



English

Quarter 1



PIVOT **4A** LEARNER'S MATERIAL

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English

Grade 7

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Quarter 1
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PIVOT 4A CALABARZON

Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) for English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the child in the tasks and ensure the learner's mastery of the subject matter. Be reminded that **learners have to answer all the activities in their own notebook.**

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

PARTS OF PIVOT LEARNER'S MATERIAL

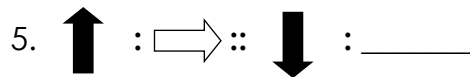
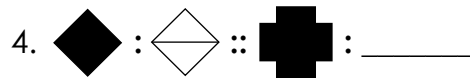
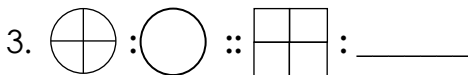
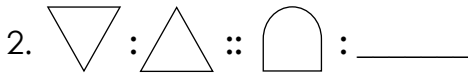
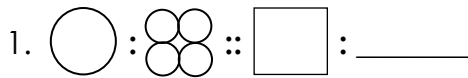
	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

Completing an Analogy

Lesson

This lesson deals with developing critical thinking by analyzing and completing analogy. This also includes deeper appreciation of patterns in terms of words and pictures. You are expected to identify analogy and its basic types; supply words or expressions that complete an analogy; write an example of analogy; and decide on the various benefits of seeing connections between words, terms, and concepts.

Learning Task 1: Observe the figures below. In your notebook, draw the fourth figure that matches the pattern.



D

Learning Task 2: Identify the appropriate word to complete the analogy by choosing the letter of the correct answer. Write your answers in your notebook.

- teacher: school :: priest: _____
a. church b. market c. road d. port
- father: son :: mother: _____
a. aunt b. uncle c. daughter d. baby
- Laguna: Santa Cruz :: Quezon: _____
a. Tayabas b. Lucena c. Santo Tomas d. Tagaytay
- Tandang Sora: heroine :: Jose P. Rizal: _____
a. actor b. animator c. villager d. hero
- Batangas Port: seaport :: NAIA: _____
a. airbed b. airport c. airplane d. airmail
- mango: bagoong :: champorado: _____
a. dilis b. bread c. siomai d. siopao
- Batangas Province: Taal Lake :: Laguna: _____
a. Lake Sebu b. Tayabas Bay c. Laguna de Bay d. Manila Bay
- Seven: July :: Eleven: _____
a. January b. May c. September d. November

9. horse: land :: eagle: _____
 a. air b. underground c. water d. land
10. heart: circulatory :: brain: _____
 a. respiratory b. reproductive c. nervous d. skeletal

Learning Task 3: Complete each analogy by supplying the missing word. Choose your answers from the options below. Write your answers in your notebook.

write
pilot
school
weekend
composed
compassion
kid
four
uninteresting
Visayas

1. Bicycle is to cyclist as airplane is to _____.
2. Twins is to two as quadruplets is to _____.
3. Cat is to kitten as goat is to _____.
4. Courage is to fearless as mercy is to _____.
5. Lion is to pride as fish is to _____.
6. Cavite is to Luzon as Cebu is to _____.
7. Thursday is to weekday as Sunday is to _____.
8. Thrilling is to exciting as boring is to _____.
9. Nice is to mean as calm is to _____.
10. Scissors is to cut as pencil is to _____.

ANALOGY

An **analogy** shows the relationships between words. It states the likeness between two things that are otherwise unlike. Analogies may enable one to learn new words by recognizing the relationship between words.

Examples: English : language :: Mathematics : arithmetic

The above stated example vividly shows the connection between English and language and Mathematics and arithmetic. English is basically a subject that is focused on language while Mathematics deals primarily with arithmetic or numbers.

The **colon (:)** is used to split the analogy into two parts. The first part is the left-hand side of the double colon, "English : Language," while the second part is the right hand side, "Mathematics : Arithmetic." Keep in mind that the first set of words presents a relationship that is the same or alike as the second set of words. One possible way to read or verbalize an analogy is like this example:

English is to language as Mathematics is to Arithmetic.

Analogies have varied types such as:

- Synonyms** – words possessing the same meaning
 e.g. happy: joyful :: pretty: cute
- Antonym** – words opposite to each other in terms of meaning
 e.g. huge: tiny :: hot: cold
- Part and whole** – where several objects comprise or make up a group
 e. g. heart: circulatory :: lungs: respiratory
- Characteristics** – mostly comprises descriptions of items
 e.g. smart: teacher :: board eraser: dusty

f. **Function** – shows what a certain object is for or explains its use
e.g. keyboard: type :: stove: cook

e. **Cause and Effect** – showing cause-and-effect relationship
e.g. study: graduate :: hard work: success



Learning Task 4: Identify the missing words to complete the analogies. Write your answers in your notebook.

1.	Bird: _____	Fish: Swim
2.	Ant: Six legs	_____ : Eight legs
3.	Zebra: Mammals	Snake : _____
4.	Milk: Cereal	Bread : _____
5.	Water: Liquid	Rock : _____
6.	Permit : Allow	Prohibit : _____
7.	Astronomer: Telescope	_____ : Stethoscope
8.	_____ : Time	Thermometer: Temperature
9.	Team : _____	Crowd : Fan
10.	Philippines : Asia	_____ : Europe
11.	Wheel : Bike	Anchor : _____
12.	_____ : Tiny	Gigantic : Huge
13.	Red : _____	Violet : Grapes
14.	_____ : Lazy	Careful : Reckless
15.	Violate : Imprisonment	_____ : Reward
16.	Pray: To be blessed	Faith : To be _____
17.	_____ : Joy	Courage : Bravery
18.	Wisdom : Ignorance	Optimism : Pessimism
19.	Rain : Flood	War : _____
20.	Manila : _____	Beijing : China

Learning Task 5: Identify the missing words to complete the analogies. Then, translate the analogies into sentences. Write your answers in your notebook.

	Analogy	Sentence
1.	battery : flashlight; keyboard:_____	
2.	teacher : educate; student:_____	
3.	celebrate : rejoice; marry:_____	
4.	punctual : tardy; victory:_____	
5.	soldier : brave; priest:_____	
6.	kitchen : cooking; bedroom:_____	
7.	branches : tree; legs: _____	
8.	fortunate : lucky; faithful:_____	
9.	healthy : sickly; obese:_____	
10.	lawyer : smart police; _____	
11.	electric fan : cooling; kettle: _____	
12.	Facebook : socializing; online TV:_____	
13.	show: reveal; conceal: _____	
14.	truth: lie; honest: _____	
15.	shampoo: hair; soap: _____	



Learning Task 6: Complete the analogies by identifying the missing items. Write the letters of your answers in your notebook.

- Rain is to monsoon as wind is to _____.
a. hot b. warm c. breeze d. wet
- Brightness is to bright as heaviness is to _____.
a. light b. heave c. heavy d. greatness
- Musician is to instrument as singer is to _____.
a. choir b. organ c. voice d. stage
- Nose is to smell as tongue is to _____.
a. hear b. feel c. see d. taste
- Sun is to day as moon is to _____.
a. noon b. morning c. weekend d. night
- Remote is to television as mouse is to _____.
a. computer b. cellphone c. stove d. oven
- Ring is to finger as crown is to _____.
a. ankle b. neck c. head d. wrist
- March is to April as November is to _____.
a. January b. February c. October d. December
- Scientists is to genius as news anchors is to _____.
a. gorgeous b. healthy c. credible d. sexy
- Frugal is to practical as generous is to _____.
a. careless b. snob c. talkative d. giving

Identifying the Genre of a Material Viewed

Lesson

This lesson focuses on enhancing one's viewing skills. This includes the analyses of videos in terms of their genres, content and features. You are expected to identify the genre of the material viewed; write examples of the genres for viewing materials; and show appreciation of the values in the material viewed.

Learning Task 1: Analyze the given videos taken from the internet and use them to answer the questions. The video links are available below. Write your answers in your notebook.

	Questions	Video 1 https://youtu.be/ty1VWxCZ7p0	Video 2 https://youtu.be/7Qe4LOkJi4k
1	What is the material all about?		
2	What is the genre of material viewed?		
3	What information do the materials provide?		
4	Are these details of information essential? Why?		
5	Are the presented information truthful? Explain.		

D

Learning Task 2: Identify the genre of the material viewed in each of the following situations. Write the letters of your answers in your notebook.

- Aeyzie was asked to watch the segment of Kuya Kim, "Weather, Weather Lang" in TV Patrol to answer the given question regarding typhoon Ambo.
 - news flash
 - documentary
 - internet-based program
 - weather report
- Ivan, G7-student, was assigned to make a reaction paper regarding a short clip from the film, "Ibong Adarna."
 - movie trailer
 - weather report
 - internet-based program
 - documentary
- Dennis wanted to list down the important points from the research-based reporting on bullying of I-Witness in GMA 7.
 - news flash
 - documentary
 - internet-based program
 - weather report
- The "Flash Report" in GMA 7 interrupts the favorite show of Joseph.
 - news flash
 - weather report
 - internet-based program
 - documentary

5. Dencio used Google to answer the activity in English.
- | | |
|----------------|---------------------------|
| A. news flash | C. internet-based program |
| B. documentary | D. weather report |

Materials that can be viewed vary depending on their genres and platforms. As TV is the most common platform used in viewing, online resources has been widely used nowadays for video access. Presented below are some of video genres which you may encounter.

- a. A **news flash** is a single item of important news that is aired separately and often interrupts other programs.
Example: 24 Oras News Alert, Flash Report
- b. A **weather report** is usually a part of an entire news program that tells and foretells weather conditions on a specific area.
Example: I AM Ready
- c. An **internet-based program** is a program that is informative and can be accessed through website.
Example: DepEd Commons, Slideshare, Yahoo, YouTube
- d. **Movie trailer** is a short clip from a film while **movie** itself is the long version.
Examples: Seven Sundays, One More Chance, Hello, Love, Goodbye
- e. **Documentary** is a research-based reporting that deals with a specific topic and format.
Example: Frontrow, No Filter, I-Witness



Learning Task 3: Watch and/or search for each video content below. Then, identify to which genres do they belong. Write your answers in your notebook.

	News Flash	Movie Trailer	Documentary	Weather Forecast	Internet -Based
1. Motorcycle Diaries					
2. I Am Ready GMA Weather					
3. Amazing Earth					
4. FPJ Ang Probinsyano					
5. DepEd Commons					
6. Investigative Documentaries					

	News Flash	Movie Trailer	Documentary	Weather Forecast	Internet -Based
7. Weather, Weather Lang					
8. Pixlr.com					
9. Aksyon Weather					
10. Breaking News					

Learning Task 4: Using your background information taken from Learning Task 3, answer the questions below. Write your answers in your notebook.

1. How do we identify news flash in the television?
2. How about weather forecast?
3. What are the things that we should consider in identifying the genre of material viewed?
4. How do we classify movie trailer from an internet-based program?



Learning Task 5: In your notebook, copy and complete the table below.

Genre	Sample TV/ Internet Program	Values Taken from the Videos	Real-Life Application
News Flash			
Movie Trailer			
Documentary			
Weather Forecast			
Internet Program			

Learning Task 6: Analyze the two (2) short clips taken from the internet. Watch the videos, then answer the questions that follow. Write your answers in your notebook.

Video Clip 1: <https://youtu.be/yFDbyekzCE>

Video Clip 2: <https://youtu.be/2zkcNqGKTZE>

	Questions	Video Clip 1	Video Clip 2
1	What is the genre of the clip?		
2	Where and when do usually see these clips?		
3	What is the purpose of this clip?		
4	What is the topic portrayed in the clip?		
5	Is the clip informative? Explain.		

Passive and Active Voices

I

Lesson

This lesson highlights the grammatical features and forms of voices of the verb. This also focuses on points to be considered in transforming active voice to passive voice and vice versa. You are expected to: differentiate active and passive voices of the verb; transform statements from active voice to passive voice and vice versa, and use active and passive voices in varied contexts.

Learning Task 1: In your notebook, copy and answer the statements below. Let us have a game by knowing who had the sweetest parents/guardians during your childhood days.

When you were a child...



- Were you given a *pasalubong* by your parents?
- Were you allowed to play outside with your friends?
- Were you get a reward for every good thing you'd done?
- Were you given a *baon* amounting to Php 20 and above?
- Were you allowed to watch TV from time to time?
- Were you fetched by your parents or guardians in school?
- Were you given time to concentrate on your studies?
- Were you allowed to use gadgets from time to time?
- Were you taught positive values at home?
- Were you taken to any facilities such as mall, park, etc.?

Legend: One (1) yes is equivalent to one (1) point.

1-5 - Moderately Sweet

6-8 - Sweet

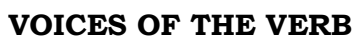
9-10 - Very Sweet

Remember that the given statement are just some of the ways on how our parents/guardians can show their sweetness to us. There are still other ways which may not be indicated above as to how they can let us feel how they love us.

D

Learning Task 2: In your notebook, copy and answer the statements below. Then, write **A** if the statement is in active voice and **P** if it is in passive form.

- ___ 1. The doctor visited her patients in the hospital.
- ___ 2. The medicine was administered by the nurse to the patients.
- ___ 3. The lesson was delivered in a well-planned session.
- ___ 4. Claudine Gayle reminded the teachers to submit their reports.
- ___ 5. The fire prevention report was drafted by Edward.
- ___ 6. Bea's chin underwent a medical procedure yesterday.
- ___ 7. The seeds were distributed as part of urban farming project.
- ___ 8. Josephine dedicated her life to serve her husband.
- ___ 9. Xaviery's car was bought from a car shop last month.
- ___ 10. The king ordered the arrest of lawless citizens.

Source: <http://www.who.int>

14

c. Simple Future Tense

Active : The students **will submit** their report tomorrow.

Passive : Their report **will be submitted** by the students tomorrow.

d. Present Perfect Tense

Active : The school **has decided** to shut off its operations.

Passive : Its operations **has been decided** to shut off by the school.

e. Past Perfect Tense

Active : Athena **had studied** English before she moved to the US.

Passive : English **had been studied** by Athena before she moved to the US.

f. Future Perfect Tense

Active : Anthony **will have baked** the cake before he leaves.

Passive : The cake **will have been baked** by Anthony before he leaves.

Active and passive voices of the verb may also occur in the progressive tense.



Learning Task 4: Convert the following sentences from active voice to passive voice. Write your answers in your notebook.

1. The mayor declared a state of calamity.
2. The students of the barrio school visited the museum in the city.
3. Our parish priest will officiate the mass during our town fiesta.
4. Her mother prepared cups of coffee for her classmates.
5. The governor ordered the closure of all provincial borders.
6. My father sold our farm for one million pesos.
7. The students plant seedlings.
8. The policemen arrested the quarantine violators.
9. Her employees presented their proposals.
10. Their carabaos plow the fields.

Learning Task 5: Convert the following sentences from passive voice to active voice. Write your answers in your notebook.

1. The pyramids were built by Egyptians during the ancient civilization.
2. A cup of coffee was prepared by the servant.
3. The documents have been prepared by the clerks for the hearing.
4. The gift is given by the boss to his employees.
5. Our papers were accepted by the secretary.
6. Their rooms are cleaned by their house helper.
7. Her collections will be transferred by the workers tomorrow.

8. His house was painted red and green by the painter.
9. The packages were delivered by the courier.
10. The sheep were taken by the shepherd to the ranch.

Learning Task 6: Think of your most favorite dish. In your notebook, write the ingredients and the procedures to be taken in preparing your favorite dish. For each step, identify if it is in active or passive voice. Then, transform each statement from active to passive and vice versa.



Photo: JS Cadavido

A

Voices of the verb focuses on the function of the subject being either the doer/performer or the receiver of the action. The **active voice** occurs when the subject of the sentence acts as the performer of doer of the action while the **passive voice** indicated that the subject of the sentence is the receiver of the action.

Learning Task 7: In your notebook, copy and answer the statements below. Then, write **A** if the statement is in active voice and **P** if it is in passive form. Then, transform each statement from active to passive and vice versa.

- ___ 1. Noli Me Tangere is considered by experts as an enlightening novel.
- ___ 2. The terraces were built by our ancestors.
- ___ 3. Catriona Gray won the Miss Universe 2018 title.
- ___ 4. The Philippines owns the Benham Rise found in eastern portion.
- ___ 5. Residents of CALABARZON were affected by the Mount Taal eruption.
- ___ 6. The Spaniards colonized the Philippines.
- ___ 7. The bouquet of roses was given by Alex to his mother.
- ___ 8. Her good deeds are rewarded by her parents.
- ___ 9. Their family will receive financial support from the government.
- ___ 10. The petition will be submitted by the lawyer to the prosecutor.

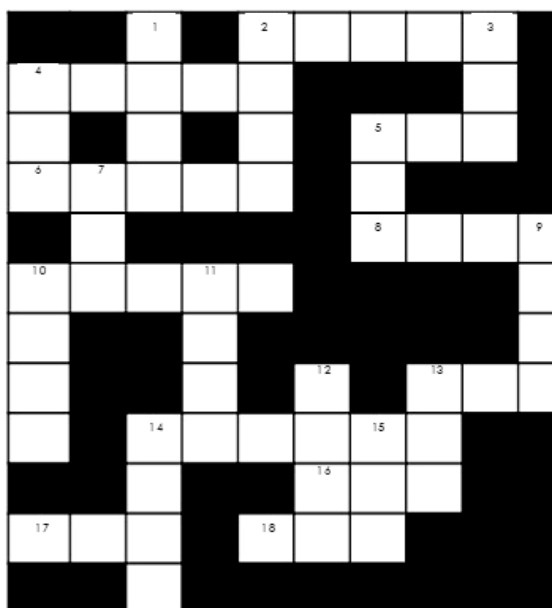
Past and Perfect Tenses

Lesson

I

This lesson focuses on the grammatical features of past and perfect tenses. This lesson highlights clear distinction between the two and how they interact in forming clear and coherent sentences. You are expected to indicate past actions using past and past perfect tense of the verb; use the past and past perfect tenses correctly in varied contexts; and show understanding of the past and past perfect tenses.

Learning Task 1: In your notebook, copy and solve the crossword puzzle below



Across - Past Tense of

2	find	13	Bite
4	write	14	become
5	have	16	Meet
6	spend	17	Run
8	take	18	Set

Down - Past Tense of

1	rise	10	Shoot
2	feel	11	lost (base form)
3	do	12	Come
4	be	13	Bet
5	hit	14	Bend
7	put	15	Meet
9	keep		

D

Learning Task 2: In your notebook, copy and answer the statements below by boxing the past perfect tense, circling the simple past tense) and underlining the time expression used in each sentences.

He had told me before that he was in Europe.

- The storm had landed on land before classes were suspended.
- He was very happy after he had found his watch.
- He had broken his eyeglasses before he told his mother.
- By the time the flood came, the farmers had harvested the rice.
- He succeeded after he had worked so hard.
- Before it rained hard, the farmers had planted the rice.
- He had gone to college before he was awarded a scholarship.
- After he had thought hard, he answered the teacher's question.
- When the girls had made the sandwiches, the boys brought the juice.
- After we had talked for a long time, she left her phone.

SIMPLE PAST AND PAST PERFECT TENSES

Simple past tense of the verb is used to express an action that happened and ended in the past. For regular verbs, past tense verbs end with -d or -ed while irregular verbs form their past usually by either changing or retaining their spelling. Commonly, simple past is signaled by time indicators in the past, e.g. last week, yesterday, a year ago, etc.

Examples: Victoria and Hilario **visited** their grandparents *yesterday*.
Adoracion and Mauro **bought** grocery items.

Past perfect tense narrates past actions and events. A sentence that uses past perfect tense provides two actions in the past wherein the first past action or condition is completed ahead of another past action. It is usually formed using the following structures:

Ordinary Form	:	had + <i>past participle</i> of the verb
Continuous Form	:	had been + verb -ing

Examples: Mercy **had eaten** her breakfast before Juanito **asked** her to do so.
past perfect tense simple past tense

In the given example, both actions happened in the past. However, one action took place first before another one happened. In this context, the past perfect tense portrays an earlier action before another action happened as portrayed by the simple past tense.

There are time expressions used in indicating past perfect tense. **After, as soon as, the moment that** and **until** are used before the past perfect tense while **before, when** and **by the time** are used before the simple past.

Examples: When Flor **called** him, Nestor **had been planting** the seeds.
simple past past perfect continuous

Delia **had prayed** the rosary by the time Ben **arrived**.
Rey **had finished** the movie before Susan **told** him to sleep.

After Estela **had finished** the dress, Francis **sold** the item.
The moment that Macky **had left** his house, Mia **prayed**
for his safety.

As soon as Gina and Dodong **had received** their license,
they **started** driving their own car.



Learning Task 3: Choose the correct past perfect tense of the verb in each sentence. Write your answers in your notebook.

1. The witness (had testify, had testifying, had testified) before the court adjourned.
2. I went to school after I (had recovered, have recovered, has recovered) from my sickness.
3. He (has read, had read, had reading) the novel before he saw the movie.
4. By the time I arrived home, he (had went, had go, had gone) to bed.
5. I asked him to pay my watch since he (had lost, had lose, had losing) it.

Learning Task 4: Give the past perfect tense form of the verbs in the parentheses. Write answers in your notebook.

(read) 1. After I _____ Helen Keller's Story of My Life I prepared a report on it.

(write) 2. Jose Rizal _____ Noli Me Tangere before he worked on El Filibuterimo.

(leave) 3. Before you arrived, the participants _____ the library.

(go) 4. By the time the principal announced the meeting, some of the teachers _____ home.

(give) 5. When I asked for the receipt, she _____ it to the wrong person.

Learning Task 5: In your notebook, copy and complete the dialogues below.

1. A: What household chores had you done when Mother arrived?
B: _____
2. A: What tasks had the students accomplished before the teacher came?
B: _____
3. A: What had happened when his father returned home from Saudi Arabia?
B: _____
4. A: What had Dulce accomplished before she was chosen as best student in English?
B: _____
5. A: What numbers in the program had been presented when the guest arrived late?
B: _____



Simple past tense of the verb is used to express an action that happened and ended in the past while **past perfect tense** narrates past actions and events. A sentence that uses past perfect tense provides two actions in the past wherein the first past action or condition is completed ahead of another past action.

There are time expressions used in indicating past perfect tense. **After, as soon as, the moment that** and **until** are used before the past perfect tense while **before, when** and **by the time** are used before the simple past.

Learning Task 6: In your notebook, copy and answer the statements below by boxing the past perfect tense, circling the simple past tense) and underlining the time expression used in each sentences.

1. He had told me before that he was in Europe
2. The storm had landed on land before classes were suspended.
3. He was very happy after he had found his watch.
4. He had broken his eyeglasses before he told his mother.
5. By the time the flood came the farmers had harvested the rice.
6. He succeeded after he had worked so hard.
7. Before it rained hard, the farmers had planted the rice.
8. He had gone to college, before he was awarded a scholarship.
9. After he had thought hard, he answered the teacher's question.
10. When the girls had made the sandwiches the boys brought the juice.
11. After we had talked for a long time, she left her phone.
12. I said nothing until she had finished talking.
13. Before I knew it, the baby had run to the gate.
14. I mopped the floor after the carpenter had gone.
15. By the time Jules got to the birthday celebration, everyone had gone home.

Learning Task 7: In your notebook, copy and complete the dialogues below. Using the pattern, indicate the appropriate use of simple past and past perfect tenses.

Tessa :	I had finished my assignment when my mom arrived.
Meno :	My mom had arrived before dad cooked for our dinner.
Tessa :	Dad had cooked for our dinner before we watched TV.
Meno :	We had watched TV _____.
Tessa :	_____.
Meno :	_____.
Tessa :	_____.
Meno :	_____.
Tessa :	_____.
Meno :	_____.
Tessa :	_____.
Meno :	_____.

Direct and Reported Speech

Lesson

I

This lesson describes the importance and differences between direct and reported speech. This also explains different ways and processes to be considered in converting direct speech to reported speech and vice versa. You are expected to identify the difference between direct and reported speech; use direct and reported speech appropriately; and understand and follow the rules

Learning Task 1: Analyze the group of statements below. Write down your observations in your notebook.

Direct Speech	Reported Speech
Joan said, "I will finish my assignments."	Joan said that she would finish her assignments.
He said to me, "What are you cooking?"	He asked me what I was cooking.
She said, "My friend visited yesterday."	She said that her friend had visited the day before.
Kenneth said to Lisa, "Close the door."	Kenneth ordered Lisa to close the door.
Dianne said, "Will I pass the test?"	Dianne asked whether she would pass the test.

D

Learning Task 2: Tell whether each of the following statements is a direct or reported speech. Write your answers in your notebook.

1. Rey writes, "To see is to believe."
2. Bonnie said, "I am one in a million."
3. Jonathan said that he joined the *Tiktok* Dance Challenge.
4. He announced that he would marry next month.
5. They wrote that they found a new treasure.
6. Carla says, "I am a woman."
7. Trisha said to me, "Did you get home safely?"
8. David said that he is going to Cavite today.
9. James said, "I bought my own car."
10. Trisha asked me if I had gotten home safely.

DIRECT AND REPORTED SPEECH

In **direct speech**, the message of the speaker is conveyed or reported in his own actual words without any change. It is also known as quoted speech. The exact message of the speaker is enclosed by quotation marks "..."

Examples: The boy said, "I ate pancakes."

The mother ordered, "Clean the house."

"Is everything clear?" asked John.

A direct speech commonly has a reporting clause, reporting verb, reported clause and reported verb.

Examples: **Reporting clause** - **The boy said**, "I ate pancakes."
 Reporting verb - The boy **said**, "I ate pancakes."
 Reported clause - The boy said, "**I ate pancakes**."
 Reported verb - The boy said, "I **ate** pancakes."

Reported speech is also known as indirect speech. It is a report on what someone else said or wrote without using that person's exact words. Unlike direct speech, it doesn't have quotation marks.

Examples: The boy said that he had eaten pancakes.
 The mother ordered to clean the house.
 John asked if everything was clear.

Basic Rules in Changing Direct Speech (DS) to Reported Speech (RS)

1. Changes in Person of Pronouns

- 1st person pronouns in reported clause are always changed according to the subject of the reporting clause.

Examples: DS: *Anna* said, "*I* am happy."

 RS: *Anna* said that *she* was happy.

- 2nd person pronouns in reported clause are always changed according to the object of the reporting clause.

Examples: DS: Joy said to *Paul*, "*You* passed the exam."

 RS: Joy told *Paul* that *he* had passed the exam.

- 3rd Person pronouns in reported clause are not changed.

Examples: DS: Joana said, "*She* looks sad."

 RS: Joana said *she* looked sad.

2. Changes in Verbs

- If the reporting clause is in **present tense** or **future tense**, then **no change is required** to be made in the verb of reported clause. This verb could be in any tense.

Example: DS: He *says*, "*I am going* to the library."

 RS: He *says* that he *is going* to the library.

- If the reporting verb is in past tense, then the reported verb will be changed depending on its tense.

Changes in Tense of the Verb	
Direct Speech	Reported/Indirect Speech
Present Simple <ul style="list-style-type: none"> The man said, "<i>I join</i> the club." 	Past Simple <ul style="list-style-type: none"> The man said that he <i>joined</i> the club.
Present Progressive <ul style="list-style-type: none"> She said, "The cat <i>is sleeping</i>." 	Past Progressive <ul style="list-style-type: none"> She said that the cat <i>was sleeping</i>."

Direct Speech	Reported Speech
Present Perfect <ul style="list-style-type: none"> They said, "We <i>have prepared</i> snacks." 	Past Perfect <ul style="list-style-type: none"> They said that they <i>had prepared</i> snacks.
Past Simple <ul style="list-style-type: none"> My friend announced, "The meeting <i>started</i>." 	Past Perfect <ul style="list-style-type: none"> My friend announced that the meeting <i>had started</i>.
Past Progressive <ul style="list-style-type: none"> Shane said, "The children <i>were laughing</i> at my cleverness." 	Past Perfect Progressive <ul style="list-style-type: none"> Shane said that the children <i>had been laughing</i> at her cleverness.
Past Perfect <ul style="list-style-type: none"> The boy said, "I <i>had studied</i> abroad." 	Past Perfect <ul style="list-style-type: none"> The boy said that he <i>had studied</i> abroad.

Change in Modal Verbs	
will/shall <ul style="list-style-type: none"> Bryan said, "I <i>will</i> try to finish my report." 	would/should <ul style="list-style-type: none"> Bryan said that he <i>would</i> try to finish his report.
can <ul style="list-style-type: none"> My father said to me, "I <i>can</i> pick you up." 	could <ul style="list-style-type: none"> My father told me he <i>could</i> pick me up.
may <ul style="list-style-type: none"> Troy said, "I <i>may</i> invite them to the party." 	might <ul style="list-style-type: none"> Troy said that he <i>might</i> invite them to the party.
must <ul style="list-style-type: none"> Jane said, "I <i>must</i> stop smoking." 	must/had to <ul style="list-style-type: none"> Jane said that she <i>must/had to</i> stop smoking.

3. Other significant word changes

Direct		Reported	
now	yesterday	then	the day before
here	tonight	there	that night
today	this	that day	that
tomorrow	these	the next day	those

4. Conversion of Interrogative and Imperative Direct Speech

- The reporting verb *said* or *said to* is changed to *asked*, *demand*ed or *inquired*.
- For yes/no questions, *if* or *whether* is used in place of *that*.
 DS: Joseph *said to* Jana, "Will you attend the flag ceremony?"
 RS: Joseph *asked* Jana *if she would* attend the flag ceremony.
- For WH questions, neither *if* is used nor any other word is added.
 DS: My little brother *said to* the waitress, "What *are you* doing?"
 RS: My little brother *asked* the waitress what *she was* doing.
- For imperative (command), the reporting verb *said* or *said to* is changed to *ordered* or *commanded*.

DS: The librarian *said to* me, "Keep quiet."
RS: The librarian *ordered* me *to* keep quiet.

- For imperative (request), the reporting verb *said or said to* is changed to *requested*.

DS: He *told* me, "Please call me."
RS: He *requested* me *to* call him.

* Note: The use of the word "that" is optional in reported speech. Both of the following sentences are correct:

The student said that he had gained weight.

E

Learning Task 3: Study the images below. Fill the speech bubbles with what you think he/she could be saying. Write your answers in your notebook.



Learning Task 4: Imaging yourself as a news reporter. Convert the messages of the people from Learning Task 1 into a news report. Write your answers in your notebook.





Learning Task 5: Change direct speech to reported speech. The first number is done for you. Write down your observations in your notebook.

Direct Speech	Indirect Speech
1. Nicole said, "Tell me the truth."	Nicole demanded to tell her the truth.
2. My brother said, "I love to sing."	
3. The teacher said to her, "Will you join the contest?"	
4. They said, "We are veterans."	
5. Sheila said, "They came here yesterday."	
6. She said to me, "Are you sure?"	
7. The doctor said to her, "You are not sick."	
8. The guard said to me, "Wear your uniform."	
9. Pedro said to me, "I saw your puppy outside."	
10. The little boy said, "I will be a police-man."	

Phrases, Clauses and Sentences

Lesson

I

This lesson explains the forms, differences and relationship among phrases, clauses and sentences. This also highlights the ways in writing and forming phrases, clauses and sentences. At the end of the lesson, you are expected to define and differentiate phrase, clause and sentence; identify phrases and clauses used in a sentence; differentiate the two types of clauses; and write meaningful sentences.

Learning Task 1: Read each group of words. Identify each group as to phrase, clause or sentence. In your notebook, classify them by completing the table below.

- | | |
|--|---------------------------|
| 1. an empty room | 6. if I were a boy |
| 2. I am sick. | 7. above the clouds |
| 3. horror movies lately | 8. although she graduated |
| 4. while you were sleeping | 9. but she fixed it |
| 5. I found my coin purse under my bed. | 10. Where are you going? |

Phrase	Clause	Sentence

D

Learning Task 2: Identify what is being asked in each statement. Choose the letter of the best answer. Write your answers in your notebook.

- It is a group of words that does not consist of a subject and a verb.
A. clause B. phrase C. sentence D. predicate
- The topic of a sentence is called _____.
A. clause B. phrase C. sentence D. subject
- I found some old coins under my grandmother's bed. The underlined words in the sentence is an example of _____.
A. sentence B. phrase C. clause D. subject
- The group of words across the street is an example of _____.
A. phrase B. clause C. sentence D. verb
- It acts as single part of speech in a sentence.
A. verb B. clause C. sentence D. phrase
- A group of words with subject and predicate is called _____. It can also be called a simple sentence.
A. phrase B. subject C. clause D. predicate
- One of the types of clause that can stand alone as a sentence is called ?
A. dependent B. independent C. sentence D. phrase
- This group of words "whenever I eat" is an example of ?
A. sentence B. phrase C. clause D. subject
- "My friend was very happy when she met her favorite actor yesterday."

- What is the independent clause in the sentence?
- her favorite actor
 - when she met her favorite actor yesterday
 - My friend was very happy
 - My friend was very happy when she met her favorite actor.
- _____ is part of a sentence which can be dependent or independent.
A. predicate B. phrase C. clause D. sentence
 - "Everyone says Maria is very friendly." What is the main verb in the sentence?
A. very B. says C. everyone D. is
 - Which of the following gives a complete idea?
A. I am hungry. C. at home
B. when I was angry D. so that I will give you my food
 - A complete sentence should have _____.
A. verb only C. subject and predicament
B. predicate and verb D. subject and predicate
 - "You were a freshman when I met you in high school." What is the dependent clause in the sentence?
A. when I met you in high school C. when I met you
B. You were a freshman. D. You were a freshman when I met you.
 - Another type of clause that needs to be joined to another clause to form a complete sentence is called _____.
A. Phrase C. independent clause
B. dependent clause D. sentence

Phrase, Clause and Sentence

A. Phrase

A phrase is a group of words that stands together as a single grammatical unit, typically as part of a clause or a sentence. It cannot stand alone as it does NOT contain a subject and a verb. It does NOT give a complete idea. It usually consists of an article, preposition or noun. A phrase acts as a noun, an adjective, or an adverb in a sentence so it can also be defined as a group of related words which lacks a subject and a verb that acts a single part of speech in a sentence.

Examples: on the table (no subject, no verb)
 finished the task (no subject)
 Kristine and her friends (no verb)

B. Clause

A clause is a group of words **having both subject and a verb**. It can sometimes act as a **sentence** but is not always the case.

Two Types of Clauses

An **independent clause** is one that can stand alone as a sentence. It requires no extra information to understand. It has a subject, a verb and a complete thought.

Examples: (**in bold letters**)

After I die, **I will be forgotten.**

I love my country, so I will make sure to protect its sovereignty.

When we pay our taxes diligently, **it shows that we love our country.**

Meanwhile, a **dependent clause** is one that cannot stand alone as a sentence. It is called dependent clause because it needs to be attached or joined to an independent clause. It is a supporting part of a sentence. Dependent clauses begin with subordinating conjunction such as *before, if, when, after, so, hence, therefore, since, because, so that*, etc.

The **boldfaced clauses** have a subject and a verb but the idea or thought is incomplete.

After I did my best to study, I received high marks.

Because I woke up late, I was not able to pass my projects on time.

Before you leave the classroom, make sure to turn off all the lights.

C. Sentence

A **sentence** is a set of words that contains a **SUBJECT** (what the subject is about or the topic of the sentence) and a **PREDICATE** (what is said about the subject). As such, a sentence contains a subject and a predicate. It expresses a **complete thought** and begins with a capital letter and ends with a full stop-a period, a question mark or an exclamation point.

Examples:

Everyone needs food.

Are you okay?

Look out!

I like you.

I study hard.

When the teacher makes the subject fun, we learn a lot.

As a boy scout, you should know how to pitch your tent.

She failed to read the directions that is why she got lost.

I was very tired so I decided to stay at home.

E

Learning Task 3: To complete the sentences, match Column A with the most appropriate word group in Column B. Write the letters of your answers in your notebook.

Column A

1. The wedding ceremony
2. My best friend agreed
3. Dancing in the shower
4. I cry
5. After thinking about it
6. I was so thin
7. I will call you
8. Do you want
9. My little brother
10. He dreams of

Column B

- a. to keep my secret.
- b. when I get home.
- c. my notes?
- d. when I was a kid.
- e. started late.
- f. is my greatest talent.
- g. whenever I watch pitiful scenes.
- h. I'd like to join in your group.
- i. becoming a successful nurse
- j. hides under his bed every morning

Learning Task 4: In your notebook, copy the sentences and underline each dependent clause.

1. I will visit my grandmother when I have a vacation.
2. When I finish senior high school, I will find a job.
3. When I received the result, I fainted.
4. I will ask for your help if the problem continues.
5. She studies hard so that she will have an award.
6. I went home after I cleaned our classroom.
7. My dog follows me wherever I go.
8. Before mother gets angry, you should clean your bedroom.
9. We didn't go to his birthday party because it was raining hard.
10. I went to the mall, however I didn't buy anything.

Learning Task 5: In your notebook, write **CS** if the sentence is *complete* and write **IS** if the sentence is *incomplete*.

1. because it is already damaged
2. They had a wonderful time during their vacation in Baguio City.
3. into the woods
4. She speaks fluently.
5. The beautiful and wide room of my dearest cousin
6. Many Filipinos love watching Korean dramas.
7. I have lived in Dasmariñas City for five years.
8. to my great surprise
9. Many students are fond of using gadgets.
10. I adore you.



Phrase vs. Clause vs. Sentence

PHRASE	CLAUSE	SENTENCE
group of words	group of words	group of words
<i>incomplete</i> thought or idea	<i>almost complete</i> thought or idea	<i>complete</i> thought or idea
no subject and verb	has subject and verb	has subject and verb
part of a sentence	part of a sentence	phrase + clause = sentence

Learning Task 6: Identify what is being asked in each statement. Choose the letter of the best answer. Write your answers in your notebook.

- It begins with a capital letter and ends with a period, a question mark or an exclamation point.
A. clause B. phrase C. sentence D. subject
- Which among the following is an example of a phrase?
A. almost over you C. When you lied
B. I care for you. D. You are my sunshine.
- A group of words that contains subject and verb is called
A. noun B. phrase C. sentence D. clause
- It usually consists of articles, prepositions, or noun.
A. clause B. verb C. phrase D. sentence
- Which among the following is an example of a clause?
A. Joan loves to sing and dance. C. because I value you so much
B. Inside the big room of my brother D. I will always be your friend
- Group of words that has a subject and verb but the thought or idea is not complete.
A. subject B. clause C. phrase D. sentence
- I came here. This word group is an example of _____.
A. clause B. Phrase C. noun D. sentence
- It is composed of one or more than one clause.
A. verb B. clause C. phrase D. sentence
- In the sentence, " Because He lives, I can face tomorrow." what is the independent clause?
A. because He lives, I can C. because He lives
B. I can face. D. I can face tomorrow.
- What word group contains a subject and predicate and expresses a complete thought.
A. sentence B. clause C. noun D. phrase

Learning Task 7: Fill the blanks with group of words to form meaningful sentences. Write your answers in your notebook.

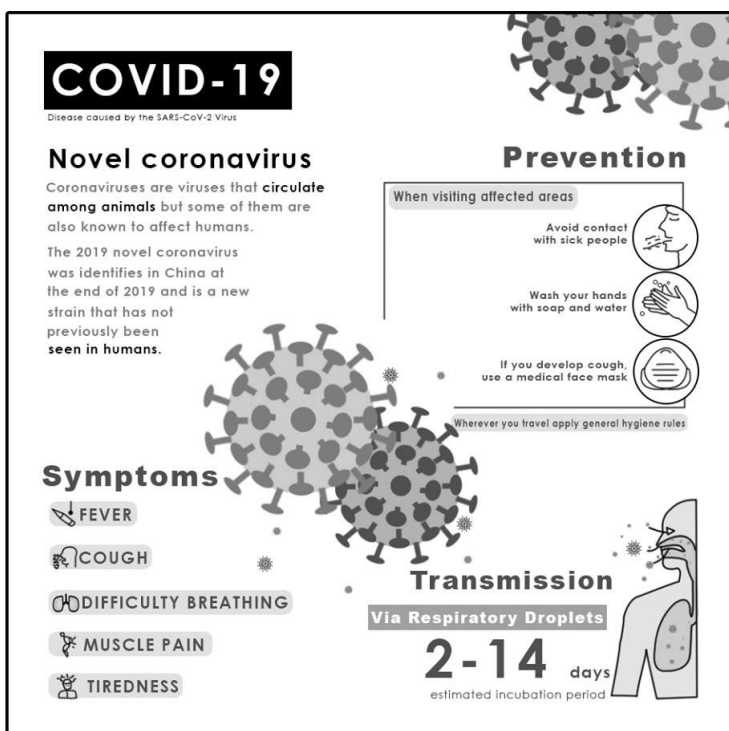
- _____ who taught me about helpfulness.
- When you help someone, _____.
- _____ I was happy.
- Helping others _____.
- _____ in helping those who are in need.
- Teamwork is very important_____.
- When we work together_____.
- In every group activity,_____.
- _____ when we unite as one.
- If there is teamwork, _____.

Using Appropriate Reading Style

Lesson

I

This lesson focuses on various reading styles that you may use in different reading contexts. These reading styles include skimming, scanning, intensive and extensive reading. You are expected to identify different reading styles for specific purposes; use the appropriate reading styles in various tasks and activities; and demonstrate understanding on the importance of reading styles.



1. What are coronaviruses?
2. What is COVID-19?
3. How can COVID-19 be prevented?
4. What are the symptoms that one may experience after catching COVID-19?
5. How is COVID-19 transmitted?
6. How many days can COVID-19 incubate?

D

Learning Task 2: In your notebook, write the letters of the correct answers.

1. Extensive Reading is a reading technique that helps you:
 - A. work out the main ideas of the text without having to read it all.
 - B. read the whole story.
 - C. find a particular piece of information.
 - D. obtain a general understanding of a subject and includes reading longer texts for pleasure
2. The following items do not require fast reading EXCEPT:
 - A. test/exam directions
 - B. Wattpad stories
 - C. medicine labels
 - D. Google search
3. Your classmate told you of the recent post from your school page regarding the online enrollment and the parents and students' preferences regarding the different educational delivery modes in the *New Normal*. What reading technique are you going to use to know more of this post on Facebook?

- A. Skimming
B. Scanning
C. Intensive
D. Extensive
- ___ 4. People are NOT scanning a text effectively when they _____.
A. read every word in a text
B. look for content words or visual clues
C. read blocks of words
D. know what they are looking for
- ___ 5. Searching for the meaning of an unfamiliar word in a dictionary is an example of:
A. Skimming B. Scanning C. Intensive D. Extensive
- ___ 6. Skimming techniques include:
A. looking for the main ideas of the article.
B. looking for specific words, phrases, names, dates or places.
C. taking time to understand the whole text in depth.
D. reading longer text for pleasure.
- ___ 7. *Floods can cause tremendous damage. They can ruin houses, roads and buildings. Floods can take down trees and cause mudslides. It often leaves mud, sand and debris behind. It can take months to clean up after a flood.*
What is the main idea of the paragraph?
A. Floods can cause a lot of damage.
B. Floods damage houses and roads.
C. Floods cause mudslides.
D. Flood is a supernatural occurrence.

Learning Task 3: Copy the word grid in your notebook. Then, locate the given words below. Words may be hidden in any direction.

M	U	D	V	Q	L	T	L	A	E	Y	M	R	Y	C
E	Z	Q	G	X	J	O	Z	Q	K	J	V	K	W	F
X	S	C	A	N	N	I	N	G	E	Y	O	Y	T	U
G	N	I	D	A	E	R	G	V	X	F	Q	I	N	F
S	T	J	T	J	Q	N	I	U	L	D	A	D	Y	W
I	R	S	G	R	I	S	V	F	G	I	S	T	E	L
N	L	E	A	M	N	H	E	P	H	T	L	B	P	Q
T	S	G	M	E	T	J	N	Y	D	X	C	E	V	A
E	P	I	T	P	S	O	A	G	A	S	F	I	U	G
N	K	X	K	J	F	H	E	L	X	O	G	V	C	E
S	E	T	E	S	Q	L	J	G	B	L	I	T	G	P
I	Q	G	V	N	G	E	O	R	Z	R	P	R	F	I
V	X	T	F	B	W	S	F	D	O	D	Q	E	A	K
E	A	V	Y	L	H	Q	C	K	Q	N	B	I	J	E
Z	C	M	X	V	W	S	N	R	B	R	Y	O	G	T

Hidden words to find:

SKIMMING
INTENSIVE

SCANNING
EXTENSIVE

READING
GIST

PIVOT 4A CALABARZON

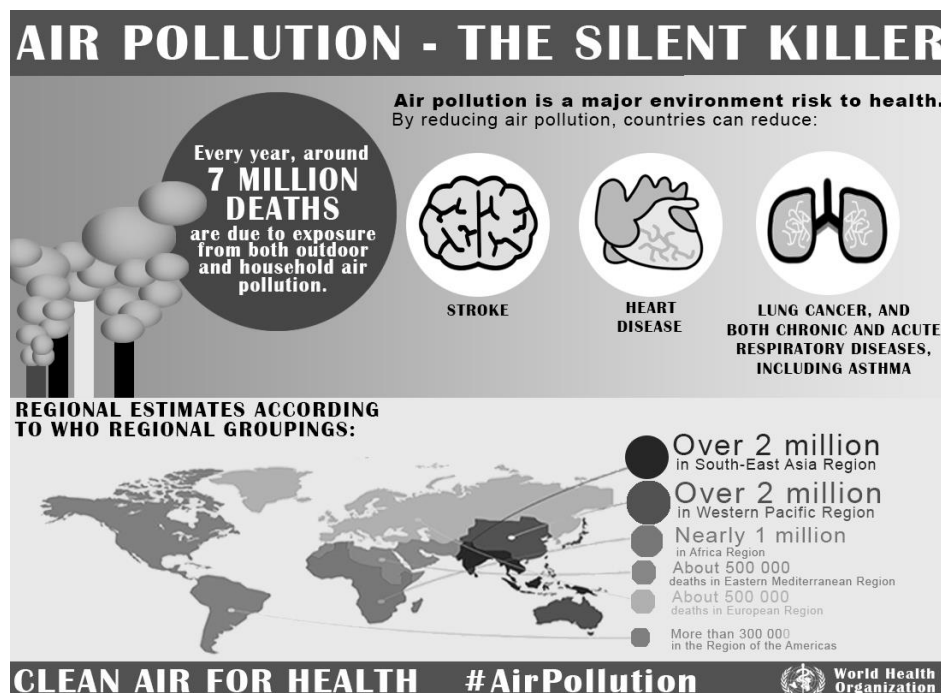
Reading Styles

There are different reading styles that one may use. These include skimming, scanning, intensive and extensive reading.

1. **Skimming** is used to quickly gather the most important information or gist. It is done by running your eyes over the texts noting the most important information. Understanding the each word is not really important in this technique. Examples: reading a journal to identify which detail would you like to read
getting main idea of a text
reading a text to get the general information
2. **Scanning** is used to find a particular details of information. It is done by running your eyes over the texts while looking for specific information. It is okay not to understand some phrases or words encountered in the text. Examples: looking for specific details in your contact list
Internet search
checking your daily schedule
3. **Intensive reading** is used in shorter texts to get important details. It involves close reading for specific information. Understanding each word is necessary. Examples: reading an article
book critique
research work
4. **Extensive reading** is used to gather general knowledge. It generally uses reading longer texts for entertainment purposes. This helps a reader in enhancing fluency and speed in reading. Examples: reading a short story
reading an online series



Learning Task 4: Skim and scan the infographic below. Then complete the paragraph that follows. Write your answers in your notebook.



Air pollution is a major environmental risk to (1.)_____. If not reduced, it can lead to serious health problems such as stroke, heart disease, lung cancer and other (2.)_____ problems. According to (3.)_____, around 7 million (4.)_____ are due to exposure from both outdoor and (5.)_____ air pollution. It was estimated that countries from the Southeast Asia and (6.)_____ Regions are most likely to be affected with over (7.)_____ million deaths.

Learning Task 5: Using the infographic in Learning Task 4, answer the following questions in your notebook.

1. What is air pollution?
2. What can be reduced if air pollution is managed and controlled?
3. In the world, how many people die every year due to air pollution?
4. Which region has the most number of deaths? How about the lowest?
5. What solution can be proposed to address the problem?



Learning Task 6: Using the job advertisement below, answer the questions that found on the next page. Write your answers in your notebook.



ETHAN & JOY DIGITAL CORPORATION

Salumbides Business Park, City of Tayabas

The E&J team is currently looking for committed and dedicated applicants for the following positions:

PROGRAM MANAGER

Job Description:
A Program Manager provides operational and administrative directions to members of Programming Division, performs a variety of administrative, coordination and logistic services in the total operations of the company, and sets assist with information management of the corporation.

Required Skills:

- Organized
- Meets Deadlines
- Multi-tasking

WEB SPECIALIST

Job Description:
A front-end developer specializes in building the front end, or client-side on web application which encompasses everything that a client, or user, see and interacts with.

Required Skills:

- CSS
- HTML
- Javascript

APPLY NOW!

Submit your documents to the Human Resource Director on or before October 20, 2020. For inquiries, visit us at www.e&j.com or call us at (042) 373-1234.

1. Which company offers job opportunities?
2. What positions are they looking for?
3. What are skills needed in each position?
4. What will the applicants do in the company in case they would be hired?
5. How can interested applicants contact the company?

Learning Task 7: Find a Philippine news article about COVID-19. Copy and/or paste it in your notebook. Then, write a 3-5-sentence summary about the news article read.

Learning Task 8: Look for any kind of form (e.g. enrolment form, deposit or withdrawal slip, etc.) available in your locality. Paste in your notebook. Using your chosen form, specify what specific details it asks from its clients.



Answer

Completing an Analogy

<p>Learning Task 1</p> <p>1. </p> <p>2. </p> <p>3. </p> <p>4. </p> <p>5. </p>	<p>Learning Task 2</p> <p>1. A</p> <p>2. C</p> <p>3. B</p> <p>4. D</p> <p>5. B</p> <p>6. A</p> <p>7. C</p> <p>8. D</p> <p>9. A</p> <p>10. C</p>	<p>Learning Task 3</p> <p>1. fly</p> <p>2. Spider</p> <p>3. Reptile</p> <p>4. Sandwich</p> <p>5. Solid</p> <p>6. Forbid</p> <p>7. Doctor</p> <p>8. Clock</p> <p>9. Payers</p> <p>10. France (other European countries)</p>	<p>Learning Task 6</p> <p>1. breeze</p> <p>2. Heavy</p> <p>3. Voice</p> <p>4. Taste</p> <p>5. Night</p> <p>6. Computer</p> <p>7. Head</p> <p>8. December</p> <p>9. Credible</p> <p>10. Giving</p>
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Identifying the Genre of a Material

<p>Learning Task 2</p> <p>1. D</p> <p>2. A</p> <p>3. B</p> <p>4. A</p> <p>5. C</p>	<p>Learning Task 3</p> <p>1. documentary</p> <p>2. Weather forecast</p> <p>3. Documentary</p> <p>4. Movie trailer</p> <p>5. Internet-based</p> <p>6. Documentary</p> <p>7. Weather-forecast</p> <p>8. Internet-based</p> <p>9. Weather-forecast</p> <p>10. News flash</p>
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Passive and Active Voices

<p>Learning Task 2</p> <p>1. A</p> <p>2. P</p> <p>3. P</p> <p>4. A</p> <p>5. P</p> <p>6. A</p> <p>7. P</p> <p>8. A</p> <p>9. P</p> <p>10. A</p>	<p>Learning Task 4</p> <p>1. A state of calamity was declared by the mayor.</p> <p>2. The museum in the city was visited by the students of the barrio school.</p> <p>3. The mass during our town fiesta will be officiated by our parish priest.</p> <p>4. Cups of coffee were prepared by her mother for her classmates.</p> <p>5. The closure of all provincial borders was declared by the governor.</p> <p>6. Our farm was sold by my father for one million pesos.</p> <p>7. Seedlings are planted by the students.</p> <p>8. The quarantine violators were arrested by the policemen.</p> <p>9. Their proposals were presented by her employees.</p> <p>10. The fields are plowed by their carabaos.</p>	<p>Learning Task 5</p> <p>1. The Egyptians built the pyramids during the ancient civilization.</p> <p>2. The servant prepared a cup of coffee.</p> <p>3. The clerks have prepared the documents for the hearing.</p> <p>4. The boss gives the gift to his employees.</p> <p>5. The secretary accepted our papers.</p> <p>6. Their house helper cleans their rooms.</p> <p>7. The workers will transfer her collections tomorrow.</p> <p>8. The painter painted his house red and green.</p> <p>9. The courier delivered the packages.</p> <p>10. The shepherd took the sheep to the ranch.</p>
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Learning Task 7

<div> <div>1. P</div> <div>2. P</div> <div>3. A</div> <div>4. A</div> <div>5. P</div> <div>6. A</div> <div>7. P</div> <div>8. P</div> <div>9. A</div> <div>10. P</div> </div>	<div> <div>1. Experts consider Noli Me Tangere as an enlightening novel.</div> <div>2. Our ancestors built the terraces.</div> <div>3. The Miss Universe 2018 title was won by Catriona Gray.</div> <div>4. The Benham Rise found in eastern portion is owned by the Philippines.</div> <div>5. The Mount Taal eruption affected residents of CALABARZON.</div> <div>6. The Philippines was colonized by the Spaniards.</div> <div>7. Alex gave a bouquet of roses to his mother.</div> <div>8. Her parents reward her good deeds.</div> <div>9. Financial support from the government will be received by their family.</div> <div>10. The lawyer will submit the petition to the prosecutor.</div> </div>
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Past and Perfect Tenses

Learning Task 2

<div> <div>Box</div> <div>1. had landed</div> <div>2. Had found</div> <div>3. Had broken</div> <div>4. had harvested</div> <div>5. had worked</div> <div>6. had planted</div> <div>7. had gone</div> <div>8. had thought</div> <div>9. had made</div> <div>10. had talked</div> </div>	<div> <div>Circle</div> <div>1. were suspended</div> <div>2. was</div> <div>3. told</div> <div>4. came</div> <div>5. succeeded</div> <div>6. rained</div> <div>7. was awarded</div> <div>8. answered</div> <div>9. brought</div> <div>10. left</div> </div>	<div> <div>Underline</div> <div>1. before</div> <div>2. after</div> <div>3. before</div> <div>4. by the time</div> <div>5. after</div> <div>6. before</div> <div>7. before</div> <div>8. after</div> <div>9. when</div> <div>10. after</div> </div>
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Learning Task 3

1. had testified

2. had recovered

3. had read

4. had gone

5. had lost

Learning Task 4

1. had read

2. had written

3. had left

4. had gone

5. had given

Past and Perfect Tenses

Direct and Reported Speech

Learning Task 6			Learning Task 2
Box	Circle	Underline	
1. had told 2. had landed 3. had found 4. had broken 5. had harvested 6. had worked 7. had planted 8. had gone 9. had thought 10. had made 11. had talked 12. had finished 13. had run 14. had gone 15. had gone	1. was 2. were suspended 3. was 4. told 5. came 6. succeeded 7. rained 8. was awarded 9. answered 10. brought 11. left 12. said 13. knew 14. mopped 15. got	1. before 2. before 3. after 4. before 5. by the time 6. after 7. before 8. before 9. after 10. when 11. after 12. until 13. before 14. after 15. by the time	1. Direct 2. Direct 3. Reported 4. Reported 5. Reported 6. Direct 7. Direct 8. Reported 9. Direct 10. Reported

Phrases, Clauses and Sentences

Learning Task 2		Learning Task 3		Learning Task 4		Learning Task 5		Learning Task 6	
1. B 2. D 3. B 4. A 5. D 6. C 7. B 8. C 9. C 10. C 11. B 12. A 13. D 14. A	Learning Task 2	1. E 2. A 3. F 4. G 5. H 6. D 7. B 8. C 9. J 10. I	Learning Task 3	1. I will visit my grandmother when I'll have a vacation. 2. When I finish my Senior High, I will find a job. 3. When I received the result, I fainted. 4. I will ask your help if the problem continues. 5. She studies hard so that she will have an award. 6. I went home after I cleaned our classroom. 7. My dog follows me wherever I go. 8. Before mother gets angry, you should clean your bedroom. 9. We didn't go to his birthday party because it is raining hard. 10. I went to the mall however I didn't buy anything.	Learning Task 4	1. IS 2. CS 3. IS 4. CS 5. IS 6. CS 7. CS 8. IS 9. CS 10. CS	Learning Task 5	1. C 2. A 3. D 4. C 5. C 6. B 7. D 8. D 9. D 10. A	Learning Task 6

Using Appropriate Reading Style

Learning Task 1		Learning Task 2		Learning Task 3		Learning Task 4		Learning Task 5		Learning Task 6	
1. Viruses that circulate among animals but some of them are also known to affect humans 2. disease caused by SARS-COV-2-Virus 3. avoid contact with sick people, wash your hands with soap and water, and use medical mask 4. fever, cough, difficulty breathing, muscle pain, tiredness 5. respiratory droplets 6. 2-14 days	Learning Task 1	1. D 2. C 3. C 4. A 5. B 6. A 7. A	Learning Task 2	1. health 2. respiratory 3. World Health Organization 4. deaths 5. household 6. Western Pacific 7. 2	Learning Task 3	1. major environmental risk to health 2. stroke, heart disease, lung cancer and chronic and acute respiratory diseases 3. around 7 million 4. Highest - Southeast Asia and Western Pacific / Lowest - Americas 5. Clean the air	Learning Task 4	1. Program Manager (provides operational and administrative directions to members of programming Division, performs a variety of logistic services in the total operations of the company, and sets assist with information management of the corporation) and Web Specialist (a front-end developer specializes in building the front end, or client-side on web application which encompasses everything that a client, or user, see and interacts with) 2. Program Manager (organized, meets deadlines, multi-tasking) and Web Specialist (CSS, HTML and Javascript) 3. Program Manager and Web Specialist 4. Ethan & Joy Digital Corporation	Learning Task 5	1. Program Manager and Web Specialist 2. Program Manager (organized, meets deadlines, multi-tasking) and Web Specialist (CSS, HTML and Javascript) 3. Program Manager (provides operational and administrative directions to members of programming Division, performs a variety of logistic services in the total operations of the company, and sets assist with information management of the corporation) and Web Specialist (a front-end developer specializes in building the front end, or client-side on web application which encompasses everything that a client, or user, see and interacts with) 4. They may visit www.e&j.com or call the company at (042) 373-1234	Learning Task 6

Note: Learning Tasks with no Key to Correction require varied answers from learners.



References

Books

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Grade 7 Teacher's Guide
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Bridges for Better Communication I p. 168
English Expressways III pp. 34-36
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