K to 12 BASIC EDUCATION CURRICULUM

GRADE 7

FIRST QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of: pre-colonial Philippine literature as a means of connecting to the past; various reading styles; ways of determining word meaning; the sounds of English and the prosodic features of speech; and correct subject-verb agreement.
PERFORMANCE STANDARD	The learner transfers learning by: showing appreciation for the literature of the past; comprehending texts using appropriate reading styles; participating in conversations using appropriate context-dependent expressions; producing English sounds correctly and using the prosodic features of speech effectively in various situations; and observing correct subject-verb agreement.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	**EN7RC-I-a-7:** Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose **EN7SS-I-a-1.5.2:** **Scan** for specific information	**EN7LC-I-a-5:** Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning **EN7LC-I-a-5.1:** Listen for important points signalled by <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech **EN7LC-I-a-5.2:** Note the changes in <u>volume,</u> projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	**EN7VC-I-a-8:** Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed	**EN7V-I-a-22:** Distinguish between slang and colloquial expressions in conversations **EN7V-I-a-22.1:** Distinguish features of colloquial language (fillers, contractions, etc.) and slang	**EN7LT-I-a-1:** Discover literature as a means of connecting to a significant past **EN7LT-I-a-2:** Describe the different literary genres during the pre-colonial period **EN7LT-I-a-2.1:** Identify the distinguishing features of proverbs, myths, and legends	**EN7WC-I-a-4:** Distinguish between oral and written language use **EN7WC-I-a-4.1:** Recognize the common purposes for writing	**EN7F-I-a-3.11:** Observe the correct production of vowel and consonant sounds, diphthongs, blends, glides, etc. **EN7F-I-a-3.11.1:** Read words phrases, clauses, sentences and paragraphs using the correct production of vowel and consonant sounds, diphthongs, blends and glides	**EN7G-I-a-11:** Observe correct subject-verb agreement

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
2	**EN7SS-I-b-1.5.1:** **Skim** for major ideas using headings as guide	**EN7LC-I-b-5.1:** Listen for important points signalled by volume, <u>projection,</u> pitch, stress, intonation, juncture, and rate of speech **EN7LC-I-b-5.2:** Note the changes in volume, <u>projection,</u> pitch, stress, intonation, juncture, and rate of speech that affect meaning	**EN7VC-I-b-8:** Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed	**EN7V-I-b-22.1:** Distinguish features of colloquial language (fillers, contractions, etc.) and slang	**EN7LT-I-b-1:** Discover literature as a means of connecting to a significant past **EN7LT-I-b-2.2:** Explain how the elements specific to a genre contribute to the theme of a particular literary selection	**EN7WC-I-b-4.2:** Differentiate literary writing from academic writing	**EN7OL-I-b1.14:** Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume and projection and rate/speed of speech in differing oral communication situations **EN7OL-I-b-1.14.2:** Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	**EN7G-I-b-11:** Observe correct subject-verb agreement
3	**EN7RC-I-c-7.1:** **Read intensively** to find answers to specific questions	**EN7LC-I-c-5.1:** Listen for important points signalled by volume, projection, <u>pitch</u>, stress, intonation, juncture, and rate of speech **EN7LC-I-c-5.2:** Note the changes in volume, projection, <u>pitch</u>, stress, intonation, juncture, and rate of speech that affect meaning	**EN7VC-I-c-3.1.3:** Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	**EN7V-I-c-10.2:** Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	**EN7LT-I-c-1:** Discover literature as a means of connecting to a significant past **EN7LT-I-c-2.2.1:** Express appreciation for sensory images used	**EN7WC-I-c-4.2:** Differentiate literary writing from academic writing	**EN7OL-I-c-1.14.2:** Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	**EN7G-I-c-11:** Observe correct subject-verb agreement
4	**EN7RC-I-d-7.1:** **Read intensively** to find answers to specific questions	**EN7LC-I-d-5.1:** Listen for important points signalled by volume, projection, pitch, <u>stress</u>, intonation, juncture, and rate of speech	**EN7VC-I-d-6:** Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video,	**EN7V-I-d-10.2:** Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	**EN7LT-I-d-1:** Discover literature as a means of connecting to a significant past. **EN7LT-I-d-2.2.2:** Explain the literary devices used	**EN7WC-I-d-4.3:** Identify basic features and kinds of paragraph	**EN7OL-I-d-1.14.3:** Use the correct stress (primary, secondary, tertiary and weak) when reading passages	**EN7G-I-d-11:** Observe correct subject-verb agreement

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		EN7LC-I-d-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	etc.)					
5	**EN7RC-I-e-2.15:** Use non-linear visuals as comprehensive aids in content texts **EN7SS-I-e-1.2:** Transcode orally and in writing the information presented in diagrams, charts, table, graphs, etc.	**EN7LC-I-e-5.1:** Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech **EN7LC-I-e-5.2:** Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	**EN7VC-I-e-6:** Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)	**EN7V-I-e-22.2:** Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	**EN7LT-I-e-1:** Discover literature as a means of connecting to a significant past **EN7LT-I-e-2.2.2:** Explain the literary devices used	**EN7WC-I-e-4.3:** Identify basic features and kinds of paragraph **EN7WC-I-e-2.8.1:** Recognize the parts of a simple paragraph	**EN7OL-I-e-1.14.3:** Use the correct stress (primary, secondary, tertiary and weak) when reading passages	**EN7G-I-e-11:** Observe correct subject-verb agreement
6	**EN7SS-I-f-1.2:** Transcode orally and in writing the information presented in diagrams, charts, table, graphs, etc.	**EN7LC-I-f-5.1:** Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and rate of speech **EN7LC-I-f-5.2:** Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	**EN7VC-I-f-9:** Organize information from a material viewed	**EN7V-I-f-22.2:** Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	**EN7LT-I-f-1:** Discover literature as a means of connecting to a significant past **EN7LT-I-f-2.2.3:** Determine the tone, mood, technique, and purpose of the author	**EN7WC-I-f-2.8.1:** Recognize the parts of a simple paragraph	**EN7OL-I-f-1.14.4:** Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions and with statements	**EN7G-I-f-11:** Observe correct subject-verb agreement
7	**EN7SS-I-g-1.2:** Give the meaning of given signs and symbols (road signs, prohibited	**EN7LC-I-g-5.1:** Listen for important points signaled by volume, projection, pitch, stress,	**EN7VC-I-g-9:** Organize information from a material viewed	**EN7V-I-g-22.3:** Explain the predominance of colloquial and idiomatic	**EN7LT-I-g-1:** Discover literature as a means of connecting to a significant past	**EN7WC-I-g-4.4:** Sequence steps in writing a simple paragraph	**EN7OL-I-g-1.14.4:** Use the rising intonation pattern with Yes-No and tag questions;	**EN7G-I-g-11:** Observe correct subject-verb agreement

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	signs, etc.)	intonation, juncture, and <u>rate of speech</u> **EN7LC-I-g-5.2:** Note the changes in volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u> that affect meaning		expressions in oral communication	**EN7LT-I-g-2.3:** Draw similarities and differences of the featured selections in relation to the theme		the rising-falling intonation with information- seeking questions, option questions and with statements	
8	**EN7SS-I-h-1.2:** Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	**EN7LC-I-h-5.1:** Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> **EN7LC-I-h-5.2:** Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate</u> of speech that affect meaning	**EN7VC-I-h-10:** Determine the truthfulness and accuracy of the material viewed	**EN7V-I-h-22.3:** Explain the predominance of colloquial and idiomatic expressions in oral communication	**EN7LT-I-h-1:** Discover literature as a means of connecting to a significant past **EN7LT-I-h-2.3:** Draw similarities and differences of the featured selections in relation to the theme	**EN7WC-I-h-2.2:** Retell a chosen myth or legend in a series of simple paragraphs	**EN7OL-I-h-1.14.5:** Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)	**EN7G-I-h-11:** Observe correct subject-verb agreement
9	**EN7RC-I-i-14:** Follow directions using a map	**EN7LC-I-i-5.1:** Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> **EN7LC-I-i-5.2:** Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	**EN7VC-I-i-10:** Determine the truthfulness and accuracy of the material viewed	**EN7V-I-i-22.3:** Explain the predominance of colloquial and idiomatic expressions in oral communication	**EN7LT-I-i-1:** Discover literature as a means of connecting to a significant past **EN7LT-I-i-3:** Explain how a selection may be influenced by culture, history, environment, or other factors	**EN7WC-I-i-2.2:** Retell a chosen myth or legend in a series of simple paragraphs	**EN7OL-I-i-1.14.5:** Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)	**EN7G-I-i-11:** Observe correct subject-verb agreement
10	**Culminating Task**							

SECOND QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of: Philippine literature during the Period of Apprenticeship as a means of examining conflicts; various purposeful listening and viewing strategies; difference between literal and figurative language; ways to extract and condense information based on library sources; verbal and non-verbal cues in oral communication; and types of phrases, clauses, and sentences.
PERFORMANCE STANDARD	The learner transfers learning by: resolving conflicts presented in literary selections; using tools and mechanisms in locating library resources; extracting information and noting details from texts to write a précis, summary, or paraphrase; distinguishing between and using literal and figurative language and verbal and non-verbal cues; use phrases, clauses, and sentences meaningfully and appropriately.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	**EN7SS-II-a-1:** Use appropriate mechanisms/tools in the library for locating resources **EN7SS-II-a-1.5.3:** Use the card catalog, the online public access catalog, or electronic search engine to locate specific resources	**EN7LC-II-a-6:** Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to **EN7LC-II-a-6.1:** Extract information from the text listened to	**EN7VC-II-a-1/2:** Note details, sequence, and relationships of ideas and events	**EN7V-II-a-10.1:** Discriminate between literal and figurative language **EN7V-II-a-10.1.1:** Classify sample texts into literal or figurative	**EN7LT-II-a-4:** Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways **EN7LT-II-a-4.1:** Identify the distinguishing features of literature during the Period of Apprenticeship	**EN7WC-II-a-5:** Extract information from a text using a summary, precis, and paraphrase	**EN7OL-II-a-4:** Use verbal and non verbal cues in conversations, dialogs, and interviews **EN7OL-II-a-4.1:** Use appropriate verbal and non-verbal cues when developing, maintaining and ending conversations and dialogs	**EN7G-II-a-1:** Use phrases, clauses, and sentences appropriately and meaningfully
2	**EN7SS-II-b-1.5.3:** Use the card catalog, the online public access catalog, or electronic search engine to locate specific resources	**EN7LC-II-b-3.3:** Recognize main/key ideas	**EN7VC-II-b-1/2:** Note details, sequence, and relationships of ideas and events	**EN7V-II-b-10.1.1:** Classify sample texts into literal or figurative	**EN7LT-II-b-4:** Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways **EN7LT-II-0-4.2:** Identify the	**EN7WC-II-b-5:** Extract information from a text using a summary, precis, and paraphrase	**EN7OL-II-b-4.1:** Use appropriate verbal and non-verbal cues when developing, maintaining and ending conversations and dialogs	**EN7G-II-b-1:** Use phrases, clauses, and sentences appropriately and meaningfully

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					distinguishing features of poems and short stories			
3	**EN7SS-II-c-1.5.3:** Use the card catalog, the online public access catalog, or <u>electronic search engine to</u> locate specific resources	**EN7LC-II-c-2.1/3.1:** Note specific details/elements of the text listened to	**EN7VC-II-c-11:** <u>Narrate events chronologically/</u> Arrange ideas logically based on a material viewed	**EN7V-II-c-10.1.2:** Identify figures of speech that show comparison (<u>simile</u> metaphor, personification)	**EN7LT-II-c-4:** Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways **EN7LT-II-c-2.2:** Explain how the elements specific to a genre contribute to the theme of a particular literary selection	**EN7WC-II-c-5:** Extract information from a text using a summary, precis, and <u>paraphrase</u>	**EN7OL-II-c-2.7:** Employ correct turn-taking, turn-giving and topic control strategies in conversations and dialogs	**EN7G-II-c-1:** Use phrases, clauses, and sentences appropriately and meaningfully
4	**EN7SS-II-d-1.3/1.4:** Get information from the <u>different parts of a book</u> and from general references in the library	**EN7LC-II-d-2.1/3.1:** Note specific details/elements of the text listened to	**EN7VC-II-d-11:** Narrate events chronologically/ <u>Arrange ideas logically</u> based on a material viewed	. **EN7V-II-d-10.1.2:** Identify figures of speech that show comparison (simile <u>metaphor,</u> personification)	**EN7LT-II-d-4:** Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways **EN7LT-II-d-2.2:** Explain how the elements specific to a genre contribute to the theme of a particular literary selection **EN7LT-II-d-2.2.1:** Express appreciation for sensory images used	.**EN7WC-II-d-5.1:** Identify key ideas	**EN7OL-II-d-2.7:** Employ correct turn-taking, turn-giving and topic control strategies in conversations and dialogs	**EN7G-II-d-1:** Use phrases, clauses, and sentences appropriately and meaningfully
5	**EN7SS-II-e-1.3/1.4:** Get information from the different parts	**EN7LC-II-e-4:** Recognize signals/ cues to determine the order of ideas/	**EN7VC-II-e-11:** Narrate events chronologically/ <u>Arrange ideas</u>	**EN7V-II-e-10.1.2:** Identify figures of speech that show	**EN7LT-II-e-4:** Discover the conflicts presented in literary selections	**EN7WC-II-e-5.1:** Identify key ideas	. **EN7OL-II-e-3.7:** Use appropriate techniques and strategies when	**EN7G-II-e-1:** Use phrases, clauses, and sentences appropriately and

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	of a book and <u>from general references in the library</u>	events	<u>logically</u> based on a material viewed	comparison (simile metaphor, <u>personification</u>)	and the need to resolve those conflicts in non-violent ways **EN7LT-II-0-2.2.2:** Explain the literary devices used		asking questions and eliciting answers	meaningfully
6	**EN7SS-II-f-1.3/1.4:** Get information from the different parts of a book and from <u>general references in the library</u>	**EN7LC-II-f-2.13:** Determine the tone and mood of the speaker or characters in the narrative listened to	**EN7VC-II-f-1.3:** Predict the gist of the material viewed based on the title, pictures, and excerpts of the material viewed	**EN7V-II-f-10.1.3:** Identify figures of speech that show contrast (<u>irony,</u> oxymoron, paradox)	**EN7LT-II-f-4:** Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways **EN7LT-II-f-2.2.3:** Determine tone, mood, technique, and purpose of the author	**EN7WC-II-f-5.2:** Identify supporting details	.**EN7OL-II-f-3.7:** Use appropriate techniques and strategies when asking questions and eliciting answers	**EN7G-II-f-1:** Use phrases, clauses, and sentences appropriately and meaningfully
7	**EN7SS-II-g-2.1:** Gather current information from newspapers and other print and non-print media	**EN7LC-II-g-2.8.3:** Infer the purpose of the text listened to	**EN7VC-II-g-1.3:** Predict the gist of the material viewed based on the title, pictures, and excerpts of the material viewed	.**EN7V-II-g-10.1.3:** Identify figures of speech that show contrast (irony, <u>oxymoron,</u> paradox)	**EN7LT-II-g-4:** Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways **EN7LT-II-g-2.3:** Draw similarities and differences of the featured selections in relation to the theme	**EN7WC-II-g-5.2:** Identify supporting details	**EN7OL-II-g-2.6.2:** Observe and use the appropriate gestures (hand-body) that accompany oral language	**EN7G-II-g-1:** Use phrases, clauses, and sentences appropriately and meaningfully
8	**EN7SS-II-h-2.1:** Gather current information from newspapers and other print and non-print media	**EN7LC-II-h-2.5:** Make predictions about the contents of the texts listened to	**EN7VC-II-h-12:** Raise questions about a material viewed	**EN7V-II-h-10.1.3:** Identify figures of speech that show contrast (irony, oxymoron, <u>paradox)</u>	**EN7LT-II-h-4:** Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-	**EN7WC-II-h-5.3:** Simplify ideas	**EN7OL-II-h-1.14:** Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in	**EN7G-II-h-1:** Use phrases, clauses, and sentences appropriately and meaningfully

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					violent ways **EN7LT-II-h-3:** Explain how a selection may be influenced by culture, history, environment, or other factors		conversations and dialogs	
9	**EN7SS-II-i-2.1:** Gather current information from newspapers and other print and non-print media	**EN7LC-II-i-6.2:** Infer thoughts and feelings expressed in the text listened to	**EN7VC-II-i-12:** Raise questions about a material viewed	**EN7V-II-h-10.1.3:** Identify figures of speech that show contrast (irony, oxymoron, paradox)	. **EN7LT-II-i-4:** Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways **EN7LT-II-0-3:** Explain how a selection may be influenced by culture, history, environment, or other factors	**EN7WC-II-i-5.3:** Simplify ideas	**EN7OL-II-i-1.14:** Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in conversations and dialogs	**EN7G-II-i-1:** Use phrases, clauses, and sentences appropriately and meaningfully
10	**Culminating Task**							

K to 12 BASIC EDUCATION CURRICULUM

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of: Philippine literature in the Period of Emergence as a tool to assert one's identity; strategies in listening to and viewing of informative and short narrative texts; word relationships and associations; informative speech forms; and use of direct/reported speech, passive/ active voice, simple past and past perfect tenses, and sentence connectors.
PERFORMANCE STANDARD	The learner transfers learning by: showing ways of asserting one's identity; comprehending informative and short narrative texts using schema and appropriate listening and viewing strategies; expressing ideas, opinions, and feelings through various formats; and enriching written and spoken communication using direct/reported speech, active/passive voice, simple past and past perfect tenses and connectors correctly and appropriately.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN7RC-III-a-8: Use one's schema to better understand a text EN7RC-III-a-8.1: Use one's schema as basis for conjectures made about a text	EN7LC-III-a-7: Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts EN7LC-III-a-2.1/3.1: Note specific details of the text listened to	EN7VC-III-a-13: Determine the key message conveyed in the material viewed	EN7V-III-a-13.11: Categorize words or expressions according to shades of meaning EN7V-III-a-13.11.1: Identify collocations used in a selection	EN7LT-III-a-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-a-5.1: Identify the distinguishing features of literature during the Period of Emergence	EN7WC-III-a-2.2: Compose simple narrative texts EN7WC-III-a-2.2.12: Identify features of narrative writing	EN7OL-III-a-1.3: Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc. EN7OL-III-a-5: Use the appropriate prosodic features of speech during interviews, discussions and forums	EN7G-III-a-1: Link sentences using logical connectors that signal chronological and logical sequence and summation
2	EN7RC-III-b-8.1: Use one's schema as basis for conjectures made about a text	EN7LC-III-b-3.3/3.3.1: Recognize main points and supporting ideas in the text listened to	EN7VC-III-b-13: Determine the key message conveyed in the material viewed	EN7V-III-b-13.11.1: Identify collocations used in a selection	EN7LT-III-b-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-b-5.2: Identify the	EN7WC-III-b-2.1: Compose personal and factual recounts	EN7OL-III-b-3: Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate	EN7G-III-b-1: Link sentences using logical connectors that signal chronological and logical sequence and summation

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					distinguishing features of revolutionary songs, poems, short stories, drama, and novels			
3	**EN7RC-III-c-8.2:** Use the universe of the text to activate one's schema	**EN7LC-III-c-6.2:** Infer thoughts and feelings expressed in the text listened to	**EN7VC-III-c-13:** Determine the key message conveyed in the material viewed	**EN7V-III-c-13.11.1:** Identify collocations used in a selection	**EN7LT-III-c-5:** Discover literature as a tool to assert one's unique identity and to better understand other people **EN7LT-III-c-2.2:** Explain how the elements specific to a genre contribute to the theme of a particular literary selection	**EN7WC-III-c-2.8.5:** Compose a series of journal entries	**EN7OL-III-c-3:** Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate	**EN7G-III-c-2:** Use the passive and active voice meaningfully in varied contexts
4	**EN7RC-III-d-8.2:** Use the universe of the text to activate one's schema	**EN7LC-III-d-3.18:** Determine the order of ideas as signaled by cues	**EN7VC-III-d-13:** Determine the key message conveyed in the material viewed	**EN7V-III-d-13.8:** Determine words or expressions with genus-species (hyponymous) relations in a selection	**EN7LT-III-d-5:** Discover literature as a tool to assert one's unique identity and to better understand other people **EN7LT-III-d-2.2.2:** Explain literary devices used	**EN7WC-III-d-2.2.13:** Compose an anecdote based on a significant personal experience.	.**EN7OL-III-d-3:** Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate	**EN7G-III-d-2:** Use the passive and active voice meaningfully in varied contexts
5	**EN7RC-III-e-2.8:** Make predictions about the text	**EN7LC-III-e-3.6:** Follow steps in a process	**EN7VC-III-e-14:** Make a stand on the material viewed	**EN7V-III-e-13.8:** Determine words or expressions with genus-species (hyponymous) relations in a selection	**EN7LT-III-e-5:** Discover literature as a tool to assert one's unique identity and to better understand other people **EN7LT-III-e-2.2.2:** Explain literary devices used	**EN7WC-III-e-2.2.13:** Compose an anecdote based on a significant personal experience	**EN7OL-III-e-3:** Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate	**EN7G-III-e-3:** Use direct and reported speech appropriately in varied contexts

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
6	**EN7RC-III-f-2.8:** Make predictions about the text	**EN7LC-III-f-2.7:** Sequence a series of events mentioned in the listened to	**EN7VC-III-f-14:** Make a stand on the material viewed	**EN7V-III-f-13.8:** Determine words or expressions with genus-species (hyponymous) relations in a selection	**EN7LT-III-f-5:** Discover literature as a tool to assert one's unique identity and to better understand other people **EN7LT-III-f-2.2.3:** Determine tone, mood, technique, and purpose of the author	**EN7WC-III-f-2.2.14:** Compose a travelogue	**EN7OL-III-f-3.4.1:** Express ideas and opinions based on text listened to	**EN7G-III-f-3:** Use direct and reported speech appropriately in varied contexts
7	**EN7RC-III-g-9:** Identify the author's intentions for writing **EN7RC-III-g-2.13:** Distinguish fact from opinion, fantasy from reality in the text	**EN7LC-III-g-7.1:** Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made	**EN7VC-III-g-14:** Make a stand on the material viewed	**EN7V-III-g-13.11.2:** Identify words or expressions with part-whole (partitive) relations	**EN7LT-III-g-5:** Discover literature as a tool to assert one's unique identity and to better understand other people **EN7LT-III-g-2.3:** Draw similarities and differences of the featured selections in relation to the theme	**EN7WC-III-g-2.2.14:** Compose a travelogue	**EN7OL-III-g-3.4.1:** Express ideas and opinions based on text listened to	**EN7G-III-g-3:** Use direct and reported speech appropriately in varied contexts
8	**EN7RC-III-h-2.13:** Distinguish fact from opinion, fantasy from reality in the text	**EN7LC-III-h-7.1:** Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made	**EN7VC-III-h-14:** Make a stand on the material viewed	**EN7V-III-h-13.11.2:** Identify words or expressions with part-whole (partitive) relations	**EN7LT-III-h-5:** Discover literature as a tool to assert one's unique identity and to better understand other people **EN7LT-III-h-3:** Explain how a selection may be influenced by culture, history, environment, and other factors	**EN7WC-III-h-2.2.15:** Compose a personal letter to a friend, relative, and other people	**EN7OL-III-h-1.3.1:** Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc.	**EN7G-III-h-3:** Use the past and past perfect tenses correctly in varied contexts
9	**EN7RC-III-i-2.1.7:** React to	**EN7LC-III-i-2.5:** Formulate	**EN7VC-III-i-14:** Make a stand on the	**EN7V-III-i-13.11.2:** Identify	**EN7LT-III-i-5:** Discover literature	**EN7WC-III-i-2.2.15:** Compose a	**EN7OL-III-i-1.3.1:** Raise	**EN7G-III-i-3:** Use the past and past

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	assertions made by the author in the text	predictions about the contents of the text	material viewed	words or expressions with part-whole (partitive) relations	as a tool to assert one's unique identity and to better understand other people **EN7LT-III-i-3:** Explain how a selection may be influenced by culture, history, environment, and other factors	personal letter to a friend, relative, and other people	sensible, challenging thought provoking questions in public forums/panel discussions, etc.	perfect tenses correctly in varied contexts
10	**Culminating Task**							

FOURTH QUARTER

PROGRAM STANDARD	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
CONTENT STANDARD	The learner demonstrates understanding of: contemporary Philippine literature as a means of responding to the demands of the global village; various extended text types; lexical and contextual cues; appropriate and polite oral language, stance, and behavior; and use of imperatives, prepositions, verbs, and *wh*-questions.
PERFORMANCE STANDARD	The learner transfers learning by: explaining the need to be cooperative and responsible in today's global village; using appropriate strategies to comprehend extended text types; using lexical and contextual clues to understand unfamiliar words and expressions; using imperatives, prepositions, and appropriate and polite oral language, stance and behavior in various information-sharing formats.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	**EN7RC-IV-a-3.2:** Classify text types (narrative, expository, explanation, recount, persuasive)	**EN7LC-IV-a-8:** Process information mentioned in the text listened to **EN7LC-IV-a-8.1:** Determine the intentions of speakers by	**EN7VC-IV-a-6.1:** Differentiate reality from fantasy based on a material viewed	**EN7RC-IV-a-12.3:** Use lexical and contextual cues in understanding unfamiliar words and expressions	**EN7LT-IV-a-6:** Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	**EN7WC-IV-a-2.2:** Compose simple informative texts **EN7WC-IV-a-2.8.4:** Identify features of personal essays	**EN7OL-IV-a 3:** Observe and use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and	**EN7G-IV-a-4:** Use imperatives and prepositions when giving instructions

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		focusing on their unique verbal and non-verbal cues			**EN7LT-IV-a-6.1:** Identify the distinguishing features of selected literary genres during the Contemporary Period		narrating events in factual and personal recounts **EN7OL-IV-a-1.26:** Give clear precise and concise information, explanations and instructions in varied oral communication situations	
2	**EN7RC-IV-b-10:** Use appropriate reading strategies for various text types **EN7RC-IV-b-10.1:** Give and follow instructions and directions	**EN7LC-IV-b-8:** Process information mentioned in the text listened to **EN7LC-IV-b-8.1:** Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues	**EN7VC-IV-b-6.1:** Differentiate reality from fantasy based on a material viewed	**EN7RC-IV-b-12.3:** Use lexical and contextual cues in understanding unfamiliar words and expressions	**EN7LT-IV-b-6:** Discover through Philippine literature the need to work cooperatively and responsibly in today's global village. **EN7LT-IV-b-2.2:** Explain how the elements specific to a genre contribute to the theme of a particular literary selection	**EN7WC-IV-b.2.8.6:** Distinguish between and among a capsule biography, biographical sketch, and feature article	**EN7OL-IV-b-1.26:** Give clear precise and concise information, explanations and instructions in varied oral communication situations	**EN7G-IV-b-4:** Use imperatives and prepositions when giving instructions
3	**EN7RC-IV-c-2.12:** Make generalizations from different text types	**EN7LC-IV-c-2.5:** Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers	**EN7VC-IV-c-15:** Compare content of materials viewed to other sources of information (print and radio)	**EN7V-IV-c-23:** Analyze relationships presented in analogies **EN7V-IV-c-23.1:** Supply other words or expressions that complete an analogy	**EN7LT-IV-c-6:** Discover through Philippine literature the need to work cooperatively and responsibly in today's global village **EN7LT-IV-c-2.2.1:** Express appreciation for sensory images used	**EN7WC-IV-c-1.3:** Organize information about a chosen subject using a graphic organizer	**EN7OL-IV-c-1.7:** Orally narrate events in factual and personal recounts using appropriate verbal and non-verbal cues	**EN7G-IV-c-5:** Use verbs when giving information and making explanations
4	**EN7RC-IV-d-10.2:** Distinguish	**EN7LC-IV-d-2.7:** Sequence a series	**EN7VC-IV-d-15:** Compare content of	**EN7V-IV-d-23:** Analyze	**EN7LT-IV-d-6:** Discover through	**EN7WC-IV-d-1.1.6:** Organize	.**EN7OL-IV-d-1.7:** Orally narrate	**EN7G-IV-d-5:** Use verbs when giving

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	between general and specific statements	of events mentioned in the text listened to	materials viewed to other sources of information (print and radio)	relationships presented in analogies **EN7V-IV-d-23.1:** Supply other words or expressions that complete an analogy	Philippine literature the need to work cooperatively and responsibly in today's global village. **EN7LT-IV-d-2.2.2:** Explain the literary devices used	information about a chosen subject using a one step topic outline	events in factual and personal recounts using appropriate verbal and non-verbal cues	information and making explanations
5	**EN7RC-IV-e-2.10:** Sequence/reorganize ideas or information	**EN7LC-IV-e-2.7:** Sequence a series of events mentioned in the text listened to	**EN7VC-IV-e-15:** Compare content of materials viewed to other sources of information (print and radio)	**EN7V-IV-e-9:** Give the various meanings of identified homonymous or polysemous words or expressions	**EN7LT-IV-e-6:** Discover through Philippine literature the need to work cooperatively and responsibly in today's global village **EN7LT-IV-e-2.2.3:** Determine tone, mood, technique, and purpose of the author	**EN7WC-IV-e-2.8.6.1:** Compose a capsule biography of a person interviewed	**EN7OL-IV-e-3.10:** Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts	**EN7G-IV-e-5:** Use verbs when giving information and making explanations
6	**EN7RC-IV-f-10.3:** Sequence steps in a process	**EN7LC-IV-f-2.8:** Make simple inferences about thoughts and feelings expressed in the text listened to	**EN7VC-IV-f-16:** Express one's beliefs/convictions based on a material viewed	**EN7V-IV-f-9:** Give the various meanings of identified homonymous or polysemous words or expressions	**EN7LT-IV-f-6:** Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	**EN7WC-IV-f-2.8.6.1:** Compose a capsule biography of a person interviewed	**EN7OL-IV-f-3.10:** Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts	**EN7GS-IV-f-6:** Formulate meaningful expressions **EN7G-IV-f-6.2:** Formulate *who, what, when, where, why,* and *how* questions
7	**EN7RC-IV-g-10.4:** Cite evidence to support a general statement **EN7RC-IV-g-3.1.13:** Make a	**EN7LC-IV-g-8.2:** Determine the worth of ideas mentioned in the text listened to	**EN7VC-IV-g-16:** Express one's beliefs/convictions based on a material viewed	**EN7V-IV-g-3.11:** Identify words or expressions used in a selection that show varying shades of meaning (gradients)	**EN7LT-IV-g-6:** Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	**EN7WC-IV-g-2.8.6.2:** Compose a biographical sketch based on a personal interview and background research	**EN7OL-IV-g-3.10:** Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and	**EN7G-IV-g-6.2:** Formulate *who, what, when, where, why,* and *how* questions

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	stand				**EN7LT-IV-g-2.3:** Draw similarities and differences of the featured selections in relation to the theme		narrating events in personal or factual recounts	
8	**EN7RC-IV-h-2.15.1:** Organize information read into an outline	**EN7LC-IV-h-8.3:** Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines	**EN7VC-IV-h-16:** Express one's beliefs/convictions based on a material viewed	**EN7V-IV-h-23.2:** Create or expand word clines	**EN7LT-IV-h-6:** Discover through Philippine literature the need to work cooperatively and responsibly in today's global village **EN7LT-IV-h-3:** Explain how a selection may be influenced by culture, history, environment, orother factors	**EN7WC-IV-h-2.8.6.2:** Compose a biographical sketch based on a personal interview and background research	. **EN7OL-IV-h-5:** Use correct and appropriate prosodic features of speech when giving information, instructions, making explanations and narrating events in personal and factual recounts	. **EN7G-IV-h-6.1:** Formulate short replies
9	**EN7RC-IV-i-10.5:** Narrate events	**EN7LC-IV-i-8.3:** Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines	**EN7VC-IV-i-16:** Express one's beliefs/convictions based on a material viewed	**EN7V-IV-i-23.2:** Create or expand word clines	**EN7LT-IV-i-6:** Discover through Philippine literature the need to work cooperatively and responsibly in today's global village **EN7LT-IV-0-7:** Explain the contributions of national artists for literature in elevating Philippine Literature in English in the global village	**EN7WC-IV-i-2.8.6.2:** Compose a biographical sketch based on a personal interview and background research	**EN7OL-IV-i-5:** Use correct and appropriate prosodic features of speech when giving information, instructions, making explanations and narrating events in personal and factual recounts	**EN7G-IV-i-6.1:** Formulate short replies
10	**Culminating Task**							

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RC - Reading Comprehension		
1Q		
Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) for one's purpose	**EN7RC-I-a-7**	1. BEAM ENG7 Module 3 – Using Gambits. 2. *English Arts I. 2000. pp 11, 12, 31. 3. *English Expressways II. 2007. pp 56, 72, 165-166, 118, 216-217.
Scan for specific information	**EN7RC-I-a-1.5.2**	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG7 Module 15 – Gathering Information. 3. *English Arts I. 2000. pp 11, 12. 4. *English Expressways II. 2007. pp 72, 118, 165-166, 216.
Skim for major ideas using headings as guide	**EN7 RC -I-b-1.5.1**	1. BEAM ENG7 Module 3 – Using Gambits. 2. *English Arts I. 2000. pp 31. 3. *English Expressways II. 2007. pp 56, 216.
Read intensively to find answers to specific questions	**EN7RC-I-c-7.1** **EN7RC-I-d-7.1**	1. BEAM ENG7 Module 1 – Asking and Answering Questions. 2. *English Expressways II. 2007. pp 216-217.
Use non-linear visuals as comprehensive aids in content texts	**EN7RC-I-e-2.15**	1. *English Expressways II. 2007. pp 150-151, 227-229, 247.
Transcode orally and in writing the information presented in <u>diagrams, charts</u>, table, graphs, etc.	**EN7RC -I-e-1.2**	1. BEAM ENG 7 Module 10 - Information in Non-textual Format. 2. *English Arts I. 2000. pp 175, 176, 177, 179. 3. *New Horizons in Learning English I. 1999. pp 55-56. 4. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263.
Transcode orally and in writing the information presented in diagrams, charts, <u>table, graphs, etc.</u>	**EN7RC -I-f-1.2**	1. BEAM ENG 7 Module 10 - Information in Non-textual Format. 2. *English for All Times 6. 1999. pp 185-187. 3. *English for You and Me 6 (Reading). 2011. pp 161, 186. 4. *English Arts I. 2000. pp 171, 172, 173, 174, 178.
Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	**EN7RC -I-g-1.2** **EN7RC -I-h-1.2**	1. BEAM ENG 7 Module 4 – Expressing Instructions and Directions. 2. *English for All Times 6. 1999. pp 161-162. 3. *English Arts I. 2000. pp 150, 151.
Follow directions using a map	**EN7RC-I-i-14:**	1. BEAM ENG 7 Module 4 – Expressing Instructions and Directions. 1. *English Arts I.2000. pp 190, 191, 192.
2Q		
Use appropriate mechanisms/tools in the library for locating resources	**EN7RC-II-a-1**	1. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 2. BEAM ENG7 Module 15 – Gathering Information.
Use the <u>card catalog</u>, the online public access catalog, or electronic search engine to locate specific resources	**EN7RC-II-a-1.5.3**	1. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 2. BEAM ENG7 Module 15 – Gathering Information. 3. *English for All Times 6. 1999. pp 85-87. 4. *English for You and Me 6 (Reading). 2011. pp 198-199. 5. *English Arts I. 2000. pp 13.

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Get information from the <u>different parts of a book</u> and from general references in the library	**EN7RC-II-d-1.3/1.4**	2. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 3. BEAM ENG7 Module 15 – Gathering Information. 4. *English Arts I. 2000. pp 249, 250. 6. *English Expressways II. 2007. pp 57.
Get information from the different parts of a book and from <u>general references in the library</u>	**EN7RC-II-e-1.3/1.4** **EN7RC-II-f-1.3/1.4**	1. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 2. BEAM ENG7 Module 15 – Gathering Information. 3. BEAM ENG8 Module 4 – Using Library Resources. 4. *English for All Times 6. 1999. pp 84-85. 5. *English for You and Me 6 (Reading). 2011. pp 200-202.
Gather current information from newspapers and other print and non-print media	**EN7RC-II-g-2.1** **EN7RC-II-h-2.1** **EN7RC-II-i-2.1**	1. BEAM ENG7 Module 15 – Gathering Information. 2. BEAM ENG8 Module 4 – Using Library Resources. 3. *English Arts I. 2000. pp 259, 260. 4. *English Expressways II. 2007. pp 74-77.
3Q		
Use one's schema to better understand a text	**EN7RC-III-a-8**	1. BEAM ENG 7 Module 11 – Outlining Information Word and Phrase Outline.
Use one's schema as basis for conjectures made about a text	**EN7RC-III-a-8.1** **EN7RC-III-b-8.1**	1. BEAM ENG 7 Module 11 – Outlining Information Word and Phrase Outline.
Use the universe of the text to activate one's schema	**EN7RC-III-c-8.2** **EN7RC-III-d-8.2**	2. BEAM ENG 7 Module 11 – Outlining Information Word and Phrase Outline.
Make predictions about the text	**EN7RC-III-e-2.8** **EN7RC-III-f-2.8**	1. BEAM ENG7 – Identifying Functions of Utterances. 2. *English for All Times 6. 1999. pp 113. 3. *English Expressways II. 2007. pp 61, 140, 240-241, 252-253.
Identify the author's intentions for writing	**EN7RC-III-g-9**	1. *English for All Times 6. 1999. pp 130. 2. *English Expressways II. 2007. pp 114-117, 200-201, 260-261.
Distinguish fact from opinion, fantasy from reality in the text	**EN7RC-III-g-2.13** **EN7RC-III-h-2.13**	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 - Distinguishing Fact From Opinion/Reality from Fantasy. 3. *English for You and Me 6 (Reading). 2011. pp 31-32. 4. *English Expressways II. 2007. pp 77, 174, 176, 208, 276-277.
React to assertions made by the author in the text	**EN7RC-III-i-2.1.7**	1. BEAM ENG 7 – Assertions and Observations. 2. *English Expressways II. 2007. pp 59-60, 68-71, 114-117.
4Q		
Classify text types (narrative, expository, explanation, recount, persuasive)	**EN7RC-IV-a-3.2**	1. *English Expressways II. 2007. pp 83-89, 130-133, 159.
Use appropriate reading strategies for various text types	**EN7RC-IV-b-10**	1. *English Expressways II. 2007. pp 120-121, 202, 243-244.
Give and follow instructions and directions	**EN7RC-IV-b-10.1**	1. *English Arts I. 2000. pp 47, 48.
Make generalizations from different text types	**EN7RC-IV-c-2.12**	1. BEAM ENG 7 – Using Appropriate Rhetorical Function. 2. *English Expressways II. 2007. pp 68-71, 190-195.
Distinguish between general and specific statements	**EN7RC-IV-d-10.2**	1. *English Expressways II. 2007. pp 203, 240-241, 254-255.
Sequence/reorganize ideas or information	**EN7RC-IV-e-2.10** **EN7RC-IV-i-10.5**	1. *English Arts I. 2000. pp 47, 101, 102.
Make a stand	**EN7RC-IV-g-3.1.13**	1. BEAM ENG 7 Module 1 – Home, Family & You, The Teener.

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		2. BEAM ENG 7 Module 1 – Life's Values. 3. *English Arts I. 2000. pp 237, 238.
Organize information read into an outline	**EN7RC-IV-h-2.15.1**	1. *English for All Times 6. 1999. pp 172-179. 2. *English Arts I. 2000. pp 197, 198. 3. *English Expressways II. 2007. pp 91-95, 238-239.
LC - Listening Comprehension		
1Q		
Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning	**EN7LC-I-a-5**	1. *English for You and Me 6 (Language). 2011. pp 2-3. 2. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech	**EN7LC-I-a-5.1**	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	**EN7LC-I-a-5.2**	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech	**EN7LC-I-c-5.1**	1. *English Arts I. 2000. pp 10.
Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	**EN7LC-I-c-5.2**	1. *English Arts I. 2000. pp 10.
Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech	**EN7LC-I-d-5.1**	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 10, 11.
Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	**EN7LC-I-d-5.2**	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 10, 11.
Listen for important points signalled by volume, projection, pitch, stress, intonation, juncture, and rate of speech	**EN7LC-I-e-5.1**	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp. 10, 11, 238, 239.
Note the changes in volume, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	**EN7LC-I-e-5.2**	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 11, 31, 32.
Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and rate of speech	**EN7LC-I-f-5.1**	1. *English for You and Me 6 (Reading). 2011. pp 2-3
Note the changes in volume, projection, pitch, stress,	**EN7LC-I-f-5.2**	1. *English for You and Me 6 (Reading). 2011. pp 2-3

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intonation, <u>juncture,</u> and rate of speech that affect meaning		
Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u>	**EN7LC-I-g-5.1**	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Note the changes in volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u> that affect meaning	**EN7LC-I-g-5.2**	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>	**EN7LC-I-h-5.1** **EN7LC-I-i-5.1**	1. BEAM ENG 7 – Sharing Appreciation in Correct English. 2. *English Expressways II. 2007. pp 12, 28-30, 44, 64-65, 184-185.
Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	**EN7LC-I-h-5.2** **EN7LC-I-i-5.2**	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
2Q		
Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to	**EN7LC-II-a-6**	1. *English Expressways II. 2007. pp 42-43, 173-174, 198, 280-281.
Extract information from the text listened to	**EN7LC-II-a-6.1**	1. *English Expressways II. 2007. pp 78-79, 109, 140-141, 198.
Recognize main/key ideas	**EN7LC-II-b-3.3**	1. *English for You and Me 6 (Reading). 2011. pp 103-104. 2. *English Expressways II. 2007. pp 98.
Note specific details/elements of the text listened to	**EN7LC-II-c-2.1/3.1** **EN7LC-II-d-2.1/3.1**	1. *English for You and Me 6 (Reading). 2011. pp 84-86. 2. *English Expressways II. 2007. pp 78-79.
Recognize signals/ cues to determine the order of ideas/ events	**EN7LC-II-e-4**	1. *English for You and Me 6 (Reading). 2011. pp 73. 2. *English Expressways II. 2007. pp 98.
Determine the tone and mood of the speaker or characters in the narrative listened to	**EN7LC-II-f-2.13**	1. *English Expressways II. 2007. pp 12, 27-28, 63-64, 98, 140.
Infer the purpose of the text listened to	**EN7LC-II-g-2.8.3**	1. *English Expressways II. 2007. pp 78-79, 109, 173-174, 210-211, 258, 270.
Make predictions about the contents of the texts listened to	**EN7LC-II-h-2.5**	1. BEAM ENG 7 Module 1 – Life's Values. 2. *English for All Times 6. 1999. pp 113. 3. *English Expressways II. 2007. pp 99, 140-141.
Infer thoughts and feelings expressed in the text listened to	**EN7LC-II-i-6.2**	1. *English Expressways II. 2007. pp 12, 98, 140.
3Q		
Infer thoughts and feelings expressed in the text listened to	**EN7LC-III-c-6.2**	1. *English Expressways II. 2007. pp 12, 98, 140.
Determine the order of ideas as signalled by cues	**EN7LC-III-d-3.18**	1. *English for You and Me 6 (Reading). 2011. pp 73. 2. *English Expressways II. 2007. pp 98.
Sequence a series of events mentioned in the text listened to	**EN7LC-III-f-2.7**	1. *English Arts I.2000.pp.101,102
Identify the persons speaking and addressed, and the	**EN7LC-III-g-7.1**	1. *English Expressways II. 2007. pp 270.

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stand of the speaker based on explicit statements made	**EN7LC-III-h-7.1**	
Formulate predictions about the contents of the text	**EN7LC-III-i-2.5**	1. *English for All Times 6. 1999. pp 113. 2. *English Expressways II. 2007. pp 99, 140-141.
4Q		
Process information mentioned in the text listened to	**EN7LC-IV-a-8 EN7LC-IV-b-8**	1. *English Expressways II. 2007. pp 78-79, 109-110, 173-174.
Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues	**EN7LC-IV-a-8.1 EN7LC-IV-b-8.1**	1. *English Expressways II. 2007. pp 27-28, 98, 109, 210-211, 258-259, 270.
Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers	**EN7LC-IV-c-2.5**	1. *English Expressways II. 2007. pp 99, 140-141.
Make simple inferences about thoughts and feelings expressed in the text listened to	**EN7LC-IV-f-2.8**	1. *English for All Times 6. 1999. pp 61-63. 2. *English Expressways II. 2007. pp 12, 98, 140.
Determine the worth of ideas mentioned in the text listened to	**EN7LC-IV-g-8.2**	1. *English Expressways II. 2007. pp 78-79, 109-110.
Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines	**EN7LC-IV-h-8.3 EN7LC-IV-i-8.3**	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 - Appreciation of Various Literary Types. 3. *English Arts I. 2000. pp 45, 46, 259.
VC - Viewing Comprehension		
1Q		
Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed	**EN7VC-I-a-8 EN7VC-I-b-8**	1. *English Arts I. 2000. pp 116, 117, 131, 132.
Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	**EN7VC-I-c-3.1.3**	1. *English for All Times 6. 1999. pp 161-162. 2. *English Arts I. 2000. pp 150, 151.
2Q		
Note details, sequence, and relationships of ideas and events	**EN7VC-II-a-1/2**	1. *English for You and Me 6 (Reading). 2011. pp 66. 2. *English Arts I. 2000. pp 101.
Narrate events chronologically/ Arrange ideas logically based on a material viewed	**EN7VC-II-c-11**	1. *English for You and Me 6 (Reading). 2011. pp 73-74.
Narrate events chronologically/ Arrange ideas logically based on a material viewed	**EN7VC-II-d-11 EN7VC-II-e-11**	1. *English for You and Me 6 (Reading). 2011. pp 73-74.
3Q		
Determine the key message conveyed in the material viewed	**EN7VC-III-a-13 EN7VC-III-b-13 EN7VC-III-c-13 EN7VC-III-d-13**	1. *English Expressways II. 2007. pp 78-79, 109-110.
Make a stand on the material viewed	**EN7VC-III-e-14 EN7VC-III-f-14 EN7VC-III-g-14 EN7VC-III-h-14**	1. BEAM ENG 7 Module 1 – Home, Family & You, The Teener. 2. BEAM ENG 7 Module 1 – Life's Values. 3. *English Arts I. 2000. pp 237, 238.

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	EN7VC-III-i-14	
4Q		
Differentiate reality from fantasy based on a material viewed	EN7VC-IV-a-6.1 EN7VC-IV-b-6.1	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 - Distinguishing Fact From Opinion/Reality from Fantasy. 3. *English for You and Me 6 (Reading). 2011. pp 31-32. 4. *English Expressways II. 2007. pp 77, 174, 176, 208, 276-277.
V - Vocabulary Development		
1Q		
Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	EN7V-I-c-10.2 EN7V-I-d-10.2	1. *English for All Times 6. 1999. pp 228-229. 2. *English Arts I. 2000. pp 148, 149. 3. *English Expressways II. 2007. pp 293.
Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	EN7V-I-e-22.2 EN7V-I-f-22.2	1. *English for All Times 6. 1999. pp 228-229. 2. *English Arts I. 2000. pp 148, 149.
2Q		
Discriminate between literal and figurative language	EN7V-II-a-10.1	1. *English Expressways II. 2007. pp 153, 191-195.
Classify sample texts into literal or figurative	EN7V-II-a-10.1.1 EN7V-II-b-10.1.1	1. *English Expressways II. 2007. pp 153, 191-195.
Identify figures of speech that show comparison (simile metaphor, personification)	EN7V-II-c-10.1.2	1. *English for All Times 6. 1999. pp 144. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. 43, 245. 4. *English Expressways II. 2007. pp 273.
Identify figures of speech that show comparison (simile metaphor, personification)	EN7V-II-d-10.1.2	1. *English for All Times 6. 1999. pp 145. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. 43, 245.
Identify figures of speech that show comparison (simile metaphor, personification)	EN7V-II-e-10.1.2	5. *English for All Times 6. 1999. pp 144. 6. *English for You and Me 6 (Reading). 2011. pp 51-52. 1. *English Arts I. 2000. 43, 245.
Identify figures of speech that show contrast (irony, oxymoron, paradox)	EN7V-II-f-10.1.3	1. *English for All Times 6. 1999. pp 145.
Identify figures of speech that show contrast (irony, oxymoron, paradox)	EN7V-II-i-10.1.3	1. *English for All Times 6. 1999. pp 145.
3Q		
Categorize words or expressions according to shades of meaning	EN7V-III-a-13.11	1. *English Expressways II. 2007. pp 179-180.
Identify collocations used in a selection	EN7V-III-a-13.11.1 EN7V-III-b-13.11.1 EN7V-III-c-13.11.1	1. *English Arts I. 2000. pp 258, 259.
Determine words or expressions with genus-species (hyponymous) relations in a selection	EN7V-III-d-13.8 EN7V-III-e-13.8	1. *English Expressways II. 2007. pp 180.

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	EN7V-III-f-13.8	
4Q		
Use lexical and contextual cues in understanding unfamiliar words and expressions	**EN7V-IV-a-12.3** **EN7V-IV-b-12.3**	1. *English Arts I. 2000. pp 80, 99, 100, 101, 148.
Create or expand word clines	**EN7V-IV-h-23.2** **EN7V-IV-i-23.2**	1. *English Arts I. 2000. pp 189.
LT – Literary		
1Q		
Describe the different literary genres during the pre-colonial period	**EN7LT-I-a-2**	1. *English Arts I. 2000. pp 2, 3, 5, 6.
Identify the distinguishing features of proverbs, myths, and legends	**EN7LT-I-a-2.1**	1. *English Arts I. 2000. pp 90, 91, 92.
Express appreciation for sensory images used	**EN7LT-I-c-2.2.1**	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Explain the literary devices used	**EN7LT-I-d-2.2.2** **EN7LT-I-e-2.2.2**	2. BEAM ENG 7 - Appreciation of Various Literary Types. 3. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Determine the tone, mood, technique, and purpose of the author	**EN7LT-I-f-2.2.3**	1. *English Arts I. 2000. pp 218.
2Q		
Identify the distinguishing features of poems and short stories	**EN7LT-II-0-4.2**	1. *English Arts I. 2000. pp 90, 91, 92.
Express appreciation for sensory images used	**EN7LT-II-d-2.2.1**	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Explain the literary devices used	**EN7LT-II-0-2.2.2**	4. BEAM ENG 7 - Appreciation of Various Literary Types. 5. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Determine tone, mood, technique, and purpose of the author	**EN7LT-II-f-2.2.3**	1. *English Arts I. 2000. pp 218.
3Q		
Explain literary devices used	**EN7LT-III-d-2.2.2** **EN7LT-III-e-2.2.2**	1. BEAM ENG 7 - Appreciation of Various Literary Types. 1. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Determine tone, mood, technique, and purpose of the author	**EN7LT-III-f-2.2.3**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 218.
4Q		
Express appreciation for sensory images used	**EN7LT-IV-c-2.2.1**	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Explain the literary devices used	**EN7LT-IV-d-2.2.2**	1. BEAM ENG 7 - Appreciation of Various Literary Types.
Determine tone, mood, technique, and purpose of the author	**EN7LT-IV-e-2.2.3**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 218.

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WC – Writing and Composition		
1Q		
Distinguish between oral and written language use	**EN7WC-I-a-4**	
Recognize the common purposes for writing	**EN7WC-I-a-4.1**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 11, 100, 200-201, 260-261.
Differentiate literary writing from academic writing	**EN7WC-I-b-4.2** **EN7WC-I-c-4.2**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 111-113.
Retell a chosen myth or legend in a series of simple paragraphs	**EN7WC-I-h-2.2** **EN7WC-I-i-2.2**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 111-113.
2Q		
Identify key ideas	**EN7WC-II-d-5.1** **EN7WC-II-e-5.1**	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 103. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 82, 91.
Identify supporting details	**EN7WC-II-f-5.2** **EN7WC-II-g-5.2**	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 103. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 82, 91, 200-201.
Simplify ideas	**EN7WC-II-h-5.3** **EN7WC-II-i-5.3**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 82.
3Q		
Compose simple narrative texts	**EN7WC-III-a-2.2**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 36, 37. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 111-113, 175.
Identify features of narrative writing	**EN7WC-III-a-2.2.12**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 203.
Compose personal and factual recounts	**EN7WC-III-b-2.1**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 100, 175.
Compose a series of journal entries	**EN7WC-III-c-2.8.5**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 20, 21.
Compose an anecdote based on a significant personal experience	**EN7WC-III-d-2.2.13** **EN7WC-III-e-2.2.13**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 109. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 175.
Compose a travelogue	**EN7WC-III-f-2.2.14** **EN7WC-III-g-2.2.14**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 30-31.
Compose a personal letter to a friend, relative, and other people	**EN7WC-III-h-2.2.15** **EN7WC-III-i-2.2.15**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 124, 125, 140, 141. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 100.
4Q		
Compose simple informative texts	**EN7WC-IV-a-2.2**	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 147-148. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 81-82, 158.
Identify features of personal essays	**EN7WC-IV-a-2.8.4**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 68-70.
Distinguish between and among a capsule biography, biographical sketch, and feature article	**EN7WC-IV-b. 2.8.6**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 14-18, 150-152, 242.
Organize information about a chosen subject using a graphic organizer	**EN7WC-IV-c-1.3**	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 67.
Organize information about a chosen subject using a one step topic outline	**EN7WC-IV-d-1.1.6**	1. *English Arts I. 2000. pp 218.English for All Times 6. 1999. pp 172-179. 2. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 85, 86. 3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 94-95, 283-289.
*English Arts I. 2000. pp 218.Compose a biographical	**EN7WC-IV-g-2.8.6.2**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 142-143.

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sketch based on a personal interview and background research	EN7WC-IV-h-2.8.6.2 EN7WC-IV-i-2.8.6.2		
F – Oral Language and Fluency			
1Q			
Observe the correct production of vowel and consonant sounds	**EN7F-I-a-3.11**	1. New Horizons in Learning English I. 1999. pp 4-6, 25-26, 56-58, 82-83, 131-132, 157-158, 186-187, 208, 210, 235-238, 261-263. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 79-80.	
Read words phrases	**EN7F-I-a-3.11.1**	1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 7, 27, 58-59, 83, 131-133, 157-158, 187-188, 210-211, 237-238, 263. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 155, 196-197, 245.	
Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume and projection and rate/speed of speech in differing oral communication situations	**EN7F-I-b1.14**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 10, 11. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.	
Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	**EN7F-I-b-1.14.2**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp. 10.	
Use the correct stress (primary, secondary, tertiary and weak) when reading passages	**EN7F-I-d-1.14.3** **EN7F-I-e-1.14.3**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp. 10, 11. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 28-30, 44-45, 185, 269.	
Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions and with statements	**EN7F-I-f-1.14.4** **EN7F-I-g-1.14.4**	1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 105-108. 2. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 10, 11, 31, 32. 3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 25-27.	
2Q			
Use verbal and non verbal cues in conversations	**EN7F-II-a-4**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 142-143.	
Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in conversations and dialogs	**EN7F-II-h-1.14** **EN7F-II-i-1.14**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.	
3Q			
Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc.	**EN7F-III-a-1.3**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 174-176, 208-209, 276-277.	
Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate	**EN7F-III-b-3**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 151, 152.	
Express ideas and opinions based on text listened to	**EN7F-III-f-3.4.1** **EN7F-III-g-3.4.1**	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 174-175, 208-209, 276-277.	
G - Grammar Awareness			
1Q			
Observe correct subject-verb agreement	**EN7G-I-a-11** **EN7G-I-b-11** **EN7G-I-c-11** **EN7G-I-d-11**	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 136, 137, 138, 139. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 106-107.	

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	EN7G-I-e-11 EN7G-I-f-11 EN7G-I-g-11 EN7G-I-h-11 EN7G-I-i-11	
2Q		
Use phrases, clauses, and sentences appropriately and meaningfully	EN7G-II-a-1 EN7G-II-b-1 EN7G-II-c-1 EN7G-II-d-1 EN7G-II-e-1 EN7G-II-f-1 EN7G-II-g-1 EN7G-II-h-1 EN7G-II-i-1	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 153-156, 171-173, 182-185, 196-197, 208-209, 245.
3Q		
Link sentences using logical connectors that signal chronological and logical sequence and summation	EN7G-III-a-1 EN7G-III-b-1	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 73.
Use the passive and active voice meaningfully in varied contexts	EN7G-III-c-2 EN7G-III-d-2	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 103. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 77-78.
Use direct and reported speech appropriately in varied contexts	EN7G-III-e-3 EN7G-III-f-3 EN7G-III-g-3	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 110-111.
Use the past and past perfect tenses correctly in varied contexts	EN7G-III-h-3 EN7G-III-i-3	1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 91-97, 217-226. 2. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 121, 122, 123, 124. 3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 39-42.
4Q		
Use imperatives and prepositions when giving instructions	EN7G-IV-a-4 EN7G-IV-b-4	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 251.
Use verbs when giving information and making explanations	EN7G-IV-c-5 EN7G-IV-d-5 EN7G-IV-e-5	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 39-42, 61-63, 76-78.
Formulate *who, what, when, where, why,* and *how* questions	EN7G-IV-f-6.2 EN7G-IV-g-6.2	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 61. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 25-28.

account - reason given for a particular action or even

acquainted - having personal knowledge as a result of study, experience, etc.; informed

act - a division or unit of a drama

adverb of manner - describes how an action or activity is performed

adverbs of frequency - indicate "how often" an action is done

adverbs of place - words that indicate location

adverbs of time - words that indicate when

affix - a word element that can be attached to a base or root to form a new word

aggressive communication- a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others; thus, aggressive communicators are verbally and/or physically abusive; aggressive communication is born of low self-esteem *(often caused by past physical and/or emotional abuse),* unhealed emotional wounds, and feelings of powerlessness.

analytical listening- making a decision by looking at all the factors involved, and examines the elemental parts of something related to the study of small parts of a whole. Analytical listening is all about feeling and meaning. Sound gives us meaning and perspective in our lives. For example, someone talking to you can say hello. On the surface it seems friendly, but the way they say hello to you can convey a lot of different meanings. If they say it in a very short and abrupt way, it may be apparent that they are angry at you, not happy to see you; these gestures come across in a more subtle way with music. It is important to understand that the emotional intention of a musical performance is reflected in the sound. Everything in a music production must reflect this intention in order for the feeling of the song to be properly conveyed to the listener.

antagonist - a person or a situation that opposes the protagonist's goals or desires

apostrophe - a punctuation mark (') used to indicate either possession or the omission of letters or numbers

archetype - idealized model of a person or concept from which similar instances are copied or emulated expressions

argumentative texts - are essays aimed to persuade the readers to agree to the writer's points of view; writers do so, not just by presenting information, but by showing the pros and cons of an issue

articulation - the clear and precise pronunciation of words

aside - a comment by a character that the audience hears but other characters on stage do not

assertive communication - a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others**.** Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

B

bias – a mental preference, leaning, or inclination, especially one that inhibits impartial judgement. Bias is an inclination of temperament or outlook to present or hold a partial perspective and a refusal to even consider the possible merits of alternative points.

blocking - is a theatre term that refers to the precise movement and positioning of actors on a stage in order to facilitate the performance of a play, ballet, film, etc.

blurbing - a brief advertisement or announcement, especially a laudatory one; *She wrote a good blurb for her friend's novel*; verb (used with object); with pictures

brainstorming - a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas

bullying - any deliberate action that inflicts physical or psychological harm

C

capsule biography- a brief summary to condense or summarize an account of a person's life written, composed, and produced by another; a biography in which all the important elements of the person's life are included

cast of characters - a list of people who play a part in the story

character - refers to a person, creature, or entity with specific and distinguishing attributes portrayed by the actor in a play

character sketch - a portrait of a person drawn in words; its purpose is to create a vivid impression of the person

characterization - the process of creating a believable character by exploring the character's physical, social, and psychological aspects of the role

characters – people involved in the story

climax-   the point of greatest dramatic tension in a theatrical work; the highest or most intense point in the development or resolution

comedy - a theatrical work that is intentionally humorous

conceptualize - to form (an idea, picture, etc.) of something in your mind

conclusion- the last main division of a discourse usually containing a summary of points and a statement of opinion or decisions

conflict - opposition of persons or forces giving rise to dramatic action; the element that occurs in every drama; it does not have to be quarrels and argument; more often it is much more calm situations; it could be the inability to help, double loyalty or a dying man enjoying life

conflicts man needs to contend with - conflict is the struggle between the opposing forces on which the action in a work of literature depends

conquer - to take control of (a country, city, etc.) through the use of force; to defeat (someone or something) through the use of force; to gain control of

context–appropriate - due consideration given to the background, surroundings, landscape of some central objects; this also covers appropriacy of materials and instruction to the target situation

conscience alley- technique for exploring any kind of dilemma faced by a character

communication style - the manner of saying things as influenced by culture and personality

craft - a job or activity that requires special skill

crisis - decisive point in the plot of a play on which the outcome of the remaining action depends

D

depict - to represent or characterize in words; describe

dialogue - the words the character say to each other; the words each character says are written next to his or her name

discard - to throw (something) away because it is useless or unwanted; to remove

discourse - denotes written and spoken communications

disposition - the usual attitude or mood of a person or animal; a tendency to act or think in a particular way

drama - refers to acting, and to the set up of the play which includes the theater, the hall, the accessories, the green room, costumes, music and the like

drama atmosphere and mood - created by the set, the lighting, the furnishings, the music or sound effects, the opening dialogue, the facial expressions and gestures of the actors, and the growing tension of the plot

dramatic convention - a device that a playwright uses to present a dramatic performance on stage that the audience accepts as realistic

dramatic irony - where the audience or reader is aware of something important, of which the characters in the story are *not* aware

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

external conflict - a conflict between a character and an outside force

element - a part of something, one that is essential or characteristic

exposition - detailed information revealing the facts of a plot

exterior monologue - an act of speaking one's thoughts aloud when by oneself or regardless of any hearers

F

figurative language - use of words that go beyond its literal meaning; examples of figurative language or devices are simile, metaphor and hyperbole among others

foil - a character who is meant to represent characteristics, values, ideas, etc. which are directly and diametrically opposed to those of another character, usually the protagonist

fourth wall - the imaginary invisible wall at the front of the stage through which the audience sees the action

G

generalization - a general statement, a statement about a group of people or things that is based on only a few people or things in that group; the act or process of forming opinions that are based on a small amount of information; a statement drawn from particular facts that is generally true about a broad category of things.

genre - the main types of literary form

H

habitat for humanity - a non-profit organization with worldwide affiliates building and repairing houses all over the world using volunteer labor and donations; its partner families purchase these houses through no-profit, no-interest mortgage loans or innovative financing methods

hyperbole - exaggerated statements or claims not meant to be taken literally

I

improvisation - spontaneous invention and development of drama from within a role

infidelity - marital disloyalty; adultery; is the subjective feeling that one's partner has violated a set of rules or relationship norms

infographic - visual representation of data or knowledge
interior monologue - this is where the actor speaks as if to himself

J

juncture - an important point in a process or activity; joint, connection; the manner of transition or mode of
justify - to provide a good reason for the actions of

K

kinds of listening and reading strategies
1. noting details
2. getting specific information
3. determining the speaker's purpose
4. understanding the message
5. relating/ finding connection with knowledge/experience and the subject heard
6. activating prior / background knowledge about the subject
7. connecting new information to old information
8. predicting information/ anticipating what will come next
9. making projections for the future
10. learning new vocabulary
11. using visual clues (facial expression, gestures the setting, the interaction) to understand the ideas heard
12. checking the accuracy of your predictions
13. deciding on the truthfulness or falsity of the ideas heard
14. asking for clarification or repetition from the speaker or ask
15. asking additional questions
16. evaluating information
17. paraphrasing what one heard
18. responding to what one heard through creative writing, drawing, drama, etc.
19. distinguishing   facts from opinions
20. determining supported vs. unsupported ideas
21. drawing conclusions
22. inferring thoughts, feelings, purpose of the speaker
23. discussing the process and strategies to be used in listening
24. making / constructing meaning
25. setting expectations
26. interpreting what is heard
27. summarizing information
28. distinguishing fact from opinion

29. distinguishing fantasy from reality
30. interpreting tone, mood and purpose of the speaker
31. making decision
32. planning and deciding what effective strategy to use
33. monitoring one's comprehension
34. evaluating the effectiveness of one's listening strategies

L

literary device - refers to any specific, deliberate constructions of language which an author uses to convey meaning

M

man vs. man - a character struggles with another character like the protagonist versus the antagonist

man vs. fate - fight for choice; fight against destiny

man vs. nature - a character struggles with a force of nature *(natural disaster, desolation, animal etc.)* ; usually, the character is struggling to survive

man vs. society - in this conflict, a character or group of characters fight against the society in which they live. A character might fight against social traditions or rules.

man vs. supernatural - conflict with ghosts, spirits, aliens etc.

man vs. technology - fight against computers, machines, utensils etc.

magnificence - n. greatness or lavishness of surroundings; splendour; grand or imposing beauty

materialism - preoccupation with or emphasis on material objects, comforts, and considerations, with a disinterest in or rejection of spiritual, intellectual, or cultural values

metaphor - a figure of speech that makes an implicit, implied or hidden comparison between two things or objects

monologue - long speech by a character on stage with other characters listening

mood - the feeling the reader gets when reading

N

narrative – is a special kind of story that is valued very highly in English-speaking cultures. Narratives are structured to be entertaining and to teach cultural values. In narratives, normal events are disrupted and language is used to build up suspense around the disruption so it reaches a crisis point. The way the characters in the story confront and resolve the crisis teaches the audience about ways of behaving which are valued in the culture.

narration - a technique whereby one or more performers speak directly to the audience to tell a story

narrative paragraph - a group of sentences that tells readers what happened at a particular place and time

O

octet - first eight lines of a sonnet

one-act play - a play that takes place, from beginning to end, in a single act; it can range from one minute to one hour long

one-act radio play - a one-act play scripted for radio presentation

P

passive aggressive communication - a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way

passive communication - a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. Passive communication is usually born of low self-esteem.

propaganda strategies – a systematic propagation of information reflecting the views and interests of those advocating such doctrine/ or cause

projective listening- made from current information, or when one assumes that someone has the same emotions or feelings that he/or she does

pantomime - the telling of a story without words

participle - is a verbal that functions as an adjective

passion – a strong feeling of enthusiasm or excitement for something or about doing something

play - the art of producing drama works; a literary piece consisting of dialogues between various characters, epilogue, monologue, prologue and an end; it refers to composition; the stage representation of an action or a story

play bill - a poster announcing a theatrical performance

plot - the ordered structure of a play as the action progresses through the story; the series of events that comprise the whole story that is told in a novel, play, movie, or T.V. show

plot structure - also called the dramatic structure of a story, novel or script includes the events that make up the idea of the writing; these are often laid out as a series of beginning, middle and end details and include five basic elements as well as a conflict

pork barrel - the appropriation of government spending for localized projects secured solely or primarily to bring money to a representative's district

portrait poem - a lyrical means for the depiction of the writer's self-perception, or feelings for another

prefix – a word part placed before the root of a word

prologue - introduces the action of a play; it is usually at the beginning and literally means "first words"

prominent - important and well-known; easily noticed or seen; sticking out in a way that is easily seen or noticed

props – the objects used onstage in the play

protagonist – the central or main figure of a story

punctuation – the use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning

R

recount - a story genre which is used to tell what happened. When we tell recounts we reveal the significance of the people and events in the story by sharing our personal feelings about them.

readers theatre – a style of theatre in which the actors do or do not memorize their lines; actors use vocal expression to help the audience understand the story rather than visual storytelling such as sets, costumes, and intricate blocking

rectify - to set right; remedy; to purify; to correct

re-enactment - the acting out or repetition of a past event or situation

renewed - to make new or as if new again

requiem - a Christian religious ceremony for a dead person; a mass for the dead

resolution - the part of the story's plot line in which the problem of the story is resolve

rhyme - one of two or more words or phrases that end in the same sounds

rising action - the part of a plot consisting of complications and discoveries that create conflict

rite - an established, ceremonious, usually religious act

root word – the form of a word after all affixes are removed

S

scene - a division of an act, in which a certain portion of the play unfolds, usually separated by *location* (in the bedroom, at the dinner table), or *time* (e.g. in the morning, then the following evening); a section of the play that happens in one time and place

scenery – the background art or structures onstage to help show the settings

script - the written words for the play; this is what everyone reads in order to perform a play; a written version of a play or movie - *If you're auditioning for a movie, you'll get the <u>script</u> to practice a scene or two.*

serger- usually an overlock sewing machine will cut the edges of the cloth as they are fed through

sestet - final six lines of a sonnet

setting - the place and time where the events of the drama take place; in a play it dominates the audience in a play it dominates the audience's experience of the drama; it quite literally forms the backdrop for the action

simile - a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by like or as

skit – a short, usually comic dramatic performance or work

slideshow - a presentation supplemented by or based on a display of projected images or photographic slides

soliloquy - a long speech by a character who is alone on stage with no other characters listening

sonnet - a poetic form comprised of 14 lines which are divided into two parts: octet and sestet

spectacle- the visual elements of a performance including scenery, lights, costumes, and movement of actors

stage – the platform on which the actors perform

stage directions – instructions (*in italics*); they describe the setting and tell about the action

static - showing little or no change, action, or progress

stock character - relies heavily on cultural types or stereotypes for its personality and manner of speech

style - the distinctive and unique manner in which a writer arranges words to achieve particular effects

suspense - in situations which rouse our concern for the welfare of the characters can be created in many ways in a play; it can be accomplished through a series of crises and a major crisis or climax, foreshadowing, surprise or use of the unexpected, withholding information, disguise, and the intervention of chance or fate

T

target audience -a group or assembly of spectators or listeners; those attending a stage or film production or viewing a television program; in writing, this could mean a target group in relation to a particular literary genre

technical terms for drama and theater - these are terms necessary to understand the whole structure, organization and production of a drama play; some of these are the *elements* (characters, dialogue, etc.) and *stage directions*. Stage directions give information to the reader and to the performers, mostly about where and how actors should move and speak, the scenery or decorations on stage, and the props to be used by the actors.

technical vocabulary - words or phrases that are used primarily in a specific line of work or profession. These words or phrases are not easily recognized by people outside the profession they are used in.

text - printed words, including dialogue and the stage directions for a script

theater – a collaborative art form including the composition, enactment, and interpretation of dramatic presentations for an audience; the structure within which theatrical performances are given; usually includes an orchestra or seating area, and a stage

theme - the basic idea of a play; the idea, point of view, or perception that binds together a work of art

tone - is the writer's attitude toward the subject he or she is writing about

tragedy - a play in which the main character(s) suffers a major downfall; a play that demonstrates a character's fall from grace, power, position, or moral standing through their own actions

U

universe of text – the realm in which something (words in a written work) exists or takes place.

V

video - is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

video materials – usually provide guidance for teachers; the most sophisticated part of these are usually part of multimedia package that, in addition to the videos themselves, includes viewing guides, student textbooks, teacher manuals and audiocassettes; in contexts geared to students' interest and are accompanied by students workbooks featuring a variety of viewing activities; teachers need to lead students to an appreciation of video as a valuable tool for language learning and help them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

vignette - a short literary sketch chiefly descriptive and characterized usually by delicacy, wit and subtlety; a short, well written sketch or descriptive scene; it does not have a plot which would make it a story, but it does reveal something about the elements in it; it may reveal character, or mood or tone; it may have a theme or idea of its own that it wants to convey; it is the description of the scene or character that is important

verbal - a verb form that functions in a sentence as a noun or a modifier rather than as a verb

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: EN4G-If-2.5

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	English	**EN4**
	Grade Level	Grade 4	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Grammar	**G**
			-
Roman Numeral *Zero if no specific quarter*	Quarter	First Quarter	**I**
Lowercase Letter/s *Put a hyphen (-) in between letters to indicate more than a specific week*	Week	Week six	**f**
			-
Arabic Number	Competency	Compose clear and coherent sentences using appropriate grammatical structures	**2.5**

DOMAIN/ COMPONENT	CODE
Alphabet Knowledge	AK
Book and Print Knowledge	BPK
Fluency	F
Grammar	G
Listening Comprehension	LC
Oral Language	OL
Phonics and Word Recognition	PWR
Phonological Awareness	PA
Reading Comprehension	RC
Spelling	S
Study Strategies	SS
Viewing Comprehension	VC
Vocabulary Development	V
Writing and Composition	WC

*These materials are in textbooks that have been delivered to schools.

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