## SECOND QUARTER WEEKLY OBJECTIVES FOR GRADE 7 ENGLISH

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<th>WEEK</th>
<th>LISTENING COMPREHENSION</th>
<th>ORAL LANGUAGE AND FLUENCY</th>
<th>VOCABULARY DEVELOPMENT</th>
<th>READING COMPREHENSION</th>
<th>WRITING AND COMPOSITION</th>
<th>GRAMMAR AWARENESS AND STRUCTURE</th>
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<tr>
<td>1</td>
<td>LC3a: Note specific elements of the narrative listened to.</td>
<td>OL3a: Narrate specific personal experiences related to the ideas presented in a selection.</td>
<td>VD2a: Distinguish between literal and figurative expressions.</td>
<td>Philippine Literature in English during the Apprenticeship Period</td>
<td>WC2a: Identify features of narrative writing.</td>
<td>GS2a: Use correct determiners.</td>
<td>SS2a: Identify the features of primary information sources.</td>
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<td>2</td>
<td>LC3b: Determine the order of significant events in the text listened to.</td>
<td>OL3b: Compare and contrast ideas presented in a selection or a set of related selections.</td>
<td>VD2b: Identify figures of speech that show comparison (simile, metaphor, and analogy).</td>
<td>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</td>
<td>WC2b: Identify features of narrative writing.</td>
<td>GS2a: Use correct determiners.</td>
<td>SS2a: Identify the features of primary information sources.</td>
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<td>3</td>
<td>LC3c: Identify key ideas or turning points in the narrative text listened to.</td>
<td>OL3c: Give meaningful comments and insightful observations based on ideas presented in a selection.</td>
<td>VD2c: Identify figures of speech that show comparison (simile, metaphor, and analogy).</td>
<td>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</td>
<td>WC2c: Compose a series of journal entries.</td>
<td>GS2b: Use varied noun complementation forms.</td>
<td>SS2b: Identify the features of secondary information sources.</td>
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<td>4</td>
<td>LC3d: Note specific words or expressions that signal or emphasize crucial details in the narrative listened to.</td>
<td>OL3d: Express agreement or disagreement with ideas presented in a selection.</td>
<td>VD2d: Identify figures of speech that show comparison (simile, metaphor, and analogy).</td>
<td>RC1c: Determine the relevance and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</td>
<td>WC2d: Compose an anecdote based on a significant personal experience.</td>
<td>GS2b: Use varied noun complementation forms.</td>
<td>SS2b: Identify the features of secondary information sources.</td>
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<td>5</td>
<td>LC3e: Determine the tone and mood of the speaker or characters in the narrative listened to.</td>
<td>OL3e: Talk about why and how people react differently to a text listened to, read, or viewed based on one’s background knowledge, purpose, and point of view.</td>
<td>VD2e: Identify figures of speech that show contrast (irony, oxymoron, and paradox).</td>
<td>RC1d: Determine the validity and unity of the details of a literary text vis-à-vis its intended purpose and production milieu.</td>
<td>WC2e: Compose a travelogue.</td>
<td>GS2c: Use varied verb complementation forms.</td>
<td>SS2c: Follow protocols in electronic search engines to limit the information search process.</td>
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<td>6</td>
<td>LC3f: Note familiar and unfamiliar details from the narrative listened to.</td>
<td>OL3f: State the effect of a text listened to, read, or viewed to one’s value system.</td>
<td>VD2f: Identify figures of speech that show contrast (irony, oxymoron, and paradox).</td>
<td>RC1e: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</td>
<td>WC2f: Compose a travelogue.</td>
<td>GS2c: Use varied verb complementation forms.</td>
<td>SS2c: Follow protocols in electronic search engines to limit the information search process.</td>
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<td>LC3g: Formulate assumptions or predictions about the contents of the narrative texts.</td>
<td>OL3g: Present points of view and opinions concerning the message of a selection in creative oral means.</td>
<td>VD2g: Identify figures of speech that show contrast (irony, oxymoron, and paradox).</td>
<td>RC1f: Identify the features of secondary information sources.</td>
<td>WC2g: Compose a personal letter to a friend, relative, and other people.</td>
<td>GS2d: Formulate meaningful kernel sentences.</td>
<td>SS2d: Follow protocols in electronic search engines to limit the information search process.</td>
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<td>8</td>
<td>LC3h: Infer appropriate responses to listening guide questions.</td>
<td>OL3h: Present points of view and opinions concerning the message of a selection in creative oral means.</td>
<td>VD2h: Identify figures of speech that show emphasis (hyperbole and litotes).</td>
<td>RC1g: Infer the purpose of the narrative listened to vis-à-vis the author’s background and the historical period.</td>
<td>WC2h: Compose and upload a blog entry based on a particular personal topic of interest.</td>
<td>GS2e: Formulate embedded sentences.</td>
<td>SS2d: Follow protocols in electronic search engines to limit the information search process.</td>
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<td>9</td>
<td>LC3i: Infer the purpose of the narrative listened to vis-à-vis the author’s background and the historical period.</td>
<td>OL3i: Provide suggestions in addressing controversial, problematic, or debatable ideas, issues, or concerns in a selection.</td>
<td>VD2i: Differentiate figurative language from academic language.</td>
<td>WC2i: Compose and upload a blog entry based on a particular personal topic of interest.</td>
<td>WC2i: Compose and upload a blog entry based on a particular personal topic of interest.</td>
<td>GS2f: Employ a variety of cohesive devices in composing short personal narratives.</td>
<td>SS2d: Distinguish between credible and incredible electronic information sources.</td>
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<td>10</td>
<td>LC3j: Infer the purpose of the narrative listened to vis-à-vis the author’s background and the historical period.</td>
<td>OL3j: Provide suggestions in addressing controversial, problematic, or debatable ideas, issues, or concerns in a selection.</td>
<td>VD2j: Explain the three functions of academic language: to describe complexity, to describe higher order thinking, and to describe abstraction.</td>
<td>WC2j: Employ a variety of cohesive devices in composing short personal narratives.</td>
<td>WC2j: Revise a piece of narrative writing in terms of content, style, and mechanics collaboratively and independently.</td>
<td>GS2f: Employ a variety of cohesive devices in composing short personal narratives.</td>
<td>SS2d: Distinguish between credible and incredible electronic information sources.</td>
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### WEEK 1, SECOND QUARTER

#### A. Overview of Content and Objectives

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<th>Building Relationships</th>
<th>Primary Selection/s</th>
<th>The Centipede (by Rony Diaz)</th>
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<tr>
<td>Sub-theme</td>
<td>How Others See Me</td>
<td>Parallel Selection/s</td>
<td>There’s A Teenager in the House (by Kerima Tuvera)</td>
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<td>OL2a: Narrate specific personal experiences related to the ideas presented in a selection.</td>
<td>VD2a: Distinguish between literal and figurative expressions.</td>
<td>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</td>
<td>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</td>
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<td>Day 2</td>
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<td>Day 4</td>
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B. Assessment Plan

1. Pre-assessment
   *HOW I VIEW MYSELF* See page 1 of learning package.

2. Post-assessment
   *A STORY FROM MY PAST* See page 7 of learning package.

C. Resources

1. Materials
   CD recording of listening input

2. Equipment
   Audio CD player

D. Activities

1. Introduction

   *HOW I VIEW MYSELF and HOW OTHERS VIEW ME* (15 minutes)
   See Tasks 1 and 2 ‘Your Initial Tasks’.

   a. Have the students to compare and contrast the results of the two tasks.
   b. Ask students to explain if there are disparities between how they view themselves and how others view them.
   c. Discuss some of the responses.

READING HOMEWORK
See ‘Your Text’.

   a. Assign the reading selections for home reading.
   b. Have students write on their notebooks five questions about the selection that they want to be answered during class discussion.
2. Presentation

**USING CONTEXT CLUES IN FINDING SYNONYMS (10 minutes)**

See Task 1, ‘Your Discovery Tasks’.

- a. Have the students accomplish the task.
- b. Validate the responses of students.
- c. The correct answers are:
  1. A
  2. C
  3. D
  4. B
  5. A
  6. D
  7. A

**LITERAL OR FIGURATIVE? (10 minutes)**

See Task 2, ‘Your Discovery Tasks’.

- a. Have the students accomplish the task.
- b. Validate the answers of the students by explaining the differences between literal and figurative language.
- c. The correct answers are:
  1. L
  2. L
  3. L
  4. F
  5. F
  6. L
  7. L
  8. F
  9. F
  10. F

**LOCATE, REFLECT, EVALUATE! (30 minutes)**

See Task 3, ‘Your Discovery Tasks’.

- a. Have the students accomplish the task in pairs.
- b. Call on students to prove the correctness of their responses.

**ALTERNATIVE ENDING (15 minutes)**

- a. Ask students to work in pairs and to continue writing the story.
- b. Limit the alternative endings to two to three paragraphs.
- c. Ask some pairs to share their alternative endings.
- d. Critique each alternative ending based on the given story. Examine its plausibility and its viability given the given elements in the story.
3. Enrichment

LOUD AND CLEAR! (40 minutes)
a. Assign students into triads. Play an audio file of the narrative below. Tell the students to try to remember as much information as they can from the recording. The recording will only be played twice.

There’s A Teenager in the House (by Kerima Polotan-Tuvera)

There’s a teenager in my house. Until a few years ago, he was my son. But when he turned thirteen, he also became this tall stranger with new pimples around his nose and an insolence in his manners.

For nearly two years now, there’s been an undeclared war between him and me. He wins the skirmishes but he loses the battles. He may get his way every now and then, but he knows that I make the big decisions. I am always tempted to punish him, and I am sure that he has thought of fighting back. We are suddenly to each other two people we don’t like very much. He has ideas that shock me and I have standards that appall him.

Once or twice, we manage to rediscover each other. After a heated argument over why he should roll up his bedding and pick up his soiled clothes and study his lessons, this teenager and I look into each other’s eyes. I search for the baby I woke up for each dawn for, thirteen years ago. I do not know what he looks for in my face but he finds it there because he smiles. The anger vanishes between us although the issue is not solved. Strewn on the floor each morning will be his bedding. Close by, like the molting of a snake, are the algebra lessons undone, the comic books well thumbed, the messy bathroom, the weeping younger sister, and the unwatered lawn…

When I surprise him in his room, I find him staring at the ceiling daydreaming. I am reality, I am the enemy, with my many do’s and don’ts. Sometimes, I feel he and I will never reach each other again. Surely, he may not understand me till he’s a father himself and stands where I do now.

He says he will never marry, which is typically thirteenish. He says when he grows up he will get a good job. Then he will buy a fast car, and take all the pretty girls riding. He goes to school which is not a rich man’s son’s school, and not a poor man’s either. He was doing better last year at his studies, passing by the skin of his teeth. I am not too sure he will pass this year, not even if he has two sets of teeth.

He barely opens his textbooks. He reads adventures, detective stories, aviation magazines – but he reads, thank God! He can sit for hours before the idiot box, the TV, mesmerized by even the most stupid programs. He needs a new pair of shoes and school pants badly, but he wants me to buy him a set of drums (only P300). He will master them, he says. To convince me, he goes about with a pair of sticks tapping out some crazy rhythm on tabletops and windowsills and sometimes, even on the head of a younger brother.

He wants, like all his friends in school, a car and a pair of funny-looking Spanish boots. He will not get either but I am trying to save for a small microscope he saw at Alemar’s.

He does not lie very well. I sent him once on an errand and he was gone three hours. When he returned, he told me that the man I wanted wasn’t there and that he waited, etc. Ten minutes later, he was telling me the truth. He had gone joy riding with a classmate, a boy of 15, who, obviously with his parents’ help, had gotten a license and drove a car of his own.

I went to his school and sought out this license-owning, car driving 15-year old. I found him nice and respectful. But since I will not hand over to this friend and to anyone else the responsibility for my son’s safety, I asked him to stop taking my boy along with him on these rides.

I do not know if it will happen again. He brings home too many envious stories of too many cars on their high school campus. He wants what all his friends want – Noise, Speed, Glitter.
Last week, on the eve of an induction party, I kept him home. He had me believed it was a simple Boy Scout Investiture ceremony and perhaps Coke and cookies later. It turned out to be something more elaborate. They had to have sponsors and he had picked his out. She was much older, a sophisticate from a nearby college. She smoked and drank, and she expected him to call for her at home and take her back. I was quite sure liquor would be sneaked in. If his fifteen-year old friends could get licenses, bringing in a flask was no problem.

It was also his bad luck that the day before the party he handed me a report card with four failing grades. I said simply, stay home. I felt guilty about making him miss the fun, but he was over his hump quicker than expected. At 7:30 pm, when the party was beginning somewhere in Pasong Tamo, he had a bottle of Coke in one hand, and was horsing around with his brothers and sisters. At home.

Next year, I will send him to a school in the South. I want to take him away from the city, away from souped-up cars and 15-year old drivers and college girls who smoke and drink at 17. I saw Silliman last summer and was impressed. He would board at a place where he must get his own food and put his room in order.

I am not always right about him, but I am right about the things I want for him. I want him to have all the virtues that seem to be going out of fashion – honesty, a respect for the law, compassion, and a curious intelligence. Mine is certainly not a modern attitude because I refuse to be his pal. I am his parent and I will not retreat from that responsibility. I will not give up my parenthood with all its difficulties and loneliness (and its bills) to become his son’s pal. I will not encourage him to think along with his generation that life is one joyride. I allow him his Beatles cut and his passion for Presley. He must allow my passion for his good future.

b. Ask the triads to list down the most important information they could about the text. The information must be in the order that it appeared in the listening text.

c. After writing down the information, each triad must assign a reporter who will be asked to report his/her triad’s information.

d. As the reports unfold, the teacher will make corrections regarding the information being presented.

e. Probe students on why it was easy to take down the details of the narrative. Use this as a springboard to detail the properties of narrative texts.

**ORAL PRACTICE (20 minutes)**

a. Ask the students to pair up.

b. Each pair will take turns sharing an anecdote.

c. After the anecdotes have been shared, the job of the other member is to relay the anecdote as best as s/he could.

4. Expansion

**EXAMINING SENTENCES (15 minutes)**

a. Have the students examine several sentences about narratives. These sentences must include several examples of determiners. You may include sentences which do not use determiners properly.

b. Elicit from the students their observations, corrections and generalizations about determiners.
c. Have students make generalizations concerning the following rules:
   i. the articles (a, an, the)
   ii. possessive nouns
   iii. possessive pronouns
   iv. numbers
   v. indefinite pronouns
   vi. demonstrative pronouns

CONTROLLED GRAMMAR PRACTICE (15 minutes)
   a. Have the students perform Task 4 in ‘Your Discovery Tasks’.
   b. Process the answers of the students.

EXTENDED GRAMMAR PRACTICE (10 minutes)
   a. Have the students perform another exercise covering the subject of determiners.
   b. Process the answers of the students.

5. Synthesis

INSIGHTS SHARING (20 minutes)
   a. Ask each student to write on a sheet of paper three ideas:
      i. why the views of other people about us matter
      ii. how we could learn more about ourselves through others
      iii. why identity is such an important subject for teenagers
   b. Have each student discuss his/her ideas with a partner.
   c. Have each pair join another pair to expand their sharing.
   d. Call on a few students to share their small group sharing.
   e. Synthesize the lesson.

LIBRARY AND HOMEWORK (30 minutes)
   a. Explain the mechanics of ‘Your Final Task’.
   b. Give a deadline for this project.
## WEEK 2, SECOND QUARTER

### A. Overview of Content and Objectives

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<tr>
<th>Theme</th>
<th>Building Relationships</th>
<th>Primary Selection/s</th>
<th>Parallel Selection/s</th>
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<tr>
<td><strong>Sub-theme</strong></td>
<td><strong>Valuing My Family</strong></td>
<td><strong>The Mats by Francisco Arcellana</strong></td>
<td><strong>MISCELLANEOUS PAPERS ON MAT WEAVING IN THE PHILIPPINES:</strong></td>
</tr>
<tr>
<td>Day 1</td>
<td><strong>RC1a:</strong> Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</td>
<td><strong>LC2b:</strong> Determine the order of significant events in the text listened to.</td>
<td><strong>RC1b:</strong> Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</td>
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<td><strong>RC1b:</strong> Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</td>
<td><strong>RC1a:</strong> Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</td>
<td><strong>VD2b:</strong> Identify figures of speech that show comparison: simile.</td>
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<tr>
<td>Day 2</td>
<td><strong>RC1b:</strong> Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</td>
<td><strong>RC1e:</strong> Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</td>
<td><strong>WC2b:</strong> Distinguish between and among a journal entry, an anecdote, a travelogue, a personal letter, and a blog entry.</td>
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<td><strong>SS2a:</strong> Identify the features of primary information sources.</td>
<td><strong>WC2b:</strong> Distinguish between and among a journal entry, an anecdote, a travelogue, a personal letter, and a blog entry.</td>
<td><strong>SS2a:</strong> Identify the features of primary information sources.</td>
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<td>Day 3</td>
<td><strong>GS2a:</strong> Use correct determiners.</td>
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B. Assessment Plan

1. Pre-assessment
   *Word Play and Total Recall*

2. Post-assessment
   *Nothing But the Truth and Sourcing Information*

C. Resources

**Materials**
- a. Copies of listening and reading texts
- b. Mats
- c. Table/chart

D. Activities

1. Introduction

   *Word Play*: Unlocking Vocabulary Difficulties *(10 minutes)*
   - a. Ask students to give the meanings of words through demonstrations and examples.
   - b. Ask for situations where the phrases demonstrated can be used.

   *Total Recall*: Activating Prior Knowledge *(5 minutes)*
   - d. Ask students their experiences regarding remembering dead loved ones.
   - e. Have them listen to similarities and differences of their experiences.

See *Your Text*: Listening Activity
- a. Divide the class into groups of 10 members.
- b. Explain the concept of jigsaw reading.
- c. Have them decide the parts to read and the order of reading these parts.
- d. Remind them to listen for cues that will signal transition of paragraphs or ideas.
- e. Remind them also to listen for important details about the narrative.

*Check Point* *(20 minutes)*
- a. Process what the students have listened to by discussing the following:
  - i. structure of the jigsaw reading vis-à-vis the structure of the narrative
  - ii. importance of cues like transition devices, repetitions, pronouns and their antecedents
- b. Ask students comprehension questions regarding the listening text.
2. Presentation (15 minutes)
   a. Have the students reread the text “The Mats” silently in preparation for further discussion.
   b. Have them consider the discussion on Total Recall and Check Point.

3. Enrichment

   **We Are Family:** In depth discussion of the text *(10 minutes)*
   f. Explain the concept of a sociogram.
   g. Cite example for better understanding of it.
   h. Guide them as they make the sociogram for the Angeles family.
   i. Suggested criteria for evaluation:
      i. Correctness of information 5 points
      ii. Clarity of relationships between and among characters 5 points
      iii. Concreteness of ideas 5 points
      iv. Creativity of presentation 5 points
      TOTAL 20 points

   **Spoken For:** Comparison and contrast of details *(15 minutes)*
   a. Recall specific details about the mats given by Mr. Angeles by completing the table as a class.
   b. Lead them into constructing comparison-contrast sentences using words like both, and, but etc.
   c. Make the class further practice comparison-contrast by talking about Filipino practices and beliefs regarding death.

4. Expansion

   **As You Like It:** Vocabulary Development *(20 minutes)*
   a. Have the class read the phrases with similes.
   b. Discuss with them the forms and functions of similes.
   c. Ask them to make comparisons of the given items using similes. Provide examples when necessary.
   d. Assign the class to make a research on Filipinos’ and other cultures’ burial beliefs and practices. To facilitate the research, you can assign specific regions and nations to work on per student and/or group.
   e. Ask them to share their research with their groupmates and have them summarize by writing comparison-contrast sentences/paragraphs using similes.
   f. Have them prepare an oral report for their output.
   g. Suggested Criteria for Evaluation:

      | Criteria                          | Points |
      |----------------------------------|--------|
      | Content (complexity and originality of ideas) | 10 points |
      | Organization (logical sequence of ideas)     | 10 points |
      | Language (use of similes)                | 10 points |
      | Mechanics (indention, capitalization, and punctuation) | 10 points |
      TOTAL 40 points
Certainly Certain: Grammar Lesson (15 minutes)
   a. Ask the students to read aloud the phrases.
   b. Make them focus on following words: the, a, an, our, whose, that.
   c. Draw out from them the functions of these words.
   d. Have them look for phrases with determiners in “The Mats.”

Making It Whole: Unguided Practice (15 minutes)
   a. Ask the class to read the whole passage.
   b. Throw some comprehension questions about it.
   c. Have them answer the exercise.
   d. Process their answers by asking them why they use such determiners.

5. Synthesis (10-15 minutes)
   a. Ask the class to describe the Angeles family.
   b. Have them cite events/situations in the story that support their descriptions.
   c. Make the class see the social dynamics of a Filipino family.
   d. Highlight the importance of the members of the family even the dead ones.

6. Post-Assessment

Nothing But the Truth: Library Work (20 minutes)
   a. Have them enumerate different sources in the library.
   b. Ask them the importance of these sources in conducting a research.
   c. Guide them in answering the table regarding the primary and secondary sources.
   d. Further discuss primary sources by differentiating them from secondary sources.
   e. Ask for other examples of primary sources.

Sourcing Information: Writing Task (20 minutes)
   a. Present samples of journal entry, travelogue, anecdote, personal letter, and blog entry.
   b. Have them discover their similarities and differences in terms of formats and functions.
   c. Explain the task and encourage them to choose what interests them.
   d. Suggested criteria for evaluation:
      i. Content (complexity and originality of ideas)        10 points
      ii. Organization (logical sequence of ideas)           10 points
      iii. Language (correct grammar and sentence structure and vocabulary) 10 points
      iv. Mechanics (indentation, capitalization, and punctuation) 10 points
      TOTAL                                              40 points
## WEEK 3, SECOND QUARTER

### A. Overview of Content and Objectives

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<th>Primary Selection/s</th>
<th>How My Brother Leon Brought Home a Wife by Manuel Arguilla</th>
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<tr>
<td>Sub-theme</td>
<td>Reconciling the Past and the Present</td>
<td>Parallel Selection/s</td>
<td>“Sky Sown with Stars” (song)</td>
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<td>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas. OL2d: Express agreement or disagreement with ideas presented in a selection.</td>
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<td>Day 3</td>
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<td>VD2b: Identify figures of speech that show comparison: analogy. RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</td>
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<tr>
<td>Day 4</td>
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<td>GS2b: Use varied noun complementation forms. WC2d: Compose an anecdote based on a significant personal experience.</td>
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<td>SS2b: Identify the features of secondary information sources RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</td>
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</tbody>
</table>
B. Assessment Plan

1. Pre-assessment
   *Password* and *Once in a Lifetime*

2. Post-assessment
   *Seeking Second Opinion* and *A Slice of Life*

C. Resources

   **Materials**
   - d. Copies of listening and reading texts
   - e. Comic strips
   - f. Table/chart

D. Activities

1. Introduction

   *Password*: Unlocking Vocabulary Difficulties *(10 minutes)*
   - a. Ask students to give the meanings of words and phrases that show local color through pictures and context clues.
   - b. Discuss the importance of local color in narratives.

   *Once in a Lifetime*: Activating Prior Knowledge *(5 minutes)*
   - a. Have students make a list of considerations when choosing a lifetime partner.
   - b. Ask them to share their list and find out common answers.
   - c. Have them explain their top three answers.

   See *Your Text*: Listening Activity
   *Father and Son*: *(15 minutes)*
   - a. Assign two good readers from your class and have them practice reading the lines before class time.
   - b. During class, remind students about guidelines when having a listening activity.
   - c. Remind them about the questions posted under *Father and Son*.

   *Checkmate* *(15 minutes)*
   - a. Discuss the listening activity in terms of:
     1. a format of a dialogue
     2. expressions in delivering the lines
     3. words or expressions that signal crucial details
b. Ask students comprehension questions regarding the listening text.

2. **Presentation:** Silent Reading of Text (20 minutes)
   a. Ask the students to read silently the whole story of “How My Brother Brought Home a Wife” by Manuel Arguilla.
   b. Remind them to be guided by the questions in *Once in a Lifetime* and *Father and Son*.

3. **Enrichment**

   **First Impressions (15 minutes)**
   a. Have the students look for details describing Maria to have an accurate representation of her in their illustration.
   b. Lead them in the discussion of stereotyping of city women.

   **Rite of Passage (15 minutes)**
   a. Have a review of the format of a comic strip.
   b. Encourage the students to refer to the text when tracing the journey of Maria and Noel through a comic strip.
   c. Allow them to express their agreement and disagreement regarding the whole trip and test given to Maria.
   d. Summarize their answers using a table.
   e. Ask the students what they are to do to find out if their partners or of their loved ones are worthy.
   f. You may opt to hold a debate on the following issues raised in the story:
      i. approval of parents
      ii. non-traditional way of marrying a partner
      iii. expectations from women and men
   g. Suggested Criteria for Evaluation (comic strips):
      i. Correctness of information  10 points
      ii. Creativity  5 points
      iii. Concreteness (language use)  5 points

4. **Expansion**

   **Mirror Image:** Vocabulary Development (20 minutes)
   a. Guide the students in analyzing the given analogies by discussing the structure, items being compared and their characteristics, and what these analogies can do when used in sentences and passages.
   b. For practice, have them look for items being compared in the story and ask them to write analogies using these.
   c. Individually ask the students to bring a picture of a scenic spot found in the Philippines.
   d. To avoid repetitions, assign them regions.
e. Ask them to write as many descriptions using analogies about the pictures.
f. Make a travel brochure by compiling these pictures and descriptions.
g. You may opt to divide them into big groups or to have it as a class project.
h. Show an example of a travel brochure as a guide.
i. Suggested Criteria for Evaluation
   a. Use of analogies (structure and meaning) 10 points
   b. Content (images the descriptions create) 10 points
   TOTAL 20 points

Paint Me a Picture: Grammar Lesson on Noun Complementation (15 minutes)
a. Have the students read aloud the sentences.
b. Discuss each sentence in terms of:
   i. parts of speech
   ii. functions of noun and noun complements
   iii. forms of noun complements such as prepositional phrase, infinitive, and adjective clause
c. Have them practice identifying noun complements by getting examples from the text.

Create and Share: Unguided Practice (25 minutes)
a. Explain the instructions to the class.
b. To make them better understand:
   i. give more examples using other songs
   ii. go through the song and discuss its message
   You may opt to do the following activities:
   i. choral recitation of their work
   ii. singing of the song with their new lyrics
d. Suggested Criteria for Evaluation:
   i. Correct use of noun complements 10 points
   ii. Depth of meaning 10 points
   iii. Creativity 5 points
   TOTAL 25 points

5. Synthesis
   1. Call a student or two to give a short summary of the story.
   2. Draw out the significance of the trip in relation to the relationship of the family members of Noel.
   3. Make them realize that in making decisions, several factors like societal norms, family, and etc are considered.
6. Post-Assessment

Seeking Second Opinion: Library Work (30 minutes)
   f. Review features of primary and secondary sources.
   g. Highlight importance of secondary sources in doing research.
   h. Ask the students to go to the library to consult secondary sources in their research for their chosen topics.
   i. Have them share their findings in class.

A Slice of Life: Writing Activity (20 minutes)
   a. Pose a situation involving family members.
   b. Let the students share what they think about the situation and what they are to do and the reasons behind their actions and reactions.
   c. Motivate them in sharing a similar personal experience by doing the writing activity.
   d. Suggested criteria for evaluation:
      i. Content (complexity and originality of ideas) 10 points
      ii. Organization (logical sequence of ideas) 10 points
      iii. Language (correct grammar and sentence structure and vocabulary) 10 points
      iv. Mechanics (indentation, capitalization, and punctuation) 10 points
         TOTAL 40 points
## A. Overview of Content and Objectives

<table>
<thead>
<tr>
<th>Segment</th>
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<th>Presentation</th>
<th>Enrichment</th>
<th>Expansion</th>
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| **Day 1** | **RC1a**: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection. | **OL2e**: Talk about why and how people react differently to a text listened to, read, or viewed based on one’s background knowledge, purpose, and point of view.  
**RC1d**: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu. |  |  |  |  |  |
| **Day 2** |  | **VD2c**: Identify figures of speech that show contrast (irony, oxymoron, and paradox).  
**RC1b**: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.  
**RC1c**: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu. |  |  |  |  |  |
| **Day 3** |  |  | **WD2e**: Compose a travelogue.  
**SS2c**: Follow protocols in electronic search engines to limit the information search process.  
**OL2e**: Talk about why and how people react differently to a text listened to, read, or viewed based on one’s background knowledge, purpose, and point of view. |  |  |  |  |
| **Day 4** |  |  |  |  |  | **RC1e**: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.  
**RC1b**: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas. |  |  |  |
B. Assessment Plan

1. Pre-assessment
   TRUE OR FALSE? See page ____ of learning package.

2. Post-assessment
   A PEEK INTO THE WORLD OF AWIYAO AND LUMNAY
   (Creative Output) See page __ of learning package.

C. Resources

1. Materials
   g. CD recording of the song or the MTV of the song
   h. Pictures of some of the regional dances in the Philippines

2. Equipment
   a. Audio CD player/ Television (if the MTV is available)
   b. Projector (if digital pictures will be used)

D. Activities

1. Introduction

   ACTIVE SCHEMA  (5 minutes)
   c. Show a picture of a couple who seem to be saying goodbye to each other.
   d. Ask students the prevailing emotions in the picture.
   e. Leave a question for them to ponder on the emotions which they have enumerated.

   SIT BACK, RELAX, AND RELISH THE MUSIC (10 minutes)
   See Task 1 ‘Your Initial Tasks’.

   f. Prepare the students for the listening activity.
   g. Instruct the students with what they need to do as they listen to the song.
   h. Let them work on the activity: individual and pair work.
   i. Allow them to share their insights about the song with their partner.

Contemporary Material

ON THE OTHER SIDE (20 minutes)
See Task 2 ‘Your Initial Tasks’.

   a. Ask for a volunteer student to read aloud the poem, I Watch You Go.
   (If possible set the song used in Task 1 as background music while the song is read aloud.)
   b. Tell the students to answer the questions that follow.
   c. Ask them to work with a seatmate on the second part of the activity.
   d. Instruct them to share reasons for their agreement or disagreement.
   e. Let them read aloud the poem for the second time after the pairwork.
FACE-TO-FACE (15 minutes)
See Task 3 ‘Your Initial Tasks’.

DIFFERING VIEWS
Students may have opposing views on reasons why sometimes people who love each other have to say goodbye. Allow the students to express their opinion as they:
1. Choose the reason why a person has to let go of somebody he or she loves;
2. Choose the side of the issue;
3. Narrow down the chosen issue;
4. Build on their argument;
5. Look for support; and,
6. Formulate questions for their opponent.

PLANNING
Instruct the students to follow the planning phase and commit to the time-frame they have created before the actual day of the informal debate which is set on Day 4. After the students have planned and collaborated, they should:
1. Submit a report about their specific tasks for the informal debate;
2. Include in their report the topic they are going to argue about; and,
3. Gather materials for support.

READING HOMEWORK
See ‘Your Text’.

a. Assign the reading selection, Wedding Dance by Amador Daguio for home reading.
b. Tell students to work on Task 4 before reading the selection.

2. Presentation

YES, FILIPINOS CAN DANCE! (5-10 minutes)
See Task 4, ‘Your Discovery Tasks’.

a. Show a video or some more pictures of regional dances which are not mentioned in the text.
b. Discuss with them the cultural aspect of the dances.
c. Show a picture on screen or on video (if possible) as the class goes through the answers.
HOW IRONIC! (10 minutes)
See Task 1 ‘Your Discovery Tasks’

Irony is a statement that intends to express the opposite of what was stated. There are several types of irony: verbal irony, situational irony, dramatic irony, and rhetorical irony. The students need specific guidance in understanding and appreciating this literary technique. Allow the students to:
1. Discover the real meaning behind the statement;
2. Specify the reason why the characters need to express statements with hidden meanings; and,
3. Reason with each other the importance of such use of language.

LOCATE, REFLECT, EVALUATE! (20 minutes)
See Task 2, ‘Your Discovery Tasks’.

a. Have the students accomplish the task in pairs.
b. Call on students to prove the correctness of their responses.
c. For statements 1, 2, 4, 6, 9, and 10—probe into students’ value judgments concerning the issues they represent.

THE DANCE IN THE STORY (30 minutes)
See Task 3, ‘Your Discovery Tasks’.

a. Ask a pair from the class to demonstrate simple dance steps.
b. Provide the music.
c. Draw out from students the basic elements of dance, i.e., forward and backward steps.
d. Assign students to work in pairs.
e. Let students collaborate as they look and verify their answers from the paragraphs in the text.
f. Allow them to discuss their ideas before they write down their final answer.
g. Ask the students to explore on the big question.

BIG QUERY: If you were to imagine Awiyao and Lumnay in a dance, how would you classify their dance? Was it a dance of love or a dance of disappointment?

3. Enrichment

YOU CAN DANCE! (30 minutes)
See Task 4, ‘Your Discovery Tasks’.

Take off from the Big Query discussion to the creative concept of visualizing the story from the students’ point of interpretation. Allow the students to draw out inspiration from the song they listened to, the poem they read aloud, and the heartbreak of Awiyao and Lumnay.
In groups of ten members, guide the class to plan and prepare for the activity:
1. Make them choose a good song according to how they have interpreted Awiyao and Lumnay’s separation
2. Allow them to decide the set-up of their presentation, in pairs or a group divided, to represent respectively Awiyao and Lumnay.
3. Tell them to create a defining conclusion in their dance to represent their interpretation of the end of the story.
4. Set the running time for the presentation. Possibly a minimum of two to a maximum of three minutes.
5. Remind them to be committed to their rehearsal.

4. Expansion

WATCH OUT!
See Task 5, ‘Your Discovery Tasks’.

CONTROLLED GRAMMAR PRACTICE (15 minutes)
 a. Have the students perform Task 3 in ‘Your Discovery Tasks’.
 b. Process the answers of the students.

IT WASN’T MEANT TO BE
See Task 6, ‘Your Discovery Tasks’.

EXTENDED GRAMMAR PRACTICE (15 minutes)
 a. Have the students perform another exercise covering the four subject-verb agreement rules discussed.
 b. Process the answers of the students.

A TRIP TO THE COUNTRYSIDE (30 minutes)
See Task 7, ‘Your Discovery Tasks’.

Bring your students to the last three paragraphs of the story.
1. Ask somebody to read aloud.
2. Ask the class to mention a place which they believe would be closest to the description.
3. Challenge them to visualize the scenery or the place by creating a travelogue.

Materials for the travelogue:
1. Make them choose the size of their creation.
2. Tell them to be resourceful.

Task Distribution:
1. Ask the group to submit a list of their tasks and responsibilities in the making of the travelogue.
2. Instruct them to accomplish the self-evaluation sheet as a group.
3. Use the score sheet for the group and teacher evaluation.
4. Rate through the scale of: 3, high level of performance; 2, moderate level of performance; and 1, displays low level of performance.

<table>
<thead>
<tr>
<th>Travelogue Items</th>
<th>Concept/ Relevance to the Story</th>
<th>Creativity</th>
<th>Resourcefulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
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<tr>
<td>Choice of picture/scenery</td>
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<td>Advertisement</td>
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<td>Appeal</td>
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5. **Synthesis**

* A PEAK INTO THE WORLD OF AWIYAO AND LUMNAY (35 minutes)*

Allow the students to organize a program presentation for the event: **Face-to-Face!** and **You Can Dance!** Remind the students to:

1. List the sequence of presentation;
2. Collaborate with the rest of the groups who will be the emcee-in-charge in several parts of the presentation;
3. Follow the given time for each presentation;
4. Prepare the self-evaluation and group evaluation for both activities; and,
5. Observe decorum during the activity.
### A. Overview of Content and Objectives

#### WEEK 5, SECOND QUARTER

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**(Homework)**

SS2c: Follow protocols in electronic search engines to limit the information search process.
B. Assessment Plan

1. Pre-assessment  
   DOES IT SOUND FAMILIAR? See page _____ of learning package.

2. Post-assessment  
   A RECIPE FOR CHANCES (Homework)See page __ of learning package.

C. Resources

1. Materials  
   a. CD Music files  
   b. Pictures of picturesque scenes from the country

2. Equipment  
   a. Audio CD player  
   b. Projector (if digital pictures will be used)

D. Activities

1. Introduction  
   ACTIVE SCHEMA

   WRAP UP THE FOOD (10 minutes)  
   See Task 1 ‘Your Initial Tasks’.

   Query: What food would seem irresistible for you?  
   j. Group students into five  
   k. Ask students to complete the lines of the rap or the chant.  
   l. Ask them to create a title for their rap or chant.  
   m. Let them rap or chant the lines.

   PLEASE, PASS THE FOOD (15 minutes)  
   See Task 2 ‘Your Initial Tasks’.  
   a. Ask the students to list down the questions regarding the rules or ways that everyone follows in their household during mealtime.  
   b. Tell them to answer the questions they formulated.  
   c. Ask them to go around the class and survey 5 classmates with the 5 questions.  
   d. Tell them to require the students they surveyed to sign after giving their responses.

   Processing  
   Mention one similarity or difference in household practices during mealtimes. If there are more differences in mealtime practices among Filipino households what problem do you think will arise when one attends a gathering or party?
DOES IT SOUND FAMILIAR? (6 minutes)
Task 3 ‘Your Initial Tasks’
   a. Pair up students for the activity.
   b. Let them take the designation Partner A and Partner B.
   c. Partner A will have his or her turn first, followed by Partner B.

Processing
   a. Let the students express and share their ease or difficulty in relating with the text listened to.
   b. Make them understand that shared experience with the text will help them immerse into the setting and locality of the story.

SAY WHAT? (15 minutes)
Task 4 ‘Your Initial Tasks’

**Oxymoron** is a figure of speech that combines two contradictory terms. Oxymoron is different with paradoxes and contradictions when it is used intentionally for rhetoric effect.

Oxymoronic expression appear to be idiomatic or at times to bring humor or to disparage it use and make an idea nonsensical.
   1. Explain the given examples.
   2. Give several examples before giving them the actual exercise.
   3. Ask them to explain the meaning of the oxymoron used in the sentence.
   4. Tell them to share the meaning to their seatmate.

READING HOMEWORK
See ‘Your Text’.
   c. Assign the reading selection, *The Bread of Salt*.
   d. Have students respond to the questions within the text on a one-whole sheet of paper.

2. Presentation

**BREADED CONTRADICTION** (10 minutes)
See Task 1, ‘Your Discovery Tasks’.

   a. Discuss with the students the content in each item to check as well their compliance in reading the whole story. This may take the form of a follow-up question.
   b. Ask the students to use the oxymoronic expressions in a sentence (if the time allows it).

**LOCATE, REFLECT, EVALUATE!** (30 minutes)
See Task 2, ‘Your Discovery Tasks’.

   a. Have the students accomplish the task in pairs.
   b. Call on students to prove the correctness of their responses.
c. For statements 2, 4, 5, 6, 9, and 10 probe into students’ value judgments concerning the issues they represent.

3. Enrichment

THE SOUND OF MUSIC (30 minutes)
Task 3

a. Let the students watch a clip of a silent movie.
b. Let them interpret the movie clip.
c. Challenge the students to come up with a silent version of a plot choice from the story, *The Bread of Salt*.
d. Tell them to assign their technical/audio persons in the group to create or operate on the sound and music.
e. Remind them that their song choice should aid in establishing the elements of the story read.
f. Ask them to create a score sheet for the evaluation of presentations of each group.
g. Let them rehearse in class.

4. Expansion

WATCH OUT! (10 minutes)

CONTROLLED GRAMMAR PRACTICE (15 minutes)
a. Have the students perform Task 3 in ‘Your Discovery Tasks’.
b. Process the answers of the students.

EXTENDED GRAMMAR PRACTICE (15 minutes)
Task 4. Tune in the Verbal Complement
a. Have the students perform another exercise for verbal complementation.
b. Process the answers of the students.

FOOD TRIP! (30 minutes)
See Task 5, ‘Your Discovery Tasks’.

Talk about the varied food delicacies in several regions of the country. When available, show pictures of food delicacies and let them match it with a region. Then group the students into five for the activity.

1. Tell the class that each group should come up with a specific locality of the story where it could possibly happen.
2. Tell the students that they have to find out the food delicacy of the place they have selected for the story.
3. Ask the students to produce a picture or create a drawing of the food which they will use for the Food Trip poster.
Materials for the travelogue:
1. Cartolina, one whole
2. Coloring materials.

**PARTY AT DON ESTEBAN’S**
Inform the students how one behaves in a museum. Tell them what possibly can transpire between those who put up their artwork in the museum and those who come in to see the exhibit. This will be the same decorum which they would observe in this activity.

**Task Distribution:**
1. Assign the groups a specific corner or area in the room where they could post heir work.
2. Allot space for the walk through of the students.
3. Allow them to engage in asking and answering about the outputs they have created.
4. When possible, tell them to prepare food and bring it to class for the museum activity. The food should come in light (like biscuits or fruit slices, water will do for the refreshments) If possible, integrate with the cooking class to work on the regional delicacy of specific places chosen in the activity.
5. Instruct them to bring music to class.
6. Let them prepare their blue and red strip of paper for the evaluation.
7. Have a quick count and announce the winner of the class choice before the session ends.

5. **Synthesis**

**A RECIPE FOR CHANCES (20 minutes)**
- Ask each student to write down several significant human experiences they may draw out from the story.
- Tell them to write down, too, the moral of the story.
- Make them choose one specific statement and let them come up with three supporting ideas to strengthen their statement.
- Let them share with a seatmate their thoughts about the story.
- Tell them to create a topic form for the library activity.

**LIBRARY AND HOMEWORK (30 minutes)**
- Explain the mechanics of ‘Your Final Task’.
- Accompany the students to the library to begin their library work.
### WEEK 6, SECOND QUARTER

#### A. Overview of Content and Objectives

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<th>Primary Selection/s</th>
<th>The Baby in the Bottle by Benjamin Bautista</th>
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<td>Sub-theme</td>
<td>Coping with Challenges</td>
<td>Parallel Selection/s</td>
<td>Texts on Population and Coping with Loss</td>
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<td>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</td>
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<td>Day 3</td>
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RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.

RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.
B. Assessment Plan

1. Pre-assessment
   BOTTLED-UP? See page 1 of learning package.
   GET BOTTLED See page 1 of learning package.
   WHAT’S IN A TITLE? See page 2 of learning package.

2. Post-assessment
   WAYS OF DEALING (Group work) See page 8 of learning package.

C. Resources

1. Materials
   i. Bottle realia
   j. Pictures of different kinds of bottles fulfilling different purposes
   k. CD recording of listening inputs

2. Equipment
   c. Audio CD player
   d. Projector (if digital pictures will be used)

D. Activities

1. Introduction

   BOTTLED-UP (10 minutes)
   See Task 1 ‘Your Initial Tasks’.

   a. Show the bottle realia to the class. Invite the class to describe the features
      and uses of a bottle. Supplement the discussion by using pictures of
      different kinds of bottles.
   b. Explain that idioms and other phrases are based on a bottle. Segue to the
      activity.
   c. Have the students accomplish the task.

   GET BOTTLED? (15 minutes)
   See Task 2 ‘Your Initial Tasks’.

   a. Divide the class into groups.
   b. Have the class do the task.
   c. Facilitate a quick presentation of output by groups.

   WHAT’S IN A TITLE? (10 minutes)
   See Task 3 ‘Your Initial Tasks’.

   a. Ask a student to summarize insights gained from the first two activities.
   b. Write the title of the reading text on the board.
c. Invite students to make guess what the story is about based on what they learned from the discussions.
d. Process selected answers of the students. Focus on how associations are made.

READING OF THE TEXT (15 minutes)
See ‘Your Text’.

a. Ask students to keep their dictionaries handy in case they have to look up a difficult word from the selection. Remind them that they can also rely on context clues.
b. Ask students to read the text silently.

2. Presentation

a. Divide the class into five groups and have them do Tasks 1-5 (Creating Symbols, Explaining Divisions, Giving Assumptions and Predictions, Part 1 and 2, Analyzing Emotions, and Reading Emotions).
b. Assign the same preparation time for all groups. Invite students to choose members who can act as facilitators and secretaries.
c. Agree on the dynamics for presentation. Determine the sequence of the presentations. You may deviate from the one presented here.
d. Have the groups accomplish their different tasks. Go around and check the progress of every group. Give guidance as needed.
e. Have the groups present their outputs. Ask questions that will require the students to support their answers or explain the process that they did to accomplish their task. Invite students to ask questions or react to the presentation.

3. Enrichment

PREDICTING POPULATION TRENDS (Home Work)

a. Give the instructions for the task.
b. Provide a handout that features basic search protocols. The following is a text that you can modify to suit this purpose.

Operators and more search help

This article covers all the most common issues, but sometimes you need a little bit more power. This document will highlight the more advanced features of Google Web Search. Have in mind though that even very advanced searchers, such as the members of the search group at Google, use these features less than 5% of the time. Basic simple search is often enough. As always, we use square brackets [ ] to denote queries, so [ to be or not to be ] is an example of a query; [ to be ] or [ not to be ] are two examples of queries.

- Phrase search (""") By putting double quotes around a set of words, you are telling Google to consider the exact words in that exact order without any change. Google already uses the order and the fact that the words are together as a very strong signal and will stray from it only for a good
reason, so quotes are usually unnecessary. By insisting on phrase search you might be missing good results accidentally. For example, a search for ["Alexander Bell"] (with quotes) will miss the pages that refer to Alexander G. Bell.

**Search single word exactly as is ("")** Google employs synonyms automatically, so that it finds pages that mention, for example, childcare for the query [child care] (with a space), or California history for the query [ca history]. But sometimes Google helps out a little too much and gives you a synonym when you don’t really want it. By putting double quotes around a *single* word, you are telling Google to match that word precisely as you typed it.

**Search within a specific website (site:)** Google allows you to specify that your search results must come from a given website. For example, the query [iraq site:nytimes.com] will return pages about Iraq but only from nytimes.com. The simpler queries [iraq nytimes.com] or [iraq New York Times] will usually be just as good, though they might return results from other sites that mention the New York Times. You can also specify a whole class of sites, for example [iraq site:.gov] will return results only from a .gov domain and [iraq site:.iq] will return results only from Iraqi sites.

**Terms you want to exclude (-)** Attaching a minus sign immediately before a word indicates that you do not want pages that contain this word to appear in your results. The minus sign should appear immediately before the word and should be preceded with a space. For example, in the query [anti-virus software], the minus sign is used as a hyphen and will not be interpreted as an exclusion symbol; whereas the query [anti-virus -software] will search for the words 'anti-virus' but exclude references to software. You can exclude as many words as you want by using the - sign in front of all of them, for example [jaguar -cars -football -os]. The - sign can be used to exclude more than just words. For example, place a hyphen before the 'site:' operator (without a space) to exclude a specific site from your search results.

**Fill in the blanks (*)** The *, or wildcard, is a little-known feature that can be very powerful. If you include * within a query, it tells Google to try to treat the star as a placeholder for any unknown term(s) and then find the best matches. For example, the search [Google *] will give you results about many of Google’s products (go to next page and next page -- we have many products). The query [Obama voted * on the * bill] will give you stories about different votes on different bills. Note that the * operator works only on whole words, not parts of words.

The **OR operator** Google’s default behavior is to consider all the words in a search. If you want to specifically allow either one of several words, you can use the OR operator (note that you have to type ‘OR’ in ALL CAPS). For example, [San Francisco Giants 2004 OR 2005] will give you results about either one of these years, whereas [San Francisco Giants 2004 2005] (without the OR) will show pages that include both years on the same page. The symbol | can be substituted for OR. (The AND operator, by the way, is the default, so it is not needed.)

**ANALYZING SITUATIONS (20 minutes)**

a. Present the definitions of paradox, irony, and oxymoron. Prepare several other examples.

b. Invite the students to go back to the read selection. Call their attention to the definition of the three concepts. Invite students to cite instances in the text that correspond to the paradox and irony. Ask students to create an oxymoron for some given examples of paradox.

c. Ask students to share about the data they have gathered for their home work, Task 6 (Predicting Population Trends). Invite students to identify any paradox or irony in the data they have.
**GIVING ASSUMPTIONS AND PREDICTIONS, Part 2 (20 minutes)**

a. Prepare a recording of the text below.

World Population Nears 7 Billion: Can We Handle it?²
By David Crary

Statistics show that the world's population didn't reach 1 billion until 1804, and it took 123 years to hit the 2 billion mark in 1927. Then the pace accelerated — 3 billion in 1959, 4 billion in 1974, 5 billion in 1987, 6 billion in 1998.

Looking ahead, the U.N. projects that the world population will reach 8 billion by 2025, 10 billion by 2083. But the numbers could be much higher or lower, depending on such factors as access to birth control, infant death rates and average life span — which has risen from 48 years in 1950 to 69 years today.

"Overall, this is not a cause for alarm — the world had big gains since 1950," said Bongaarts, a vice president of the Population Council. But he cautioned problems are emerging: rising energy and food prices, environmental stresses, more than 900 million people undernourished.

"For the rich, it's totally manageable," Bongaarts said. "It's the poor, everywhere, who will be hurt the most."

The executive director of the U.N. Population Fund, former Nigerian health minister Babatunde Osotimehin, describes the 7 billion mark as a wake up call — especially in the making teenage girls stay in school and allowing women to control the number of children they have.

"It's an opportunity to bring the issues of population, women's rights and family planning back to center stage," he said in an interview. "There are 215 million women worldwide who need family planning and don't get it. If we can change that, and these women can take charge of their lives, we'll have a better world."

b. Inform the students about the dynamics for the activity: what they are expected to do for every segment of reading.

c. Play the first and second recording. Allot a five minute-gap between the two to allow students to write their answers.

d. Invite students to share their answers. Process selected responses. Focus on how the students arrived at their predictions and assumptions.

4. Expansion

**IDENTIFYING KERNELS (20 minutes)**

a. Ask the students to give the meaning of kernel.

b. Discuss the characteristics of kernels. Explain the examples and invite students to give their own examples based on previously discussed topics.

c. Present situations where kernels are appropriate to use. Elaborate on the case of giving instructions and tips. Ask students why this is so.

d. Present sample sentences that are not kernels. Call students’ attention to the characteristics of kernels. Invite them to transform the sample sentences into their kernel counterparts.

e. Process the answers of students.

²msnbc.com

*Grade 7 English Group, DepEd K-12 Learning Area Team for Languages and Multi-literacies*
CONTROLLED GRAMMAR PRACTICE (15 minutes)
   a. Have the students perform Exercise 9.1.
   b. Process the answers of the students.

EXTENDED GRAMMAR PRACTICE (10 minutes)
   a. Have the students do Exercise 9.2.
   b. Process the answers of the students.

EXTENDED GRAMMAR PRACTICE, Group Work (25 minutes)
   a. Conduct a review on what students have learned so far from the texts on coping with a loss. Segue into the kind of losses and grieving that teenagers experience.
   b. Divide the class into groups.
   c. Present the instructions for Exercise 9.3.
   d. Have the groups do the exercise.

5. Synthesis

LETTER WRITING (30 minutes)
   a. Ask students about any recent letter they have written. Ask for some basic details about this letter.
   b. Present the instructions for the activity. Have the class accomplish the task.
   c. Ask for volunteers who would like to read their letters.
   d. Post some commendable letters on the class bulletin board.

HOW TO DEAL (15 minutes)
   a. Conduct a brief review by asking students for discoveries made through discussions.
   b. Have students do the task.
   c. Have volunteers share their answers.

WAYS OF DEALING (Group Work)
   a. Have the groups for Exercise 9.3 meet again.
   b. Discuss the mechanics and rubrics for the task.
   c. Decide on a schedule for presentation.
   d. Have students accomplish the task. Monitor the groups’ preparation and progress.
# WEEK 7, SECOND QUARTER

## A. Overview of Content and Objectives

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<th>Moonlight by Manila Bay by Fernando Maramag</th>
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<tr>
<td><strong>Sub-theme</strong></td>
<td>Recognizing Beauty</td>
<td><strong>Parallel Selection/s</strong></td>
<td>Articles about Manila Bay</td>
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## Segment

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<tr>
<td><strong>RC1a:</strong></td>
<td>Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</td>
<td><strong>LC1a:</strong> Recognize differences in voice levels and speech patterns.</td>
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<tr>
<td><strong>RC1b:</strong></td>
<td>Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</td>
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</table>

| **Day 2**       | **RC1b:** Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas. | **VD2d:** Identify figures of speech that show emphasis (hyperbole and litotes). | **SS2d:** Distinguish between credible and incredible electronic information sources. |               |               |               | **GS2e:** Formulate embedded sentences. |

| **Day 3**       | **LC2h:** (Homework) Infer appropriate responses to listening guide questions. | **OL2g:** Present points of view and opinions concerning the message of a selection in creative oral means. |                   |               |               |               |                    |

| **Day 4**       | **RC1b:** Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas. |                   |                   |               |               |               | **WC2g:** Compose and upload a blog entry based on a particular personal topic of interest. |
B. Assessment Plan

1. Pre-assessment
   DEFINING BEAUTY, MEET YOUR MATCH, LOOK IT UP
   See page 1-2 of learning package.

2. Post-assessment
   BLOG FOR MANILA See page 6 of learning package.

C. Resources

1. Materials
   a. CD recording of listening inputs
   b. Pictures of Manila Bay as a serene place
   c. Pictures of Manila Bay during the 1898 battle
   d. Samples of blog
   e. Serene background music
   f. Sound of waves

2. Equipment
   a. Audio CD player
   b. Projector (if digital pictures will be used)

D. Activities

1. Introduction

   DEFINING BEAUTY (10 minutes)
   See Task 1 ‘Your Initial Tasks’.

   a. Ask students about things, people, or places that they regard as beautiful.
   b. Ask students how they define ‘beauty.’
   c. Have the students accomplish the task.
   d. Process selected answers of students.

   MEET YOUR MATCH (5 minutes)
   See Task 2 ‘Your Initial Tasks’.

   a. Explain what collocates are. Give other examples.
   b. Have the class do the task. See answers below.

       bread and butter
       rhythm and blues
       beauty and brains

   c. Present the pair: Beauty + History
   d. Invite students to react on the pair. Ask for examples of people, places, and things that show beauty and history in the Philippines.
e. Introduce Manila Bay. Ask if it is a good example of a place that shows beauty and history.

**LOOK IT UP (15 minutes)**
See Task 3 ‘Your Initial Tasks’.

a. Have the students use a dictionary to search for the following words.
b. Use these words in sentences about beauty and Manila Bay.

2. **Presentation**

**READING**
See ‘Your Text’.

a. Prepare students for a listening activity with background music. Prepare the necessary equipment for the activity.
b. First reading. Have the students simply listen to you read the text. Play the background music as you read.
c. Present the following questions to guide the listening of the students. Inform students that they should take down notes to help them answer the questions. Do the second reading.
   - How is Manila bay described?
   - What details in the poem help you visualize the place?
   - What feelings are evoked by the descriptions?
   - What does the speaker feel as he recollects?
   - What other aspect of Manila bay is presented?
   - To what event could the poem be referring?
   - What does this historical association imply about Manila bay? What does the speaker feel about this association?
   - How does the poem end? What feelings are evoked by the conclusion?

d. Do the third reading. Ask students to review their answers for the questions.
e. Show pictures of a serene Manila Bay and a picture of it during the battle. Have them check if the text’s descriptions are consistent with what they are seeing in the picture.
f. Facilitate a discussion about the above questions. Process the students’ answers.

3. **Enrichment**

**PROMOTE MANILA BAY, Home work, (10 minutes)**
See Task 1, ‘Your Discovery Tasks’.

a. Discuss the definition of hyperboles and litotes. Discuss provided examples and add more.
b. Present the instructions for the task. Set a deadline for the requirement.
4. Expansion

IDENTIFYING EMBEDDED CLAUSES (30 minutes)
See Task 2, ‘Your Discovery Tasks’.

a. Conduct a review on kernels. Invite students to make associations between kernels and the lesson to be presented.
b. Facilitate a discussion on what embedded clauses are. Explain how the sentence samples manifest the features of embedded clauses.
c. Have students do Exercise 2.1, 2.2. and 2.3.
See answers below.

CONTROLLED GRAMMAR PRACTICE (20 minutes)

Exercise 2.1
1. Manila Bay is considered the finest harbor in the far east where the famous “Battle of Manila Bay”, was fought.
2. The Bay is also known as a stopover for the Galleon Trade which lasted for 244 years.
3. The first Filipinos were Indo-Malaya migrants who established their first settlements along the bay and a nearby river (now the Pasig River).
4. They named the place “Maynila” or “may nila” which means “there is nila here”
5. Nila is a water plant that thrived in the area.

Exercise 2.2
The long stretch of national highway, (1) from the US Embassy to a portion just before the Coastal Road to Cavite, offers a panoramic view of Manila Bay. It is most picturesque in the afternoon (2) when the dying sun emits golden rays and lends golden tones especially to the towering hotels and office buildings nearby. The renovated bay wall is now a tourist-class promenade known as Bay Walk Area (3) where stylish benches are propped up for frolicking and (4) where people roam around for fresh air or jog in early mornings. (5) Being now a popular sightseeing destination, it is among the top 5 tourist spots in Manila-Philippines.

EXTENDED GRAMMAR PRACTICE (15 minutes)
Exercise 2.3 (Answers will vary.)

5. Enrichment

LISTEN UP (25 minutes)

a. Prepare the class for a listening activity. Prepare the necessary equipment.
b. Have the students read the instructions and items for the task first. See answers below.

1. The different kinds of settlers in Manila (√)
2. The origin of the name, Manila (√)
3. The cause of the Battle of Manila Bay (√)
4. The different kinds of merchants (√)
5. Different products offered by the Galleon Trade (√)
6. The reasons for establishing Intramuros (√)
7. The reasons for choosing Manila as the seat of power (√)
8. A description of Fort Santiago (√)
9. The year when the Battle of Manila Bay took place (√)
10. The armies involved in the Battle of Manila Bay (√)

c. Play the recording of the listening text.³

Manila Bay is the front door to the world for the Philippines, the international gateway to the country. It is a place of romantic sunsets, modern commerce and plenty of nostalgia. Why, even before modern technology and airplanes, foreign merchants made their trade with Manila through the shores of this bay.

The first Filipinos were Indo-Malaya migrants who established their first settlements along the bay and a nearby river (now the Pasig River). They named the place “Maynila” or “may nila” which means “there is nila here,” pertaining to the nila, a water plant that thrived in the area. The first Filipino Muslim chieftain established his seat of power along Manila Bay, and early Chinese businessmen traded with the settlers of Maynila along its banks.

Then, in 1521, the Spanish came and ruled the country for 300 long years. In 1571, Spanish authorities chose Maynila or Manila as their seat of political, military and religious power. They built Fort Santiago, a bulwark overlooking the bay to protect the city from possible foreign invasions that might be likely to come in from that strategic entry point. True enough, after three centuries, it was at the bay where the Americans landed to liberate the Philippines. The historic Battle of Manila Bay happened in 1898.

It was a one-sided battle as the US Navy sank the entire Spanish squadron. It was the beginning of the end of Spanish rule over the Philippines.

Today, the Philippines is a free country. Manila is still its capital city, and Filipinos are free to enjoy the tranquil waves that hit Manila Bay.

a. Call the students’ attention to the following questions:

1. How did Manila get its name? What does it mean?
2. What was the role of Manila Bay in the Galleon Trade?
3. What is the history behind Manila Bay?

b. Play the recording of the listening text for the second time.

c. Have students review their answers. Play the listening text for the last time.

d. Facilitate a discussion of the students’ answers.

**HURRAH FOR MANILA BAY (45 minutes)**

a. Divide the class into groups.

b. Present the instructions for the task. Set a date for presentations.

b. Have the groups do the task.

d. Monitor group work and provide guidance when needed.

**6. Synthesis**

**BEAUTY + HISTORY (15 minutes)**

a. Ask students if their ideas about beauty, history, and Manila Bay have been changed by what they learned in the past discussions.

b. Present the instructions for the task.

c. Have the students do the task.

d. Ask volunteers to present their answers on the board.
e. Process the answers of the students.
f. Ask a student to synthesize the answers of the class

**BLOG FOR MANILA (45 minutes)**

a. Present instructions for the task. Address any request for clarification.
b. Have the students accomplish the task.
# WEEK 8, SECOND QUARTER

## A. Overview of Content and Objectives

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<td>Sub-theme</td>
<td>Those I Love</td>
<td>Parallel Selection/s</td>
<td>My Childhood by Fernando Ma. Guerrero</td>
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<table>
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<th>Segment</th>
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</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
<td><strong>OL2h:</strong> Provide suggestions in addressing controversial, problematic, or debatable ideas, issues, or concerns in a selection.</td>
<td><strong>RC1a:</strong> Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</td>
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<td></td>
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<td><strong>VD2e:</strong> Differentiate figurative language from academic language.</td>
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<tr>
<td>Day 2</td>
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<td><strong>RC1b:</strong> Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</td>
<td><strong>LC2i:</strong> Infer the purpose of the narrative listened to vis-à-vis the author’s background and the historical period.</td>
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<tr>
<td>Day 3</td>
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<td><strong>WC2g:</strong> Compose and upload a blog entry based on a particular personal topic of interest</td>
<td><strong>GS2f:</strong> Employ a variety of cohesive devices in composing short personal narratives.</td>
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<tr>
<td>Day 4</td>
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<td><strong>RC1d:</strong> Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</td>
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<td><strong>SS2d:</strong> Distinguish between credible and incredible electronic information sources.</td>
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</table>
B. Assessment Plan

1. Pre-assessment
   WHAT LOVE IS See page 1 of learning package.

2. Post-assessment
   (Homework) See page 5 of learning package.

C. Resources

1. Materials
   CD recording of listening inputs

2. Equipment
   Audio CD player

D. Activities

1. Introduction

   WHAT LOVE IS (15 minutes)
   See Task 1 ‘Your Initial Tasks’:
   a. Ask your students to write down five definitions of love.
   b. These definitions may come in the form of proverbs or simply their own understanding of the concept.
   c. Ask a few students to share their definitions. Make sure to keep track of the common answers and those that stand out the most.
   d. Discuss some of the answers.

   THE TYPES OF LOVE (10 minutes)
   See Task 2.

   a. Have the students listen to this short passage about the many types of love twice.

   The ancient Greeks believed that there were three kinds of love. First, there was eros or physical love. They considered it the lowest form of love as it only dealt with physical attraction. But even the Greeks conceded people are often attracted to other physically at first. The second type of love is filial love. This pertains to the love children give to their parents, and by extension the love that citizens give to their country. It is often called obligated love. People love their parents and their country because both have provided for them. The last and most important type of love was agape. The word is often equated to brotherly love although its meaning is much closer to friendship. The Greeks believed that the love we give to our friends is the highest form of love because we give it voluntarily. We are not obligated due to our circumstances at birth, nor are we dazzled by our physical selves. Friendship, for the ancient Greeks, was the best kind of love that a person would ever experience in his life.

   b. Ask students to fill out the grid found in the learner’s package.
c. Elicit student responses on how the information in the paragraph was ordered.

**READING HOMEWORK**

*See ‘Your Text’.*

a. Assign the reading selection for home reading.
b. Have students write on their notebooks five questions about the selection that they want to be answered during class discussion.
c. Tell the students to find out the meaning of the title.

**2. Presentation**

**CONTEXT CLUES (5 minutes)**

*See Task 1 ‘Your Discovery Tasks’.*

a. Have the students accomplish the task.
b. Validate the responses of students.
c. The correct answers are:

1. B
2. A
3. C
4. B
5. A

**LOCATE, REFLECT, EVALUATE! (40 minutes)**

*See Task 3, ‘Your Discovery Tasks’.*

a. Have the students accomplish the task individually.
b. After the students are done answering the task, call on them to share their paraphrases.
c. Put together the best paraphrases and reconstruct the poem using standard language.
d. Ask the students to point out the differences between figurative and academic language.
e. Elicit responses about when one should use one type of language over the other.
f. Now that the students have understood the poem, ask them about how the title of the poem describes its content.
g. Point out the contradictory nature of the love being expressed in the poem.
3. Enrichment

LOUD AND CLEAR! (30 minutes)

a. Before beginning this listening exercise, ask the students to take note of the following questions which need to be answered by the end of the recording:
- What is the narrator’s gender?
- Under which historical period did the narrator live?
- What does the passage say about the narrator?

b. Let the students listen to the recording of the following passage:

When I was ten years old, I opened my father’s wardrobe and found a notebook in one of the drawers. Its pages were yellow with age and they contained many notes and figures. On the last page was a brief record written by my father, of the birth of his children.

Only then did I come to know that I was born in Ermita, in a rambling nipa house which was the property of my maternal grandparents. I found other details in the notebook – that I was born on May 30, 1873, and that I was baptized at the Ermita church.

I learned from my mother that I came into the world under sad and somber circumstances, in the midst of a great tempest of thunder and lightning. As a child, I remember that I liked to play being a soldier, and most of all, a sailor. I gloated over the swords and guns, the trumpets and drums which my mother or godfather gave me as presents. But what gave me the greatest pleasure were the toy sailboats and steamboats. When I was a little older, I played different games. I no longer cared for the small sailboats. I myself built and manned them. I was at once commander and engineer of the boat.

- My Childhood by Fernando Ma. Guerrero (adapted from Philippine Prose and Poetry, Vol. II)

c. Ask the students to give their responses to the questions posed earlier. Make sure to ask them to justify each answer by citing details in the text.

d. Instruct each student to write a short episode from his/her childhood following the pattern given by the text.

e. Ask a few students to share their work to the rest of the class.

4. Expansion

MORE ON NARRATIVES (5 minutes)

a. Have the students examine their narrative paragraphs.

b. Elicit from them the conventions needed in writing good narratives.

EXAMINING PARAGRAPHS (15 minutes)

a. Have the students examine two paragraphs. You may use a paragraph written by a student, only you will need to make two versions of it. One paragraph doesn’t make use of transition and cohesive devices. The second paragraph makes use of both transition and cohesive devices.

b. Ask the students to determine which paragraph is better in terms of cohesion. Ask them why the first paragraph seems wrong even when all the sentences are grammatically correct.

c. Elicit from the students their observations, with particular focus on transition words.
d. Focus on the second paragraph and introduce the various transition words.
e. Have students make generalizations regarding how to use these transitions.
f. Make certain students understand that transitions can be applied in both the sentence and paragraph levels.

**CONTROLLED GRAMMAR PRACTICE (15 minutes)**
- a. Have the students perform Task 4 in ‘Your Discovery Tasks’.
- b. Process the answers of the students.

**EXTENDED GRAMMAR PRACTICE (15 minutes)**
- a. Have the students perform another exercise covering sentence transitions.
- b. Process the answers of the students.

5. **Synthesis**

**BLOGGING (20 minutes)**
- a. Ask each student to write on a sheet of paper three topics they find interesting.
- b. Give them instructions on how to set up a blog.
- c. Enumerate the various uses of blogs as well as what to avoid when one has a blog.
- d. Ask each student to write a short, personal narrative paragraph on each topic and to upload these entries on their respective blogs.
- e. Encourage the students to read each other’s blogs. They may also write comments.

**LIBRARY AND HOMEWORK (20 minutes)**
- a. Explain the mechanics of ‘Your Final Task’.
- b. Accompany the students to the library to begin their library work.
- c. Guide the students in looking for symbols which are proper and interesting.
## WEEK 9, SECOND QUARTER

### A. Overview of Content and Objectives

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<thead>
<tr>
<th>Theme</th>
<th>Building Relationships</th>
<th>Primary Selection/s</th>
<th>If You Want to Know What We Are (Carlos Bulosan)</th>
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<tr>
<td>Sub-theme</td>
<td>When I Struggle</td>
<td>Parallel Selection/s</td>
<td>The Spiders (Artemio Tadena)</td>
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<thead>
<tr>
<th>Segment</th>
<th>Pre-assessment</th>
<th>Introduction</th>
<th>Presentation</th>
<th>Enrichment</th>
<th>Expansion</th>
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<tr>
<td>Day 1</td>
<td>LC2i: Infer the purpose of the narrative listened to vis-à-vis the author’s background and the historical period.</td>
<td>OL2h: Provide suggestions in addressing controversial, problematic, or debatable ideas, issues, or concerns in a selection.</td>
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<td>Day 2</td>
<td>VD2f: Explain the three functions of academic language: to describe complexity, to describe higher order thinking, and to describe abstraction.</td>
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<td>Day 3</td>
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<td>WC2h: Revise a piece of narrative writing in terms of content, style, and mechanics collaboratively and independently.</td>
<td>GS2f: Employ a variety of cohesive devices in composing short personal narratives.</td>
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<tr>
<td>Day 4</td>
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<td></td>
<td>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</td>
<td>SS2e: Explain the value of using more primary information sources in an inquiry process.</td>
</tr>
</tbody>
</table>
B. Assessment Plan

1. Pre-assessment

*THE WARS WE HAVE FOUGHT.* See Task 1 under Your Initial Tasks.
You may assign this as homework, or you may use a period for library time. Encourage the students to look for persons who actually lived through the last two events. Have them fill up the table before coming to class.

2. Post-assessment

*THE THINGS I MUST FIGHT FOR (Homework)* See page 6 of learning package.

C. Resources

1. Materials
   a. CD recording of listening input
   b. Pictures showing the important scenes in the five battles listed in Task 1.

2. Equipment
   a. Audio CD player
   b. Projector (if digital pictures will be used)

D. Activities

1. Introduction

*THE WARS WE HAVE FOUGHT (15 minutes)*
See Task 1 ‘Your Initial Tasks’:
   a. Show pictures of the five major conflicts in Philippine History.
   b. Ask the students to share the answers they have written in the table.
   c. Help the students categorize the various causes that people had in fighting these wars.

*WHY WE FIGHT*
See Task 2 ‘Your Initial Tasks’.
   a. Ask the students to recall the personal conflicts that they have had with others.
   b. Ask them to list down as many reasons as they can remember for the conflict, and why they decided to fight back.
   c. Using the organizer, they are to write down these reasons. Make sure that the students aren’t putting in duplicate answers.
   d. Process their answers.
READING HOMEWORK
See ‘Your Text’.

a. Assign the reading selection for home reading.
b. Have students write on their notebooks five questions about the selection that they want to be answered during class discussion.

2. Presentation

OPPOSITES ATTRACT (5 minutes)
See Task 1 and Task 2, ‘Your Discovery Tasks’.

a. Have the students accomplish the task.
b. Validate the responses of students. Remember, you are looking for antonyms.
c. The correct answers are:
   i. B 5. C
   ii. A 6. B
   iii. A 7. B
   iv. B 8. A

d. Move on to Task 2. Show the students how to use a cline.
e. Have the students accomplish the task.
f. Ask them to share their answers.
g. The correct answers are: (in proper order)
   SET C: patriotism – nationalism – heroism – martyrdom

LOCATE, REFLECT, EVALUATE! (30 minutes)
See Task 3, ‘Your Discovery Tasks’.

a. Have the students accomplish the task in pairs.
b. Call on students to share their answers.
c. Try to get the students to identify which types of people are being referred to in each stanza.
d. Get the students to give their opinions on how the last two lines of the poem ties up all the stanzas.
e. Point out the inherent differences between a revolution as opposed to other forms of conflict.
3. Enrichment

LOUD AND CLEAR! (15 minutes)
   a. Ask the students where conflict comes from. Point out that there are two types of conflicts – internal and external.
   b. Ask the students to listen to a recording of the following narrative poem:

   The Spiders by Artemio Tadena

   One night the spiders came, but not as spiders do.
   Behind her, where she knew the window trees
   Stood stiff and tight as though a storm was set to blow,
   She thought she heard the rasping of a thousand knees,
   Minute and hairy. When she turned, she saw
   The creatures, swarming, wave on wave on wave,
   Toward her, unleashing from their eyes the flaw
   In her which made her shun, crafty and grave,
   The needs so near allied to blood – blood she had tamed.

   She screamed. The thin twigs snapped. The spiders vanished.
   In the dawn, blown windward with the window’s mist,
   She saw the fiction that her fears had woven;
   Fearing which she shut once more her eyes. And then
   She heard – and felt – the shy leaves touch the windowpane.

c. Allow the students to hear the recording twice. Ask them to answer the following questions:
   1. What was the main conflict in the poem?
   2. How did the woman react to the conflict?
   3. Are the spiders real? Prove your answer.
   4. Why were the spiders used as the conflict?
   5. What does the poem say about the nature of conflict?

4. Expansion

MORE ON COHESIVE DEVICES (25 minutes)
   a. Have the students recall the cohesive devices discussed in the previous lesson.
   b. Ask them if there are other ways to make paragraphs and sentences coherent aside from transition devices.
   c. Give a sample paragraph on war or conflict. Make sure this paragraph doesn’t rely too much on transition devices.
   d. Discuss the other ways by which cohesion can be achieved. These are:
      1. the use of pronouns
      2. the use of deliberate repetitions
      3. the use of parallel structures
CONTROLLED GRAMMAR PRACTICE (30 minutes)
c. Have the students perform Task 4 in ‘Your Discovery Tasks’.
d. Process the answers of the students.

5. Synthesis

INSIGHTS SHARING (20 minutes)
a. Ask each student to write on a sheet of paper three ideas:
   i. the most important insight they discovered while reading the selection
   ii. the valid reasons to fight
   iii. the various causes people have all over the world
   iv. the ways conflicts can be resolved without resorting to violence
b. Have each student discuss his/her ideas with a partner.
c. Have each pair join another pair to expand their sharing.
d. Call on a few students to share their small group sharing.
e. Synthesize the lesson.

LIBRARY AND HOMEWORK (20 minutes)
a. Explain the mechanics of ‘Your Final Task’.
b. This third item in the insights sharing is a good place for them to start.
c. Guide them to people who are involved in non-government organizations.
d. The students may also use the library resources to find more about these NGOs.