

ESSENTIAL ENGLISH

Teacher's Resource Material

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Published & Distributed by

REX Book Store

856 Nicanor Reyes, Sr. St.
Tel. Nos. 736-05-67 • 735-13-64
1977 C.M. Recto Avenue
Tel. Nos. 735-55-27 • 735-55-34
Manila, Philippines
www.rexpublishing.com.ph





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RBS English Series
Essential English Grade 8
ISBN 978-971-23-7047-2

Classification: Teacher's Resource Material (53-EI-00040-E)

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Printed by  REX PRINTING COMPANY, INC.

84-86 P. Florentino St., Sta. Mesa Heights, Quezon City / Tel. No.: 857-7777

FIRST QUARTER: LITERATURES OF AFRICA

Unit I – Understanding African Beginnings Through Its Poetry and Folklore

Summary:

The units allow the learner to describe the notable songs, poems, and chants contributed by African writers, identify the distinguishing features of notable African poems and chants, explain how the elements of poetry contribute to the theme of the poem selection, and express appreciation for sensory images.

After understanding the literary text, the learner should be able to scan for logical connectors to determine text types, skim to determine key ideas, determine the meaning of idiomatic expressions by noting context clues and collocations, and use context clues from the material viewed.

Furthermore, the learner should be able to listen from the given text for important points signaled by volume and projection, use the correct sounds of English, generate ideas in our-step word outlines forms, and use parallel structures in sentences.

Through African folklore, the learner is expected to describe the notable folk literature contributes by African writers, explain how the elements of fiction contribute to the theme of the folklore selection and determine tone, mood, technique, and purpose of the author.

After reading the text, the learner should be able to skim to determine key ideas, use speed reading for one's purpose, determine the meaning of idiomatic expressions by noting collectives, use appropriate strategies in unlocking the meaning of unfamiliar words, and organize information from a material viewed.

In listening and speaking skills, the learner should be able to listen for important points signaled by pitch and stress, determine how volume, projection, pitch, stress, intonation, juncture, and rate of speech source change meaning, use appropriate prosodic features of speech when delivering lines, organize notes taken from an expository text, arrange notes using a variety of graphic organizers, and use parallel structures in words, phrases, and clauses.

Grade Level Standards:

The learner demonstrates communicative competence through his/her understanding of Africa-Asian Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.

Pre-assessment:

1. Administer a pre-assessment by asking students to give some examples of tales that have been passed down from generation to generation and by discovery how African lived as expressed in poetry.

Key Stage Standards

Students should be able to demonstrate communicative competence through their understanding of literature and other text types for a deeper appreciation of African Culture and those of other countries.

2. Ask students to discover the similarities and differences of the various Philippine and African folktales.

On-going Assessment:

All activities for comprehension and reading skills, literary, vocabulary, listening, speaking, language, and writing skills.

Assessment:

Assessment deals on remedial activities, summative test, and performance-based task.

Lesson 1: African Life Through Its Poetry

Knowledge

- Songs, poems, and chants
- Elements of poetry
- Folklore
- Scanning for logical connectors
- Idioms
- Noting context clues
- Skimming key ideas
- Prosodic features of speech
- Correct sounds of English
- Tone, mood, technique, and purpose
- Speed reading
- Pitch, stress, intonation, juncture
- Rate of speed
- Variety of graphic organizers
- Parallel structures

Skills/21st Century Skills:

- Read poems, songs, and chants
- Analyze folktales
- Identify elements of poetry and fiction
- Point out sensory images
- Scan for logical connectors
- Skim to determine key ideas
- Identify and use idioms in sentences
- Use context clues
- Organize ideas in one-step word outline
- Identify tone, mood, technique, and purpose of the author
- Use speed reading
- Make notes using graphic organizers

Number of days: 5

Resources:

Essential English 8

- story diagram
- slide presentation – African poetry
- research materials (text, clips, maps, photos)

Key Understanding:

Customs and traditions of one’s country are highly appreciated through melodious narration or poetry writing.

Key Questions:

- How did man find a way to survive in a harsh environment and an oppressive society?
- How does a person appreciate his/her country’s customs and traditions?

Integration:

- Social Studies (*Araling Panlipunan*)
- Values Education
- Science
- Reading

- Use parallel structures in words, phrases, and clauses

21st Century Skills:

- Learning and Innovation Skills
 - Creativity and Innovation
 - Think creativity
 - Work creativity with others
 - Critical Thinking
 - Reason effectively
 - Make judgments and decisions
 - Communication and Collaboration
 - communicate clearly
 - collaborate with others
- Information, Media, and Technology Skills
 - Information literacy
 - Assess evaluation information
 - Media Literacy
 - Analyze media
 - Create media products
 - ICT Literacy
 - Apply technology effectively
- Life Skills
 - Flexibility and Adaptability
 - Be flexible
 - Initiative and Self-direction
 - Manage goals and time
 - Work independently
 - Be self-directed learners
 - Productivity and Accountability
 - Produce results
 - Leadership and Responsibility
 - Guide and lead others
 - Be responsible for others

A. Introduction/Preparatory Activities

1. Make students restate briefly the life of the authors and her book in **Build Your Background**.
2. Make them answer the question posed in **Comment Your Experiences** as pre-assessment activity. Then allow the students to share poems examples of tales that have been passed down from generation to generation.



More resources on **Practice Strategies** are available in the **Technology Enhancement CD**

DI/MI:

- Think and Share ideas
- Choral reading
- Learning and Innovation Skills
 - Creativity and Innovation
 - Critical Thinking
 - Communication and Collaboration
- Collaborative Approach
- Integrative Approach
- Informative Learning Sharing Ideas
- Slide viewing: Information, Media, and Technology Skills
 - Informative Literacy
 - Media Literacy
 - ICT Literacy
- Life and Learn Skills
 - Flexibility and Adaptability
 - Initiative and Self-direction
 - Productivity and Accountability
 - Learning and Responsibility
- Outline Making



More resources on **Acquisition Strategies** are available in the **Technology Enhancement CD**

3. After reading the poem, discuss the questions found in Check and Draw Comprehension.
4. Administer the activities in Comprehension, Reading Skills, Literary Skills, and Getting the Meaning of Idioms in **Build Your Skills** portion.

B. Body

1. Listen to a recorded speech and answer the questions in Activity 1: Listening to an Informative Speech as started in **Express Your Ideas**.
2. Deliver a speech found in Activity 2 in **Express Your Ideas**. Evaluate the performance of the group by using the guide questions found at the end of the selection.
3. View slide presentation on African poetry following the activities indicated in **Thinking**.

C. Conclusion

1. Analyze the given sentences in letter A of Language Workshop in **Build Your Style**.
2. Connect the errors in the given sentences by observing correct parallelism.
3. Complete the sentences in A and B of Practice exercise
4. Guide the students in doing the activities in Get Started, Check Revise and Publish in **Writing Workshop** part.

LESSON 2: Insights Into African Life Through Its Folklore

Knowledge:

- Elements of fiction
- Tone, mood, technique, and purpose of the author
- Idiomatic expressions by noting collocations
- Pitch and stress
- Volume projection, intonation, juncture, and rate of speech
- Prosodic features of speech when delivering lines
- Organization of notes taken from an expository text
- Graphic organizers
- Parallel Structures

Skills/21st Century Skills:

- Describe the notable folk literature contributed by African writers
- Explain how the elements of fiction contribute to the theme of the folklore selection

Number of days: 5

Resources:

- Essential English 8
- cause-effect chart
 - graphic organizer
 - African folktales

Key Understanding:

Earliest human traditions, customs, and origin of one's country are discovered through notable folk literature contributed by famous writers.

- Determine tone, mood, technique, and purpose of the author
- Determine the meaning of idiomatic expressions by noting collections
- Organize information for a material viewed
- Listen for important points signaled by pitch and stress
- Determine how volume, projection, pitch, intonation, juncture, and rate of speech serve as carriers of meaning
- Use appropriate prosodic features of speech when delivering lines
- Organize notes taken from an expository text
- Arrange notes using a variety of graphic organizers
- Use parallel structures

21st Century Skills:

- Learning and Innovation Skills
 - Creativity and Innovation
 - Critical Thinking
 - Communication and Collaboration
- Life and Career Skills
 - Initiated and Self-direction
 - Productivity and Accountability

A. Introduction/Preparatory Activities

1. Show briefly how earlier humans discovered and how popular character like Trickster, Legba, and Anansi play in African folklore stated in **Build Your Background.**
2. Share with one another the similarities and differences of the Philippine and African folklore as indicated in the second part of **Build Your Background..**
3. Then, read analyze and evaluate the African folktales “Owner of the Sky: Olorun the Creator” and Anansi’s Tales.”
4. Answer the Activity 1: Comprehension and Reading Skills, Activity 2: Literary Skills and Activity 3: Noting Collocations in **Build Your Skills.**

B. Body

1. Listen to an Oral Report and answer the questions in Activity 1 as indicated in **Express Your Ideas.**
2. Deliver an Oral Report by applying stress. Evaluate the delivery of a self-composed oral report about African by following the guidelines in letter B in **Express Your Ideas.**
3. For further reading and viewing, do letter A and B stated in Viewing part.
4. Do any of the given activities as group projects as indicated in the item **PROJECTS.**

Key Questions:

- How are traditions, customs, and historical background of one’s country are discovered or made known?
- How do Africa’s history and environment influence African writers?

Integration:

- Social Studies (Araling Panlipunan)
- Filipino/Panitikan
- Christian Living/ Religion (Creation of the World)
- Reading



More resources on **Practice Strategies** are available in the **Technology Enhancement CD**



More resources on **Acquisition Strategies** are available in the **Technology Enhancement CD**

Remedial test:

(Unit 1, Lessons 1 & 2)

C. Conclusion

1. Analyze the sentences in Language Workshop stated in **Build Your Style**.
2. Check the sentence in activity A and improve the sentences in B by any proper parallelism in **Reaction Exercises**.
3. Further study the sentences under the topic "Using Parallel Structures".
4. Check variances and improve sentences using parallel structures in exercises C and D.
5. Take note of the parallel structure in table of contents. Answer exercises F and G.
6. Organize notes for writing an informative speech by following the guidelines given in Writing Workshop.
7. Follows the steps in viewing an informative speech explaining or describing a couple in **Get Started**, writing a **Draft**, then **Check, Revise** and **Publish** the speech written.
8. After which, **Publish** by first rehearsing the speech.
9. Make students check the traffic light and then give the remedial test when necessary.