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# Learning Activity Sheet for English

Quarter 3

Lesson

1

GOVERNMENT PROPERTY  
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**Worksheet for English Grade 7**  
**Quarter 3: Lesson 1 of 8 (Week 2)**  
**SY 2024-2025**

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**LEARNING ACTIVITY SHEET**

<b>Learning Area:</b>	English	<b>Quarter:</b>	3rd Quarter
<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Draw inferences about the author's purpose and target audience based on textual clues</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 2: Draw inferences about the author's purpose and target audience****II. Objective(s):**

Identify the author's purpose (inform, persuade, entertain) based on textual clues.

**III. Materials Needed:** pen**IV. Instructions:****Our Oceans in Peril: The Silent Threat of Acidification**

Have you ever poured vinegar on baking soda? The fizzing reaction is caused by a chemical process called acidification. This same process is happening in our oceans, but at a much slower rate. The culprit? Excess carbon dioxide (CO<sub>2</sub>) in the atmosphere. As human activities like burning fossil fuels release more CO<sub>2</sub>, some of it gets absorbed by the oceans. While this helps regulate atmospheric CO<sub>2</sub> levels, it has a negative consequence. The ocean water becomes more acidic, which disrupts the delicate balance of marine ecosystems.

The shells and skeletons of many sea creatures, like coral reefs and shellfish, are made of calcium carbonate. Acidic water makes it harder for these organisms to build and maintain their shells, making them weaker and more vulnerable. This can disrupt entire food chains in the ocean. Ocean acidification is a complex issue with far-reaching consequences. Scientists are still researching its full impact, but it's clear that it poses a serious threat to the health of our oceans and the marine life that depends on them.

1. What is the main topic or issue discussed in the text?
2. What kind of language is used? Is it complex and scientific, or clearer and easier to understand? (Consider vocabulary and sentence structure)
3. Decide on the author's purpose (Inform, Persuade, Entertain) based on the clues you found in the text (language and sentence structure). List specific examples from the text that support your choice.
4. Who do you think this text is written for? Consider the age-appropriateness of the language, the level of detail provided, and the overall tone of the text. Write your answer in the graphic organizer.

**LEARNING ACTIVITY SHEET**

<b>Learning Area:</b>	English	<b>Quarter:</b>	3rd Quarter
<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Analyzing real-world issues</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 2: Using graphic organizers to analyze real-world issues****II. Objective(s):**

Use cause-effect chart and T-chart to organize information for analysis

**III. Materials Needed:** pen

**IV. Instructions:** Choose one of the following graphic organizers to help you analyze the previous text, **Our Oceans in Peril: The Silent Threat of Acidification**, and its connection to the world around us..

**Cause-and-Effect Chart**

<b>Cause</b>	<b>Effect</b>
Increased CO <sub>2</sub> in the atmosphere	(List effects on the ocean environment - e.g., more acidic water)
More acidic ocean water	(List consequences for marine life - e.g., weaker shells)
Weaker shells in marine life	(List potential impacts on food chains)

**T-Chart (Real-World Issue & Our Connection)**

<b>Real-World Issue</b>	<b>How Does It Affect Us?</b>
Ocean Acidification	(List consequences for marine ecosystems)

	(Explain how a healthy ocean benefits us - e.g., food source, oxygen production)
	(Identify potential consequences of a disrupted ocean)

**LEARNING ACTIVITY SHEET**

<b>Learning Area:</b>	English	<b>Quarter:</b>	3rd Quarter
<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Decoding the Author's Message/Purpose</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 3: Decoding the Author's Message: A World of Creation****II. Objective(s):**

- Note important details from the article read.
- Use a Venn diagram to organize information.
- Write a comparison and contrast essay using either the block method or point-by-point method.

**III. Materials Needed:** pen**IV. Instructions:**

Read and analyze a text about Generative AI to uncover the author's purpose and message. Answer the questions that follow.

**Decoding the Author's Message: A World of Creation**

Imagine a world where machines can create things just like humans! This is the promise of Generative AI, a branch of artificial intelligence that focuses on generating entirely new content. Unlike traditional AI that analyzes existing data, Generative AI takes inspiration from the world around it and uses that knowledge to produce something entirely new. Think about it - Generative AI can create realistic images based on a simple text description. It can compose music that mimics the style of your favorite artist. It can even write stories that unfold in unexpected ways. The possibilities are truly endless. This groundbreaking technology is already making waves in various fields. Fashion designers are using Generative AI to create unique clothing patterns. Architects are employing it to design buildings that are both functional and aesthetically pleasing. And writers are exploring its potential to help them overcome writer's block or even co-author creative pieces. Of course, with any powerful technology, there are questions to consider. How will the widespread use of Generative AI impact human creativity? Will it lead to job displacement in creative industries? These are important discussions that society needs to have as this technology continues to evolve.

<b>Question</b>	<b>Answers</b>
1. What is the purpose of the author?	<b>Author's Purpose:</b>
2. List specific words or phrases that help you determine the author's purpose	<b>Evidence from the Text (Vocabulary):</b>
3. Explain how the sentence structure (short & factual vs. varied & engaging) contributes to the author's purpose.	<b>Evidence from the Text (Sentence Structure):</b>

<b>4.</b> Describe the overall tone of the text (objective & informative vs. excited & curious) and how it supports the author's purpose.	<b>Evidence from the Text (Overall Tone):</b>

Once you have completed the graphic organizer, discuss the following questions with your partner or group mates:

1. What is the main idea of the text?
2. Does the author express any opinions or beliefs about Generative AI?
3. How does this text make you feel about the potential of Generative AI?
4. What are some other potential applications of Generative AI that the text doesn't mention?