

7 English

Quarter 1



Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.



This module was carefully examined and revised in accordance with the standards prescribed by DepEd Region 4A and Curriculum and Learning Management Division CALABARZON. All parts and sections of the module are assured not to have violated any rules stated in the Intellectual Property Rights for learning standards.

The Editors

English

Grade 7

Regional Office Management and Development Team: Job S. Zape, Jr., Jhonathan S. Cadavido, Romyr L. Lazo, Fe M. Ong-Ongowan, Lhovie A. Cauilan, Ephraim L. Gibas

Schools Division Office Management Team: : Elpidia B. Bergado, Gemma G. Cortez, Noel S. Ortega, Leylanie V. Adao, Marissa O. Aguirre, Wenifreda N. Diquit, Paula Jan Martinez, Noel D. Anciado, Maeden A. Ligsas, Cesar Usero Jr., Angelita P. Latina, Kenyrose M. Lungcay, Beverly B. Meon, Cindi N. Alejandrino, Clarissa Maan Ragos, Karen G. Lambon, Luis L. Rufin, Ma. Antonette DF. Marquez, Jan Criz O. Montero, Nestle K. Besana, Rhoanne I. Biagon, Beverly M. Hebron, Beverly M. Hebron, Jenny Jean E. Balazon, Nestle K. Besana, Rhoanne I. Biagon, Hiyasmin Capello, Jael Faith Ledesma, Don Kirby M. Alvarez

English Grade 7
PIVOT IV-A Learner's Material
Quarter 1
First Edition, 2020

Published by: Department of Education Region IV-A CALABARZON
Regional Director: Wilfredo E. Cabral
Assistant Regional Director: Ruth L. Fuentes

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	

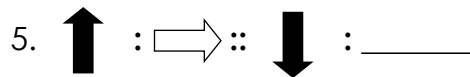
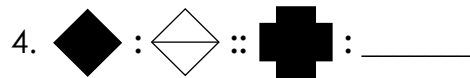
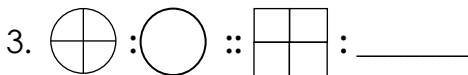
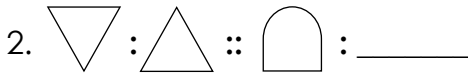
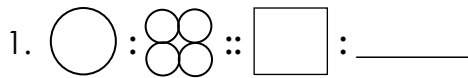
Completing an Analogy

Lesson

Remove Watermark Now

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

E

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

GOVERNMENT PROPERTY
NOT FOR SALE



Para sa mga katanungan o puna, sumulat o tumawag sa:

Department of Education Region 4A CALABARZON

Office Address: Gate 2 Karangalan Village, Cainta Rizal

Landline: 02-8682-5773 local 420/421

Email Address: lrmd.calabarzon@deped.gov.ph

