneaky).
9. Show pupils cartoons that don't have any dialogue (e.g. Peter and the Wolf, or old cartoons). Discuss the role of music and movement in telling the story. Let pupils listen to different instrumental music and allow them to move freely. Discuss what actions they relate to certain kinds of music. They may also listen to modern or contemporary songs and do the same exercise.
10. Group the pupils in groups of five. Pick one fable for the class. Each group will reenact one character in the fable through a music and movement performance. For example, a group may be assigned to the wolf from "The Boy Who Cried Wolf." Teacher will provide different kinds of music, which may be classical or modern. Each group will now choose their own music to accompany their actions as a wolf. This is similar to the pantomime (See Unit 2, Lesson 5) except that music is added.



For additional information on this topic, ask the pupils to log in to www.rexinteractive.com and access **Useful Links** of related websites.

Lesson 3

Saving Our Waters

Topic: Verbs in the Simple Future Tense

Values: People need routines in their everyday lives because these help them better prepare for the future.

A. Pupils will understand that:

- knowing how to use the different tenses correctly helps me communicate my thoughts and feelings properly.

B. Pupils will know:

- the rules in forming future tense of verbs.

C. Pupils will be able to:

- identify simple future tense of verbs.
- apply the rules in forming simple future tense of verbs in sentences.

D. Assessment Evidence/s:

- Pupils will create their own emergency survival guide. They will draw and list ten items they think people will be able to use in case of an emergency. Another option may be to create a survival guide for Grade 2 pupils. The guide will feature different materials and items they need for their everyday lives in second grade.

E. Learning Plan:

1. As a class, read an adaptation of "Save the River." (Optional: Read the entire text from the *English Encounters: Reading 2* worktext.)
2. Motivation:

Pupils will write down their predictions on what could happen if people continue to pollute rivers and other bodies of water. Another option is to ask pupils to draw their predictions in small groups instead of writing them down.
3. Ask the pupils why it is important to think about future events even if they haven't happened yet. Ask the pupils what they plan to do to keep the environment clean.
4. List down their answers and highlight the future tense verbs they used. Introduce the lesson and read **Grammar Point**.
5. Answer Exercises A–C.
6. In **Express Yourself**, pupils may work individually or in groups. Emphasize that commandments should be written using verbs in the future tense. Give examples before letting them do it on their own. Another option is to let the pupils write their commandments on a $\frac{1}{4}$ illustration board so that it may include artwork and designs. Post the best works around the classroom or campus.
7. In **Exchange Ideas**, discuss with the pupils the safety rules during a fire or earthquake. Ask the pupils how they think people came up with these rules. Ask them what are the patterns or signs in nature that people use to predict disasters. Discuss the importance of being prepared at all times because despite these signs and patterns, we can only guess and not fully predict when a disaster might occur.
8. Ask the pupils what materials would be useful for them to have during a disaster. Let them draw and list down their answers. Ask them to label each drawing and to write a description on how they will use

them. Read the example together. Another option may be to create a survival guide for Grade 2 pupils. The guide will feature different materials and items they need for their everyday lives in second grade.



For additional information on this topic, ask the pupils to log in to www.rexinteractive.com and access **Useful Links** of related websites.

Lesson 4

True Beauty

Topic: Adjectives

Values: There are different ways to show our love for our country.

A. Pupils will understand that:

- we can experience the word in different ways by using our different senses.
- we can describe the world in different ways by using adjectives.
- the words we use reflect one's own thoughts, feelings, and beliefs.

B. Pupils will know:

- the different kinds of adjectives.

C. Pupils will be able to:

- identify adjectives in sentences.
- give examples of different kinds of adjectives in sentences.

D. Assessment Evidence/s:

- Pupils will create their own travel guide about the Philippines.

Material Needed:

- Fact or Act Game #3 – Adjectives

E. Learning Plan:

1. Read an excerpt from the poem, "Nature's Beauty" in **Link to Reading**. (Optional: Read the entire text from the *English Encounters: Reading 2* worktext.)
2. Motivation:
Ask the pupils what makes a person beautiful. Ask them to think of a beautiful person they know and let them write their answers on the chart provided. Let the pupils share their answers in pairs or in small groups.
3. Point out the different ways in which we can describe people. Introduce these words as adjectives.
4. Read **Grammar Point** and discuss the different kinds of adjectives. During the discussion, bring different objects/pictures to class. Ask the pupils to describe them in different ways.

5. Answer Exercises A–C.
6. In **Express Yourself**, bring a picture of a famous site in the Philippines. Ask the pupils to describe the place. Let the pupils bring a picture of themselves in one of their favorite places. If they don't have a picture, they may draw the place. They will use the photo or drawing as the design of their postcard. They will use the same postcard to write a letter to someone. In their letter, they will describe the place they went to.
7. In **Exchange Ideas**, the project may be linked to civics and culture class. Pupils may review the beautiful and historical sites in the Philippines. Discuss why we value and give importance to these places.
8. Let the pupils work in ten groups. Their task is to create a travel guide about ten places in the Philippines. Each group will describe a place and the different activities that can be done there.
9. As an option, groups may be assigned to different regions (Luzon, Visayas, or Mindanao) so that places all over the Philippines will be featured. Let the pupils do an oral presentation of their travel guide.

For additional activity on "Adjectives," facilitate the card game in Fact or Act 2 Language Game 3.



For additional information on this topic, ask the pupils to log in to www.rexinteractive.com and access **Useful Links** of related websites.

Lesson 5

Up, Up, and Away!

Topic: Sequence of Adjectives

Values: Creative ideas have no value unless they are shared.

A. Pupils will understand that:

- the words we use reflect one's own thoughts, feelings, and beliefs.

B. Pupils will know:

- the correct order of adjectives.

C. Pupils will be able to:

- sequence two to three adjectives in a sentence.

D. Assessment Evidence/s:

- Differentiated Activities:
 1. Pupils will create their own picture dictionaries about the weather and the different heavenly bodies in the sky.

2. Pupils will have a fashion show about different outfits worn in different types of weather.

E. Learning Plan:

1. Read the poem, "I Wonder" in **Link to Reading**.

2. Motivation:

Bring the pupils outside to observe the weather. In the classroom, ask them to describe what they saw outside. List down the adjectives.

3. For each sentence, identify the group of adjectives. Introduce the idea that there is a correct order to sequence adjectives.

4. Read the rules in sequencing adjectives in **Grammar Point**.

5. For extra drills, use I Spy books. Let the pupils create their own I Spy riddles using the books. Remind pupils to use the correct order of adjectives in their riddles.

6. Answer Exercises A–C.

7. Differentiated Activity:

In **Express Yourself**, show pupils examples of real picture dictionaries. Let the pupils create their own picture dictionaries about heavenly bodies and the weather. This project may be integrated with their science class. They may choose the terms they have studied in their class and include them in their dictionary. Remind pupils to use adjectives in their descriptions. Finished books may be included in the classroom library for other pupils to read and enjoy.

8. Differentiated Activity:

In **Exchange Ideas**, ask the pupils how they feel about sharing their ideas or inventions to other people. Ask them what may happen if people didn't share their own ideas, inventions, or creativity to others. Ask them if these ideas would still have value if they weren't shared to anyone.

9. Divide the pupils into small groups. Assign a specific kind of weather for each. The pupils are now tasked to come up with their own ideas for outfits to wear in their assigned weather. After designing and deciding what clothes to wear, pupils will model these outfits in a fashion show. As pupils are walking down the ramp, one of them has to describe the outfit being modeled in front.

What I will differentiate:

content

process

product

Based on:

readiness

interest

learning profile

Grouping options:

individual

pairs

small groups of five

10. In the end, pupils may vote on the best outfits or come up with a best-dressed list.



For additional information on this topic, ask the pupils to log in to www.rexinteractive.com and access **Useful Links** of related websites.

Lesson 6

The Fight to Save the Earth

Topic: Comparison of Adjectives

Values: One person's trash could be another's treasure.

A. Pupils will understand that:

- the words we use reflect one's own thoughts, feelings, and beliefs.
- using language conventions will enhance my ability to clearly communicate ideas.

B. Pupils will know:

- the different degrees of comparison of adjectives.

C. Pupils will be able to:

- compare two or more adjectives in sentences.

D. Assessment Evidence/s:

- Pupils will set up their own rummage sale. They will create their own posters and invitations. They will also create labels and descriptions for the categories/things in the rummage sale.

E. Learning Plan:

1. Read "Mario's Lesson on Global Warming" in **Link to Reading**.
2. Motivation: In connection to Mario's last question, present pictures or videos that show how much our environment has changed over time.
3. Ask pupils to compare and contrast the changes that they see from the pictures (e.g. The air is darker and more polluted. Floods are stronger).
4. Underline the adjectives and ask the pupils what happens to the adjective once you start comparing two or more objects.
5. Introduce the different degrees of comparison of adjectives. Read each rule in **Grammar Point**.
6. As a drill, bring different objects to class and ask pupils to compare and contrast the objects. Use the adjectives in varying degrees of comparison.
7. Answer Exercises A–C.

8. In **Express Yourself**, discuss the different causes of global warming. Let the pupils create a comic strip that shows the effects of global warming. Tell them to use adjectives in their comic strips.
9. In **Exchange Ideas**, discuss the concept of recycling. Bring different objects (e.g. plastic bottle, plastic bag, etc.) and ask pupils how else they can use these items again. Ask them to list as many ideas as they can.
10. Ask the pupils to collect different items at home that they do not need anymore and are willing to sell. As a class, divide the items into different categories (e.g. toys, books, clothes, etc.). Label these categories and items. Simple descriptions may be included (e.g. clothes – stylish and colorful outfits; Books – interesting and entertaining stories).
11. Pupils will create posters about the rummage sale using adjectives. The proceeds of the rummage sale may go to the class funds or to an institution that helps the environment.



For additional information on this topic, ask the pupils to log in to www.rexinteractive.com and access **Useful Links** of related websites.