

CONTENT AND PERFORMANCE STANDARDS FOR GRADE 7 ENGLISH

CONTENT STANDARD	FIRST QUARTER		SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER																									
LC: Listening Comprehension	LC1: Determine how stress, pitch, intonation, phrasing, pacing, and non-verbal cues serve as carriers of meaning that may aid or interfere in the message of the text listened to.		LC2: Use active listening strategies based on purpose, familiarity with the topic and the level of difficulty of short narrative texts.	LC3: Use active listening strategies based on purpose, familiarity with the topic and the level of difficulty of simple informative texts.	LC4: Listen to appreciate communication roles, expectations, and intentions in specific communicative contexts or situations.																									
	<i>LC1a:</i> Recognize differences in voice levels and speech patterns.	<i>LC1b:</i> Explain the influence of differences in tone and accent patterns in understanding a message.	<i>LC1c:</i> Listen for important points signaled by shifts in stress and intonation.	<i>LC1d:</i> Determine how pitch, phrasing, and pacing affect understanding of a message.	<i>LC1e:</i> Determine the effect of facial expressions and eye contact in understanding a message.	<i>LC1f:</i> Determine the effect of posture and bodily gestures in understanding a message.	<i>LC1g:</i> Distinguish between and among the functions of non-verbal cues: repetition, contradiction, substitution, complementation, and accentuation.	<i>LC2a:</i> Note specific elements of the narrative listened to.	<i>LC2b:</i> Determine the order of significant events in the text listened to.	<i>LC2c:</i> Identify key ideas or turning points in the narrative text listened to.	<i>LC2d:</i> Note specific words or expressions that signal or emphasize crucial details in the narrative listened to.	<i>LC2e:</i> Determine the tone and mood of the speaker or characters in the narrative listened to.	<i>LC2f:</i> Note familiar and unfamiliar details from the narrative listened to.	<i>LC2g:</i> Formulate assumptions or predictions about the contents of the narrative texts.	<i>LC2h:</i> Infer appropriate responses to listening guide questions.	<i>LC2i:</i> Infer the purpose of the narrative listened to vis-à-vis the author's background and the historical period.	<i>LC3a:</i> Note specific details of the text listened to.	<i>LC3b:</i> Determine the order of ideas or how the ideas are organized in the text listened to.	<i>LC3c:</i> Identify main points and supporting ideas in the text listened to.	<i>LC3d:</i> Note specific words or expressions that signal or emphasize crucial details of the text listened to.	<i>LC3e:</i> Determine the tone and mood of the speaker in the text listened to.	<i>LC3f:</i> Note familiar and unfamiliar details from the text listened to.	<i>LC3g:</i> Formulate assumptions or predictions about the contents of the narrative texts.	<i>LC3h:</i> Infer appropriate responses to listening guide questions.	<i>LC3i:</i> Infer the purpose of the text listened to vis-à-vis the author's background and the historical period.	<i>LC4a:</i> Note the roles and expectations of each speaker in intimate and consultative situations.	<i>LC 4b:</i> Note the roles and expectations of each speaker in casual, conversational, or informal situations.	<i>LC 4c:</i> Note the roles and expectations of each speaker in formal situations.	<i>LC 4d:</i> Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues and quality of participation.	<i>LC 4e:</i> Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers and their relationships.
PERFORMANCE STANDARDS	PSLCH	High/Independent	Perform an enhanced rendition of a listening text.																											
	PSLCA	Average/Instructional	State specific recommendations to enhance the delivery of the text listened to.																											
	PSLCL	Low/Frustration	Formulate evaluative statements about the clarity of a listening text's message.																											

CONTENT STANDARD	FIRST QUARTER		SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
OL: Oral Language and Fluency	OL1: Use the right stress, intonation, phrasing, and pacing when reading short written passages aloud and engaging in interpersonal communication.		OL2: Talk about significant human experiences and ideas based on literary or expository reading, listening, or viewing selections in unrehearsed and rehearsed individual and group modalities.	OL3: Use appropriate verbal and non-verbal turn-taking, turn-giving, and topic control strategies while participating in dialogues and interviews.	OL4: Use appropriate verbal and non-verbal turn-taking, turn-giving, and topic control strategies while participating in panel discussions.
	<p>OL1a: Use appropriate volume and enunciation that meet the needs of an oral communication situation.</p> <p>OL1b: Observe correct pronunciation of critical vowel and consonant sounds.</p> <p>OL1c: Observe the right syllable stress pattern in three categories: two-syllable word stress, compound noun stress, and words with stress derived from suffixes.</p> <p>OL1d: Observe the right sentence stress using the Rhythm Rule guidelines for both stressed and unstressed words.</p> <p>OL1e: Distinguish between and among the rising-falling intonation, rising intonation, and non-final intonation patterns.</p> <p>OL1f: Observe the right phrasing and pacing when reading texts or passages aloud or participating in conversations.</p> <p>OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.</p>		<p>OL2a: Narrate specific personal experiences related to the ideas presented in a selection.</p> <p>OL2b: Compare and contrast ideas presented in a selection or a set of related selections.</p> <p>OL2c: Give meaningful comments and insightful observations based on ideas presented in a selection.</p> <p>OL2d: Express agreement or disagreement with ideas presented in a selection.</p> <p>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.</p> <p>OL2f: State the effect of a text listened to, read, or viewed to one's value system.</p> <p>OL2g: Present points of view and opinions concerning the message of a selection in creative oral means.</p> <p>OL2h: Provide suggestions in addressing controversial, problematic, or debatable ideas, issues, or concerns in a selection.</p>	<p>OL3a: Express needs, opinions, feelings, and attitudes in explicit but polite ways.</p> <p>OL3b: Use appropriate turn-taking cues at the level of words, phrases, clauses, and sentences.</p> <p>OL3c: Vary the organization of interaction using the three-ordered options: current speaker selects next speaker; next speaker self-selects as next; or current speaker continues.</p> <p>OL2d: Use appropriate verbal and non-verbal turn-giving cues.</p> <p>OL3e: Use appropriate topic control strategies to expand one's responses, to emphasize a point, and to evade possible misinterpretations.</p> <p>OL3f: Use a variety of ways to strike a conversation, introduce a topic, and terminate a conversation.</p> <p>OL3g: Ask and answer different types of questions in a dialogue or interview.</p> <p>OL3h: Use a variety of expressions to affirm, to negate, to see further clarification, and to summarize points in a dialogue or interview.</p>	<p>OL3a: Express needs, opinions, feelings, and attitudes in explicit but polite ways.</p> <p>OL3b: Use appropriate turn-taking cues at the level of words, phrases, clauses, and sentences.</p> <p>OL3c: Vary the organization of interaction using the three-ordered options: current speaker selects next speaker; next speaker self-selects as next; or current speaker continues.</p> <p>OL2d: Use appropriate verbal and non-verbal turn-giving cues.</p> <p>OL3e: Use appropriate topic control strategies to expand one's responses, to emphasize a point, and to evade possible misinterpretations.</p> <p>OL3f: Use a variety of ways to begin a panel discussion, introduce the discussion topic, summarize the discussion, and terminate the discussion.</p> <p>OL3g: Ask and answer different types of questions in a panel discussion.</p> <p>OL3h: Use a variety of expressions to affirm, to negate, to see further clarification, and to summarize points in a panel discussion.</p>
PERFORMANCE STANDARDS	PSLCH	High/Independent	Deliver an unrehearsed oral reading of a reading passage or facilitate an unrehearsed interview or panel discussion.		
	PSLCA	Average/Instructional	Formulate and carry out spontaneously a list of interview questions, small group discussion guide, or panel discussion guide.		
	PSLCL	Low/Frustration	Participate in structured small group or whole-class discussions, interviews, or panel discussions using written notes.		

CONTENT STANDARD	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
VD: Vocabulary Development	VD1: Establish semantic relationships of words as well as familiar, colloquial, and idiomatic expressions.	VD2: Establish semantic relationships of words including figurative and academic language.	VD3: Identify collocations and arrange words or expressions in categories and clusters.	VD4: Analyze analogies and arrange words or expressions in clines.
	<p><i>VD1a: Determine words or expressions in a selection that are similar or opposite.</i></p> <p><i>VD1b: Determine words or expressions in a selection that have causal or associative relations.</i></p> <p><i>VD1c: Determine words or expressions in a selection that have time (temporal) or place (locative) relations.</i></p> <p><i>VD1d: Distinguish between familiar and colloquial expressions commonly used in casual or informal conversations.</i></p> <p><i>VD1e: Distinguish between colloquial language and slang.</i></p> <p><i>VD1f: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations.</i></p> <p><i>VD1g: Select an appropriate familiar, colloquial, or idiomatic word or expression as a substitute for another word or expression.</i></p> <p><i>VD1h: Explain why familiar, colloquial, and idiomatic expressions are used more often in oral communication.</i></p>	<p><i>VD2a: Distinguish between literal and figurative expressions.</i></p> <p><i>VD2b: Identify figures of speech that show comparison (simile, metaphor, and analogy).</i></p> <p><i>VD2c: Identify figures of speech that show contrast (irony, oxymoron, and paradox).</i></p> <p><i>VD2d: Identify figures of speech that show emphasis (hyperbole and litotes).</i></p> <p><i>VD2e: Differentiate figurative language from academic language.</i></p> <p><i>VD2f: Explain the three functions of academic language: to describe complexity, to describe higher order thinking, and to describe abstraction.</i></p>	<p><i>VD3a: Identify collocations used in a selection.</i></p> <p><i>VD3b: Identify the common forms of collocations: (a) adverb + adjective, (b) adjective + noun, (c) noun + noun, (d) noun + verb, (e) verb + noun, (f) verb + expression with preposition, and (g) verb + adverb.</i></p> <p><i>VD3c: Explain why collocations are useful in making the meaning of expressions clearer.</i></p> <p><i>VD3d: Determine words or expressions in a selection with genus-species (hyponymous) relations.</i></p> <p><i>VD3e: Determine words or expressions with part-whole (partitive) relations.</i></p> <p><i>VD3f: Devise categories and sub-categories to cluster ideas.</i></p> <p><i>VD3g: Use a variety of semantic organizers to show categorization and clustering of words or expressions.</i></p>	<p><i>VD4a: Determine the relationship of words or expressions arranged in analogies.</i></p> <p><i>VD4b: Supply other words or expressions that complete an analogous series of words or expressions.</i></p> <p><i>VD4c: Identify words or expressions that have multiple meanings (homonymous or polysemous words or expressions).</i></p> <p><i>VD4d: Identify words or expressions used in a selection that show varying shades of meaning (gradients).</i></p> <p><i>VD4e: Identify common categories of clines that are useful in learning vocabulary in specific fields.</i></p> <p><i>VD4f: Create or expand word clines.</i></p> <p><i>VD4g: Explain how analogies and clines enrich one's vocabulary.</i></p>
PERFORMANCE STANDARDS	PSLCH	High/Independent	Create three versions of a written or spoken passage showing shifts in purpose, level of formality, and vocabulary load.	
	PSLCA	Average/Instructional	Convert a written or spoken passage into a version that shows shift in purpose, level of formality, and vocabulary load.	
	PSLCL	Low/Frustration	Provide a word or expression that is a more appropriate substitute for another given the purpose and level of formality.	

CONTENT STANDARD	FIRST QUARTER		SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
RC: Reading Comprehension	RC1: Engage in becoming familiar with, appreciative of, and critical towards the backgrounds, features, and sample translated texts of Philippine folk literature and other parallel selections.		RC2: Engage in becoming familiar with, appreciative of, and critical towards the backgrounds, features, and sample texts of Philippine literature in English during the Apprenticeship Period and other parallel selections.	RC3: Engage in becoming familiar with, appreciative of, and critical towards the backgrounds, features, and sample texts of Philippine literature in English during the Emergence Period and other parallel selections.	RC4: Engage in becoming familiar with, appreciative of, and critical towards the backgrounds, features, and sample texts of Philippine literature in English during the Modern Period and other parallel selections.
	<p>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</p> <p>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</p> <p>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</p> <p>RC1d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</p> <p>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</p>		<p>RC2a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</p> <p>RC2b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</p> <p>RC2c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</p> <p>RC2d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</p> <p>RC2e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</p>	<p>RC3a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</p> <p>RC3b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</p> <p>RC3c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</p> <p>RC3d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</p> <p>RC3e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</p>	<p>RC4a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</p> <p>RC4b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</p> <p>RC4c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</p> <p>RC4d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</p> <p>RC4e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</p>
PERFORMANCE STANDARDS	PSLCH	High/Independent	Compile a series of four texts representing the development periods of Philippine literature and relate each to an informative text to discuss in a personally preferred format a chosen theme expressive of a social issue or concern.		
	PSLCA	Average/Instructional	Compare and contrast a series of four texts representing the development periods of Philippine literature to discuss in a personally preferred format a chosen theme expressive of a social issue or concern.		
	PSLCL	Low/Frustration	Compare and contrast a pair of texts consisting of a representative text of development period of Philippine literature and a parallel informative text to discuss in a personally preferred format a chosen theme expressive of a social issue or concern.		

CONTENT STANDARD	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
WC: Writing and Composition	WC1: Distinguish between oral and written modes of language use with emphasis on their exclusive features and properties.	WC2: Compose short personal narrative texts using appropriate literary and cohesive devices.	WC3: Organize information into short written discourse using appropriate literary and cohesive devices.	WC4: Use persuasive devices to express opinion and to construct basic mass communication materials.
	<p>WC1a: Identify the exclusive features and properties of oral language.</p> <p>WC1b: Identify the exclusive features and properties of written language.</p> <p>WC1c: Distinguish the features of literary and academic writing.</p> <p>WC1d: Enumerate the common purposes for writing.</p> <p>WC1e: Recognize the parts of a simple paragraph based on writing purpose.</p> <p>WC1f: Follow steps in crafting a simple paragraph of five to seven sentences.</p> <p>WC1g: Retell a chosen myth or legend in a series of three five-to-seven-sentence paragraphs.</p> <p>WC1h: Revise a series of simple paragraphs in terms of content, style, and mechanics collaboratively and independently.</p>	<p>WC2a: Identify features of narrative writing.</p> <p>WC2b: Distinguish between and among a journal entry, an anecdote, a travelogue, a personal letter, and a blog entry.</p> <p>WC2c: Compose a series of journal entries.</p> <p>WC2d: Compose an anecdote based on a significant personal experience.</p> <p>WC2e: Compose a travelogue.</p> <p>WC2f: Compose a personal letter to a friend, relative, and other people.</p> <p>WC2g: Compose and upload a blog entry based on a particular personal topic of interest.</p> <p>WC2h: Revise a piece of narrative writing in terms of content, style, and mechanics collaboratively and independently.</p>	<p>WC3a: Identify features and basic types of short written personal essays.</p> <p>WC3b: Distinguish between and among a capsule biography, biographical sketch, and feature article.</p> <p>WC3c: Organize information gathered from primary and secondary sources using a graphic organizer.</p> <p>WC3d: Organize information gathered from primary and secondary sources using a simple topic outline.</p> <p>WC3e: Compose a capsule biography of a person interviewed.</p> <p>WC3f: Compose a biographical sketch of an interviewed person whose backgrounds were also researched.</p> <p>WC3g: Compose a feature article based on a personally selected topic.</p> <p>WC3h: Revise a piece of short personal writing in terms of content, style, and mechanics collaboratively and independently.</p>	<p>WC4a: Formulate a statement of opinion or assertion.</p> <p>WC4b: Distinguish between and among the three categories of persuasive strategies: pathos, logos, and ethos.</p> <p>WC4c: Identify elements and features of print, radio, and TV ads and campaigns.</p> <p>WC4d: Use basic persuasion techniques to create a print ad and campaign: association, bandwagon, testimonials, fear, humor, bribery, intensity, and repetition.</p> <p>WC4e: Use intermediate persuasion techniques to create a radio ad and campaign script: glittering generalities, name-calling, flattery, scientific evidence, rhetorical questions, simple solution, and slippery slope.</p> <p>WC4f: Use advanced persuasion techniques to compose a TV ad script and to produce its corresponding commercial: analogy, card-stacking, red herring or diversion, majority belief, and timing.</p> <p>WC4g: Revise the written components of a persuasive material in terms of content, style, and mechanics collaboratively and independently.</p>
PERFORMANCE STANDARDS	PSLCH	High/Independent	Create a set of advocacy campaign materials consisting of a variety of short narrative and basic mass communication materials.	
	PSLCA	Average/Instructional	Compose a simple narrative text or a basic mass communication material revolving on a particular personal advocacy.	
	PSLCL	Low/Frustration	Create a paragraph or a series of paragraphs using a model.	

CONTENT STANDARD	FIRST QUARTER		SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER															
GS: Grammar Awareness and Structure	GS1: Formulate grammatically correct sentences.		GS2: Expand grammatically correct sentences.	GS3: Formulate meaningful and grammatically correct speech forms.	GS4: Use simplified and grammatically correct expressions.															
	GS1a: Observe rules on subject-verb agreement.	GS1b: Observe consistent tense.	GS1c: Observe rules on pronoun-antecedent agreement.	GS1d: Formulate correct simple sentences.	GS1e: Formulate compound sentences.	GS2a: Use correct determiners.	GS2b: Use varied noun complementation forms.	GS2c: Use varied verb complementation forms.	GS2d: Formulate meaningful kernel sentences.	GS2e: Formulate embedded sentences.	GS2f: Employ a variety of cohesive devices in composing short personal narratives.	GS3a: Formulate meaningful question forms.	GS3b: Formulate meaningful short answers.	GS3c: Formulate meaningful reply questions.	GS3d: Formulate direct speech forms.	GS3e: Formulate reported speech forms.	GS3f: Employ a variety of cohesive devices in composing short written personal discourse.	GS4a: Observe proper tense simplification rules.	GS4b: Use appropriate auxiliary and modal verbs.	GS4c: Use persuasive language forms or expressions.
PERFORMANCE STANDARDS	PSLCH	High/Independent	Compose a series of grammatically correct, meaningful, and related expressions in extended narrative, informative, or persuasive discourse forms in light of a specific purpose and intended audience.																	
	PSLCA	Average/Instructional	Compose a series of grammatically correct, meaningful, and related expressions in short paragraphs.																	
	PSLCL	Low/Frustration	Compose grammatically correct discrete expressions and sentences.																	

CONTENT STANDARD	FIRST QUARTER		SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER			
AT: Attitude	AT1: Ask sensible questions on his or her own initiative.		AT2: Express a different opinion without being difficult.		AT3: Give credence to well thought-out ideas.		AT4: Set new goals for learning on the basis of self-assessment made.	
PERFORMANCE STANDARDS	PSLCH	High/Independent	Articulate specific answers, questions, suggestions, and goals in oral and written ways in both rehearsed/structured and unrehearsed/spontaneous opportunities.					
	PSLCA	Average/Instructional	Express specific answers, questions, and suggestions in rehearsed and structured opportunities.					
	PSLCL	Low/Frustration	Participate in class discussions and activities only when called or specifically prompted to do so.					

CONTENT STANDARD	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
SS: Study Strategies	SS1: Use appropriate mechanisms/tools in the library for locating resources.	SS2: Distinguish between primary and secondary information sources.	SS3: Select appropriate primary and secondary information sources related to a particular topic.	SS4: Support an assertion, validate assumptions, and draw conclusions using primary and secondary sources.
	<p>SS1a: Recognize the features and codes of the school's library catalogue system (typically the Dewey Decimal System).</p> <p>SS1b: Use the card catalogue, the online public access catalogue, or electronic search engine to locate specific resources.</p> <p>SS1c: Recognize the various sections of the library.</p> <p>SS1d: Use the special collections in the library such as archives, vertical files, and electronic databases to locate information.</p> <p>SS1e: Accomplish the appropriate library forms to locate, process, and document resource information.</p>	<p>SS2a: Identify the features of primary information sources.</p> <p>SS2b: Identify the features of secondary information sources.</p> <p>SS2c: Follow protocols in electronic search engines to limit the information search process.</p> <p>SS2d: Distinguish between credible and incredible electronic information sources.</p> <p>SS2e: Explain the value of using more primary information sources in an inquiry process.</p>	<p>SS3a: Formulate an inquiry map concerning a particular topic.</p> <p>SS3b: Prepare a list of available primary and secondary information sources concerning a particular topic.</p> <p>SS3c: Formulate a bibliographical entry according to the type of information source.</p> <p>SS3d: Prepare a bibliography showing a balanced list of primary and secondary information sources.</p> <p>SS3e: Use direct quotations from information sources to expand a written output.</p>	<p>SS4a: Formulate an inquiry outline concerning an assertion.</p> <p>SS4b: Locate primary and secondary information sources related to assumptions concerning an assertion.</p> <p>SS4c: Prepare an expanded reference list in which primary and secondary information sources that support an assertion or validate an assumption are shown.</p> <p>SS4d: Use direct quotations and restatements based on information sources to expand a written output.</p>
PERFORMANCE STANDARDS	PSLCH	High/Independent	Cite appropriate information from a source to support an assertion, validate assumptions, and draw conclusions about a topic.	
	PSLCA	Average/Instructional	Create a relevant reference list for a particular topic of inquiry.	
	PSLCL	Low/Frustration	Access the appropriate section and information search mechanisms/structures in the library.	



Teacher's Guide

Grade 7 English First Quarter

To our fellow teachers,

Thank you for supporting the K-12 reform initiative!

This guide is intended to assist you in facilitating our learners' journey into using English in making and transferring meanings through the following features:

1. exploration of real-life themes, tasks, and situations;
2. balance between literary and informative texts;
3. interplay of print and non-print resources;
4. contextualized and discourse-oriented grammar segments; and
5. enhancement of information management skills.

The guide departs from the traditional notion of publishing a set of questions that facilitate learning. Instead, it prompts you to think of inquiry points that are relevant to your learners' needs, local context, and available resources and technology.

We encourage you to be as creative and critical in ensuring that our content and performance standards for learning English as a second language are achieved.

Happy teaching!

**The Learning Area Team
for Languages and Multiliteracies**

FIRST QUARTER WEEKLY OBJECTIVES FOR GRADE 7 ENGLISH

WEEK	LISTENING COMPREHENSION	ORAL LANGUAGE AND FLUENCY	VOCABULARY DEVELOPMENT	READING COMPREHENSION	WRITING AND COMPOSITION	GRAMMAR AWARENESS AND STRUCTURE	STUDY STRATEGIES
1	LC1a: Recognize differences in voice levels and speech patterns.	OL1a: Use appropriate volume and enunciation that meet the needs of an oral communication situation.	VD1a: Determine words or expressions in a selection that are similar or opposite.	<p>Philippine Folk Literature in Translation</p> <p>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</p> <p>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</p> <p>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</p> <p>RC1d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</p> <p>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</p>	WC1a: Identify the exclusive features and properties of oral language.	GS1a: Observe rules on subject-verb agreement.	SS1a: Recognize the features and codes of the school's library catalogue system (typically the Dewey Decimal System).
2	LC1b: Explain the influence of differences in tone and accent patterns in understanding a message.	OL1b: Observe correct pronunciation of critical vowel and consonant sounds.	VD1b: Determine words or expressions in a selection that have causal or associative relations.		WC1b: Identify the exclusive features and properties of written language.	GS1a: Observe rules on subject-verb agreement.	SS1a: Recognize the features and codes of the school's library catalogue system (typically the Dewey Decimal System).
3	LC1c: Listen for important points signaled by shifts in stress and intonation.	OL1c: Observe the right syllable stress pattern in three categories: two-syllable word stress, compound noun stress, and words with stress derived from suffixes.	VD1c: Determine words or expressions in a selection that have time (temporal) or place (locative) relations.		WC1c: Distinguish the features of literary and academic writing.	GS1b: Observe consistent tense.	SS1b: Use the card catalogue, the online public access catalogue, or electronic search engine to locate specific resources.
4	LC1c: Listen for important points signaled by shifts in stress and intonation.	OL1d: Observe the right sentence stress using the Rhythm Rule guidelines for both stressed and unstressed words.	VD1d: Distinguish between familiar and colloquial expressions commonly used in casual or informal conversations.		WC1d: Enumerate the common purposes for writing.	GS1c: Observe rules on pronoun-antecedent agreement.	SS1b: Use the card catalogue, the online public access catalogue, or electronic search engine to locate specific resources.
5	LC1c: Listen for important points signaled by shifts in stress and intonation.	OL1e: Distinguish between and among the rising-falling intonation, rising intonation, and non-final intonation patterns.	VD1e: Distinguish between colloquial language and slang.		WC1e: Recognize the parts of a simple paragraph based on writing purpose.	GS1d: Formulate correct simple sentences.	SS1c: Recognize the various sections of the library.
6	LC1d: Determine how pitch, phrasing, and pacing affect understanding of a message.	OL1f: Observe the right phrasing and pacing when reading texts or passages aloud or participating in conversations.	VD1f: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations.		WC1f: Follow steps in crafting a simple paragraph of five to seven sentences.	GS1d: Formulate correct simple sentences.	SS1c: Recognize the various sections of the library.
7	LC1e: Determine the effect of facial expressions and eye contact in understanding a message.	OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.	VD1f: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations.		WC1f: Follow steps in crafting a simple paragraph of five to seven sentences.	GS1e: Formulate compound sentences.	SS1d: Use the special collections in the library such as archives, vertical files, and electronic databases to locate information.
8	LC1f: Determine the effect of posture and bodily gestures in understanding a message.	OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.	VD1f: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations.		WC1g: Retell a chosen myth or legend in a series of three five-to-seven-sentence paragraphs.	GS1e: Formulate compound sentences.	SS1d: Use the special collections in the library such as archives, vertical files, and electronic databases to locate information.
9	LC1g: Distinguish between and among the functions of non-verbal cues: repetition, contradiction, substitution, complementation, and accentuation.	OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.	VD1g: Select an appropriate familiar, colloquial, or idiomatic word or expression as a substitute for another word or expression.		WC1h: Revise a series of simple paragraphs in terms of content, style, and mechanics collaboratively and independently.	GS1e: Formulate compound sentences.	SS1e: Accomplish the appropriate library forms to locate, process, and document resource information.
10	LC1g: Distinguish between and among the functions of non-verbal cues: repetition, contradiction, substitution, complementation, and accentuation.	OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.	VD1h: Explain why familiar, colloquial, and idiomatic expressions are used more often in oral communication.		WC1h: Revise a series of simple paragraphs in terms of content, style, and mechanics collaboratively and independently.	GS1e: Formulate compound sentences.	SS1e: Accomplish the appropriate library forms to locate, process, and document resource information.

WEEK 1, FIRST QUARTER

A. Overview of Content and Objectives

Theme	Appreciating Myself	Primary Selection/s	Selected Philippine Proverbs
Sub-theme	Valuing Our Elders' Wisdom	Parallel Selection/s	Recorded speech and dialogues

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>LC1a: Recognize differences in voice levels and speech patterns.</i>					
Day 2			<i>VD1a: Determine words or expressions in a selection that are similar or opposite.</i> <i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>				
Day 3				<i>OL1a: Use appropriate volume and enunciation that meet the needs of an oral communication situation.</i>	<i>WC1a: Identify the exclusive features and properties of oral language.</i> <i>GS1a: Observe rules on subject-verb agreement.</i>		
Day 4					<i>GS1a: Observe rules on subject-verb agreement.</i>	<i>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</i>	(Homework) <i>SS1a: Recognize the features and codes of the school's library catalogue system (focus on library sections only).</i>

B. Assessment Plan

1. Pre-assessment

TRUE OR FALSE? (See Task 1, 'Your Initial Tasks'.)

2. Post-assessment

A GLORIOUS PAST (See 'Your Final Task'.)

C. Resources

1. Materials

- a. CD recording of listening inputs
- b. Writing implements
- c. Copies of pair speaking-listening task

2. Equipment

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

D. Activities

Day 1

1. Introduction

TRUE OR FALSE? (15 minutes)

See Task 1, 'Your Initial Tasks'.

- a. Have the students express if the statements in Task 1 are true or false based on what they know.
- b. Ask students to find a partner to exchange ideas.
- c. Discuss some of the responses.
- d. Introduce the coverage of the lesson.

WHAT DID THEY SAY? (15 minutes)

See Task 2, 'Your Initial Tasks'.

- a. Have the students listen to three taped descriptions of Philippine folk literature twice.

Scholar: *Folk literature consists of the rich beliefs, songs, sayings, and tales of how things began or why events happened. It presents several ideas about the cultural past of the Filipino people. It is important for young people to study them so they may develop pride in our glorious past.*

Newscaster: *We are here at the launch of a new book of Philippine folk literature. Hundreds of scholars and students are gathered here at the National Library for this event. The phenomenal book was written by renowned anthropologist Dr. Ishmael Santos who believes that we need to preserve the poems and stories of our ancestors as part of our cultural identity. The book is available at all leading bookstores nationwide for a reasonable price of one thousand three hundred forty five pesos only. Hurry and get your copies now!*

Student: *I believe that young people should continue to read the sayings and stories crafted by our ancestors and passed on to generations of citizens. It is our gateway to appreciating their lifestyle, aspirations, and vision. I am not sure if we would grow up to become good citizens if we do not have an appreciation and valuing of these national treasures.*

- b. Ask students to make inferences about what was listened to using the grid.
- c. Elicit student generalizations that differences in voice levels and speech patterns affect our understanding of what we listen to.

SIMILAR OR OPPOSITE? (10 minutes)

See Task 3, 'Your Initial Tasks'.

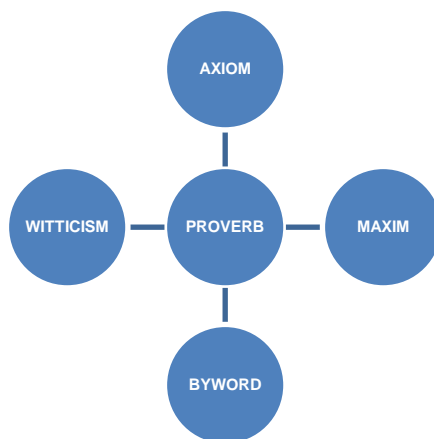
- a. Have the students accomplish the task.
- b. Validate the responses of students by referring them to how the words were used in the selection.
- c. The correct answers are:

<i>Synonyms</i>	<i>Antonyms</i>
compiled – gathered	comprehensive – limited
native – indigenous	simple – complex
elders – ancestors	brief – lengthy

- d. Ask students to locate other synonymous or antonymous words in the text.

VISUAL THESAURUS (5 minutes)

- a. Explore their awareness of a thesaurus as a helpful tool in learning synonyms and antonyms.
- b. Show the following visual thesaurus for the key concept in their reading selection. Ask for students' awareness of the words in the visual thesaurus.



READING HOMEWORK

See 'Your Text'.

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

Day 2

2. Presentation

LOCATE, REFLECT, EVALUATE! (20 minutes)

See Task 1, 'Your Discovery Tasks'.

- a. Have the students accomplish the task in pairs.
- b. Call on students to prove the correctness of their responses.
- c. Probe into students' value judgments concerning the issues they forward or imply.

CLASSIFYING PROVERBS (20 minutes)

See Task 2, 'Your Discovery Tasks'.

- a. Ask students to use Damiana Eugenio's system to classify the proverbs.
- b. Discuss the students' responses and the meanings of the proverbs.
- c. In cases of differing answers, explain why proverbs may fall under more than one category. This is an opportunity for students to think aloud. The following are the answers:
1. T 3. T 5. V 7. G 9. T
2. E 4. E 6. V 8. G/V 10. H
- d. Summarize the day's discussion.

Day 3

3. Enrichment

LOUD AND CLEAR! (10 minutes)

- a. Assign students into pairs. Each pair should be given a set of different passages the contents of which should not be divulged immediately.

Partner 1: (Read this fast and at your regular speaking volume.)

There is much to learn from our folk literature. One important insight from the sayings and stories of our ancestors is the relationship of human beings and nature. Many myths and legends show how natural forces influence or are influenced by human actions. The powerfulness of these forces is commonly seen in creation stories. Across the archipelago, we will find creation stories that highlight gods and goddesses controlling or working with natural forces. These stories have become part of our indigenous knowledge.

Partner 2: (Read this slowly and softly.)

In recent years, we have seen many books and films influenced by folk beliefs, sayings, and stories. They highlight fairies, mythical creatures, and events in which they interact with human beings. They are treated with great respect to the point of fear. Oftentimes, such creatures provide human beings with supernatural powers. Human beings, on the other hand, use such gifts to perform heroic acts. However, there are those who

end up using their powers for evil. These creatures have also been depicted in paintings, dances, and drama.

- b. Have each student read quietly his/her assigned passage and formulate three questions to ask his/her partner after reading it aloud.
- c. During the post-activity processing, focus on the influence of volume and enunciation to understanding the message.
- d. Probing questions can focus on what must be done by a speaker when she or he has a bigger audience and when there are disturbances in listening.

ORAL PRACTICE (10 minutes)

- a. Model the proper oral reading of each of the two passages.
- b. Have the students practice fundamentals of proper oral reading.

4. Expansion

TUNE IN: LISTENING TO A DIALOGUE (10 minutes)

See Task 3, 'Your Discovery Tasks'.

- a. Before the students listen, ask students about the important considerations when listening to people who are speaking. List them down on the board.
- b. Instruct the students to take note of the characteristics of the speakers' voices and their conversation.
- c. Have the students listen to the taped dialogue between an elderly and a student about proverbs.

Student: (a bit rushing) Hello po, Lolo Pedro. Can I ask you po about something? I have a homework and I think you could help me with it.

Lolo Pedro: Sure, hijo. But can you speak slowly and clearly so I could understand you well? (coughs)

Student: Oh I'm sorry po for speaking quite fast. Our teacher gave us two Tagalog proverbs. I really don't understand what they mean. Nosebleed!

Lolo Pedro: Ay naku! Ano'ng nosebleed? That should be easy! (speaking a bit more slow) I'm glad that your teachers still teach you those things. Our language is actually made more beautiful by those expressions.

Student: Oh, Lolo, so you know po many proverbs? (excited)

Lolo Pedro: Susmaryosep! Of course, hijo. So what do you have?

Student: The first one is: "Bago ka bumati ng sa ibang uling, uling mo muna ang iyong pahirin." What do you think, Lolo?

Lolo Pedro: Ahh...(speaking a bit more slow) Haven't you noticed? It is easy for us to see or to find fault in others, however small it is when in fact, we also have our own faults but are perhaps not conscious of them.

Student: So what, Lolo Pedro? What does the proverb ask us to do?

Lolo Pedro: Well, before you point out others people's shortcomings, correct your own first, di ba?

Student: Oh, I see! How about po this one, Lolo: "Walang naninira sa bakal kundi sariling kalawang."

Lolo Pedro: Ay, sus! That one is also popular. But I want you to think seriously about it.

Student: Lolo, don't make it difficult for me!

Lolo Pedro: Heh! O, think about this. Rust is similar to our personal weaknesses. When we allow these to overcome us, they will make us weaker.

Student: Hmmm...I'm sorry po Lolo, I still can't figure it out.

Lolo Pedro: Okay. Di ba you are a very good basketball player?

Student: Opo, Lolo. So?(confused)

Lolo Pedro: If you are overcome by your own laziness and you stop practicing every day, what will happen to you?

Student: Ay, you're right, Lolo! Oo nga po! (exclaiming)

Lolo Pedro: O, don't you have a practice?

Student: Thanks again, Lolo Pedro!

PROCESSING THE DIALOGUE (15 minutes)

- a. Process the listening activity by focusing on the following:
 - i. the characteristics of the speakers' voices
 - ii. the quality of the conversation
 - iii. the students' difficulties in listening to the elderly
- b. Discuss with the students how their experience of noting information would be different if they were reading a written material talking about the topic of the conversation they listened to.
- c. Summarize the features of oral language using the items below. They may be written on the board or projected using a visual aid.
 - i. spontaneous
 - ii. very conversational
 - iii. allows being indirect
 - iv. follows cues in taking turns
 - v. a dynamic transfer of information
 - vi. includes some cultural expressions
 - vii. allows shifts in meaning due to changes in sound-related features
 - viii. retractable (one can immediately apologize for a mistake or offer clarification)
 - ix. highly subjective

EXAMINING A PARAGRAPH (5 minutes)

- a. Have the students copy the short paragraph below. It contains sentences with common errors in subject-verb agreement.

The number of recorded proverbs are unknown. A number of them are from the Tagalog regions. There's many scholars who proved that other regions also have their proverbs. Still, there are those who think many proverbs have not yet been recorded. Prof. Jose, as well as Prof. Lacsamana have the same belief. One of their findings are important to many folk literature scholars. Prof. Ruiz, who studied their findings are very much interested in such finding.

- b. Require students to study if the sentences in the paragraph were written correctly.

Day 4

EXAMINING A PARAGRAPH (15 minutes)

- a. Allow students to work in pairs to discuss if the sentences were written correctly.
- b. Elicit from the students their observations, with particular focus on the subjects and verbs of the sentences.
- c. Present the version of the paragraph that shows grammatically correct sentences.

The number of recorded proverbs is unknown. A number of them are from the Tagalog regions. There are many scholars who proved that other regions also have their proverbs. Still, there are those who think many proverbs have not yet been recorded. Prof. Jose, as well as Prof. Lacsamana has the same belief. One of their findings is important to many folk literature scholars. Prof. Ruiz, who studied their findings is very much interested in such finding.

- d. Have students make generalizations concerning the following rules concerning subject-verb agreement:
 - i. a/the number
 - ii. there is, there are
 - iii. intervening words, phrases, and clauses
 - a. with, together with, including, accompanied by, in addition to, or as well
 - b. prepositional phrase
 - c. relative clause

CONTROLLED GRAMMAR PRACTICE (15 minutes)

- a. Have the students perform Task 4 in 'Your Discovery Tasks'.
- b. Process the answers of the students.

Sentence	Leo said, it is...	Answer
1. Folk literary forms from our regions are varied.	grammatical	correct
2. The researcher with all his assistants explain such claim to be true.	ungrammatical	The researcher with all his assistants <u>explains</u> such claim to be true. The <u>researchers</u> with all <u>their</u> assistants explain such claim to be true.
3. It was emphasized that the number of folk literary forms have increased.	ungrammatical	It was emphasized that the number of folk literary forms <u>has</u> increased. It was emphasized that <u>a</u> number of folk literary forms have increased.
4. The research center which published related reports supports the observation.	grammatical	correct
5. The researcher, accompanied by local translators were able to gather proverbs.	grammatical	The researcher, accompanied by local translators <u>was</u> able to gather proverbs. The <u>researchers</u> , accompanied by local translators were able to gather proverbs.
6. There are still many questions about folk literature that need to be answered.	grammatical	correct
7. Folk literature, including oral forms remain a source of ethnic knowledge.	ungrammatical	Folk literature, including oral forms <u>remains</u> a source of ethnic knowledge.
8. The translations of folk literature helps us overcome difficulties in understanding.	grammatical	The translations of folk literature <u>help</u> us overcome difficulties in understanding.
9. A compilation that contain folk literature has to be given recognition.	ungrammatical	A compilation that <u>contains</u> folk literature has to be given recognition.
10. The government with the help of private groups promotes folk literature research.	grammatical	correct

EXTENDED GRAMMAR PRACTICE (15 minutes)

- a. Have the students perform Task 5.
- b. Process the answers of the students.

5. Synthesis

INSIGHTS SHARING (10 minutes)

- a. Ask each student to write on a 1/4 sheet of paper two ideas:
 - i. Are proverbs just a thing of the past?
 - ii. Why should our proverbs be preserved?
- b. Have each student discuss his/her ideas with a partner.
- c. Call on a few students to share their insights.

HOMEWORK (LIBRARY-BASED) (10 minutes)

- a. Explain the mechanics of 'Your Final Task'.
- b. Remind students of expected behavior while using the library resources.
- c. On the date of submission, review students' awareness of the various sections of the school's library vis-à-vis the types of information they have located.

WEEK 2, FIRST QUARTER

A. Overview of Content and Objectives

Theme	Appreciating Myself	Primary Selection/s	Origin of This World (Maranao Version)
Sub-theme	Perceiving My World	Parallel Selection/s	B'laan Creation Myth and Short Texts on Diversity

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>RC1d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu. OL1b: Observe correct pronunciation of critical vowel and consonant sounds.</i>					
Day 2			<i>VD1b: Determine words or expressions in a selection that have causal or associative relations. 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.</i>				
Day 3				<i>LC1b: Explain the influence of differences in tone and accent patterns in understanding a message.</i>	<i>WC1b: Identify the exclusive features and properties of written language. GS1a: Observe rules on subject-verb agreement.</i>		
Day 4					<i>GS1a: Observe rules on subject-verb agreement.</i>	<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms. milieu.</i>	<i>WC1b: Identify the exclusive features and properties of written language. SS1a: Recognize the features and codes of the school's library catalogue system (typically the Dewey Decimal System).</i>

B. Assessment Plan

1. Pre-assessment

- a. Identifying Our Fellow Filipinos (*See Task 1, 'Your Initial Tasks'.*)
- b. Knowing Further Our Fellow Filipinos (*See Task 2, 'Your Initial Tasks'.*)

2. Post-assessment

Contrasting Literary Types: Myth, Legend, and Folktale (Library Work)
(*See 'Your Final Task'.*)

C. Resources

1. Materials

- a. Pictures of famous landmarks where you and your students belong
- b. Pictures of regional places and indigenous peoples in the Philippines
- c. Writing and coloring materials

2. Equipment

Projection device (if pictures are rendered in another format)

D. Activities

Day 1

1. Introduction

EXPLORING LANDMARKS (5 minutes)

- a. Show several pictures of landmarks in your city or province.
- b. Ask students to name other things that your city or province is famous for.
- c. Ask students one thing about their city or province they are most proud of.

IDENTIFYING OUR FELLOW FILIPINOS (10 minutes)

See Task 1, 'Your Initial Tasks'.

- e. Ask students to find a partner.
- f. Have them accomplish the task.
- g. Process briefly the students' engagement in the activity by focusing on their difficulties in matching.
- h. Probe into why we have difficulty in identifying our fellow Filipinos.

KNOWING FURTHER OUR FELLOW FILIPINOS (5 minutes)

See Task 2 'Your Initial Tasks'.

- a. Ask students to perform Task 2 individually.
- b. Process briefly the students' engagement in the activity by focusing on the need to know better our fellow Filipinos.

OUR UNIQUE PEOPLE (15 minutes)

See Task 3, 'Your Initial Tasks'.

- a. Ask students to read quietly the statements first followed by the brief selection.
- b. After the silent reading period, give them three minutes to identify the statements they agree or disagree to.
- c. Have the students discuss in pairs their responses.
- d. Ask a few students to share their common points of agreement and disagreement.
- e. Summarize by focusing on the concept of diversity as a blessing.

ORAL DRILLS (15 minutes)

See Task 4, 'Your Initial Tasks'.

- a. Assign a student to each paragraph of the short article. Ask them to read it aloud. Have the rest of the class follow the reading quietly.
- b. Have students who read orally identify sounds that they found difficult to produce. Write the words on the board.
- c. Let the class listen to you read the article aloud. Emphasize the words they identified as difficult to produce.
- d. Seek observations from the students regarding the way you pronounced the words they identified.
- e. Focus on the [s], [l], [i], and [j] sounds.

READING HOMEWORK

See 'Your Text'.

- c. Assign the reading selection *The Origin of This World* for home reading.
- d. Ask students to find out the significance of the number seven among the Maranaws.

Day 2

2. Presentation

WORD WEBS (10 minutes)

See Task 1, 'Your Discovery Tasks'.

- a. Give a sample word (*creation, magic, origin, or number 7*) on the board and solicit possible words the students could associate with it. Take on words which may be associated with ideas, context, or motifs in the text.
- b. Ask students to web as many words as possible as they find and search words in the text which they could associate with three ideas.
- c. Ask students to check on each other's work as three volunteers are called to work on the board.

LOCATE, REFLECT, EVALUATE! (20 minutes)

See Task 2, 'Your Discovery Tasks'.

- d. Have the students answer the task individually first.
- e. In pairs, let students discuss their answers.
- f. Process the answers by focusing on points of opposition/difference. Items 1, 8, and 10 are important items for discussion.
- g. Direct students' attention to items 2, 3, 4, 5, 6, 7, and 9 to identify what images they highlight.
- h. Summarize by focusing on the story's motifs that include *heaven, magical creatures, and the tree of life.*

ILLUSTRATION (20 minutes)

See Task 3, 'Your Discovery Tasks'.

- a. Ask the students to work on Task 3 which requires them to compose a brief paragraph using the key features of written language.
- b. If more time is needed to polish the output, have the students complete the task at home.

Day 3

3. Enrichment

PRESENTATION OF ILLUSTRATIONS (15 minutes)

- a. Assign the students into triads.
- b. Have each student in each triad share his/her illustration and explanation.
- c. Call on one or two students to choose the best presentation in their triads and explain the reason behind their choice.

EXPLORING TONE (40 minutes)

See Task 4, 'Your Discovery Tasks'.

- a. Explain to the students that tone is important in reading aloud. Discuss that it refers the emotional content carried by the voice of the reader. This only means that it is not the words that carry the emotion, but **how** the words are said. To speak expressively is to energize words appropriately.
- b. Assign the students into small groups. Each group is assigned to read aloud particular paragraphs of another creation story using a different tone. Do not announce the tone assigned to each group to all students.
 - i. Groups 1 (excited) and 2 (very happy): Paragraphs 1 and 2
 - ii. Groups 3 (serious) and 4 (alarmed): Paragraphs 3 and 4
 - iii. Groups 5 (suspenseful) and 6 (creepy): Paragraphs 5 and 6

The Story of Creation (B'laan)

¹ In the very beginning there lived a being so large that he cannot be compared with any known thing. His name was Melu, and when he sat on the clouds, which were his home, he occupied all the space above. His teeth were pure gold, and because he was very cleanly and continually rubbed himself with his hands, his skin became pure white. The dead skin which he rubbed off his body was placed on one side in a pile, and by and by this pile became so large that he was annoyed and set himself to consider what he could do with it.

² Finally Melu decided to make the earth; so he worked very hard in putting the dead skin into shape, and when it was finished he was so pleased with it that he determined to make two beings like himself, though smaller, to live on it.

³ Taking the remnants of the material left after making the earth he fashioned two men, but just as they were all finished except their noses, Tau Tana from below the earth appeared and wanted to help him.

⁴ Melu did not wish any assistance, and a great argument ensued. Tau Tana finally won his point and made the noses which he placed on the people upside down. When all was finished, Melu and Tau Tana whipped the forms until they moved. Then Melu went to his home above the clouds, and Tau Tana returned to his place below the earth.

⁵ All went well until one day a great rain came, and the people on the earth nearly drowned from the water which ran off their heads into their noses. Melu, from his place on the clouds, saw their danger, and he came quickly to earth and saved their lives by turning their noses the other side up.

⁶ The people were very grateful to him, and promised to do anything he should ask of them. Before he left for the sky, they told him that they were very unhappy living on the great earth all alone, so he told them to save all the hair from their heads and the dry skin from their bodies and the next time he came he would make them some companions. And in this way there came to be a great many people on the earth.

- c. Instruct the groups to study how they should read the paragraphs assigned to them. Provide the following crucial reminders:
 - i. Pause before an important word.
 - ii. Speed up or slow down when necessary.
 - iii. Visualize in your mind as you read.
 - iv. Choose a part to catch your audience.
 - v. Express through your face.
- d. Before asking each group to read dramatically their assigned paragraphs in unison, tell them that they will have to guess what emotion or mood is created by the oral reading of each group. Instruct them to use the given chart and the rating scale properly.
- e. Discuss the criteria to the students.
- f. Give time for students to complete their rating charts.
- g. Discuss the performances. Focus on the importance of tone in expressing a message.
- h. Summarize by emphasizing the relationship of the criteria used in the activity in expressing one's message when speaking or reading aloud.

Day 4

3. Expansion

FEEDBACK GIVING (5 minutes)

- a. Return the output based on Task 3.
- b. Emphasize that effective writing is governed by grammatical rules, especially those that refer to subject-verb agreement.

ELICITATION (5 minutes)

See Task 5, 'Your Discovery Tasks'.

- a. Have the students accomplish the task.
- b. Discuss the answers.
 1. C 3. C 5. C 7. C 9. C
 2. C 4. I 6. I 8. I 10. I

GENERALIZATION (10 minutes)

- a. Have students make generalizations concerning the following rules concerning subject-verb agreement:
 - i. compound subjects joined by *and*
 - ii. *every* or *each* preceding a compound subject
 - iii. indefinite pronouns as subjects
 - iv. subjects joined by *or* or *nor*
- b. Refer the students to specific cases in Task 5.

CONTROLLED GRAMMAR PRACTICE (10 minutes)

See Task 6, 'Your Discovery Tasks'.

- a. Ask students to study the sentences and answer the items as instructed.
- b. Ask students to articulate each grammar rule as answers are discussed.
 1. is 6. are 11. means
 2. reflect 7. follow 12. refer
 3. has 8. emphasize 13. was
 4. studies 9. is 14. continues
 5. has 10. inhabits 15. thrives

EXTENDED GRAMMAR PRACTICE (10 minutes)

See Task 7, 'Your Discovery Tasks'.

(This may be given as homework if time does not allow for completion.)

- a. Ask students to study the sentences and answer the items as instructed.
- b. Ask students to articulate each grammar rule as answers are discussed.
 1. Each tourist or guest who comes to the Philippines is always amazed by our cultural diversity.
 2. C
 3. A variety of traditions, dishes, celebrations, and many others is offered to both local and foreign travelers.
 4. C
 5. For this reason, tourism experts, along with the Department of Tourism believe that "It's more fun in the Philippines!"

6. Northern Philippines boasts of its old Spanish flavor, from architecture to culinary traditions.
7. There is much pleasure to discover in the coasts and shorelines of Central Philippines.
8. C
9. C
10. Either pleasure or warm insights are taken home by every visitor in our shores.

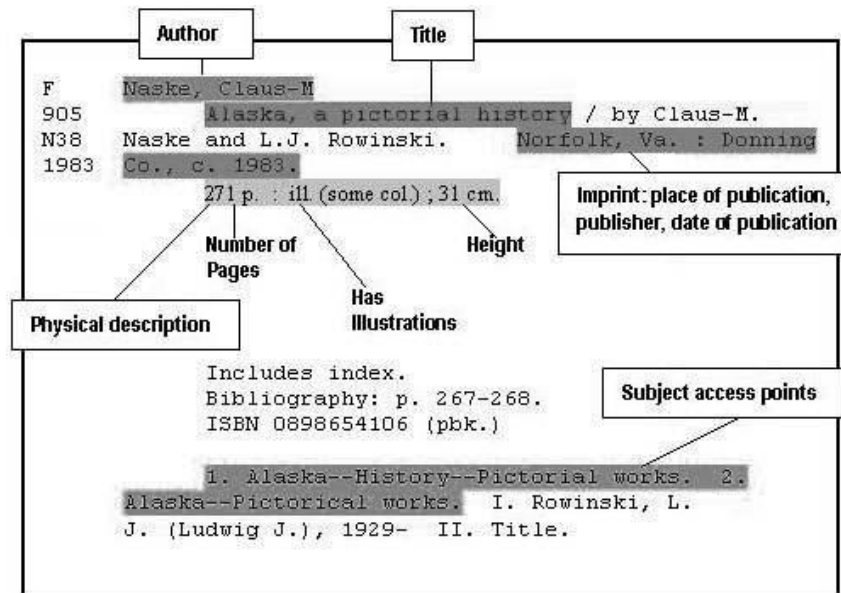
4. Synthesis

INSIGHTS SHARING (5 minutes)

- a. Ask the students the value of searching for information about beginnings.
- b. End by emphasizing that myths, legends, and folktales are gateways to understanding the diversity of our culture.

LIBRARY AND HOMEWORK (10 minutes)

- a. Explain the mechanics of 'Your Final Task'.
- b. Expand the discussion of the Dewey Decimal System a bit by helping the students recall the card catalog system. This visual might be useful:



- c. Instruct the students that they need to accomplish the chart and answer the question that follows.
- d. You may also set a designated extra period to accompany the students to the library to begin their library work.

WEEK 3, FIRST QUARTER

A. Overview of Content and Objectives

Theme	Appreciating Myself	Primary Selection/s	How the World Was Created (Panayan Version)
Sub-theme	Surviving My World	Parallel Selection/s	Misery by Langston Hughes

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>LC1c: Listen for important points signaled by shifts in stress and intonation. OL1c: Observe the right syllable stress pattern in three categories: two-syllable word stress, compound noun stress, and words with stress derived from suffixes.</i>					
Day 2			<i>VD1c: Determine words or expressions in a selection that have time (temporal) or place (locative) relations.</i>	<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>			
Day 3				<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>	<i>WC1c: Distinguish the features of literary and academic writing. SS1b: Use the card catalogue, the online public access catalogue, or electronic search engine to locate specific resources.</i>		
Day 4					<i>GS1b: Observe consistent tense.</i>	<i>(Homework) RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>	<i>(Homework) RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>

B. Assessment Plan

1. Pre-assessment

What's the Conflict? (See *Task 1, 'Your Initial Tasks'*.)

2. Post-assessment

Think Win-Win (See *'Your Final Task'*.)

C. Resources

1. Materials

- a. audio recording (taped or digital on CD) of listening inputs
- b. pictures of people in conflict

2. Equipment

- a. tape player or audio CD player
- b. projector (if digital pictures will be used)

D. Activities

Day 1

3. Introduction

ACTIVATING SCHEMA (5 minutes)

- a. Show a recent picture of people in conflict in national news.
- b. Ask students how the conflict was handled by these people.

WHAT'S THE CONFLICT (10 minutes)

See *Task 1, 'Your Initial Tasks'*.

- a. Ask students to draw out a specific description of the problem existing in the pictures.
- b. Ask students to find a partner to exchange ideas.

- c. Discuss some of the responses.
- d. Draw students' attention to the problem scenarios as examples of conflict.
- e. Allow students to articulate their own definitions of conflict.

OH NO! (15 minutes)

See Task 2, 'Your Initial Tasks'.

- a. Have the students listen to three taped dialogues. (As an alternative, you may also ask three pairs to read aloud the three sets of dialogue.)
- b. Prior to listening, instruct the students that they need to accomplish a listening chart. Explain the contents of the chart.
- c. Before the class discussion, have students exchange observations in pairs using their charts.
- d. Process the responses, emphasizing that aside from words, voice quality changes when speakers are in conflict.

Set 1

Student 1: Excuse me, I need to talk to my club mate. May I be excused for a while?

Student 2: Probably you can have that later. This is important.

Student 1: This is important, too!

*Student 2: You know what, I guess you don't know your priorities. Leave if you want to.
Anyway, we are good without you.*

Student 1: Are you saying that you don't need me in this group?

Student 2: I am not the one who said that.

Student 1: If that is the case, take me out of the group. I quit!

Student 2: Good riddance!

Set 2

Lady Guard: Good morning, Sir. Can you please open your bag, Sir?

Man: What?! I am in a hurry.

Lady Guard: But, Sir this is SOP. You cannot enter the building unless I get to inspect your bag.

*Man: What is wrong with you guys? I have three bags here and I still have to go up to the 18th floor.
I am an important person. I don't need to go through this.*

*Lady Guard: Sir, with all due respect, all people, including the building owners need to go through
the same inspection.*

Man: I would talk to your manager and I would have you fired for causing this delay.

*Lady Guard: Sir, either you have your bags inspected or I would recommend you leave the
premises. I would have to call back-up security now.*

Man: OK! Inspect all the three bags now and hurry!

Set 3

Vendor: *That would cost you 120 pesos, Ma'am.*
Lady: *What?! You told me that it only costs 100 pesos.*
Vendor: *No, Ma'am. You got it all wrong.*
Lady: *Then I would not buy that anymore.*
Vendor: *It's not possible. I cannot anymore return it to the freezer. I have already opened the pack.*
Lady: *I would talk to the owner of this store.*
Vendor: *You are the most annoying customer I have encountered!*
Lady: *And you are the most unthinking fellow I have met!*

WITH FEELINGS! (20 minutes)
See Task 3, 'Your Initial Tasks'.

- a. Synthesize the discussion of Task 2 by explaining that asserting oneself in an argument proves strong when the stress and intonation are right. Telling the other person what you feel about what he or she just said can also be conveyed with how you say it.
- b. Explain that correct word stress is an important element in engaging in clear oral communication.
 - i. Discuss the shifts in meaning created by word stress for heteronyms.
 - ii. Discuss the role of a suffix in word stress. Focus on the consonant plus *-ion* suffix like *-tion*, *-sion*, *-ation*, *-cion*, and *-xion*. For two-syllable words with those suffix mentioned the stress is on the first syllable. For three- or four-syllable words, the second to the last syllable just before the suffix receives the word stress.
 - iii. Discuss that that a word has only one stressed syllable. Emphasize that only vowels are stressed, not consonants.
- c. Facilitate the drills on word stress.
- d. Explain that stress is important in achieving proper intonation. Define intonation as the rise and fall in one's voice.
 - i. When one begins with a middle pitch ending with a lower one (falling intonation), the statement is a simple assertion.
 - ii. When one ends with a rising intonation (high final pitch), the statement indicates a question.
 - iii. Intonation may signal giving of information in which the rise of pitch goes to the word you want to emphasize.
 - iv. Intonation may signal grammatical coherence in which a rising pitch turns a statement into a *yes-no* question and there is no need to rearrange the words.

v. Intonation may signal one's attitude by use a rising pitch for excitement and a low declining pitch for boredom.

e. Facilitate the drills on intonation.

Day 2

OF TIME AND PLACE (10 minutes)

See Task 4, 'Your Initial Tasks'.

- a. Ask students to identify at random words that signal time or place.
- b. Inquire from students why words that signal time or place are very important tools to establish the setting of a story.
- c. Have students accomplish Task 4. Emphasize that the words in the first set/box signal time or time relations. On the other hand, the words in the second set/box signal place or place relations.
- d. Discuss the answers.
 1. originally
 2. constantly
 3. instantly
 4. eventually
 5. abruptly
 6. deepness
 7. summit
 8. adjacent
 9. throughout
 10. beyond

4. Presentation

ORAL READING (10 minutes)

See 'Your Text'.

- a. Ask students to determine how similar or different the creation story that they are about to read from the story they have previously read.
- b. Engage students in a period of silent reading.

CHARACTER STUDY (10 minutes)
See Task 1, 'Your Discovery Tasks'.

- a. Ask students to compare and contrast the two characters in the story.
- b. Explain that the overlapping part of the diagram should contain at least three similarities of the two characters while the external regions should contain at least three of the unique qualities of each character.
- c. Model how statements of comparison and contrast may be made from the contents of their diagrams.
- d. Elicit sample statements of comparison and contrast from the students.

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

- a. Have the students accomplish the task.
- b. In pairs, allow students to compare answers and share insights.
- c. Discuss the answers in class, emphasizing the need to look for supporting details in the text.
 - 1. T, par. 2
 - 2. T, par. 5
 - 3. F, par. 7
 - 4. F, par. 9-10
 - 5. T, par. 7
 - 6. T, par. 2
 - 7. T, par. 11
 - 8. F, par. 11
 - 9. F, par. 1
 - 10. T, par. 4-5

5. Enrichment

ALTERNATIVE ENDING (20 minutes)
See Task 3, 'Your Discovery Tasks'.

- a. Students may practice during the last 20 minutes of Day 2. During the first 15 minutes of Day 3, the performances are facilitated.
- b. Ask students to predict what might have happened if Tungkung Langit and Alunsina were reunited through a two-minute role play.
- c. Assign students to work in groups of five.
- d. Tell the students that each member in the group has a role to accomplish.
- e. Explain to the students to be creative and to include the use of local elements to create an appropriate setting.
- f. Remind them to observe the right stress and intonation as they present.
- g. Explain the use of the rating scale and the score sheet.

- h. Before the presentations, have students articulate expectations in listening to their classmates' performances.
- i. After all presentations have been given, process the activity by asking students to articulate their insights about working as a team.
- j. Prepare to transition to the next segment by asking the students what they considered when they were writing their speaking lines or script. Relate this to the need to understand the distinction between literary and academic writing.

Day 3

6. Expansion

WHICH IS WHICH? (15 minutes)
 See Task 4, 'Your Discovery Tasks'.

- a. Have students complete the task.
- b. Ask which of the two texts based on their charts is a sample of a literary writing and which one is a sample of academic writing.
- c. Discuss further the information that the students articulate. Emphasize the following:

Aspect	Text A	Text B
Tone	reflective and personal	serious and a bit impersonal
Style	symbolic and imaginative	formal and authoritative
Choice of Words	simple, but may be figurative	uses specialized language of disciplines
Organization of Ideas	flows freely and spontaneously	follows a pattern of presenting ideas
Purpose	to show/tell unfolding of details/events	to inform, to explain, to argue/assert
Intended Audience	varies, depending on complexity of text	discipline-specific

- d. Prepare for transition to the next segment by asking students what may be some requirements of academic writing.
- e. Summarize students' insights using the following information:
 - In academic writing, remember that you need to:
 - i. Brainstorm with yourself, or with a partner writer, to sift through your insights.
 - ii. State your argument in the first part of your essay.
 - iii. Outline your ideas before you start writing.
 - iv. Research your materials for support of your stand or argument.
 - v. Begin with a strong statement or introduction.
 - vi. End with a full closure or summary of your presentation.

- vii. Polish your language by using formal words.

THE RIGHT SOURCE (15 minutes)

See Task 5, 'Your Discovery Tasks'.

- a. Assert that effective academic writing begins with one's search for right information sources.
- b. Discuss the three types of information search tools available in a regular school library: the card catalog, the online public access catalog (OPAC), and the electronic search engine. If an OPAC is inaccessible, inform students that they might encounter this soon in a public library or a university library.
- c. Ask them to accomplish Task 5 as homework. If an OPAC is inaccessible, ask students to remove the third column as they write on their sheets.
- d. Discuss students' responses.
- e. Synthesize by focusing on the need to organize one's search for information sources.

Day 4

THE RIGHT SOURCE (5 minutes)

See Task 5, 'Your Discovery Tasks'.

- a. Discuss students' experience in accessing the three information search structures.
- b. Ask a few students about their insights on the value of organizing one's search for information.

ELICITATION-GENERALIZATION (15 minutes)

- a. Present to students the following sentences.
 - i. During the argument, Tungkung Langit **stood** up and then Alunsina **walks** away.
 - ii. When Alunsina **walks** inside the palace in the skies, Tungkung Langit **will stare**.
 - iii. Alunsina **reached** for her comb after she **had** already **finished** her chores at home.
 - iv. Several people in Panay **pass** by and **talk** about the myth, yet never **question** its tragic end.
 - v. The residents who **are** curious often **asks** where Alunsina may possibly be.

- b. In pairs, ask students to examine the verbs in each sentence. Ask students to examine if the form of each verb is consistent with the time frame signaled by the information in each sentence.
- c. Discuss the importance of tense consistency. Have students focus on the following rules in verb consistency:
 - i. Do not use auxiliary verbs in the simple tense.
 - ii. Use *have, has, or had* as auxiliary verb in the perfect tense.
 - iii. Use *is, are, was, were* as auxiliary verb with a main verb ending in *-ing*.
 - iv. Keep tenses consistent within sentences.
 - v. Do not change tenses when there is no time change for the action.
 - vi. Use the **present tense** when writing essays about your own ideas and factual topics.
 - vii. Use the **past tense** when writing about past events and completed studies in research.
 - viii. Use the **future aspect** when writing about an event that will occur in the future.

CONTROLLED GRAMMAR PRACTICE (15 minutes)

See Task 6, 'Your Discovery Tasks'.

- c. Have the students accomplish the task in pairs.
- d. Process the answers of the students, emphasizing the particular rules on tense consistency.

Paragraph 1

- i. C
- ii. Their disappearance was due to an innocent agreement they made with the sultan of Borneo back in 1250 to give up their land in exchange of a hat and gold necklace.
- iii. Early in the 13th century, Marikudo, a native chieftain, sold the coastal shores and lowlands to 10 Bornean Datus who escaped from the repression of Sri Vishayan Empire.
- iv. C
- v. C

Paragraph 2

1. C
2. C
3. Aside from the general names given to the people of the Visayan region, there are mountain people who live in the interior mountains of Panay and Negros.
4. In Panay, they are generally referred to as Bukidnon (literally, "from the mountains") or Sulod (literally, "inside" or "interior").
5. C
6. Farmers within the interior mountains of Central Panay employ the kaingin system (slash-and-burn).
7. A bolo and a wooden dibble are all they use for cutting trees and for boring holes to drop rice or corn seeds and legumes into.

8. C
9. Hunting greatly decreased in the 1970s with the gradual disappearance of forests, but kaingin still remained to be the primary form of farming since the interior mountain **were** rugged and they **had** not found the appropriate technology to harness water.

EXTENDED GRAMMAR PRACTICE (10 minutes)
See Task 7, 'Your Discovery Tasks'.

- a. Have the students perform the task individually.
- b. Process the answers of the students.

ILOILO CITY – ¹An award-winning epic-chanter who **belongs** to an indigenous group on Panay Island has raised concerns over the depiction of its cultural beliefs and practices on GMA 7's new series, "Amaya."

²Federico Caballero, 73, an elder of the Panay-Bukidnon community, said that, while the show may be fictional, the portrayal of its people's practices, terms and beliefs are inaccurate. ³ "Some of the things depicted do not reflect our culture," Caballero **told** the Philippine Daily Inquirer.

⁴About the Kapuso series, Caballero objected to the characterization of a supposed binukot (well-kept maiden) – Amaya, played by actress Marian Rivera.

⁵In an article posted on the network's website, www.gmanews.tv, the show's producers and writers **said** Amaya's character was inspired by the binukot of the Panay-Bukidnon indigenous people. ⁶The show, which premiered on May 30, liberally **used** words in Hiligaynon and Kiniray, languages associated with the Panay-Bukidnon people.

⁷Caballero said it was inaccurate, at times offensive, to show supposed binukot and members of the community half-naked or wearing skimpy clothes. "Our people, most especially the binukot, are conservative. ⁸We wear clothes that hardly expose skin," he **stressed**.

7. Synthesis

THINK WIN-WIN!
See 'Your Final Task'.

- a. Have students recall that the conflict between Tungkung Langit and Alunsina can be resolved.
- b. Discuss with students the following possibilities in resolving conflict:
 - i. *Get angry.* Both persons involved in an argument may insist that they are right and would refuse to listen to the other person. (Lose-Lose)
 - ii. *Postpone.* Both may put off talking about the problem until they are both calm to talk.

- iii. *Give in.* The other person surrenders to what the other one wants. (Lose-Win)
 - iv. *Get help.* The two persons involved in the disagreement would ask a third person to help them solve the problem.
 - v. *Compromise.* Both persons involved in the conflict talk calmly and find a solution that would make them both satisfied. (Win-Win)
- c. Provide instructions for the completion of the task as homework.
 - d. Emphasize the need to observe tense consistency rules in writing the dialogue.

WEEK 4, FIRST QUARTER

A. Overview of Content and Objectives

Theme	Appreciating Myself	Primary Selection/s	Samal Genesis
Sub-theme	Learning from Our Beginnings	Parallel Selection/s	Texts about Samal : Topography, Folklore, Tourist Spots

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>		<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>				
Day 2			<i>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</i>	(Homework) <i>SS1b: Use the card catalogue, the online public access catalogue, or electronic search engine to locate specific resources.</i>	GS1c: <i>Observe rules on pronoun-antecedent agreement.</i>		
Day 3				LC1c: Listen for important points signaled by shifts in stress and intonation. OL1d: (Home Work) Observe the right sentence stress using the Rhythm Rule guidelines for both stressed and unstressed words. VD1d: Distinguish between familiar and colloquial expressions commonly used in casual or informal conversations.			
Day 4					WC1d: Enumerate the common purposes for writing.		RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms. SS1b and GS1c

B. Assessment Plan

1. Pre-assessment

THE K-W-L WAY

See page 1 of learning package.

2. Post-assessment

MY FAMILY'S GENESIS (Homework)

See 'Your Final Task' in the learning package.

C. Resources

1. Materials

- a. CD recording of listening inputs
- b. Pictures of Samal island and its other tourist spots
- c. Illustrations of different graphic organizers for processes

2. Equipment

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

D. Activities

1. Introduction

THE K-W-L WAY (10minutes)

See Task 1 of 'Your Initial Tasks.'

- a. Give an overview of Lesson 4.
- b. Explain how the K-W-L table works. Ask students to think of 'Genesis' in filling out the first two columns.
- c. Ask students to accomplish the task.
- d. Process some responses.

START WITH 'BEGINNINGS' (10 minutes)

See Task 2 of 'Your Initial Tasks.'

- a. Prompt students to relate 'genesis' and 'beginnings.' Remind them of the importance of these concepts in the lesson discussion.
- b. Have the students accomplish the task.

Answer Key:

- | | |
|--------------------|-------------------------|
| 1. abode | 6. disintegrated |
| 2. cursed | 7. caliph |
| 3. homage | 8. pre-existent |
| 4. radiance | 9. ganta |
| 5. entreaty | 10. asserted |

- c. Ask students to use the vocabulary items in sentences.
- d. Ask students to infer about the relationship of the reading text and the featured vocabulary items.

2. Presentation

YOUR TEXT (20 minutes)

- a. Give students time to read the text, *Samal Genesis*. Inform them that they should remember the meaning of the vocabulary items in Task 2.
- b. Tell the class that they should be able to answer this question after reading the text: *How does this myth explain the creation of the world and the root of evil?*
- c. Ask students to analyze the following : the characters in the text based on their deeds, fairness of agreements that God made : 1) between him and Nur, and 2) between him and Ibsil, similarity and differences between the creation of man vis a vis other creation stories.

ILLUSTRATED GENESIS (20 minutes)

See Task 1 of 'Your Discovery Tasks'.

- a. Provide different samples of graphics organizers for processes or events. Explain how variation in shapes, sizes, arrows, and layout could be used to present information effectively.
- b. Have the students accomplish the task.
- c. Ask students to work in pairs and then ask them to exchange works. Ask students to assess the works of their partners by reverting to the read text.
- d. Present the correct sequence of events
Answer Key: *(Note that graphic organizer elements may vary, but the sequence of events should be retained)*

God –ball-God’s light-Nur (as man)-Nur (as disintegrated light)-Nur brings forth all living things-Nur becomes man again-Man is created-Nur enters Man as light

CONFIRM OR DISCONFIRM (15 minutes)

See Task 2, 'Your Discovery Tasks'.

- a. Ask the students to refer to their illustrated genesis as they accomplish the task.
- b. Ask students to check their own answers.

Answer Key:

- a. Iblis is a fallen angel.
- b. Man originated from Nur. (8)
- c. Man originated from God. (3 & 8)
- d. Iblis originated from God. (1)
- e. Nur originated from God’s light. (3)
- f. Evil will continue until the end of the world.
- g. All beings on earth came from the house of God. (1)
- h. Nur is originally a higher being than Man. (8)

- i. Man eventually challenged God because of Iblis's evil deeds.
- j. Man came to be through the compromise of God and Nur. (8)
- c. Ask students about something new that they learned from the selection.

AN INFO HUNT (Home Work)

See Task 3, 'Your Discovery Tasks.'

- a. Ask the class if they know anything about or anyone from Samal. Ask if anyone has visited the place.
- b. Have the students read the text.
- c. Present the task instructions.
- d. Tell students to be ready to present their research on Day 3 of your discussions.

3. Expansion

EXPLORING THE ENGLISH LANGUAGE (20 minutes)

See Task 4, 'Your Discovery Tasks.'

- a. Ask for clarifications. Provide more examples from the text.
- b. Guide the students in classifying the words *this*, *it*, *his*, and *they*. Inquire about their relationship with the underlined words.
- c. Focus on the highlighted nouns in sentences 1-3 in terms of number. Ask students if their number is similar to the number of the underlined words. Ask students to state the relationship in their notebook. Have this labeled as *Rule #1*.
- d. Focus on sentences 4 and 5. Ask about the gender of Nur and God. Ask students to state a rule that corresponds to the match presented in sentence 4 and 5. Have them mark this as *Rule #2*.
- e. Focus on what sentences 6 and 7 used to present the things that Allah and Man possess. Ask students if the word matches the number of Allah and Man? Ask students to state a rule about the agreement shown by the last two sentences. Have them label this as *Rule #3*.
- f. Review the three rules that were generated. Present 1-2 sentence examples that follow them. Let the examples be about the text you have read.
- g. Ask students to find a partner. For five minutes, have them exchange works and look at the answers of their classmate. Have them take note of confusing parts that they can ask from you. Facilitate a discussion about the given sentences.

PRACTICE MAKES PERFECT! (10+30+5=45 minutes)

See Task 5, 'Your Discovery Tasks'.

- a. Give an overview of Samal. You can use pictures or share anecdotes to do this.
- b. Tell the class that their grammar exercises will also help them know more about Samal. (10 minutes)

CONTROLLED GRAMMAR PRACTICE (30 minutes)

- a. Have students accomplish Task 5.1. Process the answers and address any clarification.

Answer Key:

1. their 2. his 3. their 4. its 5. its

- b. Provide an appropriate segue to introduce the text in Task 5.2.

Answer Key:

1. it 3. they 5. he 7. they 9. they
2. it 4. they 6. their 8. they 10. they

- c. Have the students accomplish Task 5.2.
- d. Process the answers and address any clarification

EXTENDED GRAMMAR PRACTICE (Home Work)

Present the instructions for Task 5.3. Discuss the answers of students on the following meeting.

4. Enrichment

SAMAL TRIPPING (30 minutes)

See Task 6, 'Your Discovery Tasks.'

- a. Present photos of Samal. Create a semantic web for 'Samal' on the blackboard. Ask students to use their answers for Task 3 (An Info Hunt) in completing the web on the board.
- b. Give the instructions for the listening activity. Remind the students that the text will be read thrice to give them ample time to review their answers.
- c. Play the recording of the text below. Prior to this meeting, identify the important pieces of information that you wish to highlight through stress and intonation. Practice reading the text with correct stress and intonation patterns. Make sure that your reading is loud and clear as well.

Born to be Island Garden City of Samal¹

This group of islands is presently known as the Island Garden City of Samal or IGaCoS after being declared as city in January 30, 1998. The island offers world-class choices of unspoiled beaches which are ideal escapes to the hectic and fast-paced city life. Its year-round fiestas and celebrations provide entertainment to the visiting tourist. Its terrain and unspoiled marine life are

¹ 2008. adpse. <http://samal-island.com/knowsamal.html>

magnets to avid mountain bikers and divers. Lined with coconuts, white sand and cozy cottages, its resorts offer the best venue to view a colorful sunset in the horizon. Unspoiled underground caverns can be best explored by foot. Vast rugged terrain waits for the bikers to conquer. Indeed, each island visit promises a lot of places to explore.

- d. Ask for the students' answers. Ask them to read aloud their answers based on how these are stressed in the recording.
- e. Play the recording once again and have students evaluate whether their imitation or demonstration was accurate.
- f. Ask students to get their Task 3 (An Info Hunt) notes. Have them present some of the information there using the proper stress and intonation.

READ OUT (HOME WORK)

See Task 7, 'Your Discovery Tasks'.

Present the instructions for the task. Address any clarification.

KNOW YOUR WORDS (10 minutes)

See Task 8, 'Your Discovery Tasks'.

- a. Facilitate a discussion on the overview provided in the learning package.
- b. Have the students accomplish the task.

KNOW YOUR WORDS AND SPEAK OUT (15 minutes)

See Task 9, 'Your Discovery Tasks'.

This is the continuation of Task 7.

- a. Have the students accomplish Part 1 of the task. Ask them to bring out their output for Task 3 (An Info Hunt).
- b. Have the students accomplish Part 2 of the task.
- c. Give students a longer time to do this task. Presentation of outputs can be done on the following week.

5. Expansion

IS WRITING RIGHT? (40 minutes)

See Task 10, 'Your Discovery Tasks'.

- a. Divide the class into groups.
- b. Invite the class to think of better ways of preserving oral literature.
- c. Have the groups accomplish the task.
- d. Facilitate the presentation of output by groups.
- e. Process the answers of the class. Ask questions that will encourage students to see practical and stylistic reasons for writing, especially in relation to folk literary pieces detailing beginnings.

6. SYNTHESIS

STUDY THE K-W-L WAY (10minutes) (cont...)
See *Task 1 of 'Your Initial Tasks'*.

- a. Ask students to bring out their K-W-L tables.
- b. Ask the class about their significant realizations from all the discussions on Lesson 4.
- c. Have them complete the third column of the table.
- d. Process some responses.
- e. Ask different questions that will ask the students to synthesize their learning.

7. POST-ASSESSMENT

MY FAMILY'S GENESIS (15minutes)
See *'Your Final Task.'*

- a. Encourage students to expound on the value of knowing and writing down one's roots.
- b. Explain the mechanics of 'Your Final Task'.
- c. Present the rubrics for the activity and set a deadline.

WEEK 5, FIRST QUARTER

A. Overview of Content and Objectives

Theme	Appreciating Myself	Primary Selection/s	Why the Sky is High (Tagalog, Iloko, and Hiligaynon Versions)
Sub-theme	Recalling Our Ancestors' Beliefs	Parallel Selection/s	Texts about the Ozone Layer: Destruction and Protection

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>Present the advantages and disadvantages of a given situation through a graphic organizer</i>					
Day 2			Give the definition of words through context clues <i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>	VD1e: Distinguish between colloquial language and slang. LC1c: Listen for important points signaled by shifts in stress and intonation OL1e: Distinguish between and among the rising-falling intonation, rising intonation, and non-final intonation patterns.			
Day 3					GS1d: Formulate correct simple sentences. RC1d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu. WC1e: Recognize the parts of a simple paragraph based on writing purpose. SS1c: Recognize the various sections of the library.		
Day 4						RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.	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. RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms..

B. Assessment Plan

1. Pre-assessment

MY MULTI-LAYERED SKY See page 1 of learning package.

2. Post-assessment

A BETTER ME, A BETTER WORLD See page 7 of learning package.

C. Resources

1. Materials

- a. CD recording of listening inputs
- b. Pictures of the ozone layer hole
- c. Visual aids (reproduction of the graphic organizers)
- d. Bell or a bell chime audio file

2. Equipment

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

D. Activities

1. Introduction

MY MULTI-LAYERED SKY (10minutes)

See Task 1 'Your Initial Tasks'.

- a. Review the students about making a semantic map.
- b. Have students accomplish the task.
- c. Copy the map on the board or produce a visual aid and post it on the board.
- d. Invite students to write their answers on the board. Process some answers. Related these to the text to be read.

WHAT WOULD LIFE BE LIKE? (10 minutes)

See Task 2 'Your Initial Tasks'.

- a. Segue from the answers in Task 1 to the overview of Task 2. Invite students to imagine a world with a low sky.
- b. Have the students accomplish the task.
- c. Ask students to find a partner to exchange ideas.
- d. Discuss some of the responses.

2. Presentation

YOUR TEXT (15 minutes)

- a. Pose the question to the class before asking them to read.
- b. Tell the students to rely on context clues in getting the meaning of some unfamiliar words.

GUESS THROUGH CONTEXT? (15 minutes)

See Task 1, 'Your Discovery Tasks'.

- a. Have the students accomplish the task.
- b. Validate the responses of students by presenting possible answers from the text. Ask for sample sentences.

BEFORE AND AFTER (15 minutes)

See Task 2, 'Your Discovery Tasks'. (Pair Work)

- a. Have the students accomplish the task in pairs.
- b. Ask students to buzz pairs. Have the members share their answers to each other.
- c. Copy the graphic organizer on the board. Invite students to write their answers on the board. Process some responses.

COMPARE AND CONTRAST (30 minutes)

See Task 3, 'Your Discovery Tasks'. (Group Work)

- a. Divide the class into groups. To save time, you may group the pairs (i.e. the ones that students worked with in Task 2-Before and After) together to form a bigger group.
- b. Have the groups accomplish the task.
- c. Copy the Venn diagram on the board. Ask group representatives to contribute 1-2 entries to the diagram.
- d. Process some answers by inviting students to comment on the answers produced by the whole class. Ask selected students to summarize and synthesize the output on the diagram.

SHARE YOUR INSIGHTS (10 minutes)

See Task 4, 'Your Discovery Tasks'. (Group Work)

- a. Retain the grouping in Task 3-Compare and Contrast. Have the group members assign the following roles to themselves : leader, scribe (secretary), time keeper, and animator.
- b. Have the groups accomplish the task.
- c. Facilitate a discussion that focuses on the provided questions. Process the answers of the students.

3. Enrichment

WHAT SAY YOU? (10 minutes)

See Task 5, 'Your Discovery Tasks'.

- a. Conduct a review on colloquial language and familiar language. Introduce slang. Provide several examples.
- b. Have the students accomplish Part 1 of the task.
- c. Validate the answers of the class. Clarify points of confusion.

Answer Key:

Colloquial: friend, ally, bestfriend, mate, classmate, ally, associate

Slang: chum, bro, sis, sidekick, main main

- d. Present the instructions for Part 2 (Home Work). Give a deadline for the output. Answers may vary. Allow the use of a dictionary in validating answers.

LISTEN UP (20 minutes)

See Task 6, 'Your Discovery Tasks'.

- a. Tell the students that the listening activity will be about the photos that you will post on the board. Post photos of the ozone layer with and without a hole. Let the students guess what the photos show.
- b. Ask the students to prepare for the listening activity. They should be quiet and they should have all the needed materials for the task. Write the following questions on the board. Tell students that they should get the answer to following questions as they listen to the recording.
 - What is an ozone layer?
 - How does it protect the earth?
 - What does the speaker want you to do?
- c. Prepare the equipment for the activity. The recording should feature the text below. The text reader should demonstrate the correct rising and falling intonation pattern in reading the text¹ below.

Rising intonation

Falling intonation

Ozone is a gas in the atmosphere that protects the earth from the sun's powerful ultraviolet rays. It is the earth's blanket of protection. This is the ozone layer. Over the last twenty-five years something has been breaking down the protective ozone layer. What could be the cause?

Scientists discovered that chemical compounds called CFCs (chlorofluorocarbons) destroy ozone faster than it could be replaced. These CFCs could be found in aerosol sprays and refrigerants (freon).

An actual "ozone hole" was discovered over the Antarctic in the

¹ The Ozone Layer by Sheri Amsel/ netplaces.com

early 1980s. Scientists insisted that the world take stronger steps protect the ozone layer. The ozone layer will recover over time if we all do our part to protect it. You want to preserve the environment, don't you? Let us do our part before it's too late! We can make a difference! Save the ozone layer! Save the earth! Will you join the fight?


- d. Process the answers of the class.
- e. Discuss the two kinds of intonation patterns by presenting the following guidelines².

Falling intonation - a pattern in which our voice falls to a low pitch by the end of a thought group or statement. We use the falling intonation in the following cases:

1. Short, complete sentences *It's so near./It's very far.*
2. In seeking information with question words such as what, when, which, who, how, etc. *How much is this mug?/What's your name?*
3. In tag questions when the speaker is sure that what he says is right *It's a tough day, isn't it?/ It's a wonderful weather, isn't it?*
4. For commands and exclamations *Leave me alone./Give me my keys.*

Rising intonation - a pattern in which our voice rises to a high pitch by the end of a thought group or statement. We use the rising intonation in the following situations:

1. Statements intended to encourage *That's a remarkable thought./You're doing a great job!*
 2. Questions answerable by 'Yes' and 'No' *Do you want to leave?/ Did you see the giraffe?*
 3. Questions beginning with question words when the speaker wishes to show special interest *Where do you live?/ What do you do for a living?*
 4. Tag questions when the speaker is not sure that what he says is correct *You're sure, aren't you?/ You've checked it, haven't you?*
 5. Sentences ending with 'please'; for 'goodbye'; for 'thank you' when used to show gratitude for a simple matter (passing the dish, etc.) *A cup of tea, please?/ Would you pass me that pen, please?*
- f. Play the recording for the second time. Remind them to listen and confirm their answers for Part 1. Give the cue for the sentences for the listening task. Let the students hear a bell chime just before the given sentence is read. See text guide below.

Ozone is a gas in the atmosphere that protects the earth from the sun's powerful ultraviolet rays. It is the earth's blanket of protection.  This is the ozone layer. Over the last twenty-five years something has

² My ESL: Intonation Patterns of the English Language
Grade 7 English Group, DepEd K-12 Learning Area Team for Languages and Multi-literacies

been breaking down the protective ozone layer. What could be the cause?

Scientists discovered that chemical compounds called CFCs (chlorofluorocarbons) destroy ozone faster than it could be replaced. These CFCs could be found in aerosol sprays and refrigerants (freon).

An actual “ozone hole” was discovered over the Antarctic in the early 1980s. Scientists insisted that the world take stronger steps protect the ozone layer. The ozone layer will recover over time if we all do our part to protect it. You want to preserve the environment, don't you? Let us do our part before it's too late! We can make a difference! Save the ozone layer! Save th earth! Will you join the fight?

- g. Validate the answers of the students for Part 2.
Answer Key:
1. ↑ 2. ↑ 3. ↑ 4. ↓ 5. ↓ 6. ↑ 7. ↓
- h. Spend some practice time to allow students to produce the featured sentences using the correct intonation pattern.

OZONE PRESS-CON (20 minutes)
See Task 7, ‘Your Discovery Tasks’.

- a. Segue to the Press-conference. (Prepare some simple props : a makeshift podium/table, a microphone, name label.) Ask the students about what happens in a press conference. Set the dynamics of the activity.
- b. Play the role of UN Representative or ask for an able volunteer. You may also assign a student to play this role prior to this meeting.
- c. Have the students accomplish Part 1 of the task. Give them time to review their answers
- d. Have the students accomplish Part 2. The UN Representative/ the teacher should ask participating student-reporters to reread their sentences if they are not delivered with the proper intonation pattern.

4. Expansion

SAVE THE OZONE (10+10=20 minutes)
See Task 8, ‘Your Discovery Tasks’.

- a. Have students summarize what took place in Task 7-Ozone Press-Con. Elicit the importance of active involvement in saving the ozone layer.
- b. Have the students read the text. Process the students’ understanding of the text by asking for their reaction and additional suggestions.
- c. Present the examples of simple sentences from the text. Pose the given guide questions in an oral discussion or ask students to do answer the questions in a seatwork first before proceeding to an oral discussion.

- d. Discuss the features of a simple sentence: main parts, examples from the text, examples from students (these must conform to the text topic).

CONTROLLED GRAMMAR EXERCISE (10 minutes)

Have the class work on Exercise 7.1. Answer may vary. Students should retain the main idea in the sentence and have a clear subject and predicate without any additional clause.

EXTENDED GRAMMAR EXERCISE (Home Work)

Assign Exercise 7.2. as home work. Review the basic parts of a simple paragraph (i.e. introduction, body, closing. Note the relationship among between the thesis statement and its supporting ideas.) Clarify any confusing point. Give a deadline.

A LIBRARY TRIP (30 minutes)

See Task 9, 'Your Discovery Tasks'.

- d. Prepare the students for a library trip. Make the necessary reminders in terms of task materials to bring, proper decorum, and activity duration.
- e. Refer the students to the table for the task. Address any question. Inform the students that they should take note of the materials that they will find in this task as they will be using these materials in other activities for the lesson.

5. Synthesis

STATE OF OUR SKIES (30 minutes)

See Task 10, 'Your Discovery Tasks'.

- a. Ask students to recall the reading texts read for Lesson 5. Invite them to present the important information or lessons they got from the selections.
- b. Assign students into buzz pairs. Have the pairs do the task.
- c. Call pairs to share their answers with the class. Invite students to react or ask questions from their classmates.

A BETTER ME, A BETTER WORLD (15 minutes)

- a. Present the most significant insights generated from task 10-State of Ours Skies. Ask students to look at their Task 9 notes for their last lesson 5 activity.
- b. Explain the mechanics of 'Your Final Task'. Agree on the dynamics for the oral reading of the output.
- c. Set a date for the oral presentation of the output.

WEEK 6, FIRST QUARTER

A. Overview of Content and Objectives

Theme	Appreciating Myself	Primary Selection/s	The Origin of Rice (Bohol, Ibaloi, Tagalog, and Nabaloi versions)
Sub-theme	Revisiting My Past	Parallel Selection/s	Articles on Rice

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>LC1d: Determine how pitch, phrasing, and pacing affect understanding of a message.</i>	<i>OL1f: Observe the right phrasing and pacing when reading texts or passages aloud or participating in conversations. RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>					
Day 2			<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>	<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms. OL1f: Observe the right phrasing and pacing when reading texts or passages aloud or participating in conversations.</i>	<i>VD1f: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations.</i>		
Day 3				<i>GS1d: Formulate correct simple sentences.</i>	<i>OL1f: Observe the right phrasing and pacing when reading texts or passages aloud or participating in conversations.</i>		
Day 4						<i>SS1c: Recognize the various sections of the library.</i>	<i>SS1c: Recognize the various sections of the library. RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms. WC1f: Follow steps in crafting a simple paragraph of five to seven sentences.</i>

B. Assessment Plan

1. Pre-assessment

Word of Mouth and *Memory Lane*

2. Post-assessment

Library Visit and *The Living Past*

C. Resources

Materials

- a. Copies of listening and reading texts
- b. Pictures of breechclout and rice
- c. Table/chart

D. Activities

1. Introduction

Word of Mouth: Unlocking Vocabulary Difficulties (10 minutes)

Ask students to give the meanings of words through pictures and context clues.

Memory Lane: Activating Prior Knowledge (5 minutes)

- a. Ask students their knowledge regarding rice.
- b. Have them listen to the text “The Origin Rice” (Bohol version) that you are to read.
- c. Encourage them to focus on the events of the story and observe correct pitch, phrasing, and pacing.

See *Your Text: Listening Activity*

Check It Up (15 minutes)

- a. Process what the students have listened to by discussing the following:
 - i. Events
 - ii. Problem/conflict
 - iii. Resolution/outcome
- b. Ask students comprehension questions regarding the listening text.
 - i. What was the condition of Bohol during that time?
 - ii. What did Sappia do to help the hungry people of Bohol?
 - iii. How did the white and red rice come to be?

Mean What You Say: Oral Practice (15 minutes)

- a. Draw out from the students the importance of pitch, phrasing, and pacing in delivering a message.

- b. Cite situations where students can use varied pitches, phrasing, and pacing.
- c. Ask students to work with a group and do the task.
- d. Suggested Criteria for Evaluation:

Clarity of Voice (articulation and pronunciation)	5 points
Voice Projection (volume, pitch, and quality)	5 points
Interpretation of the text/passage (phrasing, pacing, and emotions conveyed)	5 points
Stage Presence (Confidence and connection with the audience)	5 points

TOTAL 20 points

2. Presentation

Filling the Gaps: Silent Reading of Texts (20 minutes)

- a. Give the instructions before the students read the texts.
- b. Make them focus on the similarities and differences among texts.

3. Enrichment

Establishing Links: Oral Practice (10 minutes)

- a. Ask students to complete the table comparing and contrasting the three texts.
- b. Have them evaluate the content/theme of the texts by answering the given questions.
- c. Remind the class to observe the effective oral language conventions in expressing their ideas and reactions/opinions.

4. Expansion

Finding Meaning: Vocabulary Development (20 minutes)

- a. Introduce idiomatic expressions by defining them and by giving examples.
- b. Ask students to use the given idiomatic expressions in meaningful sentences.
- c. Expand their knowledge of idiomatic expressions by asking them to do the research task and the pictionary as homework.
- d. Explain what a pictionary is, its purpose, and parts.
- e. Encourage them to be creative.
- f. Suggested Criteria for Evaluation:

Clarity (meanings of idiomatic expressions)	5 points
Depth (use of the expressions in sentences)	10 points
Correctness (grammar structure and mechanics of writing)	5 points
Creativity (pictures and layout)	10 points

TOTAL 30 points

Making It Simple: Grammar Lesson (15 minutes)

- a. Ask students to read aloud the given sentences.
- b. Review the basic parts of a sentence.
- c. Have them identify the subject and the predicate.
- d. Lead them in the discussion of concept of simple subject and simple predicate.
- e. Draw out from the discussion what simple sentences are.

Supply and Demand: Guided Practice (15 minutes)

- a. Guide the students in completing the paragraph with appropriate subject and verb.
- b. Give comprehension questions for students to better understand the paragraphs.
- c. Have them explain their answers.

Talk of the Town: Unguided Oral Practice (20 minutes)

- a. Have a short recap of what the four myths say about rice.
- b. Tell the class that they are to share their knowledge about rice by working on the group activity.
- c. Encourage them to choose the topic that interests them the most.
- d. Review the importance of pitch, phrasing, and pacing when giving oral message.

5. Synthesis

Library Visit: Library Work (30 minutes)

- a. Coordinate with the librarian to conduct a library orientation focusing on the different sections of the library.
- b. Group the students and have them work on the tasks.
- c. Direct them to the librarian if they have questions regarding the materials found in their assigned section.
- d. Monitor the groups as they work.
- e. Suggested Criteria for Evaluation

Group 1: Correctness of information 5 points

Appropriateness of visual organizer 5 points

Group 2: Variety of information 3 points

Clarity of texts/captions/labels 3 points

Creativity 4 points

Group 3: Completeness of information 4 points

Concreteness and correctness of language 3 points

Creativity 3 points

6. Post-Assessment

The Living Past: Writing Activity (20 minutes)

- a. Using the same groupings for the library work, have them share their researches and what these say about our values as a people and the richness of Filipino culture.
- b. Individually, ask them to write a five-to-seven sentence paragraph about the discussion.
- c. Remind the students regarding the basic parts of a paragraph and the mechanics of writing such as indention, capitalization, punctuation, etc.
- d. Suggested Criteria for Evaluation:

Content (complexity and originality of ideas)	10 points
Organization (logical sequence of ideas)	5 points
Language (correct use of simple sentences and vocabulary)	10 points
Mechanics (indention, capitalization, and punctuation)	5 points

WEEK 7, FIRST QUARTER

A. Overview of Content and Objectives

Theme	Appreciating Myself	Primary Selection/s	The First Monkey (Iloko, Tagalog, Maranao version)				
Sub-theme	Connecting to My Past	Parallel Selection/s	Articles on Monkeys				
Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>LC1e: Determine the effect of facial expressions and eye contact in understanding a message.</i>	<i>OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.</i> <i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>					
Day 2			<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>	<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i> <i>OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.</i>	<i>VD1f: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations.</i>		
Day 3				<i>GS1e: Formulate compound sentences.</i>	<i>OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.</i>		
Day 4						<i>SS1d: Use the special collections in the library such as archives, vertical files, and electronic databases to locate information.</i>	<i>SS1d: Use the special collections in the library such as archives, vertical files, and electronic databases to locate information.</i> <i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i> <i>WC1f: Follow steps in crafting a simple paragraph of five to seven sentences.</i>

B. Assessment Plan

1. Pre-assessment

More Than Words and *Do You Remember*

2. Post-assessment

Digging Up and *Treasuring My Past*

C. Resources

Materials

- a. Copies of listening and reading texts
- b. Pictures of monkeys
- c. Comic strips
- d. Table/chart

D. Activities

1. Introduction

More Than Words: Unlocking Vocabulary Difficulties (10 minutes)

Ask students to give the meanings of words through pictures and context clues.

Do You Remember?: Activating Prior Knowledge (5 minutes)

- a. Let students share about what they know about the origins of monkeys.
- b. Have them listen to the text “The First Monkey” (Iloko version) that you are to read.
- c. Encourage them to focus on the elements of a story and observe facial expressions and eye contact to understand the text.

See *Your Text: Listening Activity*

Get It Right (15 minutes)

- a. Process what the students have listened to by discussing the following:
 - i. Characters
 - ii. Setting
 - iii. Plot
 - iv. Problem/conflict
 - v. Resolution
- b. Ask students comprehension questions regarding the listening text.
 - i. What did the goddess ask the girl to do?
 - ii. Why was the girl punished by the goddess?
 - iii. What does the story explain?

Say What You Mean: Oral Practice (15 minutes)

- a. Draw out from the students the importance of appropriate facial expressions and eye contact when speaking.
- b. Have them demonstrate the appropriate facial expression given a specific emotion or situation.
- c. Ask students to work with a partner and do the pair work.
- d. Suggested Criteria for Evaluation:

- | | |
|---|----------|
| ▪ Clarity of Voice (articulation and pronunciation) | 5 points |
| ▪ Voice Projection (volume, pitch, stress, and quality) | 5 points |
| ▪ Interpretation of the text/passage (phrasing, pacing, gestures, and facial expressions) | 5 points |
| ▪ Stage Presence (confidence, eye contact, and connection with the audience) | 5 points |

TOTAL **20 points**

2. Presentation

Making Links: Silent Reading of Texts (15 minutes)

- a. Give the instructions before the students read the texts.
- b. Make them focus on the similarities and differences among texts.

3. Enrichment

Finding Connections: Oral Practice (15 minutes)

- a. Ask students to complete the table comparing and contrasting the three texts.
- b. Pair up the students.
- c. Have them evaluate the content/theme of the texts by answering the given questions.
- d. Remind the class to observe the effective oral language conventions in expressing their ideas and reactions/opinions.

4. Expansion

Clearing the Way: Vocabulary Development (20 minutes)

- a. Guide the students in analyzing the sentences with idiomatic expressions.
- b. Draw out from the students the meanings of expressions and how these can help in effective communication with others.
- c. Review with the class what a comic strip is.
- d. Challenge them to make one using the different idiomatic expressions.
- e. Suggested Criteria for Evaluation:

Appropriate use of idioms	5 points
Originality and depth of ideas	5 points
Correctness of language	5 points

To Become One (15 minutes)

- a. Ask students to give facts about monkeys.
- b. Tell them to know more about monkeys by doing the activity on matching sentences.
- c. Ask the students to justify their pairing of sentences.
- d. Review independent clauses and the uses of coordinating conjunctions such as *and*, *or*, *but*, and *for*.

Complete Me: Guided Practice (10 minutes)

- a. Guide the students in completing the paragraph with appropriate coordinating conjunctions.
- b. Give comprehension questions for students to better understand the paragraphs.
- c. Have them explain their answers.

Let's Talk: Unguided Oral Practice (25 minutes)

- a. Give a statement on any issue related to the texts.
- b. Ask the class whether they agree or disagree on it.
- c. Have them explain their stand.
- d. Summarize their answers using a table.
- e. Process their responses by asking for the bases of their answers, and language structures and other nonverbal cues/behaviors used to present their sides.
- f. Have them work on the activity.
- g. Suggested Criteria for Evaluation:

i.	Content (complexity and originality of ideas)	10 points
ii.	Organization (logical sequence of ideas)	5 points
iii.	Language (correct use of simple sentences and vocabulary)	10 points
iv.	Mechanics in writing (indentation, capitalization, and punctuation)	5 points
v.	Delivery of message (voice projection and quality, facial expression, gestures, and stage presence)	10 points
	TOTAL	40 points

5. Synthesis

Digging Up: Homework or Library Work (30 minutes)

- a. Make students research on other myths and legends. They should be different versions of the origin of one place, object, animal, plant, etc.
- b. Introduce students to the special collections in the library such as archives, vertical files, and electronic sources.
- c. Encourage the class to use these sources for the research.
- d. Review summarizing techniques like using graphic organizers.
- e. Call on four to five volunteers to do an oral report of their research.

- | | |
|---|------------------------|
| f. Suggested Criteria for Evaluation | |
| i. Correctness of information | 5 points |
| ii. Appropriateness of visual organizer | 5 points |
| | TOTAL 10 points |

6. Post-Assessment

Treasuring My Past: Writing Activity (20 minutes)

- a. Divide the class into small groups.
- b. Have them share their researches and what these say about our ancestors as creators of these myths and legends, our values as a people, and the richness of Filipino culture.
- c. Individually, ask them to write a five-to-seven sentence paragraph about the discussion.
- d. Remind the students regarding the basic parts of a paragraph and the mechanics of writing such as indention, capitalization, punctuation, etc.
- e. Suggested Criteria for Evaluation:

Content (complexity and originality of ideas)	10 points
Organization (logical sequence of ideas)	5 points
Language (correct use of simple sentences and vocabulary)	10 points
Mechanics (indention, capitalization, and punctuation)	5 points
	TOTAL 30 points

WEEK 8, FIRST QUARTER

A. Overview of Content and Objectives

Theme	Appreciating Myself	Primary Selection/s	Ibalon (Three Heroes of the Bicol Epic)
Sub-theme	Meeting Heroes, Being Heroes	Parallel Selection/s	Texts about heroes

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1		<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i> <i>LC1f: Determine the effect of posture and bodily gestures in understanding a message.</i>					
Day 2			<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i> <i>OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.</i>				
Day 3				<i>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</i> <i>RC1d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</i> <i>VD1f: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations.</i> <i>GS1e: Formulate compound sentences.</i>			
Day 4					<i>WC1g: Retell a chosen myth or legend in a series of three five-to-seven-sentence paragraphs.</i>	<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i> <i>SS1d: Use the special collections in the library such as archives, vertical files, and electronic databases to locate information.</i>	

B.

Assessment Plan

1. Pre-assessment

AGREE OR DISAGREE?

See page 3 of this guide.

2. Post-assessment

a. *AGREE OR DISAGREE?*

See page 15 of this guide.

b. *WANTED: HERO FOR ALL SEASONS*

See page 11 of learning package.

C. Resources

1. Materials

Pictures of Mayon volcano, pili nuts, and laing
Philippine map

2. Equipment

None

D. Activities

1. Introduction

BICOL EXPRESS (10 minutes)

- a. Show pictures of Mayon volcano, pili nuts, and laing. Ask where the three come from.
- b. Point at the Bicol region in the Philippine map. State that in the olden days, the people there called their land Ibalon.
- c. Tell students that the main selection for the week is about three heroes of a Bicol epic.
- d. Tell students what an epic is and why it is important. See given example.

An epic is a narrative (usually in verse) centered on a hero and the fate of a nation or people. It is passed on from generation to generation through storytelling to remind people where they came from and to make them understand their identity.

PRE-ASSESSMENT: AGREE OR DISAGREE? (5 minutes)

- a. Give the students the following pre-assessment.

On a half sheet of paper, write **A** if you agree with the statement, **D** if you disagree with it, and **NS** if you are not sure.

- _____ 1. Heroes have extraordinary powers.
- _____ 2. One has to die to be a hero.
- _____ 3. Heroes are found only in epics, comics, and movies.
- _____ 4. Heroes save people from danger.
- _____ 5. Ordinary people can be heroes.

- b. Collect and keep students' papers.

WHAT DO YOU THINK? (10 minutes)
 See Task 1, 'Your Initial Tasks'.

- a. Have students accomplish the task.
- b. Have some students explain their answers.
- c. Synthesize the answers and lead students to the next task.

WHO ARE THEY? (15 minutes)
 See Task 2, 'Your Initial Tasks'.

Everyday Heroes

Traffic jams bring about everyday heroes. When traffic enforcers go missing and intersections come at a bind, there is usually that one (**raise pointer finger**) man who steps out of his car and begins navigating traffic. He may be in a suit (**raise both hands at chest level, then slowly bring them down to hips**). Sometimes he's a bystander (**raise one hand, palm up**) in rags who steps in to unclog the streets, then goes about his merry way once the knots are undone. There's the taxi driver (**extend arm, palm up, and point to the window**) who sees us struggling with a stalled car. Without hesitation (**shake head**), he helps us out with our engine and brings our car back to life. No (**raise pointer finger and move from side to side**) payment is required and he even refuses it. We drive away, thankful for the kindness of strangers, and resolve (**straighten back**) to pay it forward.

- a. Tell the students that they will listen to a text that you will read only once. As you read the text, they should listen to find out who the heroes are and what gestures you make in connection to them.
- b. When you read, use appropriate gestures and posture to enhance the delivery of the message. You may follow the instructions given in certain parts of the text.
- c. Have the students do Task 2, 'Your Initial Tasks'.
- d. Have some students explain their answers in front.

Answer Key:

Heroes	Speaker's Gestures
man in a suit	raise both hands at chest level, then slowly bring them down to hips
bystander	raise one hand, palm up
taxi driver	extend arm, palm up, and point to the window

- e. Add important information missed, as needed, before synthesizing their responses.
- f. Make the students infer why you did such gestures when and where you did them.

- g. Discuss how posture and bodily gestures influence the meaning of a speaker's message. Below are some examples of postures and bodily gestures that influence how your listeners understand your message when you are speaking.

Appropriate Posture and Bodily Gestures



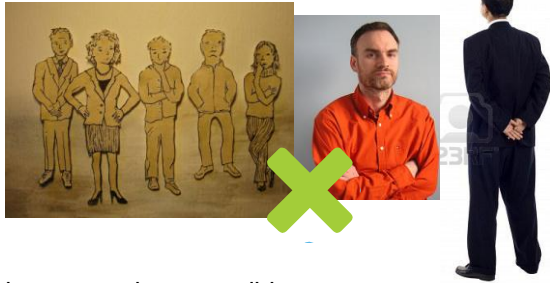
1. Stand with confidence.

Sometimes a speaker sways or rocks while talking in front of others (like when one reports in front of the class). To prevent this, stand and spread your feet about 6 to 8 inches apart parallel to each other to achieve a comfortable speaking position.



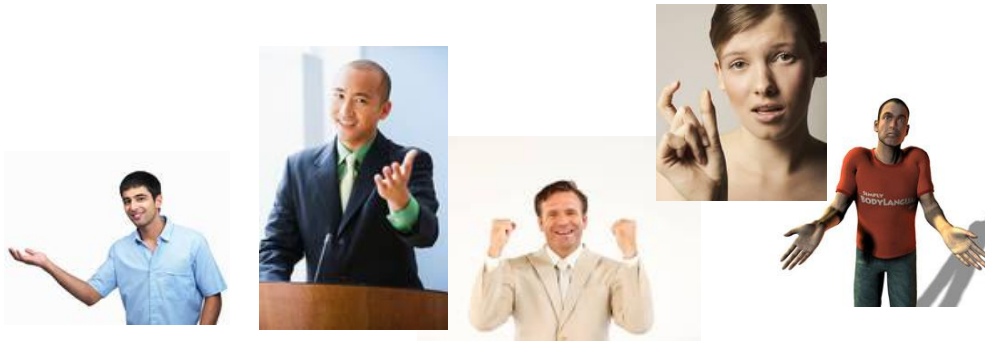
2. Face your audience with your hands on the side with your chin up.

In the beginning (for example, of your report), face your audience with both your hands on the side. This position will make you appear open and sincere to your audience as well as give the impression that you are in control of the situation.



Avoid the following as much as possible:

- crossing your arms - makes you look defensive
- hands at the back - as if you are hiding something
- hands in your pocket - as if you're hiding something
might cause embarrassment if you happen to jiggle coins/keys in your pocket
- hands on hips - makes you seem aggressive;
as if you're bullying your audience
- hand on chin - as if you're not yet ready with what you're going to say because it seems you're still thinking of what to say
- two hands cupped in front of your chest - makes it look like you're covering something



3. Use your hands to emphasize or reinforce your message when speaking.

The most effective gestures are spontaneous ones. Don't force yourself to raise your hand or shake your head. Bodily gestures occur naturally if you know what you want to say. If relevant gestures are used at the right time, your message will definitely get across.

Gestures can be used to:

- a. emphasize the point you are making – shaking your fist to show you are serious; making an OK or victory sign with your fingers
- b. suggest something – shrugging the shoulders to show that you don't know
- c. describe – acting as if you are falling to describe that you fell face first into the water
- d. prompt - clapping your hands to make your audience also clap

- h. Refer to the earlier explanations reported by some students in front of the class. Ask the students to share their observations on the reporters' postures and bodily gestures. Have them explain the effects of such actions on understanding the speaker's message.
- i. Reiterate the importance of using appropriate posture and bodily gestures in making a speaker's message more understandable.

CAN YOU GUESS? (10 minutes)

See Task 3, 'Your Initial Tasks'.

- a. Have students accomplish the task.

Answer Key:

Across	Down
1 deceive	2 enchanted
4 vanquished	3 savage
5 gallantry	
6 fierce	

- b. Ask students to use the vocabulary words in sentences.
- c. Make them infer the relationship of the vocabulary items and the reading text.

READING HOMEWORK

See 'Your Text'.

I KNOW IT!

See Task 1, 'Your Discovery Tasks'.

- a. Assign the selection for home reading.
- b. Tell students to do Task 1, 'Your Discovery Tasks' as they read the selection.

2. Presentation

PROCESSING OF READING HOMEWORK (10 minutes)

- a. Call on some students to explain their answers.
- b. Lead the students to the next task by calling their attention to the traits of the heroes.

MAKE THE GRADE! (15 minutes)

See Task 2, 'Your Discovery Tasks'.

- a. Have the students accomplish the task.
- b. Call on three students to explain briefly their answers.
- c. Lead the students to the next activity by calling their attention to the similarities and differences in the responses of their classmates.

SAY YOU, SAY ME (25 minutes)
 See Task 3, 'Your Discovery Tasks'.

- a. Divide the class into groups of 5. Each group should decide who among the three main characters is the most heroic and why.
- b. Have each group member choose from the following roles which one s/he would like to have.

Role	Task
Moderator	will make sure that everyone is on task and that the group arrives at an agreement
Secretary	will record the main points in the discussion and the group's decision
Peacemaker	will make sure that everyone in the group speaks appropriately and listens attentively
Timer	will make sure that everyone sticks to the time limit (2 minutes per person)
Reporter	will report to the class (in 2 minutes) what the group has agreed upon

- c. Tell students about the following expectations in the small group discussion:
 - Time allotment
 - Sharing of individual answers to group mates (See Task 2. Make the grade!): 2 minutes per member
 - Discussion of answers and consensus building: 5 minutes
 - Reporting of group output to the class: 2 minutes per group
 - Oral communication behavior
 - Listening
 - Listen actively to the one speaking.
 - Pay attention both to what s/he is saying and what his/her posture and bodily gestures are.
 - Speaking
 - Speak loudly and clearly.
 - Observe courtesy.
 - Use appropriate expressions to
 - ✓ express opinions and preferences
 - ✓ inquire
 - ✓ agree or disagree
 - ✓ give reasons and explanations
 - ✓ summarize

(Give examples of expressions for each of the above as you explain the specific expectation to the students. Below are some examples.)

Expressing opinions, preferences:

I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt...

Inquiring:

I wonder if..., Do you think/believe that..., What do you mean by..., Do you agree/disagree that... Do you like/dislike..., What do you think of/about...

Agreeing:

I agree that..., I also think/believe that..., I was going to say that..., You have a point..., That's true..., You're right..., I suppose so...

Disagreeing:

I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...

Giving reasons and offering explanations: To start with, The reason why..., That's why... For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that...

Summarizing:

In summary..., In short..., Basically..., In other words..., To sum it up...

- d. Have some groups present and discuss their outputs.
- e. Synthesize key points made.

READING HOMEWORK

See page 6 of learning package.

THEN AND NOW

See Task 4, 'Your Discovery Tasks'.

- a. Assign the selection for home reading.
- b. Tell students to do Task 4, 'Your Discovery Tasks' after they read the selection.

3. Enrichment**PROCESSING OF HOMEWORK (10 minutes)**

See Task 4, 'Your Discovery Tasks'.

- a. Have some students present their outputs in Task 4, 'Your Discovery Tasks'.
- b. Synthesize key points made regarding grand heroism and everyday heroism.
- c. Make a transition to the next task by pointing out that there are different ways of conveying a message.

HERE AND THERE

See Task 5, 'Your Discovery Tasks'. (15 minutes)

1. Review what idioms are. See the example below.

An **idiom** is a group of words with a specific meaning that is different from what the individual words literally mean. It is a manner of speaking that is natural to native speakers of the language.

Idioms come from all different sources -- from the Bible to horse racing, from ancient fables to modern street language -- and they are used for different purposes --from communicating more clearly and more visually to expressing something which other words do not quite express, from seeking to be different to simply playing with words, and even from aiming to be amusing or witty to intending to put other people at ease.

You may also refer to Lesson 7. Reiterate that idioms are another way of conveying a message.

Give the following additional examples from "Ibalon", if necessary.

He was able to pin down the monstrous wild boar and tear out its mouth.

(To pin down somebody or to pin somebody down is to hold someone by force so that s/he cannot move.)

Ibalon was at peace once more.

(To be at peace is to be relaxed and happy.)

2. Explain that the given idioms from "Ibalon" can be used not only when writing literary selections but also when talking to other people like friends, siblings, teachers, and parents. However, there are some idioms that are more appropriate to use with a particular group of individuals than with others. Give examples of these. See an example below.

Idiom	Meaning	Sentence	Person/s Spoken to	Situation	Remarks
pain in the neck	annoying; a bother	I need to study so don't be a pain in the neck.	a younger sibling	speaker is reviewing for a test and a younger sibling playing noisily.	This idiom is not appropriate to use when talking to a teacher, a parent, or any person in authority because it is quite colloquial.

3. Have the students do Task 5, 'Your Discovery Tasks'.
4. Call on some students to explain their answers and role play the specific situations.
5. Synthesize and reiterate main points regarding the importance of using appropriate idioms in specific situations.
6. Lead the students to the next task.

4. Expansion

MATCH ME! (15 minutes)

See Task 6, 'Your Discovery Tasks'

1. Have the students read the following sets of sentences about the three heroes of Ibalon.
 - a.1. *Baltog was able to pin down the monstrous wild boar and tear out its mouth.*
 - a.2. *He was strong and brave.*
 - a.3. *Baltog was able to pin down the monstrous wild boar and tear out its mouth for he was strong and brave.*
 - b.1. *Handiong built a town in Isarog.*
 - b.2. *A season of progress followed.*
 - b.3. *Handiong built a town in Isarog and a season of progress followed.*
 - c.1. *Handiong and his warriors did not rest until all the one-eyed giants were killed.*
 - c.2. *Did they stop until all the giant flying fishes had been defeated?*
 - c.3. *Handiong and his warriors did not rest until all the one-eyed giants were killed, nor did they stop until all the giant flying fishes had been defeated.*
 - d.1. *It was a golden period in Ibalon under Handiong's leadership.*
 - d.2. *Then there came the big flood, with earthquakes and the eruption of the volcanoes of Hantik, Kolasi, and Isarog.*
 - d.3. *It was a golden period in Ibalon under Handiong's leadership, but then there came the big flood, with earthquakes and the eruption of the volcanoes of Hantik, Kolasi, and Isarog.*
 - e.1. *Bantong patiently and wisely observed the giant before successfully attacking it.*
 - e.2. *He could have attacked the giant right away, lost, and turned to rock by it.*
 - e.3. *Bantong patiently and wisely observed the giant before successfully attacking it, or he could have attacked the giant right away, lost, and turned to rock by it.*
 - f.1. *The crocodiles were bigger than boats.*
 - f.2. *They were killed by Handiong and his band of warriors using spears and arrows.*
 - f.3. *The crocodiles were bigger than boats, yet they were killed by Handiong and his band of warriors using spears and arrows.*
 - g.1. *The giant died with a single stab by the brave and wise Bantong.*
 - g.2. *Ibalon was at peace once more.*
 - g.3. *The giant died with a single stab by the brave and wise Bantong so Ibalon was at peace once more.*

2. Call students' attention to the underlined word in the last sentence of each set. Lead them into recognizing the following:
 - a. The word connects or "conjoins" the first and second sentences (conjunction).
 - b. The first and second sentences are independent clauses of the last sentence, which is a compound sentence.
 - c. A compound sentence shows more clearly the relationship of different ideas.
 - d. Each conjunction "describes the situation" in the compound sentence and/or tells the relationship between the independent clauses in it.
 - for - reason (cause and effect)
 - and - sequence (chronology); list (addition)
 - nor - negation
 - but - contrast
 - or - alternative, possibility
 - yet - unexpected state/event/occurrence; surprise
 - so - result (cause and effect)
 - e. FANBOYS (for-and-nor-but-or-yet-so) is useful acronym to remember the commonly used coordinating conjunctions in compound sentences.

3. Have the students do *Task 6, 'Your Discovery Tasks'*.
 Answer Key
 1. c
 2. e
 3. a
 4. g
 5. b
 6. d
 7. f

4. Call on some students to explain their answers.
5. Give immediate feedback and re-teach as needed.
6. Reiterate important points.
7. Lead the students to the next task.

MORE, PLEASE (15 minutes)
See Task 7, 'Your Discovery Tasks'

1. Have the students do *Task 7, 'Your Discovery Tasks'*.
2. Call on some students to explain their answers.
3. Give immediate feedback and re-teach as needed.
4. Summarize and reiterate important points, especially in connection to the benefits of using compound sentences.
5. Lead the students to the next task.

WRITING HOMEWORK

See page 10 of learning package.

READY, GET SET, WRITE!

See Task 8, 'Your Discovery Tasks'

1. Ask the students what their favorite (kind of) folk literature is and why.
2. Review the similarities and differences among myths, legends, and other kinds of folk literature.
3. Ask the students which they like best among the myths and legends read in class.
4. State the importance of retelling in transmitting these tales from generation to generation.
5. Explain that if you want to retell a story, you need to remember important story elements.
6. Discuss how a graphic organizer like a SWBS story map can help in retelling. See given example.

Story Map	
Title:	
Characters:	
Setting:	
Somebody (The main character):	
Wanted (What the main character liked to do or aimed to achieve):	
But (The problem the main character ran into):	
So (How the main character solved the problem):	

7. Explain the task to the students.
8. Have them do Task 8, 'Your Discovery Tasks' as homework.

PROCESSING OF HOMEWORK (20 minutes)

See Task 8, 'Your Discovery Tasks'.

- a. Have some students present their outputs in Task 8, 'Your Discovery Tasks'.
- b. Synthesize key points and make a transition to the next task.

5. Synthesis

THINKING BACK (15 minutes)

1. Ask the students to complete each of the following statements in connection to the text/s they read this week:
 - a. I learned that _____.
 - b. So I plan to _____.
 - c. I hope that _____.
2. Have the students share their answers with a partner.
3. Have some students share their answers to the class.
4. Synthesize key and common points made.

HOMEWORK

WANTED: HERO FOR ALL SEASONS (15 minutes)

See 'Your Final Task'

1. Explain the final task to the students, including the rubric. See 'Your Final Task' on pages 11-12 of the learning package. This will be done as homework.
2. Explain the basics of library research, especially the use of the card catalogue (as needed). See the given example.

LOCATING BOOKS IN THE LIBRARY

When looking for information that may be found in a particular material, you can visit a library. You can ask the librarian to help with your search or use the Card Catalogue.

A **Card Catalogue** is an alphabetical listing of books in the library. Librarians make 3 cards – author, book title and subject -- for each book.

Filing order of cards in the library

The following shows the filing order for "Philippine folk literature".

1. AUTHOR	Eugenio, Damiana L.
2.SUBJECTS	FOLKLORE, PHILIPPINES GODS AND GODDESSES, PHILIPPINES LEGENDS, PHILIPPINES MYTHOLOGY, PHILIPPINES
3.TITLES	Myths: Philippine Folk Literature

The Subject cards will help you the most in your search. You may search Myths, Legends or Epics subject cards for more wonderful stories to read.

If your library has OPAC (Online Public Access Catalogue) or other library management software, ask your librarian if you can use it instead of the Card Catalogue.

POST-ASSESSMENT: AGREE OR DISAGREE? (5 minutes)

- a. Give the students the following post-assessment.

On a half sheet of paper, write **A** if you agree with the statement, **D** if you disagree with it, and **NS** if you are not sure.

- _____ 1. Heroes have extraordinary powers.
- _____ 2. One has to die to be a hero.
- _____ 3. Heroes are found only in epics, comics, and movies.
- _____ 4. Heroes save people from danger.
- _____ 5. Ordinary people can be heroes.

- b. Collect students' papers.
- c. Compare students' post-assessment responses with their pre-assessment answers.
- d. Analyze results, draw implications, and act accordingly.

WEEK 9, FIRST QUARTER

A. Overview of Content and Objectives

Theme	Appreciating Myself	Primary Selection/s	Indarapatra and Sulayman (A Maranao Epic)
Sub-theme	Celebrating My Heroes' Beliefs	Parallel Selection/s	Interview on Heroes and Monsters

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>LC1g: Distinguish between and among the functions of non-verbal cues: repetition, contradiction, substitution, complementation, and accentuation.</i>					
Day 2			<i>VD1g: Select an appropriate familiar, colloquial, or idiomatic word or expression as a substitute for another word or expression.</i> <i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>				
Day 3				<i>OL1g: Observe the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to/read or observed.</i>	<i>WC1h: Revise a series of simple paragraphs in terms of content, style, and mechanics collaboratively and independently.</i> <i>GS1e: Formulate compound sentences.</i>		
Day 4					<i>GS1e: Formulate compound sentences.</i>	<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>	(Homework) <i>SS1e: Accomplish the appropriate library forms to locate, process, and document resource information.</i>

B. Assessment Plan

1. Pre-assessment

HEROES AND MONSTERS See page 1 of learning package.

2. Post-assessment

MY HERO (Homework) See page 5 of learning package.

C. Resources

1. Materials

- a. CD recording of listening inputs
- b. Pictures of national/international heroes
- c. Pictures of mythological creatures (preferably monsters)

2. Equipment

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

D. Activities

1. Introduction

PICTURE STUDY (15 minutes)

See Task 1 'Your Initial Tasks':

- a. Show pictures of 5-7 national/international heroes.
- b. Ask the students what these heroes achieved that gave them their current statures.
- c. Ask the students what could have possibly motivated these heroes to do such great and important actions.

MYTHOLOGICAL CREATURES

See Task 1 'Your Initial Tasks'.

- a. Ask the students where these monsters came from and what they were capable of.
- b. Make sure that students understand that these are fictional creatures and are often used as symbols of what people during the ancient times feared.
- c. Ask the students what these monsters may represent based on their capabilities and some of the stories attributed to them.
- d. Ask the students if some modern day problems can also be symbolized by these mythological monsters.
- e. Discuss some of their answers.

WHAT DID THEY SAY? (10 minutes)

See Task 2 'An Interview'.

- a. Have the students listen to this interview on monsters and epic heroes twice.

Host: Why is Folk literature full of monsters?

Guest: Monsters often symbolize unknown forces. The early people didn't really understand the world they lived in and thus they ended up attributing natural phenomena to the work of monsters.

Host: So you're saying these monsters do not exist? That they never existed?

Guest: Yes. If one studies these monsters closely, they often resemble animals which we see everyday. Sometimes, these animals come from other places and thus, the natives are surprised to see one in their area. Some of these animals are wild and have probably harmed people.

Host: But why do the stories often talk of these monsters as unstoppable forces? They are sometimes held responsible for floods, volcanic eruptions, and deaths.

Guest: Those are all exaggerations. Sometimes the appearance of a strange animal coincides with a natural disaster and thus the people attribute the volcanic eruption to the animal. Also, these monsters as we like to call them serve as perfect foils for the epic heroes.

Host: It's a good thing you brought that up. What are epic heroes?

Guest: An epic hero is a legendary figure who often symbolizes everything that his people holds dear. For instance, in the epic Ibalon, the heroes are fierce warriors who help their people overcome the harsh environment in which they live. They represent civilization. They are the defenders of the weak. In fact, most of our epic heroes are warriors – they came from a time when being strong meant the difference between life and death.

Host: I just noticed that most epic heroes are of noble birth.

Guest: Yes, that's true.

Host: Could you please explain why?

Guest: Most of these epics were used to glorify the deeds of their great leaders or to add more prestige to the tribe's ancestry. Also, these heroes became the models for the young men of the tribe. When they went into training, they were expected to act like the tribe's heroes. They were expected to show the very same traits. That's also the reason why these days, we also try to impress among our youth the value of heroism.

Host: And what is the root of all heroism?

Guest: Self-sacrifice. A member of a tribe, a nation, a civilization must be prepared to give his or her life to fight that monsters that plague society. That is what heroism is all about.

Host: Thank you very much.

- b. Ask students to fill out the grid found in the learner's package.
- c. Elicit student responses on how the host managed to get more information from his guest and how the guest expounded on his 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

WORD SETS (5 minutes)

See Task 1 and Task 2, 'Your Discovery Tasks'.

- a. Have the students accomplish the task.
- b. Validate the responses of students by looking for one word in each set that is used in the selection.
- c. The correct answers are:
 1. ate, consumed, devoured, gobbled, harassed

2. chaos, disaster, havoc, ~~order~~, mayhem
3. news, reports, tidings, word, ~~values~~
4. apex, ~~nadir~~, peak, summit, zenith
5. awful, dreadful, ghastly, ~~indecipherable~~, shocking
6. restored, reawakened, renewed, ~~renewed~~, revived

- d. Move on to Task 2. Have the students accomplish the task.
- e. Ask them to share their answers.
- f. The correct answers are:
 - i. beat around the bush – hesitate, go around in circles
 - ii. get his hands dirty – involve oneself in actual work
 - iii. scratched the surface – only at the beginning of something that is bigger
 - iv. closed ranks – united
 - v. down to earth - humble

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 their answers.
- c. Try to get the students to talk about modern day heroes and why these heroes saw the need to sacrifice their lives.

ALTERNATIVE ENDINGS (10 minutes)

- a. Ask students to predict what would have occurred if Indarapatra and Sulayman were unsuccessful in defeating the monsters.
- b. Ask the students too what might have happened if the brothers did not sympathize with the people of Mindanao.
- c. Ask a few students if they know about the current troubles in Mindanao and what this story shows about how Mindanao's problems can be solved.

3. Enrichment

LOUD AND CLEAR! (20 minutes)

- a. Select two students to perform the dialogue that follows. This dialogue is an imagined version of what King Indarapatra and his brother Sulayman had when they discover that monsters had overrun Mindanao. Make sure that both students manage to deliver the dialogue properly.

Sulayman: My brother, why do you have such a long face? The people are looking for you. They want you to join the feast.

Indarapatra: I will follow in a while, my brother. I am just trying to figure out what to do first.

Sulayman: Why? What's going on? What has happened? Has the enemy returned?

Indarapatra: No. Our enemies are still in full retreat. No. I met a Chinese trader who just came from Mindanao. He brings ill news.

Sulayman: What tidings are these that distress even the bravest of kings?

Indarapatra: Monsters have invaded Mindanao.

Sulayman: Monsters, you say?

Indarapatra: Four monsters arrived just two moons ago and began devouring everyone and everything in their sight. The Chinese traders fear that once the monsters are done with the people there, they will move on to other islands.

Sulayman: We cannot allow that. We must do something.

Indarapatra: That's why I'm not at the feast. I've been thinking of what we can do to help the people of Mindanao.

Sulayman: We can send our army. I will lead them.

Indarapatra: No. Our enemies will surely take advantage of our army's absence. We must ensure the safety of our kingdom first.

Sulayman: You're right. Our soldiers are tired of fighting. They will not be happy being sent to another war, in another country at that.

Indarapatra: I have send heralds to the other kings, but we will not get any response from them soon.

Sulayman: Let me go to Mindanao, brother.

Indarapatra: Are you out of your mind? We're talking about four monsters here Sulayman. These are terrifying creatures. They have devoured entire villages. Surely one man cannot stand against them. We must wait for our allies to respond first.

Sulayman: But while waiting for them, more and more people will die. We cannot let that happen. When our men got lost and ended up in Mindanao, the people there took care of them and helped them come back to us. It is our duty to repay that kindness.

Indarapatra: They are honest traders, too. I see your point, but you are my successor. If anything happens to me, you need to be here so that our kingdom will not fall into turmoil.

Sulayman: Wasn't it you who once told me that to help those who cannot help themselves is one of the highest duties a warrior can have?

Indarapatra: I see you have made up your mind about this matter. Very well, you have my leave.

Sulayman: Thank you, brother. I will not fail you. What are you doing?

Indarapatra: I will plant this sapling in the garden. It's fate is linked to your life. If it dies, then I will know that you have died too. And I will go to Mindanao myself to look for your body, and bury it in the manner our ancestors have taught us.

Sulayman: That will not be necessary, brother. I will come back.

Indarapatra: (Quietly) If only that were true.

Sulayman: What did you say, my brother?

Indarapatra: May the heavens be with you, my brother. I will wait for you.

- b. Before the short skit is presented, ask the rest of the students to take down notes about the content of the skit.
- c. During the post-activity processing, ask the students if the conversation between the brothers is plausible. Ask them whether the motives they listed in Task 3 of Locate, Reflect, Evaluate can also be found in this dialogue.
- d. Ask the students if the dialogue was properly delivered and if not, how it could have been improved.

4. Expansion

MORE ON DIALOGUE (15 minutes)

- a. Have the students work in pairs.
- b. Instruct the class to write a dialogue involving King Indarapatra and Sulayman, but this time, they have to set the dialogue in the time when Indarapatra managed to revive Sulayman.
- c. Choose the best dialogues and have their writers perform them in front of the class.

PROCESSING THE DIALOGUE (15 minutes)

- a. Process the listening activities by focusing on the following:
 - i. the tones that each character employs
 - ii. the non-verbal cues within the dialogue itself
 - iii. the non-verbal cues used by the characters
- b. Discuss with the students how the use of non-verbal cues could be used effectively.

EXAMINING PARAGRAPHS (15 minutes)

- a. Have the students examine two paragraphs on the epic hero. One paragraph makes use of simple sentences only. The second paragraph makes use of both compound and simple sentences.
- 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 compound sentences and coordinating conjunctions.
- d. Focus on the second paragraph and introduce the seven coordinating conjunctions: For, And, Nor, But, Or, So, Yet.
- e. Have students make generalizations regarding how to use these coordinating conjunctions.

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)

- a. Have the students perform another exercise covering compound sentences and the coordinating conjunctions.
- 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. the most important insight they discovered while reading the selection
 - ii. the importance of the epic to our country, in general, and to Mindanao, in particular
 - iii. the traits needed for one to be considered a hero
- 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. Accompany the students to the library to begin their library work.
- c. Guide the students who want to do interviews for their project. If possible guide them to persons in the community who could serve as primary sources of information.

WEEK 10, FIRST QUARTER

A. Overview of Content and Objectives

Thee	Appreciating Myself	Primary Selections	An Excerpt from The Life of Lam-ang (An Iloko Epic) An adapted text about Philippine epic
Sub-theme	Becoming a Real Hero	Parallel Selection	The Story of Lam-ang (A Summary)

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1g: Distinguish between and among the functions of verbal cues such as: repetition, contradiction, substitution, complementation, and accentuation</i> <i>LC: Identify the characteristics of the epic as a literary form according to an informative text</i>	<i>OL1g: Use the right oral language conventions when inquiring about, summarizing, or reacting to what has been listened to, read, or observed</i>					
Day 2			<i>LC: Identify the characteristics of the epic as a literary form based on two parallel literary texts</i> <i>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu</i>				
Day 3			<i>GS1e: Formulate compound sentences</i>		<i>RC1B: Use information presented in a reading selection to infer, evaluate, and express critical ideas</i>		
Day 4				<i>OL: Observe correct oral language conventions when retelling a story</i> <i>GS: Observe correct written language conventions in retelling a story</i>		<i>RC1d: Determine the validity and unity of the details of a literary text vis-à-vis its intended purpose and production milieu</i>	<i>OL: Observe correct oral language conventions when retelling a story</i> <i>GS: Observe correct written language conventions in retelling a story</i>

B. Assessment Plan

1. Pre-assessment

See *Task 2. Meet another hero* on page 2 of the learning package.

2. Post-assessment

Refer to *Task 1. Meet more epic heroes* and *Task 2. Retell your favorite epic* on pp. 9-10 of the learning package.

C. Resources

1. Materials

- a. CD recording of listening text on the epic as a literary form or copy of the text
if it is to be read by the teacher to the class
- b. worksheets for the different activities
- c. copies of the listening and reading texts

2. Equipment

Audio CD player

D. Activities

DAY 1

1. Introduction

Task 1 : MEET my HEROES, page 1 of the LP or Learning Package (10 minutes)

- a. Say names or show pictures of heroes students are likely to be familiar with. Ask them what binds those individuals together.
- b. Instruct students to do in their notebooks the table on page 1 of the LP.
- c. Let them pair off and exchange ideas about their favorite heroes.
- d. Review with them basic rules of courtesy and proper conduct when listening to or orally exchanging information/ideas with someone

Task 2 : MEET ANOTHER HERO, page 2 of the LP (15 minutes)

- a. Tell students they are to listen to a short text twice. During the first listening they are just to carefully listen and understand the contents of the passage. During the second reading they are to take down key words that will help them do the next activity.
- b. Let them fill the gaps in the text describing an epic hero on page 2.
- c. Discuss the characteristics of an epic hero and how his qualities are similar to and different from other types of heroes.

Listening Text

Epics are long narrative poems characterized by tremendous vitality, color, and imagination. They tell of tales of love and adventures of native heroes who are endowed with superpowers which allow them to battle with and triumph over great armies, monsters, and other evil forces.

Early Philippine historians attested to the existence of these epics even before the Spanish colonizers arrived in the islands. Stories about folk heroes and their exploits were handed down orally and even performed during festivities and special occasions. Such poetic form was the beginning of the colorful and fascinating literature of the pre-Hispanic Filipinos. The epic truly speaks of the distinct and rich national identity and cultural heritage we, Filipinos, can be truly proud of.

- Adapted from **Philippine epic poetry**
http://en.wikipedia.org/wiki/Philippine_epic_poetry

Task 3 : SPOT FFERENCE OR THE SIMILARITY, page 2 of LP (5 minutes)

- a. Write the four (4) sets of words on the board.
- b. Read to the students the sentences that use the target vocabulary words. Elicit their answers and clarify if necessary.
- c. Ask for additional examples of words for each word set for better understanding and retention.

2. Presentation 1 (Listening and Reading lessons)

Teacher's reading of the text & students' notetaking (8 minutes)

- a. Ask students this question: ***What is the best quality of your favorite hero?*** then say : ***As you listen to me read an excerpt from an Iloko epic, find out the best quality of the hero in the story.***
- b. Read twice the excerpt from the story of Lam-ang to your students. As you read, demonstrate to them how different verbal cues may be utilized to express meaning.
- c. Ask students to take down key ideas about the characters, their actions, and personal qualities.

Task 1. MEET THEM; KNOW THEM, page 4 of LP (20 minutes)

- a. Tell students to pair off and together use their notes in doing the grid that will better familiarize them with Lam-ang, the other characters and their qualities.
- b. Discuss the characters and their extra-ordinary qualities.
- c. Let students identify the features of an epic that are shown in the story.

3. Homework (2 minutes)

Reproduce copies of the summary of The Story of Lam-ang on page 5 of the LP and ask students to:

- a. read it at home.
- b. do the character web in Task 2 found on page 6 of the LP.

Day 2

1. Presentation 1 (continuation)

Task 2. MEET LAM-ANG, the CHILD (15 minutes)

- a. Have the character web on the board.
- b. Ask students to refer to their answers to the homework and write on the board the qualities that describe Lam-ang as a child.
- c. Pose questions that will allow students to synthesize and arrive at a generalization regarding the qualities and kind of character Lam-ang has.

Task 3. SPOT the DIFFERENCE (15 minutes)

- a. Give students a copy of the excerpt from Lam-ang's story and make them read it.
- b. Let them do Task 3 on page 6 of the LP.
- c. Instruct them to pay attention to and take note of the differences between the two versions of the text. Guide students in giving and explaining the reasons for the differences they noted.
- d. Take up the qualities that distinguish a verse from a prose material.

Task 4. MATCH and CHECK your UNDERSTANDING (20 minutes)

- a. Check students' understanding of the reading text by doing Task 4 on page 7 of the LP.
- b. Take up students' answers and discuss with them their opinions and comments regarding the qualities and actions of the different characters.
- c. Make them cite details from the story that speak of (1) the culture of the region where the story originated as well as (2) Filipino national traits.
- d. Allow students to express critical ideas about the contents of the material and the manner by which those were put together to form the story.

2. Homework (2 minutes)

Instruct students to go back to their notes and review their previous lessons on compound sentences.

Day 3

1. Presentation 2 (Language and Writing)

Task 5. EXPRESS IDEAS COMPLETELY (10 minutes)

- a. Make students do Task 5 on page 7 of the LP.
- b. Give very specific instructions that their answers should be in complete simple sentences.
- c. Take up student answers.

Task 6. COMBINE IDEAS (15 minutes)

- a. Call attention to the chopiness of the sentences the students constructed in Task 5.
- b. Recall the previous lessons (LPs 7, 8 & 9) on compound sentences.
- c. Let students combine the simple sentences they produced in Task 5 using appropriate connectors.
- d. Discuss the kind of relationship ideas must have for them to be combined in a compound sentence.

2. Expansion 1 (Reading)

Task 7. The STORY of LAM-ANG . . . the EPIC (25 minutes)

- a. Reproduce the semantic web on page 9 as a handout.
- b. Form triads.
- c. Take up the sample answer with the students before asking them to do the task.
- d. Combine the triads to form groups of 6. Let them compare and arrive at agreed upon answers.
- e. Settle group disagreements during the class discussion and synthesis.
- f. Discuss further the qualities of an epic that are evident in the story. Make students cite proofs.

3. Homework (2 minutes)

Tell students to go to the Filipiniana section of the library and find materials contain other Filipino epics such as Ibalon of Bicol, Darangan of Mindanao, etc. Instruct them to get the details from each and to get ready to share the stories with the class.

Day 4

1. Expansion 2 (Language & Writing) (30 minutes)

- a. Let students pair off and get ready for a cooperative composition.
- b. Give the following instructions to your students:
 - i. Using the ideas in your semantic web, construct simple sentences characterizing The Story of Lam-ang as an epic and Lam-ang as an epic hero.
 - ii. Pair together sentences that may be combined into compound sentences and fuse them as one using the appropriate connector.
 - iii. Organize your sentences to form a coherent text.

2. Enrichment (30 minutes or the presentations may spill over up to the next class meeting)

- a. Tell students to refer to their answers to the homework and do Task 1 on pages 9-10 of the LP.
- b. Let them share their stories with each other.
- c. Ask them to retell their favorite epic by doing one of the options in Task 2 on page 10. Organize the presentations depending on the students' choices. Remind students that their presentations must reflect insights drawn from the week's lessons.

SECOND QUARTER WEEKLY OBJECTIVES FOR GRADE 7 ENGLISH

WEEK	LISTENING COMPREHENSION	ORAL LANGUAGE AND FLUENCY	VOCABULARY DEVELOPMENT	READING COMPREHENSION	WRITING AND COMPOSITION	GRAMMAR AWARENESS AND STRUCTURE	STUDY STRATEGIES
1	LC2a: Note specific elements of the narrative listened to.	OL2a: Narrate specific personal experiences related to the ideas presented in a selection.	VD2a: Distinguish between literal and figurative expressions.	<p>Philippine Literature in English during the Apprenticeship Period</p> <p>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</p> <p>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</p> <p>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</p> <p>RC1d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</p> <p>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</p>	WC2a: Identify features of narrative writing.	GS2a: Use correct determiners.	SS2a: Identify the features of primary information sources.
2	LC2b: Determine the order of significant events in the text listened to.	OL2b: Compare and contrast ideas presented in a selection or a set of related selections.	VD2b: Identify figures of speech that show comparison (<i>simile</i> , <i>metaphor</i> , and <i>analogy</i>).		WC2b: Distinguish between and among a journal entry, an anecdote, a travelogue, a personal letter, and a blog entry.	GS2a: Use correct determiners.	SS2a: Identify the features of primary information sources.
3	LC2c: Identify key ideas or turning points in the narrative text listened to.	OL2c: Give meaningful comments and insightful observations based on ideas presented in a selection.	VD2b: Identify figures of speech that show comparison (<i>simile</i> , <i>metaphor</i> , and <i>analogy</i>).		WC2c: Compose a series of journal entries.	GS2b: Use varied noun complementation forms.	SS2b: Identify the features of secondary information sources.
4	LC2d: Note specific words or expressions that signal or emphasize crucial details in the narrative listened to.	OL2d: Express agreement or disagreement with ideas presented in a selection.	VD2b: Identify figures of speech that show comparison (<i>simile</i> , <i>metaphor</i> , and <i>analogy</i>).		WC2d: Compose an anecdote based on a significant personal experience.	GS2b: Use varied noun complementation forms.	SS2b: Identify the features of secondary information sources.
5	LC2e: Determine the tone and mood of the speaker or characters in the narrative listened to.	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.	VD2c: Identify figures of speech that show contrast (<i>irony</i> , <i>oxymoron</i> , and <i>paradox</i>).		WD2e: Compose a travelogue.	GS2c: Use varied verb complementation forms.	SS2c: Follow protocols in electronic search engines to limit the information search process.
6	LC2f: Note familiar and unfamiliar details from the narrative listened to.	OL2f: State the effect of a text listened to, read, or viewed to one's value system.	VD2c: Identify figures of speech that show contrast (<i>irony</i> , <i>oxymoron</i> , and <i>paradox</i>).		WD2e: Compose a travelogue.	GS2c: Use varied verb complementation forms.	SS2c: Follow protocols in electronic search engines to limit the information search process.
7	LC2g: Formulate assumptions or predictions about the contents of the narrative texts.	OL2g: Present points of view and opinions concerning the message of a selection in creative oral means.	VD2c: Identify figures of speech that show contrast (<i>irony</i> , <i>oxymoron</i> , and <i>paradox</i>).		WD2f: Compose a personal letter to a friend, relative, and other people.	GS2d: Formulate meaningful kernel sentences.	SS2c: Follow protocols in electronic search engines to limit the information search process.
8	LC2h: Infer appropriate responses to listening guide questions.	OL2g: Present points of view and opinions concerning the message of a selection in creative oral means.	VD2d: Identify figures of speech that show emphasis (<i>hyperbole</i> and <i>litotes</i>).		WC2g: Compose and upload a blog entry based on a particular personal topic of interest.	GS2e: Formulate embedded sentences.	SS2d: Distinguish between credible and incredible electronic information sources.
9	LC2i: Infer the purpose of the narrative listened to vis-à-vis the author's background and the historical period.	OL2h: Provide suggestions in addressing controversial, problematic, or debatable ideas, issues, or concerns in a selection.	VD2e: Differentiate figurative language from academic language.		WC2g: Compose and upload a blog entry based on a particular personal topic of interest.	GS2f: Employ a variety of cohesive devices in composing short personal narratives.	SS2d: Distinguish between credible and incredible electronic information sources.
10 J	LC2i: Infer the purpose of the narrative listened to vis-à-vis the author's background and the historical period.	OL2h: Provide suggestions in addressing controversial, problematic, or debatable ideas, issues, or concerns in a selection.	VD2f: Explain the three functions of academic language: to describe complexity, to describe higher order thinking, and to describe abstraction.		WC2h: Revise a piece of narrative writing in terms of content, style, and mechanics collaboratively and independently.	GS2f: Employ a variety of cohesive devices in composing short personal narratives.	SS2e: Explain the value of using more primary information sources in an inquiry process.

WEEK 1, SECOND QUARTER

A. Overview of Content and Objectives

Theme	Building Relationships	Primary Selection/s	The Centipede (by Rony Diaz)
Sub-theme	How Others See Me	Parallel Selection/s	There's A Teenager in the House (by Kerima Tuvera)

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>OL2a: Narrate specific personal experiences related to the ideas presented in a selection.</i>	<i>VD2a: Distinguish between literal and figurative expressions.</i>					
Day 2			<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</i>			
Day 3				<i>LC2a: Note specific elements of the narrative listened to.</i>	<i>WC2a: Identify features of narrative writing. GS2a: Use correct determiners.</i>		
Day 4						<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>	<i>SS2a: Identify the features of primary information sources.</i>

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 other 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 730 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 my son's pal. I will not encourage him to think along with his generation that life is one joyride. I allow him his Beatle 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

Theme	Building Relationships	Primary Selection/s	The Mats by Francisco Arcellana
Sub-theme	Valuing My Family	Parallel Selection/s	MISCELLANEOUS PAPERS ON MAT WEAVING IN THE PHILIPPINES: Mat Industry in Apalit, Province of Pampanga, Luzon Patricio C. Gozum

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>LC2b: Determine the order of significant events in the text listened to.</i> <i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>				
Day 2			<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>	<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>	<i>VD2b: Identify figures of speech that show comparison: simile.</i>		
Day 3					<i>GS2a: Use correct determiners.</i>		
Day 4						<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>	<i>WC2b: Distinguish between and among a journal entry, an anecdote, a travelogue, a personal letter, and a blog entry.</i> <i>SS2a: Identify the features of primary information sources.</i>

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:

Content (complexity and originality of ideas)	10 points
Organization (logical sequence of ideas)	10 points
Language (use of similes)	10 points
Mechanics (indentation, 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

Theme	Building Relationships	Primary Selection/s	How My Brother Leon Brought Home a Wife by Manuel Arguilla
Sub-theme	Reconciling the Past and the Present	Parallel Selection/s	“Sky Sown with Stars” (song)

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>LC2d: Note specific words or expressions that signal or emphasize crucial details in the narrative listened to.</i> <i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>					
Day 2			<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>	<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i> <i>OL2d: Express agreement or disagreement with ideas presented in a selection.</i>			
Day 3					<i>VD2b: Identify figures of speech that show comparison: analogy.</i> <i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>		
Day 4					<i>GS2b: Use varied noun complementation forms.</i>	<i>WC2d: Compose an anecdote based on a significant personal experience.</i>	<i>SS2b: Identify the features of secondary information sources</i> <i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>

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
 - c. 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**

WEEK 4, SECOND QUARTER

A. Overview of Content and Objectives

Theme	Building Relationships	Primary Selection/s	Wedding Dance by Amador Daguio
Sub-theme	Loving is Giving	Parallel Selection/s	I Watch You Go by Susanah Thompson

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>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.</i> <i>RC1d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</i>					
Day 2			<i>VD2c: Identify figures of speech that show contrast (irony, oxymoron, and paradox).</i> <i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i> <i>RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</i>				
Day 3				<i>WD2e: Compose a travelogue.</i> <i>SS2c: Follow protocols in electronic search engines to limit the information search process.</i> <i>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.</i>	<i>GS2c: Use varied verb complementation forms.</i>		
Day 4						<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>	<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>

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;
3. Build on their argument;
4. Look for support; and,
5. 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 Awiyo 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 Awiyo 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.

Travelogue Items	Concept/ Relevance to the Story	Creativity	Resourcefulness
Title			
Choice of picture/scenery			
Advertisement Appeal			

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.

WEEK 5, SECOND QUARTER

A. Overview of Content and Objectives

Theme	Building Relationships	Primary Selection/s	The Bread of Salt by NVM Gonzales
Sub-theme	Creating Chances	Parallel Selection/s	Excerpts from Varied Literary Materials

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection. LC2f: Note familiar and unfamiliar details from the narrative listened to.</i>	<i>OL2f: State the effect of a text listened to, read, or viewed to one's value system. VD2c: Identify figures of speech that show contrast (irony, oxymoron, and paradox).</i>					
Day 2			<i>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. RC1d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</i>				
Day 3				<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>	<i>WD2e: Compose a travelogue. GS2c: Use varied verb complementation forms.</i>		
Day 4					<i>GS2c: Use varied verb complementation forms.</i>	<i>OL2f: State the effect of a text listened to, read, or viewed to one's value system. RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms. RC1c: Determine the relevance and unity of the elements of a literary text vis-à-vis its intended purpose and production milieu.</i>	<i>(Homework) SS2c: Follow protocols in electronic search engines to limit the information search process.</i>

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 their 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)

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

LIBRARY AND HOMEWORK (30 minutes)

- a. Explain the mechanics of 'Your Final Task'.
- b. Accompany the students to the library to begin their library work.

WEEK 6, SECOND QUARTER

A. Overview of Content and Objectives

Theme	Building Relationships	Primary Selection/s	The Baby in the Bottle by Benjamin Bautista
Sub-theme	Coping with Challenges	Parallel Selection/s	Texts on Population and Coping with Loss

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>	<i>LC1a: Recognize differences in voice levels and speech patterns.</i>	<i>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.</i>	<i>SS2c: (Home Work) Follow protocols in electronic search engines to limit the information search process.</i>			
Day 2				<i>VD2c: Identify figures of speech that show contrast (irony, oxymoron, and paradox). LC2g: Formulate assumptions or predictions about the contents of the narrative texts.</i>			
Day 3					<i>GS2d: Formulate meaningful kernel sentences.</i>		
Day 4						<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas. WD2f: Compose a personal letter to a friend, relative, and other people.</i>	<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>

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 help¹

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

¹ Google Search Help

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.

² msnbc.com

CONTROLLED GRAMMAR PRACTICE (15minutes)

- a. Have the students perform Exercise 9.1.
- b. Process the answers of the students.

EXTENDED GRAMMAR PRACTICE (10minutes)

- a. Have the students do Exercise 9. 2.
- b. Process the answers of the students.

EXTENDED GRAMMAR PRACTICE, Group Work (25minutes)

- 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

Theme	Building Relationships	Primary Selection/s	Moonlight by Manila Bay by Fernando Maramag
Sub-theme	Recognizing Beauty	Parallel Selection/s	Articles about Manila Bay

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<p><i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i></p> <p><i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i></p>	<p><i>LC1a: Recognize differences in voice levels and speech patterns.</i></p>					
Day 2			<p><i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i></p>	<p><i>VD2d: Identify figures of speech that show emphasis (hyperbole and litotes).</i></p> <p><i>SS2d: Distinguish between credible and incredible electronic information sources.</i></p>	<p><i>GS2e: Formulate embedded sentences.</i></p>		
Day 3				<p><i>LC2h: (Homework)</i> <i>Infer appropriate responses to listening guide questions.</i></p> <p><i>OL2g: Present points of view and opinions concerning the message of a selection in creative oral means.</i></p>			
Day 4						<p><i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i></p>	<p><i>WC2g: Compose and upload a blog entry based on a particular personal topic of interest.</i></p>

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 (10minutes)
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 collocations 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 (15minutes)

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.
- c. 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.

³ 2012 Manila Hotels

- 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

Theme	Building Relationships	Primary Selection/s	Bonsai by Edith Tiempo
Sub-theme	Those I Love	Parallel Selection/s	My Childhood by Fernando Ma. Guerrero

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1		<i>OL2h: Provide suggestions in addressing controversial, problematic, or debatable ideas, issues, or concerns in a selection.</i> <i>VD2e: Differentiate figurative language from academic language.</i>	<i>RC1a: Use predictive and anticipatory devices/tasks to activate prior knowledge about the topic of reading/viewing selection.</i>				
Day 2			<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>	<i>LC2i: Infer the purpose of the narrative listened to vis-à-vis the author's background and the historical period.</i>			
Day 3				<i>WC2g: Compose and upload a blog entry based on a particular personal topic of interest</i>	<i>GS2f: Employ a variety of cohesive devices in composing short personal narratives.</i>		
Day 4					<i>RC1d: Determine the validity and unity of the details of a parallel informative text vis-à-vis its intended purpose and production milieu.</i>		<i>SS2d: Distinguish between credible and incredible electronic information sources.</i>

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, but personal narrative paragraph on each topic and to upload these entries on their respective blogs.
- e. Encourage the students to read each others' 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

Theme	Building Relationships	Primary Selection/s	If You Want to Know What We Are (Carlos Bulosan)
Sub-theme	When I Struggle	Parallel Selection/s	The Spiders (Artemio Tadena)

Segment	Pre-assessment	Introduction	Presentation	Enrichment	Expansion	Synthesis	Post-Assessment
Day 1	<i>LC2f: Infer the purpose of the narrative listened to vis-à-vis the author's background and the historical period.</i>	<i>OL2h: Provide suggestions in addressing controversial, problematic, or debatable ideas, issues, or concerns in a selection.</i>					
Day 2		<i>VD2f: Explain the three functions of academic language: to describe complexity, to describe higher order thinking, and to describe abstraction.</i>	<i>RC1b: Use information presented in a reading or viewing selection to infer, to evaluate, and to express critical ideas.</i>				
Day 3				<i>WC2h: Revise a piece of narrative writing in terms of content, style, and mechanics collaboratively and independently.</i>	<i>GS2f: Employ a variety of cohesive devices in composing short personal narratives.</i>		
Day 4						<i>RC1e: Respond to ideas, issues, and concerns presented in a reading or viewing selection in creative forms.</i>	<i>SS2e: Explain the value of using more primary information sources in an inquiry process.</i>

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 A: argument – conflict – skirmish – hostilities – battle – war
SET B: mutiny – insurrection – revolt – uprising – rebellion – revolution
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.