

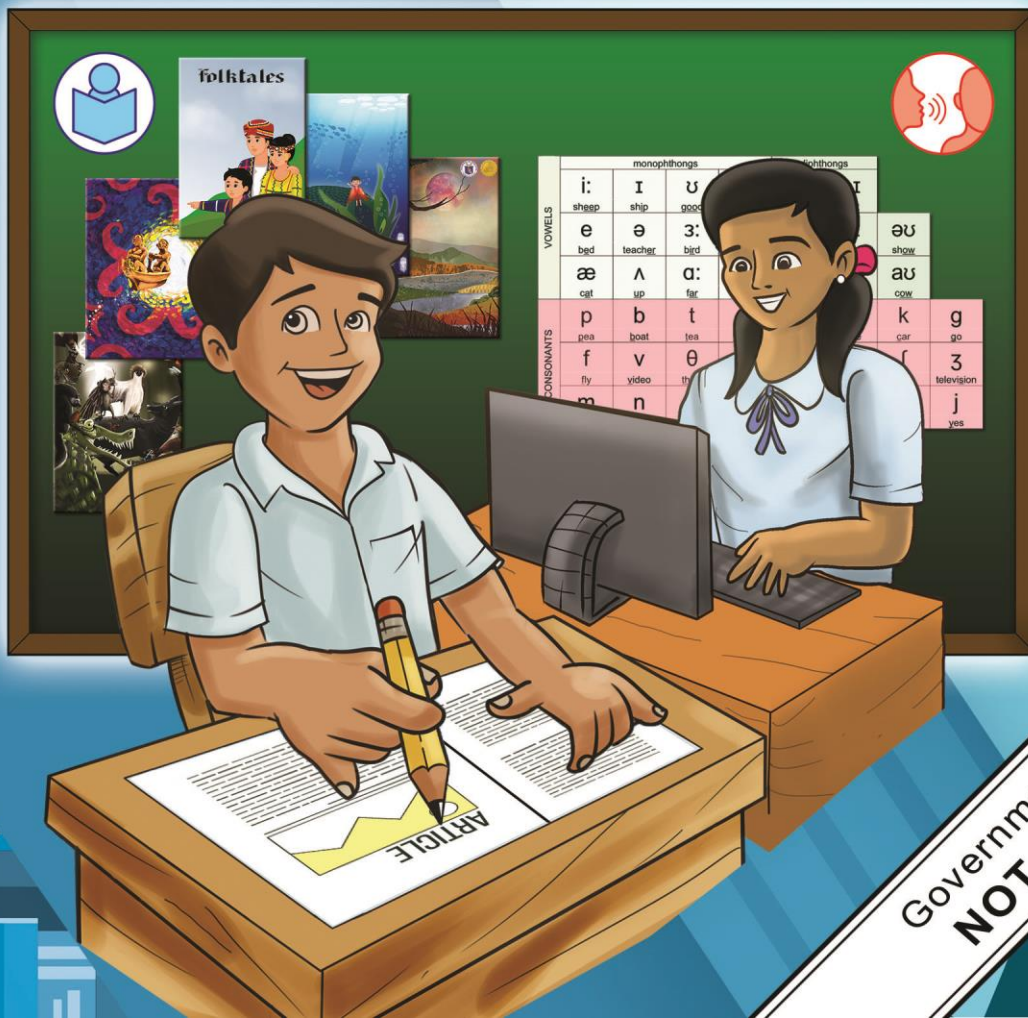
7

NATIONAL LEARNING CAMP

English

Enhancement Learning Camp

Student Workbook



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Enhancement Learning Camp

Student Workbook

English Grade 7

Week 1 to Week 3

Lessons 1 - 18

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Introduction for Students

Welcome to the National Learning Camp. You are probably aware that this Camp is only open to students like you who have just completed Grade 7 or Grade 8 across the country.

You have chosen to be part of this important national program. Our focus this year is on: English, Mathematics, and Science.

The Plan

You are to attend school on three days each week: Tuesday, Wednesday, and Thursday.

You will take part in six special lessons each day. These lessons review subject content you have completed. This will help you further strengthen your learning.

There will be opportunities in each lesson for you to practice talking with other students and your teacher, and applying the knowledge you have gained in:

- understanding (comprehending) what you are reading in *English*,
- solving *Mathematics* problems, and
- interpreting the natural world through applying *Science* evidence.

Time in Class

How you use your time in lessons is very important. Every minute is valuable. It is critical that you work with the teacher and your classmates as closely as you can.

This means you will be expected to:

- start each lesson as quickly as possible,
- recognize the lesson pattern and help the teacher as you move from one part of the lesson to another,
- pay attention when the teacher or students in your class are talking about work, and
- try your best with all the different activities that make up the lesson.

You will have opportunities to write your answers down, explain to the teacher or classmates your reasons for your responses or thinking. There will be time to work on your own and at other times you will work with your classmates and report to the class.

Mistakes

One important fact drawn from brain research on learning concerns making mistakes. **It might surprise you!**

Making mistakes while learning and trying to improve your skills and understanding is *part of the brain's process*. So, learning from mistakes is an important pathway of our learning journey. When a genuine mistake is made:

- do not be ashamed or embarrassed,
- do try to learn from your mistake,
- be willing to talk about your mistakes,
- try to understand why you committed a mistake, and
- find out how to correct the mistake.

Too often learners are embarrassed or feel they have failed because of errors/mistakes. **This should not be the case.** Everyone makes mistakes as they learn new material – **everyone.**

A very famous scientist, Niels Bohr, who won a Nobel Prize for Physics, said:

“An expert is a person who has made all the mistakes that can be made in a very narrow field.”

Everyone makes mistakes, even experts. **It is a vital part of learning.** If you make mistakes, it is a sign that you are moving your learning forward. You may need to return to earlier learning and fill in some gaps.

Mistakes and/or errors tell **you** and your **teacher** about your thinking and where you need help or practice (we call it deliberate practice) to do better. The **teacher** and **you** should celebrate finding the mistake as it will help you both know what new learning is needed.

You might be surprised, but if you do not make genuine mistakes and fix them, your learning will not move forward efficiently.

Practice

If you want to be good at something you must practice it. Practice alerts the brain that the information needs to be known and to store the information in your head.

This is the way the brain works; this is the way the brain learns. Learning anything from sport, about your peers, and to learning subjects in school, requires effort and that means practice.

Effort requires persistence, but it is not supposed to be difficult and punishing. It may be continued until one learns. There are no tricks. This is what the brain needs to learn.

It is important that you try and try again

Learning is a competition with yourself, not others. It is recognizing how your effort results in showing you where and how you are doing better. To be as good as you can be will only be known if you try.

The Extensive Team of Educators and Teachers involved in the National Learning Camp wish you the very best in your education future. For the Learning Camp, and your work when you return to school, our hope is for you to take any new knowledge, skills and understandings you have acquired to learn more, and to use this knowledge to want to learn more.

Best Wishes

English Grade 7 Lesson 1 Worksheet

Reading Narratives

Component 1

Write your answers to the questions below.

1. Write down one thing you know about narratives.

2. With a partner, write down three things you know about narratives.

a.

b.

c.

3. There are many different categories of narratives – one of them is fantasy. Can you think of three more?

a.

b.

c.

Component 3

Using a dictionary, write the meaning of each word in the second column, then write a sentence using each word under the third column.

Word	Meaning	Use each word in a sentence
fable		
hare		
tortoise		
challenged		
finish line		
chagrin		

Component 4A Read the text.

***The Hare and the Tortoise*¹**

There was once a hare who was friends with a tortoise.

One day, he challenged the tortoise to a race.

Seeing how slow the tortoise was going, the hare thought he would win this easily. So, he took a nap while the tortoise kept on going.

When the hare woke up, he saw that the tortoise was already at the finish line.

Much to his chagrin, the tortoise won the race while the hare was busy sleeping.

Component 4B.

Write your answers to the questions in the space provided.

Q1.Name the main characters.

Evidence from text:

Q2.What event set the action going? What caused the problem?

Evidence from text:

Q3.In the story,

a. who won the race?

b. how did he win it?

Evidence from text:

Q4.What is the moral (or lesson) of the story?

The moral of *The Hare and the Tortoise* is:

Evidence from text:

¹ Adapted from *The Hare and the Tortoise* by Aesop (c. 620 BCE-564 BCE).

Q5. "The Hare is the villain (or bad character) in the story." Do you agree with this statement? Give reasons for your answer.

Evidence from text:

Q6. A Parent said, "This story is silly – we don't want our children growing up to be like the Tortoise – he's too slow for the times we live in." Do you agree? Give reasons for your answer.

Agree – Why?

Disagree – why?

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning about how narratives work. How has the lesson helped you to understand narratives and how they work?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 2 Worksheet

Identifying Key Ideas in a Narrative

Component 1

Write your answers to the questions below.

Q1. What is the purpose of a fable?

The purpose of a fable is:

- A. to make the reader laugh.
- B. to give factual information.
- C. to teach a lesson about life.
- D. to give instructions for making something.

Q2. What kind of text type is a fable?

- A. Narrative
- B. Procedure
- C. Report
- D. Essay

Q3. a) How do narratives usually begin? b) What happens in the middle part? c) How do narratives usually end? Match the parts of a narrative with its stages. (Write the letters in the correct column in the table.)

	a) Beginning	b) Middle	c) End
A. A problem or crisis develops			
B. Moral to the story			
C. The problem or crisis is resolved			
D. The characters are first introduced			
E. Where and when the story takes place			

Component 3

Match the words with their meanings in the table below.

Take turns to practice reading aloud the words with a partner, then draw a line from each word to its meaning.

<i>Itneg</i>	ghost or soul of a dead person
blanket	a pattern used to decorate something
design	a pattern with lines of different colors
stripes	a cloth cover used to keep warm
spirit	friend or person you travel with
companion	the people of the mountains

Figurative language – similes

A simile is a phrase that compares one thing to another to make a description more interesting, e.g., as white as snow, I slept like a log. Similes include comparing words *as as* or *like*.

Which of the following sentences contain similes? Underline the comparing words.

- A. They went to the mountains.
- B. Their hands were as cold as ice.
- C. They fell asleep under a tree.
- D. His companion slept like a log.
- E. The blanket was covered with red and yellow stripes like the back of a little wild pig.

What is a folk tale?

Are these statements about folk tales true or false?

(Circle your answer)

A folk tale is a legend or myth.	True	False
A folk tale is a story that parents pass onto their children.	True	False
A folk tale has a moral or lesson about life.	True	False
A folk tale usually belongs to a particular cultural group.	True	False

Component 4A Read the text.

Listen and follow along as the teacher reads the text. Highlight or underline any words you do not know. Next, take turns in reading the text with a partner.

*The Striped Blanket*²

Three Itneg men once went to the mountains to hunt deer. They took their blankets with them, for they are expected to be gone several days, and the nights in the mountains were cold. Two of the blankets had blue-and-white designs, like those commonly worn by the Itneg. The third blanket was covered with red and yellow stripes like the back of a little wild pig.

At night the men rolled up in their blankets and lay down under a tree to sleep. But while the one in the striped blanket was still awake, two spirits came near and saw him.

“Oh,” he heard one spirit say to the other, “here we have something to eat, for here is a little wild pig.” Then the man quickly took the blanket off one of his sleeping companions and put his own in its place. Very soon the spirits came and ate the man under the striped blanket.

Since that time the Itneg never sleep under that kind of a blanket if they are where the spirits can get them.

² Cole, M. C. (1916/2008). The Striped Blanket. *Philippine Folk Tales*. A.C. McClurg & Co.

Component 4B. Looking for answers in the text – is it here?

Find your answers to the questions in the text you have just read.

Here are some questions about the story. Read each question carefully.

- What information do we need to find to answer the question? Underline the important words in each question.
- Can you find the answers in the text? Underline the words in the text that give you the answers.

Q1. Who are the main characters in the story?

Q2. Where did the story take place?

Q3. Why did the men take their blankets? [Hint: Find 2 pieces of information.]

Component 4C. Looking for answers beyond the text - Is it hidden? Is it in my head?

Write your responses to the questions in the space provided.

Q4. What happened to the man under the striped blanket and why? Find words from the text to support your answer.

Q5. How do you think the person with the striped blanket felt? Why do you think he felt that way?

Q6. What would you do if you were the person with the striped blanket? Give reasons for your answer. (Write your answer in a full sentence.)

If I were the person with the striped blanket, I would ...

because ...

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. What did you learn from this story?

Q2. Which questions were difficult? Can you rank them in order of difficulty? (1 for easiest 10 for hardest)

Q3. How were the hard questions different from the easier questions?

English Grade 7 Lesson 3 Worksheet

The Language of Literary Descriptions

Component 1

In our last two lessons we read two short narratives, a fable and a folktale.

Q1. In what ways are these narratives similar?

Q2. How are they different?

Component 3

Using a dictionary, write the meaning of each word in the second column.

Word	Meaning
watered silk	
cunning	
bold	
reckless	
wounded	
splendid	
causeway	
splinters	
hinge	
battlement	
decayed	
creepers	

Figurative language – similes

With a partner, think of some similes that you know, *e.g., as white as snow; as busy as a bee; eats like a pig; chatters like a monkey.*

Component 4A Read the text.

- Listen and follow along as the teacher reads the texts, and highlight or underline any similes.
- In pairs, practice reading the texts aloud to each other.

Literary Descriptions from *The Jungle Books* by Rudyard Kipling

Description 1 - character

A black shadow dropped down into the circle. It was Bagheera the Black Panther, inky black all over, but with the panther markings showing up in certain lights like the pattern of watered silk. Everybody knew Bagheera, and nobody cared to cross his path, for he was as cunning as Tabaqui, as bold as the wild buffalo, and as reckless as the wounded elephant. But he had a voice as soft as wild honey dripping from a tree and a skin softer than down.

Description 2 - place

Mowgli had never seen an Indian city before, and though this was almost a heap of ruins, it seemed very wonderful and splendid. Some king had built it long ago on a little hill. You could still trace the stone causeways that led up to the ruined gates where the last splinters of wood hung to the worn, rusted hinges. Trees had grown into and out of the walls; the battlements were tumbled down and decayed, and the wild creepers hung out of the windows of the towers on the walls in bushy hanging clumps.

Component 4B. Questions

Here are some questions about the story. Read each question carefully.

- Can you find the answers in the text? Underline the words in the text that help you answer the questions.

Q1. Who or what is described in Text 1? Who or what is described in Text 2?

Q2. Find at least three (3) similes that describe the character in Text 1? List them here.

Q3. Would you want to be friends with someone like the character in Text 1? Why or why not?

Component 4C.

Q4. What is the place like in the second text? Write one sentence to describe the place in your own words. Find words from the text to support your answer.

Q5. The second text uses many words to create an image of an ancient city. List words and phrases from the text that suggest this place was very old.

Q6. Draw a picture of the place described in the text.

Component 5

Q1. What did you learn about the language used in literary descriptions from this lesson?

Q2. Which questions were the hardest? Can you rank them in order of difficulty? (1 for the easiest 10 for the hardest)

Q3. How were the harder questions different from the easier questions?

English Grade 7 Lesson 4 Worksheet

Identifying Features of Poems

Component 1

In our last three lessons we read two short stories - a fable and a folktale, and two short literary descriptions from a novel.

Q1. What do these texts have in common?

Q2. What is the author's purpose in telling these kinds of stories?

Component 3

Using the dictionary, write the meaning of each word in the second column of table one.

Word	Meaning
verse	
stanza	
balmy	
bonds	
woes	
fiesta	
cherished	

Now with your partner, make up a sentence using each word.

Word	Sentence
verse	<i>The last word in every verse of the poem rhymes.</i>
stanza	
balmy	
bonds	
woes	
fiesta	
cherished	

Component 4A Read the text.

- Listen and follow along as the teacher reads the text. Highlight or underline any similes.
- In pairs, take turns to practice reading the texts aloud to each other.

Untitled poem

In balmy fields where rice stalks sway,
We laughed and played the Filipino way.
Underneath the mango tree's shade,
In childhood dreams, our bonds were made.

From childhood games to teenage woes,
We journeyed together as friendship grows.
Through fiestas, storms, and starlit nights,
We shared our joys, we faced our frights.

Though miles may part us, memories stay,
Forever cherished, come what may.
In the Philippines, our bonds are strong,
With friends like family, we belong.

(Adapted from ChatGPT <https://chat.openai.com/c/3db16469-81dc-427c-91be-5514bd7333c1>)

Component 4B. Questions

Here are some questions about the poem. Read each question carefully.

- Can you find the answers in the text? Underline the words in the text that help you answer the questions.

Q1. Describe the structure of the poem. (How many stanzas? How many verses?)

Q2. What sound devices are used in the poem? List some examples from the poem.

Q3. This is a narrative poem. Can you identify the character/s, setting, plot?

Component 4C.

Q4. What is the best title for the poem?

Q5. What is the problem or complication stated in the last stanza?

Q6. How is the problem or complication in the last stanza resolved? (What is the resolution?)

Component 5

Q1. The focus of the lesson was on learning about some features of narrative poetry. How has the lesson helped you to identify these features?

Q2. Which questions were easy to answer? Why?

Q3. Which questions were harder to answer? What strategies did you use to answer the harder questions?

English Grade 7 Lesson 5 Worksheet

Comparing Features of Poems and Short Stories

Component 1

Look at these titles for texts. Which one do you think is for Narratives or Recounts? Write your answers below and give reasons for your answers.

1. What are some figures of speech you know? Name the figure of speech and give an example.
2. What sound devices do you know? Name the sound device and give an example.
3. Figures of speech and sound devices are literary techniques that authors use to create different effects with words in stories and poems. What effect do these techniques have on you as a reader or listener?

Component 3

Write the meaning of the words and phrases in the table below.

Word	Meaning
narrative	
setting	
sequence of events	
crisis	
resolution	

Component 4A Read the texts.

Text 1: *The Carabao and the Shell* ³

One very hot day, when a carabao went into the river to bathe, he met a shell and they began talking together.

"You are very slow," said the carabao to the shell.

"Oh, no," replied the shell. "I can beat you in a race."

"Then let us try and see," said the carabao.

So they went out on the bank and started to run.

After the carabao had gone a long distance he stopped and called, "Shell!"

And another shell lying by the river answered, "Here I am!"

Then the carabao, thinking that it was the same shell with which he was racing, ran on.

By and by he stopped again and called, "Shell!"

And another shell answered, "Here I am!"

The carabao was surprised that the shell could keep up with him. But he ran on and on, and every time he stopped to call, another shell answered him. But he was determined that the shell should not beat him, so he ran until he dropped dead.

Text 2: *Friends*

In balmy fields where rice stalks sway,
We laughed and played the Filipino way.
Underneath the mango tree's shade,
In childhood dreams, our bonds were made.

From childhood games to teenage woes,
We journeyed together as friendship grows.
Through fiestas, storms, and starlit nights,
We shared our joys, we faced our frights.

Though miles may part us, memories stay,
Forever cherished, come what may.
In the Philippines, our bonds are strong,
With friends like family, we belong.

Component 4B.

Write your answers to the questions in the space provided.

Q1. What type of literary texts are texts 1 and 2?

Q2. How are they similar? List three similarities.

Q3. How are they different? List three differences.

Component 4C

Write your responses to the questions in the space provided.

Q4. Look at the first paragraph/stanza of each text. In what ways are they similar?

Q5. Look at the last paragraph/stanza of each text. How do they compare?

Q6. Read the following statement about short stories and narrative poems. Do you agree with it? Give reasons in a short paragraph.

I prefer poems to short stories. Poems are more enjoyable because they have interesting structures and writers can use language more creatively to describe what happens and to express their emotions. In comparison short stories are written using just sentences in paragraphs, which are not as interesting for the reader.

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning about comparing different kinds of literary texts. How has the lesson helped you to understand their similarities?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 6 Worksheet

Deliberate Practice: Key Elements of Narrative Texts

Component 1

Write your answers to the questions below.

Q1. How are short stories and narrative poems similar?

Q2. How are they different?

Complete the table by selecting the correct answers from the list. Write your answer in the table. (You can use each answer more than once.)

- A. There are paragraphs and sentences.
- B. Rhyme and repetition make it enjoyable to read.
- C. A problem or conflict develops.
- D. There is a moral or lesson to the story.
- E. The problem or conflict gets resolved.
- F. There are stanzas and verses.
- G. The setting and characters are introduced at the beginning.
- H. The author's purpose is to inform and entertain by telling a story.
- I. Events aren't always in chronological (time) order.
- J. Use figurative language e.g. similes, metaphor, personification
- K. The author's purpose is to entertain and educate readers by telling a story.

	Short stories	Narrative poems
Q1. Similarities		
Q2. Differences		

Component 3

Write the words or their meanings to complete the table below.

Word	Meaning
characters	
	where and when a story takes place
	what happens in a story, the sequence of events
crisis	

climax	
	how things end up in a story when the problem is solved
theme	

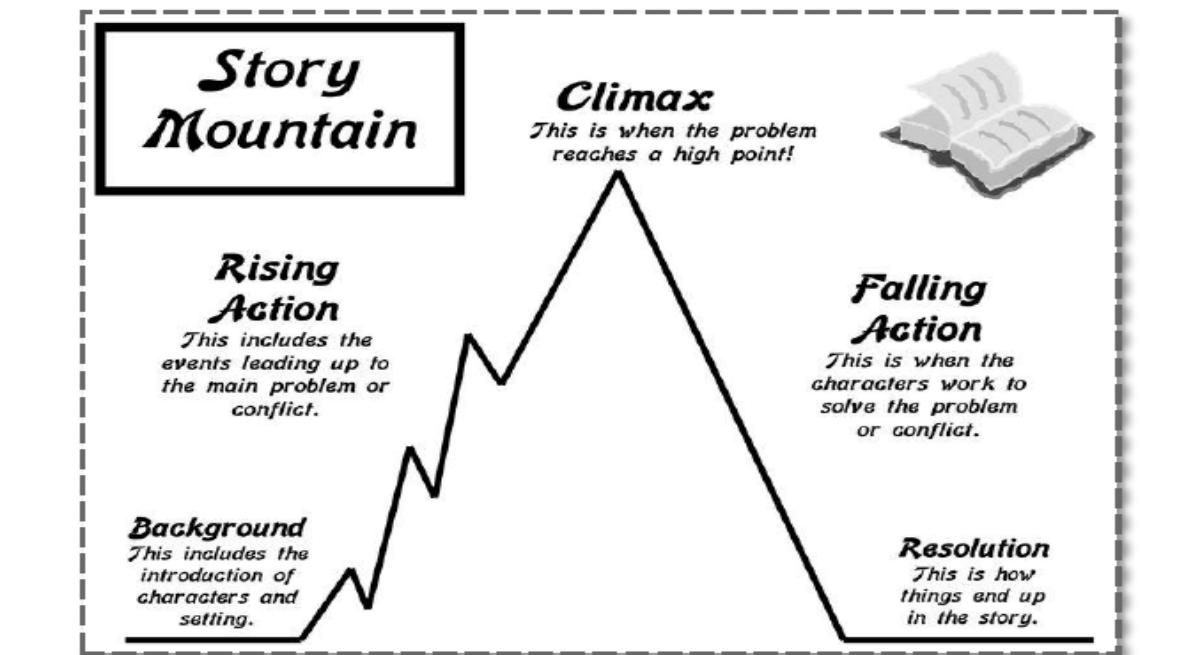
Component 4A Read the texts

Text 1 *The Flood Story*³

Bukidnon (Mindanao)

- 1 A long time ago there was a very big crab which crawled into the sea. And when he went in, he crowded the water out so that it ran all over the earth and covered all the land.
- 2 Now about one moon before this happened, a wise man had told the people that they must build a large raft. They did as he commanded and cut many large trees, until they had enough to make three layers. These they bound tightly together, and when it was done they fastened the raft with a long rattan cord to a big pole in the earth.
- 3 Soon after this the floods came. White water poured out of the hills, and the sea rose and covered even the highest mountains. The people and animals on the raft were safe, but all the others drowned.
- 4 When the waters went down and the raft was again on the ground, it was near their old home, for the rattan cord had held.
- 5 But these were the only people left on the whole earth.

Text 2 *Story Mountain*⁴



³ Cole, M. C. (1916/2008). *The Flood Story*. *Philippine Folk Tales*. A.C. McClurg & Co.

⁴ Story Mountain (nd). *7th Grade Humanities Graphic Organizers*. <http://7thgradehumanities.weebly.com/organizing.html>

Component 4B

Choose the best answer to the questions below.

Q1. Who are the main characters in the <i>Flood Story</i> ?	
Q2. What is the setting of the story?	
Q3. What text type does the <i>Story Mountain</i> diagram represent? A. imaginary B. procedural C. recount D. narrative Give reasons for your answer.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

Component 4C

Write your responses to the questions in the space provided.

Q5. Which paragraphs from the <i>Flood Story</i> match the stages in the <i>Story Mountain</i> ? (Write the paragraph number next to each stage.) Paragraph ____: Background Paragraph ____: Rising Action Paragraph ____: Climax Paragraph ____: Falling Action Paragraph ____: Resolution Q6. What type of text is the <i>Flood Story</i> ? Give reasons for your answer. Find evidence from the text to support your reasons. Answer: Reasons: Evidence from text:	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q7. What is the theme of the <i>Flood Story</i> ?	

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on bringing together what you've learned about narrative texts. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 7 Worksheet

Reading Recounts

Component 1.

Write your answers to the questions in the spaces below.

Q1. What type of factual text retells a sequence of events that happened in the past?

Q2. A biography is an example of a recount. What is a biography? What information would you expect to find in a biography?

Q3. In what ways is a factual text, like a biography, different from a fictional text?

Component 3. Using the dictionary, write the meaning of each word in the second column, then write a sentence using each word.

inspiring	Meaning: encouraging, or making you feel you want to do something positive or creative
	Sentence: <i>An inspiring leader can motivate people to achieve their very best.</i>
significant	Meaning:
	Sentence:
colonial rule	Meaning:
	Sentence:
rebels	Meaning:
	Sentence:
cause	Meaning:
	Sentence:
unwavering	Meaning:
	Sentence:

Components 4A. Take turns to practice reading the text with a partner.

Melchora Aquino – A Biography⁵

Melchora Aquino, affectionately known as "Tandang Sora" or "Mother of the Philippine Revolution", was a brave and inspiring woman who played a significant role in the struggle for Philippine independence.

Born on January 6, 1812, in Caloocan City, Philippines, she grew up in a time when the country was under Spanish colonial rule. In 1896, during the Philippine Revolution, Aquino supported the Katipunan, a secret society fighting for independence. She provided shelter, food, and nursing care to Filipino rebels, including their leader, Andres Bonifacio. However, the Spanish authorities discovered her involvement and arrested her in 1897. After serving a prison sentence, she continued supporting the Filipino cause until her death on March 2, 1919.

Aquino's unwavering bravery and commitment to freedom inspire generations of Filipinos to this day. Melchora Aquino is remembered as a national hero of the Philippines and her image is featured on the Philippine twenty-centavo coin.

Component 4B

Q1. What are some other names that Melchora Aquino was known by?

Q2. What did Aquino do to support the Katipunan in their fight for independence?

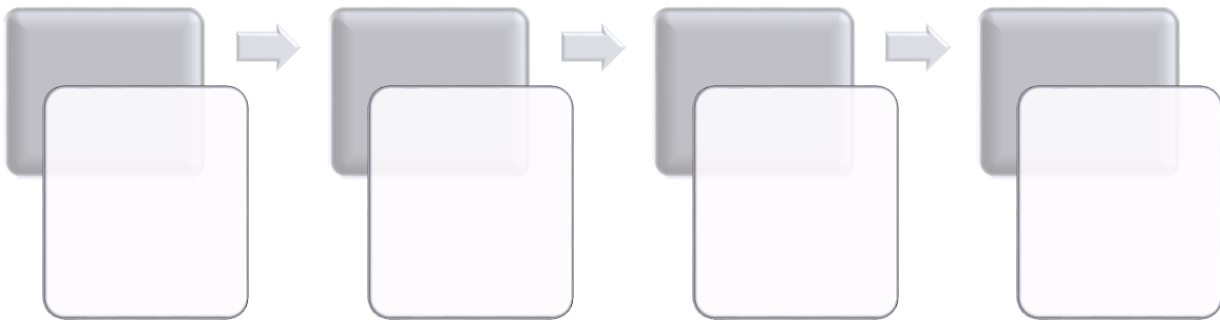
Q3. Why was Melchora Aquino arrested and sent to prison?

Component 4C

Q4. What do we learn about Melchora Aquino in the Orientation (first part of the recount)?

⁵ Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>

Q5. Create a timeline of Aquino's life based on the sequence of events in the second part of the Recount.



Q6. From the comment in the last part of the recount, why is Melchora Aquino regarded as a national hero?

Component 5

Q1. The focus of the lesson was on learning about how recounts work. How has the lesson helped you to understand that?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 8 Worksheet

Locating and Interpreting Information in Expository Texts

Component 1

Write your answers to the questions in the table below.

Q1. Look at these headings taken from textbooks and decide whether they are Expository or Explanation text types – give reasons for your answers.		
Title	Explanation or Expository?	Reason
1. <i>How Does Rain Happen?</i>		
2. <i>Tornadoes, Cyclones and Hurricanes</i>		
3. <i>Japan</i>		
4. <i>Why the Dinosaurs Became Extinct</i>		
Q2. With a partner, work out 3 types of information you would expect to find in a text called <i>Tornadoes, Cyclones and Hurricanes</i> and write them in the space below.		
Topic	Type of Information	
<i>Tornadoes, Cyclones and Hurricanes</i>	1	
	2	
	3	

Component 3

Using the dictionary, write the meaning of each word in the second column.

Word	Meaning
multimedia	
integrated	
animation	
interactivity	
hypermedia	
infographics	
webinar	

Component 4A Read the text.

Multimedia⁶

Multimedia is a form of communication that combines different content forms integrated together. Whenever text, audio, still images, animation, video, and interactivity are combined together, the result is multimedia. Other terms that are sometimes used for multimedia include hypermedia or rich media.

An example of multimedia is a web page with animation. Multimedia can be also an interactive media such as video games and CDROMS. Slides for example are considered to be multimedia as they combine text, images, sometimes video and other types.

Below is a list of various multimedia formats used in education.

- Text and Graphics – PowerPoint, diagrams, infographics, slideshow presentation
- Audio – Podcast
- Video – screen capture, lecture capture, talking head, animation, glass screen
- Others – webinar and online meeting, blogs, interactive content.

There are other multimedia formats used in business, entertainment, recreation, and the likes.

Multimedia plays an important role in our society. It enables us to keep up with the times.

Component 4B.

Write your answers to the questions in the space provided.

Q1. What goes in the opening paragraph of an expository text?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. Give a heading for each paragraph in the text to indicate what aspect of multimedia it is about. 1 2 3 4 5	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. How does the author show that multimedia 'enables us to keep up with the times'?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

⁶ Philippines Department of Education (nd). *Multimedia*. English 7 Q3 Week 1 (p.3).

Component 4C

Write your responses to the questions in the space provided.

Q4. List the things in the first 2 paragraphs that are examples of multimedia when used together.

Q5. Define multimedia in your own words.

Q6. Imagine that your job was to design an advertisement for multimedia that would show its benefits to society. You have to write the script for a webpage or TV advertisement.

a. How would you change the heading?

b. How would you change the first paragraph?

c. How would you change the last sentence?

d. What visuals would you add?

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning about what goes into Expository texts like an Information Report or a Factual Description. How has the lesson helped you to understand the difference?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 9 Worksheet

Locating and Interpreting Information in Graphs

Component 1

Write your answers to the questions below.

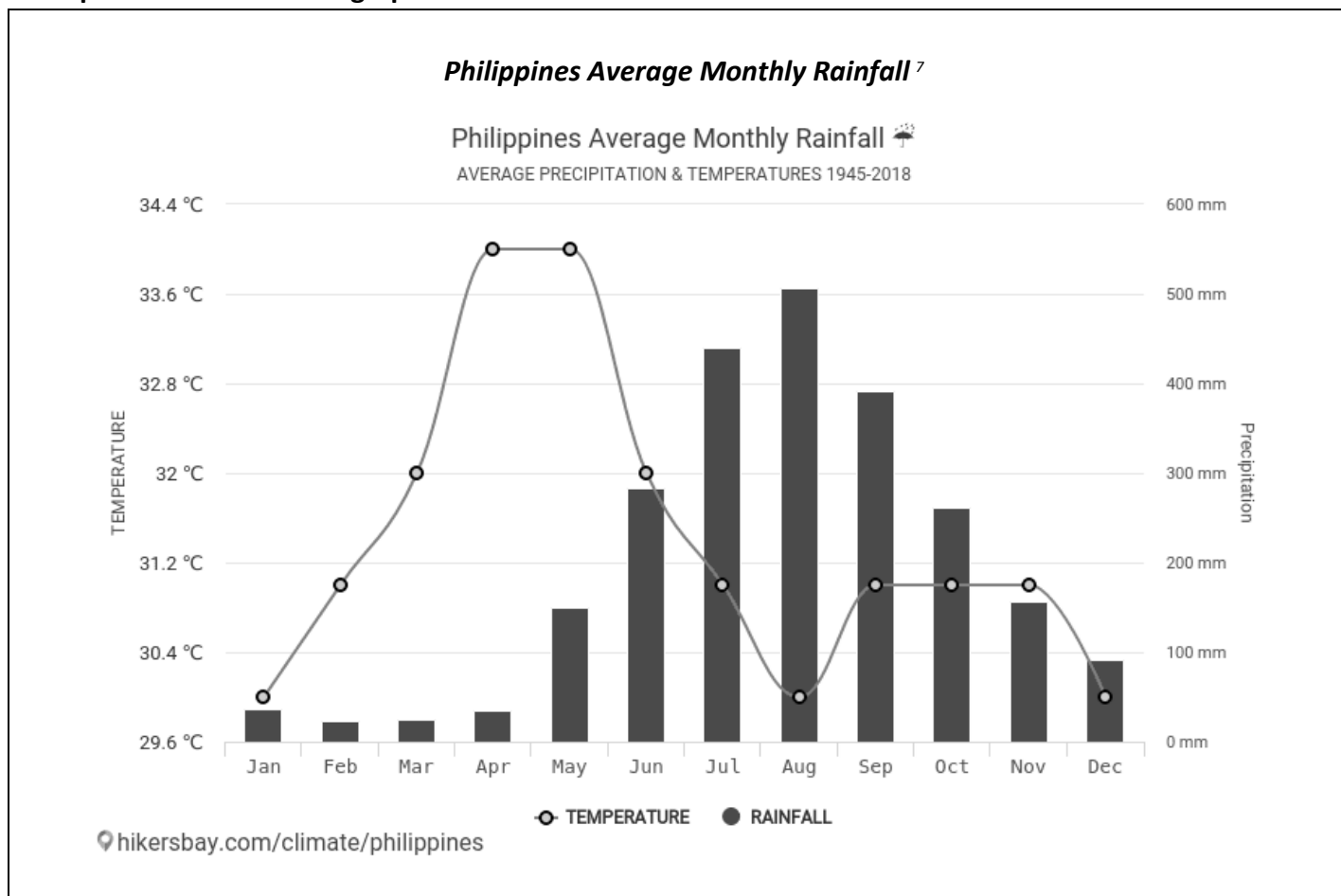
Q1. What are some types of informational texts you know?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. What is the purpose of informational texts?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. What are some features of informational texts?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

Component 3

Write the meaning of the words, abbreviations or symbols in the table below.

Word	Meaning
non-linear text	
bar graph	
key	
axis	
precipitation	
temperature	
average	
°C	
mm	

Component 4A Read the graph.



Component 4B

Write your answers to the questions in the space provided.

Q1. What does this graph show? (Write your answer in a full sentence.)	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. According to the graph, which are the three coolest months of the year in the Philippines?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. How much rain falls in the wettest month of the year?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

⁷ HikersBay (nd). *Temperature and precipitation in Philippines*. <http://hikersbay.com/climate-conditions/philippines/climate-conditions-in-philippines.html?lang=en#weather-rain-months>

Component 4C

Write your responses to the questions in the space provided.

Q4. What does the graph tell you about the two warmest months in the year?
(Write your answer in a full sentence using the information from the graph.)

Q5. What does the graph tell you about the average rainfall and temperature in the Philippines from January to April? (Write your answer in a full sentence using the information from the graph.)

Q6. A friend who lives in another country wants to visit the Philippines in the early part of the year. They ask you what the weather is like. What would you write to them in a postcard?
(Use the information from the graph to write a short summary on a postcard to your friend.)

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning how to find and understand information from a graph. How has the lesson helped you to understand how to do this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 10 Worksheet

Locating and Interpreting Information in Procedural Texts

Component 1

Answer the questions below about an online text giving instructions on how to play a video game.

Q1. What title do you think it will have? Give an example.

Q2. What information do you expect to see at the start of it?

Q3. What information do you expect to see in the rest of it?

Component 3

Write the meaning of the words or phrases (underlined) in the table below.

Word	Meaning
ingredients	
method	
Adobo	
sauté	
vinegar	
salt and pepper <u>to taste</u>	
a cup	

Component 4A Read the text.

Steps in Cooking Adobo, a Filipino Native Dish by Erjel Tabonares

Ingredients:

1 whole chicken cut into pieces
1/2 cup soy sauce
1/4 cup vinegar
chopped onion and garlic
cooking oil
bay leaves
salt and pepper to taste

Steps

- Step 1: Put cooking oil in a pan. After few seconds, sauté the chopped onion and garlic until golden brown.
- Step 2: Add the cut chicken into the pan.
- Step 3: Add a 1/2 cup of soy sauce, a 1/4 cup of vinegar, bay leaf, salt and pepper to taste.
- Step 4: After a few minutes, add a little amount of water.
- Step 5: Bring to boil, then reduce heat to medium-low.
- Step 6: Cook for 35-40 minutes until chicken is cooked through.

Component 4B.

Write your answers to the questions in the space provided.

Q1. Does the opening section of this text match what is supposed to go in a procedural (or instructional) text? Provide evidence for your answer.

Q2. Normally in a recipe the ingredients are arranged in the order in which they appear in the steps. Rearrange the ingredients in that way.

Q3. One of the features of a procedural text is their sentence structure in the Steps section. These sentences all start the same way – underline the first word in each dot point - what do you notice about them?

Component 4C

Write your responses to the questions in the space provided.

Q4. What does it mean to say that Adobo is a Filipino native dish?

Q5. List 3 ingredients that are liquids.

1.

2.

3.

Q6. Imagine Erjel Tabonares is demonstrating his recipe for Adobo on a cooking show on TV. With a partner, write a short script for what he would say for the first part of his presentation.

Script

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning about how information is organized in a procedural (or instructional) text. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 11 Worksheet

Locating and Interpreting Information in Explanations

Component 1

Write your answers to the questions below.

Q1. What is the purpose of an expository text?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. What is the purpose of a procedural text?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. How are expository texts and procedural texts different?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

Component 3

Match the words to their correct meanings by drawing a line from each word to its meaning.

Word	Meaning
phenomenon	water droplets that grow heavy and fall to the earth as rain or snow
water vapor	water that is heated turns into water vapor
evaporation	an interesting fact or event that can be observed and studied
transpiration	rain that evaporates in dry it before it reaches the ground
condensation	water that is in the state of a gas, as it is found in the atmosphere
precipitation	loss of water through pores in the leaves of plants
virga	water vapor cools and condenses into liquid droplets

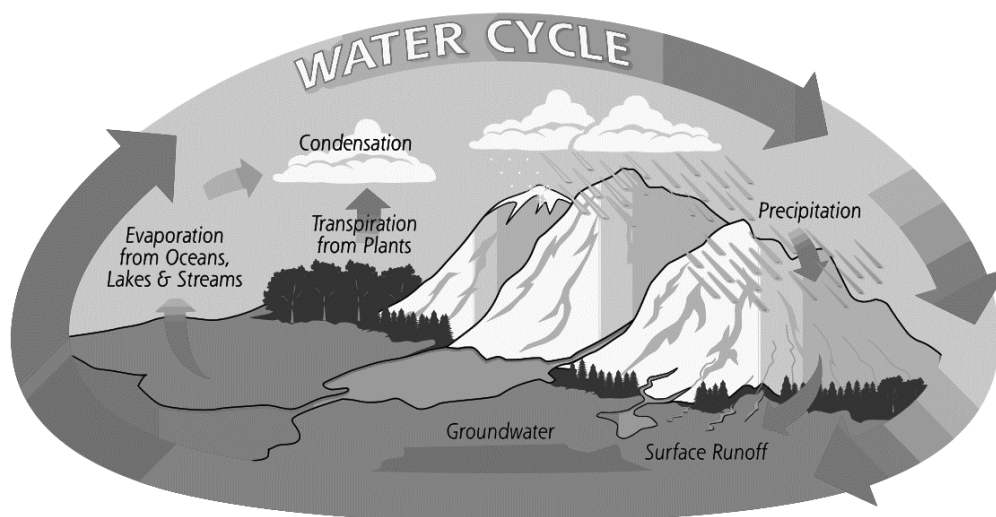
Component 4A Read the text.

How Does Rain Happen?

Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.

The phenomenon of rain is actually part of the water cycle. The water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow.

However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions.



Source: Public Domain <https://freesvg.org/water-cycle-vector-illustration>

Component 4B.

Write your answers to the questions in the space provided.

Q1. What is the scientific word for rain?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. What are two types of precipitation? Do you know any other types?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. What causes water from oceans, rivers, and lakes to evaporate? (Write your answer in a full sentence.)	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

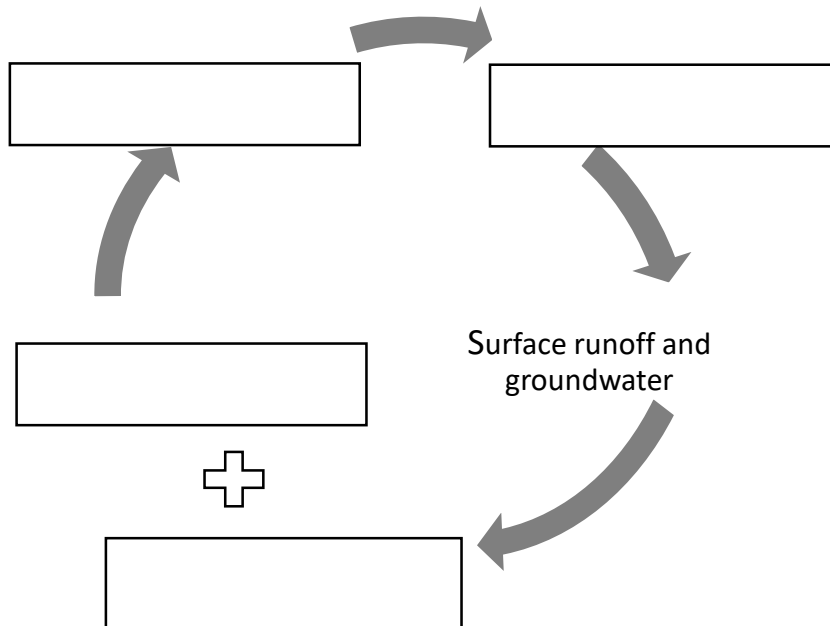
Component 4C

Write your responses to the questions in the space provided.

Q4. What does the diagram show? (Write your answer in a full sentence.)	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
---	---

Q5. Why are there arrows in the image? What do they show?

What is the sequence of the processes in the cycle?



Q6. Write a short paragraph explaining how rain happens in your own words.

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning about how information is presented in Explanations. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 12 Worksheet

Deliberate Practice - Identifying Key Features of Expository Texts

Component 1

Write your answers to the questions below.

Q1. What are some different types of information texts?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. How are they similar?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. How are they different?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

Component 3

Write a sentence using each of the words in the table.

Word	Sentence
linear text	
non-linear text	
sequential pattern	
multiple reading path	
infographic	
chrysalis	

Component 4A Read the texts.

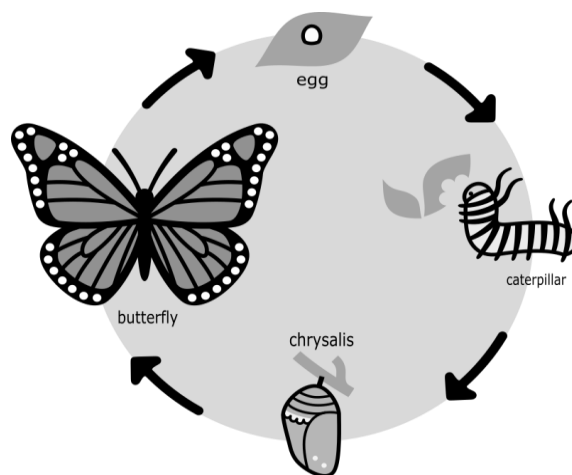
Text 1

Linear and Non-linear texts⁸

A linear text is any printed written material which has no pictures, illustrations or images. It merely consists of words formed into sentences, paragraphs or stanzas. It is the kind of text we read from left to right and top to bottom, following a sequential pattern. It often requires a lot of time to get information from a linear text. Examples of linear texts include poems, short stories, folktales, drama, diaries and newspaper articles.

On the other hand, a non-linear text uses visuals such as pictures, drawings or images to communicate information. The reader reads and analyzes the text using multiple reading paths. Because non-linear texts use images, it is easier to find information quickly. Examples of non-linear texts are: graphs, charts, tables, infographics, flowcharts, timelines, and diagrams.

Text 2



by Cyanocorax, 2020. <https://openclipart.org/detail/322877/a-butterflys-lifecycle>

Text 3 **How to get information from a non-linear text**⁹

1. Read the title which gives the gist on what the non-linear text is about.
2. Analyze the data by examining the information and the labels thoroughly.
3. Examine the pictures, symbols, shapes or any image that tells information.
4. Study the relationship of the information and images deeply.
5. Summarize the text's message.

Component 4B.

Write your answers to the questions in the space provided.

Q1. What text types are Texts 1, 2 and 3?

- ☐ I got it!
- ☐ I need more practice.
- ☐ I need help.

⁸ Philippines Department of Education (nd). Maximizing *Linear and Non-Linear Texts*. English 7 Quarter 2 Module 7 (p. 3).

Q2.What title would you give Text 2? What type of text is it?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3.Which text is an example of a non-linear text? Give reasons for your answer.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

Component 4C

Write your responses to the questions in the space provided.

<p>Q4. Which text has the same purpose as Text type A? Text type B? Text type C?</p> <p>(Name the text type first and its state its purpose, then match the texts with the text type.)</p> <p>Text type A:</p> <p>Purpose:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;">Title</th> </tr> </thead> <tbody> <tr> <td> Materials 1. 2. 3. 4. </td> </tr> <tr> <td> Methods Step 1. Step 2. Step 3. </td> </tr> </tbody> </table> <p>Text type B:</p> <p>Purpose:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;">Title: What the text is about</th> </tr> </thead> <tbody> <tr> <td>Introduction: Describes the phenomenon or event that is being explained.</td> </tr> <tr> <td> Body paragraphs: Explain the phases or processes in a cycle in sequence. Phase 1: Phase 2: Phase 3: </td> </tr> </tbody> </table>	Title	Materials 1. 2. 3. 4.	Methods Step 1. Step 2. Step 3.	Title: What the text is about	Introduction: Describes the phenomenon or event that is being explained.	Body paragraphs: Explain the phases or processes in a cycle in sequence. Phase 1: Phase 2: Phase 3:	<div style="margin-bottom: 20px;"> <input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help. </div> <div> <input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help. </div>
Title							
Materials 1. 2. 3. 4.							
Methods Step 1. Step 2. Step 3.							
Title: What the text is about							
Introduction: Describes the phenomenon or event that is being explained.							
Body paragraphs: Explain the phases or processes in a cycle in sequence. Phase 1: Phase 2: Phase 3:							

<p>Text type C:</p> <p>Purpose:</p> <table border="1" data-bbox="274 208 1072 638"> <tr> <td>Title: What the text is about</td> </tr> <tr> <td>Introduction: General description and classification.</td> </tr> <tr> <td>Body paragraph/s: Description of features Feature 1 Feature 2 Feature 3</td> </tr> <tr> <td>Conclusion: General statement.</td> </tr> </table> <p>Answer:</p> <p>Text _____ is an example of text type A.</p> <p>Text _____ is an example of text type B.</p> <p>Text _____ is an example of text type C.</p>	Title: What the text is about	Introduction: General description and classification.	Body paragraph/s: Description of features Feature 1 Feature 2 Feature 3	Conclusion: General statement.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help. <input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Title: What the text is about					
Introduction: General description and classification.					
Body paragraph/s: Description of features Feature 1 Feature 2 Feature 3					
Conclusion: General statement.					
<p>Q5. Why is it quicker to find information in a non-linear text?</p>	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.				
<p>Q6. Write an explanation of the life cycle of the butterfly.</p>					

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on different types of information texts. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 13 Worksheet

Reading Persuasive Texts

Component 1

Write your answers to the questions below.

Q1. What is the purpose of a persuasive text? Give an example.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. What kind of language is used to persuade? Give an example.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. What does an argument need to be persuasive?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

Component 3

Using the dictionary, write the meaning of each word in the second column.

Word	Meaning
definitely	
mature	
responsibilities	
emergencies	
sensible decisions	
necessary / necessity	
unnecessary	

Component 4A Read the text.***Cell Phones for Young Teenagers***⁹

In my Grade 7 class at school we have been talking about whether we are old enough to have our own cell phones for use outside school time. We know that we are not allowed to use cell phones during class time. However, we strongly believe that we are mature enough and that we definitely need a phone for safety, family, and after-school activities.

Most of us are now teenagers and many of us have family responsibilities that require us to take care of younger brothers and sisters. As teenagers, we have learned how to be mature and make sensible decisions. Therefore, we can be trusted to manage a cell phone.

Safety is very important to us. We need to be able to call our parents or police or teachers if we are in danger. For that reason, a cell phone is a necessity.

Our parents need to be able to contact us quickly in case of emergencies, like car accidents, or sickness or floods. Without a cell phone, there will be unnecessary delays that might lead to deaths or injuries. So, that is another reason we need a cell phone.

We also need phones for after-school activities, like sport or an excursion, so that our parents know when and where to meet us. Without a cell phone, we may have to wait in unsafe conditions while our parents try to contact and find us.

For all these reasons, it is easy to see why young teenagers should be allowed to have cell phones for use outside of school hours.

Component 4B.

Write your answers to the questions in the space provided.

Q1. Why does the writer say that Grade 7 students can be 'trusted' with their own cell phones?

Q2. List the main points that are given to support the argument that Grade 7 students should have cell phones.

1

2

3

4

⁹ Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>

Q3. Give each paragraph a heading that describes what it is about.

Paragraph	Heading
1	
2	
3	
4	
5	
6	

Component 4C

Write your responses to the questions in the space provided.

Q4. What do you notice about the final sentences of paragraphs 2 to 5?

Q5. Which point in their argument do you think is the best? Give a reason for your answer.

I think their best point is

My reason is

Q6. Imagine that this text is given to your Grade 7 class. Write your reply to this class, either agreeing with them and giving a reason OR disagreeing with them and giving a reason.

My response to 'Cell phones for Young Teenagers'

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning about reading a Persuasive text that is written from a personal point of view. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 14 Worksheet

Identifying Features of Argument Texts

Component 1

Write your answers to the questions below.

Q1. What is the purpose of a Persuasive text?

Q2. Label the titles below with their text types. Which titles are for persuasive texts?

Titles	Text type
a. <i>The Day We Went to the Zoo</i>	
b. <i>Smoking Must be Banned in All Public Places</i>	
c. <i>Everything, Everywhere, All at Once</i>	
d. <i>How to make Chili Chicken</i>	
e. <i>The Animals of Africa</i>	
f. <i>Bullying in Schools Must Stop</i>	

Q3. How did you pick the two Persuasive texts from the list above?

Component 3

Using the dictionary, write the meaning of each word in the second column.

Word	Meaning
persuasive text	
argument	
thesis statement	
claims	
evidence	
metabolism	
nutrients	
macro-nutrients	
cognitive function	

Component 4A Read the text.

Breakfast is often said to be the most important meal of the day, and for good reason. Eating breakfast provides a range of benefits that can positively impact your health and well-being.

First and foremost, breakfast jumpstarts your metabolism and helps you maintain a healthy weight. When you skip breakfast, your body goes into conservation mode and slows down your metabolism, which can lead to weight gain over time. Eating a balanced breakfast also helps you avoid overeating later in the day.

Second, breakfast provides important nutrients that are essential for a healthy diet. By consuming a variety of foods at breakfast, you can ensure that you are getting a range of vitamins, minerals, and macronutrients that are necessary for good health.

Furthermore, eating breakfast can also improve cognitive function and mood, as it helps to stabilize blood sugar levels and provide energy for the brain. Children who eat breakfast regularly have been shown to perform better in school and have improved behavior.

Overall, the benefits of eating breakfast are clear. It's a simple yet effective way to support your overall health and well-being, so don't skip it! ¹⁰

Component 4B.

Write your answers to the questions in the space provided.

Q1. Which sentence is the thesis statement? (Write the full sentence.)	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. Is the thesis statement a fact or opinion?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. What are the writer's main claims? Find them in the text and write them below. Claim 1 – Claim 2 – Claim 3 –	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

¹⁰ Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>

Component 4C

Write your responses to the questions in the space provided.

Q4. Look at each paragraph in the body of the argument. What words does the writer use to introduce each new claim?		<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q5. What supporting points are used to support each claim? List these in the table.		<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Claim	Supporting points	
1. breakfast jump starts your metabolism	a. b. c.	
2. breakfast provides important nutrients	a. b.	
3. eating breakfast can improve cognitive function and mood	a. b. c. d.	
Q6. What title would you give this text? Give a reason for your answer.		

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning about how information is organized in a written argument text. How has the lesson helped you to understand this?
Q2. Which questions were easy to answer? Why?
Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 15 Worksheet

Organizing Information in Argument Texts

Component 1

Write your answers to the questions below.

Q1. What is the purpose of a persuasive text? Give an example.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. What kind of language is used to persuade? Give an example.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. What does a written argument text need to be persuasive?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

Component 3

Using the dictionary, write the meaning of each word in the second column.

Word	Meaning
ecosystems	
biodiversity	
debris	
ingesting	
decompose	
toxic; toxins	
contaminate	
hormonal imbalance	
livelihood	

Component 4A

Title:

Plastic pollution is one of the worst environmental problems facing the Philippines. It has serious impacts on the environment and human health so reducing plastic waste is crucial for the future of marine ecosystems, human health, and communities that rely on fishing and tourism.

Firstly, plastic pollution poses a serious threat to marine ecosystems. Marine animals, such as sea turtles, whales, and dolphins, often mistake plastic debris for food and can suffer injury or death from ingesting plastic waste. This disrupts the delicate balance of marine life and biodiversity.

Secondly, plastic waste poses a significant threat to human health. Plastic takes hundreds of years to decompose, and when it does, it releases toxic chemicals into the soil and water. These toxins can contaminate our food and water sources and enter the food chain. This affects not only marine life but also humans, and can lead to health issues such as hormonal imbalances and even cancer.

Thirdly, plastic pollution has economic consequences as well. Coastal communities that depend on fishing and tourism suffer when plastic pollution damages their marine resources and their natural attractions. They could lose their jobs and livelihood.

By reducing plastic waste, we can protect our marine ecosystems, safeguard our health, and support our coastal communities. Simple actions such as using reusable bags, bottles, and containers, as well as recycling and properly disposing of plastic waste, can have a significant impact. It's important for all of us to take responsibility and work together to create a cleaner and healthier future for ourselves and generations to come. ¹¹

Component 4B

Q1. Which sentence is the thesis statement? (Write the full sentence.)	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. What are the writer's main claims (or reasons) supporting the main argument? Where can you find these in the text? Claim 1: Claim 2: Claim 3:	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. What title would you give this argument text? Discuss with a partner to decide on a title.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

¹¹ Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>

Component 4C

Q4. Look at each paragraph in the body of the argument. What words does the writer use to introduce each new claim?

- ☐ I got it!
- ☐ I need more practice.
- ☐ I need help.

Q5. What supporting points are used to support each claim? Summarize these points in the table.

Claim	Supporting points
1. Plastic pollution is a threat to marine ecosystems	<ul style="list-style-type: none">•••
2. Plastic waste is a threat to human health	<ul style="list-style-type: none">•••
3. Plastic pollution has economic consequences	<ul style="list-style-type: none">•••

Q6. What could you, your family, and your friends do to reduce plastic waste?

Component 5

Q1. The focus of the lesson was on learning about how information is presented in argument texts. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 16 Worksheet

Use of Supporting Evidence in Persuasive Texts

Component 1

Write your answers to the questions below.

Q1. How do persuasive texts begin?

Q2. What happens in the middle of a persuasive text?

Q3. How do they end?

Component 3

Using the dictionary, write the meaning of each word in the second column.

Word	Meaning
survey	
occupation	
nutritious	
nutrients	
optimal performance	
smoothie	
omelet	
burrito	
yogurt	

Component 4A Read the texts.

Text 1: *Breakfast for Busy People* ¹²

No matter who you are, it's important to have a balanced and nutritious breakfast to fuel your body for the physical demands of whatever you are doing, whether it is work or sport. Here are the results of a survey of people in busy occupations. The table shows the most popular breakfast foods that provide the energy and nutrients needed for optimal performance in five different fields.

Breakfast	Basket baller	IT worker	Boxer	Farmer	Truck driver
Cereal, oats or oatmeal with fruit and nuts	Y	Y	Y	Y	Y
Avocado toast with egg	Y	Y	Y	Y	Y
Breakfast sandwich with turkey, cheese, and vegetables		Y			
Smoothie with protein powder and fruit or vegetables		Y	Y	Y	Y
Breakfast burrito with beans and vegetables	Y			Y	Y
Vegetable and cheese omelet	Y		Y	Y	
Greek yogurt with fruit and nuts	Y	Y	Y		
Whole grain toast with nut butter	Y				

Text 2: *Don't Skip Breakfast* ¹³

Breakfast is often said to be the most important meal of the day, and for good reason. Eating breakfast provides a range of benefits that can positively impact your health and well-being.

First and foremost, breakfast jumpstarts your metabolism and helps you maintain a healthy weight. When you skip breakfast, your body goes into conservation mode and slows down your metabolism, which can lead to weight gain over time. Eating a balanced breakfast also helps you avoid overeating later in the day.

Second, breakfast provides important nutrients that are essential for a healthy diet. By consuming a variety of foods at breakfast, you can ensure that you are getting a range of vitamins, minerals, and macronutrients that are necessary for good health.

Furthermore, eating breakfast can also improve cognitive function and mood, as it helps to stabilize blood sugar levels and provide energy for the brain. Children who eat breakfast regularly have been shown to perform better in school and have improved behavior.

Overall, the benefits of eating breakfast are clear. It's a simple yet effective way to support your overall health and well-being, so don't skip it!

¹² Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>

¹³ Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>

Component 4B.

Write your answers to the questions in the space provided.

Q1. What is the least popular food for breakfast for all groups?

Q2. List the three most popular breakfast foods.

Q3. Answer True or False or Don't Know based on the information in the Table:

- A. People love avocados.
- B. Farmers have a more varied diet for breakfast than people in other occupations.
- C. Most people find toast for breakfast to be boring.

Component 4C

Write your responses to the questions in the space provided.

Q4. How could you use the information in the table to support the claim in paragraph 3, "breakfast provides important nutrients that are essential for a healthy diet"?

Q5. If you were a café owner, which breakfast foods from the table in Text 1 would you include on your menu? Give your reasons why.

Q6. In pairs, design a poster for a café owner who wants to take advantage of the information in both texts.

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on using evidence to support an argument. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 17 Worksheet

Evaluating Evidence in Persuasive Texts

Component 1

Write your answers to the questions below.

Q1. What makes a persuasive text convincing?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. What kind of supporting evidence can be used in persuasive texts? Give examples.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

Component 3

Using the dictionary, write the meaning of each word in the second column.

Word	Meaning
sluggish	
glucose	
mental performance	
<i>silog</i>	
<i>pan de sal</i>	
<i>ensaymada</i>	
<i>arroz caldo</i>	
<i>chamorado</i>	
daily nutritional requirements	

Component 4A Read the texts.

Text 1

If you don't have breakfast, you might find you feel a bit sluggish and struggle to focus on things. This is because your brain hasn't received the energy (glucose) it needs to get going. Studies suggest that not having breakfast affects your mental performance, including your attention, ability to concentrate and memory. This can make some tasks feel harder than they normally would.

Source: <https://www.betterhealth.vic.gov.au/health/healthyliving/breakfast>

Text 2

I love Filipino breakfast food. *Silog* dishes like *longsilog* and *tapsilog* are among my favorite dishes to eat in the Philippines. Not just for breakfast, but at any time of the day. *Silog* may be one of the most well-known and delicious Filipino breakfast dishes, but if you prefer breads and pastries for breakfast, then try *pan de sal* and *ensaymada*. If thick rice porridge meals are your jam, then you can tuck into a bowl of *arroz caldo* or *champorado*. If you think breakfast is the most important meal of the day, then be sure to try these delicious Filipino breakfasts on your next trip to the Philippines.

Source: <https://www.willflyforfood.net/filipino-breakfast/>

Text 3

Eating a good breakfast helps students:

- be more active
- be more creative
- have better hand-eye coordination
- have better problem-solving skills
- meet daily nutritional requirements
- miss fewer days of school

Source: <https://www.allinahealth.org/healthyssetgo/thrive/rise-and-dine-the-importance-of-breakfast-for-kids>

Component 4B.

Write your answers to the questions in the space provided.

Q2. Where would you expect to read texts like these? (Hint: Look at the information in the URLs.)	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.								
Q3. Which text did you find most convincing? Why? (Hint: Think about the language the author has used and give examples; is the source reliable?)	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.								
Q3. What was the author's main idea in each of the texts? (Choose the best title for each text.) <table border="1" data-bbox="97 1547 1050 1715"><thead><tr><th data-bbox="97 1547 212 1592">Text</th><th data-bbox="212 1547 1050 1592">Titles</th></tr></thead><tbody><tr><td data-bbox="97 1592 212 1637">Text 1</td><td data-bbox="212 1592 1050 1637">a. Dishes you'll want to wake up for in the Philippines</td></tr><tr><td data-bbox="97 1637 212 1682">Text 2</td><td data-bbox="212 1637 1050 1682">b. The benefits of eating breakfast</td></tr><tr><td data-bbox="97 1682 212 1715">Text 3</td><td data-bbox="212 1682 1050 1715">c. Breakfast boosts brainpower</td></tr></tbody></table>	Text	Titles	Text 1	a. Dishes you'll want to wake up for in the Philippines	Text 2	b. The benefits of eating breakfast	Text 3	c. Breakfast boosts brainpower	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Text	Titles								
Text 1	a. Dishes you'll want to wake up for in the Philippines								
Text 2	b. The benefits of eating breakfast								
Text 3	c. Breakfast boosts brainpower								

Component 4C

Write your responses to the questions in the space provided.

<p>Q4. If you were to try and persuade your friend that breakfast is important, what reasons would you give? Use information from the texts to choose your top three reasons.</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><input type="checkbox"/> I got it!</p> <p><input type="checkbox"/> I need more practice.</p> <p><input type="checkbox"/> I need help.</p>
<p>Q5. What evidence would you use to support your reasons? (Where could you find evidence that is factual/reliable/trustworthy?)</p> <p>•</p> <p>•</p> <p>•</p>	<p><input type="checkbox"/> I got it!</p> <p><input type="checkbox"/> I need more practice.</p> <p><input type="checkbox"/> I need help.</p>
<p>Q6. If you are writing a persuasive text based on your reasons and supporting points, what would your main argument and reasons be? Write your answers in full sentences.</p> <p>Main argument:</p> <p>Reason 1:</p> <p>Reason 2:</p> <p>Reason 3:</p>	

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning how to evaluate evidence in persuasive texts. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Grade 7 Lesson 18 Worksheet

Deliberate Practice – Key Features of Persuasive Texts

Component 1

Write your answers to the questions below.

Q1. What are some different types of persuasive texts? Give some examples.	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. How are they similar?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. How are they different?	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

Component 3

Complete the table by writing meanings for the words.

Word	Meaning
persuasive text	
advertisement	
argument	
thesis statement	
claims	
evidence	
discussion	

Component 4A Read the texts.

Text 1 *Jollibee Chickenjoy: Joy & Pride of the Philippines*¹⁴

It's Crispylicious skin makes people from different parts of the world happy
 With this Juicylicious fried chicken, conversations become even juicier!
 But the best part about Chickenjoy?
 It's the smile on our faces from the moment we take our first bite up to the last.
 The Chickenjoy you are holding now is something a lot of people are craving to try.
 It's a must for foreign tourists and the one thing our loved ones miss when they're overseas.
 The name every Filipino calls for – Chickenjoy! - our best tasting fried chicken.

¹⁴ YouTube (2021). *Jollibee Chickenjoy: Joy & Pride of the Philippines* (Subtitles). <https://youtu.be/LOb0asSdKbQ>

Text 2 (opening paragraph)

Climate change is a big problem that we need to take seriously. Scientists agree that human activities, like burning fossil fuels and cutting down forests, are making the Earth's climate change in a bad way. This is causing a lot of problems for us and for our planet. ¹⁵

Text 3 (Body paragraph)

Eating breakfast improves your cognitive function. Studies show that individuals who eat breakfast tend to have better memory, attention span, and problem-solving skills. Starting the day with a nutritious meal boosts cognitive performance, making you more alert and focused. ¹⁶

Component 4B.

Write your answers to the questions in the space provided.

Q1. What kind of persuasive texts are Texts 1, 2 and 3? Text 1: Text 2: Text 3:	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q2. For each text, what is the writer's opinion or main argument? Text 1: Text 2: Text 3:	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.
Q3. Is there any evidence to support the opinions? Give examples from the text. Text 1: Text 2: Text 3:	<input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.

¹⁵ Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>

¹⁶ Adapted from text generated by ChatGPT Open AI. <https://openai.com/chatgpt>

Component 4C

Write your responses to the questions in the space provided.

<p>Q4. How is emotive language used in advertisements to get people to buy something? Give examples from Text 1.</p>	<p><input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.</p>						
<p>Q5. a. Text 2 is the opening paragraph of an argument text. The opening paragraph gives the opinion of the writer. We call this the 'Thesis Statement'. What will the next few parts in an argument text contain? Complete the table.</p> <table border="1" data-bbox="177 607 1110 1122"><tr><td>Title: What the text is about</td></tr><tr><td>Introduction: Writer's opinion is presented in a thesis statement.</td></tr><tr><td>Body paragraph 1:</td></tr><tr><td>Body paragraph 2:</td></tr><tr><td>Body paragraph 3:</td></tr><tr><td>Conclusion:</td></tr></table> <p>b. How is this different from a discussion text?</p>	Title: What the text is about	Introduction: Writer's opinion is presented in a thesis statement.	Body paragraph 1:	Body paragraph 2:	Body paragraph 3:	Conclusion:	<p><input type="checkbox"/> I got it! <input type="checkbox"/> I need more practice. <input type="checkbox"/> I need help.</p>
Title: What the text is about							
Introduction: Writer's opinion is presented in a thesis statement.							
Body paragraph 1:							
Body paragraph 2:							
Body paragraph 3:							
Conclusion:							
<p>Q6. What kinds of persuasive texts do you find most convincing? Give your reasons why and support your reasons with examples. (Write your answer in a short paragraph with full sentences.)</p>							

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on different types of persuasive texts. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

For inquiries or feedback, please write or call:

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