

**GOVERNMENT PROPERTY**  
NOT FOR SALE

**7**

**QUARTER 2**



**DEPED - ANGELES CITY**  
CURRICULUM IMPLEMENTATION DIVISION

# CABLE

**CONTEXTUALIZED ACTIVITY-BASED LEARNING EXERCISES**

(ACTIVITY BASED LEARNING MATERIALS ON CRITICAL CONTENTS FOR FACE TO FACE CLASSES)



DEPARTMENT OF EDUCATION - SCHOOLS DIVISION OF ANGELES CITY  
Jesus St. Pulungbulo, Angeles City

**CABLE – Grade 7**  
**Quarter 2 – All Subjects**  
**First Edition, 2022**

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## **INTRODUCTION**

This Project CABLE (Contextualized Activity-Based Learning Exercises) is a collaborative project of all the Education Program Supervisors of SDO Angeles City, in coordination with Public Schools District Supervisors.

This has been conceptualized in order to help address the present gaps on learning materials especially on critical contents. The situations, examples (food, places, etc.) and the activities are based on the context of the learners in Angeles City and highlight Kapampangan ingenuity.

This contextualized activity-based learning exercises will help learners to enhance their content knowledge and to make the concepts more relatable. With this, learners are assured of learning materials that they can use during the face to face classes addressing their learning needs specifically on the critical contents.

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**Grade 7**  
**Lesson**  
**5**

**ENGLISH**  
Summarizing Informational Text

Name \_\_\_\_\_

**Quarter 2: Week 5**

**Learning Competency with Code:**

Summarize key information from a text.

**(EN6OL-IVj-3.6)**



**ACTIVITY 1**

Read the following passage carefully. Then, make a summary following the **Text Author Action Main idea Important Details and Organization (TAAMIO)** as your guide. Refer to the rubric for scoring.

**THE ART OF READING**

Jose John Lumboy Pangan  
Balitucan Elementary School, SDO Pampanga

Reading is defined as a cognitive process that involves decoding symbols to understand the meaning of a paragraph or passage. It is a dynamic process of creating meanings from words. When you read with a purpose, it helps you to direct information towards a goal and focuses your attention.

Although the reasons for reading may vary, the primary purpose of reading is to understand the text or passage.

Notably, it is also a thinking process. The reader used schemes to understand what they are reading; uses subjects or themes to organize ideas and uses textual clues to find the meanings of the words.

Reading has many benefits that can be helpful in everyday life. Some of the benefits that you can get from reading are as follows:

1. Reading helps build your vocabulary, which has a direct impact on how effectively you can communicate. When you read, you will gain access to a wealth of words that will help you describe how you are feeling, help a point clearly, and so much more.
2. Reading can exercise your brain. It can prevent brain disease. It can prevent diseases like Alzheimer's disease.
3. Reading helps reduce stress. Many researches have been proven the stress-reducing abilities of reading. The key is to read for pleasure, not for work, school, or because of another obligation.
4. Reading can help you improve your sleeping habits. You can sleep better by reading books, magazines, and other printed materials. We must get enough sleep, and it turns out that reading before bed can help you fall asleep faster and sleep longer. It is not surprising that reading has such a positive impact on sleep, specifically considering its stress-reducing effects.

These are some of the advantages that reading can provide to us. So, start reading now and explore the art of reading.

### **Rubric for Scoring**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Presentation of main idea	The main idea is complete, specific, and correct.	The main idea is accurate but not complete.	The main idea gives detail instead of main point.	The main idea is incorrect.
Presentation of supporting ideas	All important details are presented.	Only some of the important details are included but some are missing.	Some critical details are missing.	It contains few or limited details.
Organization of ideas	Ideas are connected and in logical order.	Ideas are in logical order.	Ideas are somewhat in logical order.	Ideas are not in logical order.
Understanding of the text	Demonstrates clear and high understanding of the text.	Demonstrates better understanding of the text.	Demonstrates basic understanding of the text.	Demonstrate little or no understanding of the text.
Grammar and punctuations	No errors are observed.	Little errors are observed.	Few errors are observed.	Many errors are observed.

### **REFERENCES**

Cabigting, Francis S. Learning Activity Sheet Quarter 2, Week 5 Accessed July 28, 2022, DepEd, Schools Division of Angeles City

Jose Jomboy G. Pangan, Ready or Not? The Reading Teacher, The Official Newsletter in English Curriculum and Reading Advocacy of DepEd Region III, Volume I Issue No. 4 SY 2021-2022 Accessed July 28, 2002

Pangalan \_\_\_\_\_

## **Ikalawang Markahan: Ikasiyam na Linggo**

### **Kasanayang Pampagkatuto at Koda:**

Nasusuri ang kulturang nakapaloob sa awiting-bayan

F7PB-III-12



### **GAWAIN 1**

Pakinggan at sabayang awitin ang dalawang awiting ito: “Ang Dalagang Pilipina” at “Bebot”. Suriin at paghambingin ang dalawa sa pamamagitan ng *Venn diagram*. Basahin at sagutin ang mga gabay na tanong na makatutulong sa iyong paghahambing.

#### **1. Ang Dalagang Pilipina**

Freddie Aguilar

Ang dalagang Pilipina, parang tala sa umaga  
Kung tanawin ay nakaliligaya  
May ningning na tangi at dakilang ganda  
Maging sa ugali, maging sa kumilos  
Mayumi, mahinhin, mabini ang lahat ng ayos  
Malinis ang puso maging sa pag-irog  
May tibay at tinig ang loob

Bulaklak na tanging marilag, ang bango ay humahalimuyak  
Sa mundo'y dakilang panghiyas, pang-aliw sa pusong may hiras  
Batis ng ligaya at galak, hantungan ng madlang pangarap  
'Yan ang dalagang Pilipina  
Karapat-dapat sa isang tunay na pagsinta  
  
Maging sa ugali, maging sa kumilos  
Mayumi, mahinhin, mabini ang lahat ng ayos  
Malinis ang puso maging sa pag-ibig  
May tibay at tinig ang loob

Bulaklak na tanging marilag, ang bango ay humahalimuyak  
Sa mundo'y dakilang panghiyas, pang-aliw sa pusong may hiras  
Batis ng ligaya at galak, hantungan ng madlang pangarap  
'Yan ang dalagang Pilipina  
Karapat-dapat sa isang tunay na pagsinta  
  
'Yan ang dalagang Pilipina  
Karapat-dapat sa isang tunay na pagsinta

## 2. BEBOT

Black-Eyed Peas

Bebot bebot  
Be bebot bebot  
Be bebot bebot be  
Ikaw ang aking

Ikaw ay  
Filipino! (4x)

Hoy pare pakinggan nyo ko  
Eto nang tunay na filipino  
Galing sa baryo Sapangbato  
Pumunta ng LA nagtrabaho  
Para makatulong sa nanay  
Dahil sa hirap ng buhay  
Pero masaya parin ang kulay  
Pag kumain nagkakamay  
Yung kanin, chicken adobo  
Yung balot, binebenta sa kanto  
Tagay mo na nga ang baso  
Pare ko inuman na tayo

Filipino! (4x)

Bebot bebot  
Be bebot bebot  
Be bebot bebot be  
Ikaw ang aking

Ikaw ay  
Filipino! (4x)

Masdan mo ang magagandang dalaga  
Nakakagigil ang beauty mo talaga  
Lambingin di nakakasawa  
Ikaw lang ang gustong kasama  
Yung bahay o kubo  
Pagibig mo ay totoo  
Puso ko'y laging kumikibo  
Wala kang katulad sa mundo ko  
Pinoy ka sigaw na, sige  
Kung maganda ka sigaw na, sige  
Kung buhay mo'y mahalaga, sige  
Salamat sa iyong suporta  
Filipino! (8x)

Bebot bebot  
Be bebot bebot  
Be bebot bebot be  
Ikaw ang aking (3x)

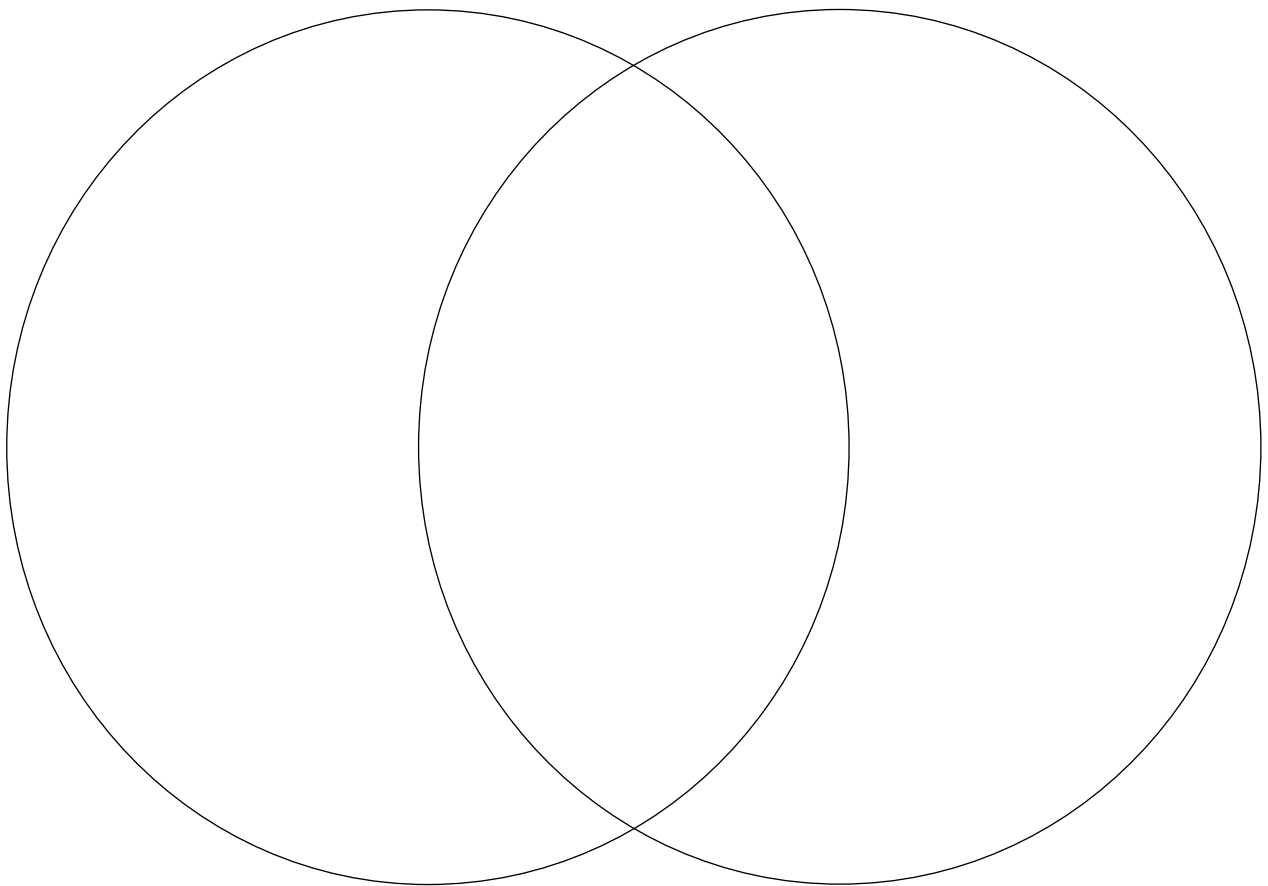
Ikaw ay  
Pinoy ka sigaw na, sige  
Kung maganda ka sigaw na, sige  
Kung buhay mo'y mahalaga, sige  
Salamat sa iyong suporta, sige  
Pinoy ka sigaw na, sige  
Kung maganda ka sigaw na, sige  
Kung buhay mo'y mahalaga, sige  
Salamat sa iyong suporta

Filipino! (4x)

La la la la la la la la la la la loo  
La la la la la la la la la la la loo

Mga Gabay na Tanong:

1. Ilarawan ang awiting “Ang Dalagang Pilipina” gayon din ang awiting “Bebot”.
2. Ano-ano ang pagkakatulad ng dalawang awitin?
3. Bagaman pareho ang pinapaksa ng dalawang awiting-bayan, alin ang higit na nakahihikayat pakinggan para sa iyo?
4. Ano-ano kaya ang mga katangian ng isang awiting-bayan na higit na nakahihikayat pakinggan para sa iyo?







**Grade 7**  
**Lesson**  
**4**

**SCIENCE**

**Plant And Animal Cells According to Presence or  
Absence of Certain Organelles**

Name \_\_\_\_\_

**Quarter 2: Week 4**

**Learning Competency with Code:**

Differentiate plant and animal cells according to presence or absence of certain organelles. (S7LT-IIc-3 )



**ACTIVITY 1**

**I. Objective:**

Differentiate plant and animal cells according to presence or absence of certain organelles through a play.

**II. Materials**

Note cards with organelles name, script and instruction for the play.

Large name tags with organelle name for the student's neck ,

cardboard , boxes, large index cards ,

" 6" x 9" piece of white paper (1 per student)

Glue, scissors, and construction paper,

**III. Procedures**

1. Get one note card with the organelle name and script from your teacher.
2. The teacher will split the class into two groups. (Animal Cell Group and Plant Cell Group) depending on the cell part: "plant cell" and "animal cell"
3. Each group should be able to create a complete cell. Each cell part has an important function which can be found in the note card.
4. Create a puppet that represents the cell part indicated on your notecard.
5. Create the mouth of the puppet. Fold the 6"x9" sheet "hot-dog style" into 3 equal sections. Fold the sheet into a "W". Your fingers can be inserted into the folded gaps at either end of the "W" to make the mouth move up and down.
6. Once the mouthpiece is done, you can start designing your representative cell part using construction paper, glue and scissors.
7. Your puppet should be designed based on an analogy of the cell part. Use the "Cell Parts" to help you to come up with an analogy based on the description and function for each cell part.
8. Once you finished your puppet, read your script from the note card in front of class, using the puppet to speak for you. Each of you should be able to recognize if your cell part is found in a plant cell, animal cell, or in both cells.

## SCRIPTS

<b>Animal Cell Script</b>			
<b>Learner</b>	<b>Cell Part</b>	<b>Script</b>	<b>Directions</b>
1	Cell Membrane	<i>Hi, I'm a cell membrane. My job is to protect the insides of the cell from the outside environment."</i>	<i>Move on the far side of the play area with arms out in a semi-circle.</i>
2	Cytoplasm	<i>"I'm the cytoplasm. I am the gel-like substance between the cell membrane and the nucleus where the organelles are found."</i>	<i>Wave arms in front of yourself as you "float" around the cell between the other organelles.</i>
3	Nucleus	<i>"I'm the mighty nucleus. I direct the cell activity to make sure that all of the other organelles in the cell do their jobs."</i>	<i>Stand in the middle of the play area and motivate the organelles to work.</i>
4	Endoplasmic Reticulum	<i>"I'm the endoplasmic reticulum. I'm a network of passageways that carries materials from one part of the cell to another."</i>	<i>Pick up a card from the ground or desk that is marked "sugar" and give it to the Golgi body.</i>
5	Golgi Body	<i>"I'm the Golgi body. I receive materials from the Endoplasmic reticulum and then pack and distribute these materials to other parts of the cell."</i>	<i>Receive a card from the ER and put it in the box and give it to the mitochondria.</i>
6	Ribosomes	<i>"We're ribosomes. We are grain-like bodies that float around the cytoplasm. When we attach to Endoplasmic reticulum, we produce proteins."</i>	<i>Ribosomes will float around for a while and then land on the ER. Once attached to ER, ribosome will bring out cards marked "protein" from their pockets and say, "I made protein!"</i>
7	Mitochondria	<i>"I'm the mitochondria. I use sugars like glucose to create energy so that the cell can function."</i>	<i>Stand in the play area and receive boxes from the Golgi body. Once received, the mitochondria will pull out cards marked "energy" from their pockets and say, "I made energy!"</i>

<b>Plant Cell Script</b>			
<b>Learner</b>	<b>Cell Part</b>	<b>Script</b>	<b>Gestures</b>
8	<i>Cell Membrane</i>	<i>Hi, I'm a cell membrane. My job is to protect the insides of the cell from the outside environment."</i>	<i>Move on the far side of the play area with arms out in a semi-circle.</i>
9	<i>Cytoplasm</i>	<i>"I'm the cytoplasm. I am the gel-like substance between the cell membrane and the nucleus where the organelles are found."</i>	<i>Wave arms in front of yourself as you "float" around the cell between the other organelles.</i>
10	<i>Nucleus</i>	<i>"I'm the mighty nucleus. I direct the cell activity to make sure that all of the other organelles in the cell do their jobs."</i>	<i>Stand in the middle of the play area and motivate the organelles to work.</i>
11	<i>Endoplasmic Reticulum</i>	<i>"I'm the endoplasmic reticulum. I'm a network of passageways that carries materials from one part of the cell to another."</i>	<i>Pick up the sugar card from the ground (or table) and give it to the Golgi bodies. You will also pick up "waste" card from the ground and give it to the Golgi Body.</i>
12	<i>Golgi Body</i>	<i>"I'm the Golgi body. I receive materials from the Endoplasmic reticulum and then package and distribute these materials to other parts of the cell."</i>	<i>Receive objects from the ER and put them in boxes. Give the boxes to the mitochondria and the vacuole.</i>
13	<i>Ribosomes</i>	<i>"We're ribosomes. We are grain-like bodies that float around the cytoplasm. When we attach to Endoplasmic reticulum, we produce proteins."</i>	<i>Ribosomes will float around for a while and then land on the ER. Once attached to ER, ribosome will bring out cards marked "protein" from their pockets and say, "I made protein!"</i>
14	<i>Mitochondria</i>	<i>"I'm the mitochondria. I use sugars like glucose to create energy so that the cell can function."</i>	<i>Stand in the play area and receive boxes from the Golgi body. Once received, the mitochondria will pull out cards marked "energy" from their pockets and say, "I made energy!"</i>

15	<i>Chloroplast</i>	<i>"I'm the chloroplast. I am only found in plant cells. I make energy from the sunlight and then use this energy to make food for the cell."</i>	<i>Wave their arms in the direction of the sun and say, "I love the sun" and pull out cards marked, "sugar", from their pockets.</i>
16	<i>Vacuole</i>	<i>"I'm the vacuole. I store food, water and waste from the cell."</i>	<i>Stand near the cell membrane and receive boxes from the Golgi body.</i>
17	<i>Cell Wall</i>	<i>I'm the cell wall. I'm only found in plant cells. I am made of cellulose and is the rigid layer surrounding the cell membrane."</i>	<i>Stand behind the cell membrane with arms in a semicircle.</i>

**Notes: If there are more students than organelles, students can double up on cell membranes, cell walls, and ribosomes.**

## REFERENCES

Oxford Illustrated Science Dictionary <http://www.this-magic-sea.com/COMCORAL.HTM>

<https://www.jove.com/science-education/10588/print/procedure>

Name \_\_\_\_\_

## Quarter 2: Week 2

### Learning Competency with Code:

Solve problems involving conversion of units of measurement ( M7ME-IIb-2)



### ACTIVITY 1

Convert the following to the indicated units:

1. 31 m = \_\_\_\_\_ mm
2. 28 m = \_\_\_\_\_ mm
3. 8,000 mm = \_\_\_\_\_ m
4. 3,000 mm = \_\_\_\_\_ m
5. 9,000 mm = \_\_\_\_\_ m
6. 9.3 g = \_\_\_\_\_ kg
7. 71 g = \_\_\_\_\_ kg
8. 4 kg = \_\_\_\_\_ g
9. 8 g = \_\_\_\_\_ kg
10. 6 l = \_\_\_\_\_ ml
11. 5.0 l = \_\_\_\_\_ ml
12. 0.29 ml = \_\_\_\_\_ l
13. 0.84 ml = \_\_\_\_\_ l
14. 7.4 kg = \_\_\_\_\_ g
15. 0.08 kg = \_\_\_\_\_ g



## ACTIVITY 2

Solve the given problems.

You can walk 1.2 km in 25 minutes. As measured in meters, how far can you walk in a minute?

1. You are 175 cm tall while your friend Reggie is 1,680 mm tall. After 3 years, you grew by 40 mm and Reggie grew by 7 cm. Which among you is taller after a year? How tall in centimeters?
2. The weight of a puppy is 1.6 kg, and the weight of a kitten is 750 g. What is the difference in their weights as measured in g?
3. Your family donated 12 sacks of clothes and bedding to families in remote areas. Each sack weighed 20 kilograms. If these sacks were equally shared among 8 families, how many kilograms of clothes did each family receive?
4. You are making popsicles with chocolate milk. The capacity of each popsicle stick is 95 ml. How much milk (measured in L) do you need to make 15 popsicles?

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**Grade 7**  
**Aralin**  
**6**

## ARALING PANLIPUNAN

Mga Kilalang Kababaihan  
mula sa Angeles City

Name \_\_\_\_\_

### Ikalawang Markahan: Linggo: 6-7

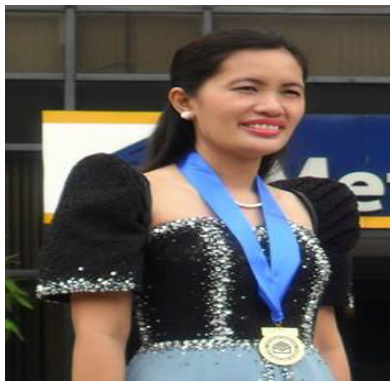
#### Kasanayang Pampagkatuto

\*Nasusuri ang kalagayan at bahaging ginampanan ng kababaihan mula sa sinaunang kabihasan at ikalabing-anim na siglo (Week 6-7, no code)



#### GAWAIN 1

Kilalang Tao galing sa Angeles City	Pagkakilanlan/Katangian/Ambag sa Lipunan
 <p><b>KGG. Maria Vicenta Vega-Cabigting</b></p>	<p>Si Kagalang-galang <b>Maria Vicenta Cabigting</b> o kilala bilang <b>Vicky Vega</b> ay Vice-Mayor ng Lungsod ng Angeles sa loob ng apat na termino at bagong halal din noong nakaraang halalan, Mayo 2022 sa parehong posisyon. Pinarangalan siyang <b>Outstanding Local Legislator</b> noong <b>2014</b> dahil sa kanyang kontribusyon sa larangan ng paglilingkod-publiko.</p>
 <p><b>MARCELA E. JINGCO</b></p>	<p>Si <b>Ginang Marcela E. Jingco</b>, isang <b>SPED Master Teacher ng Angeles Elementary School</b> ay pangalawang <b>Metrobank Outstanding Teacher</b> mula sa Angeles pagkatapos ni Ginang Gallo at ginawaran ng parangal noong 2011 ng <b>Metrobank Foundation</b> dahil sa kanyang di mapapantayang dedikasyon sa larangan ng pagtuturo.</p>



**MATROSE P. GALARION PhD**

Si **Ginang Matrose P. Galarion** na dating guro sa sekondarya ng *Angeles City National High School* ay naparangalan din bilang *Metrobank Outstanding Teacher* noong 2014 ng *Metrobank Foundation* dahil sa kanyang mga naiambag sa larangan ng edukasyon. Sa kasalukuyan, siya ay hepe ng *PPRD sa DepEd Region III*.



Maria Lea Carmen Imutan  
Salonga  
**(LEAH SALONGA)**

Ipinanganak siya sa Manila subalit lumaki sa Angeles City hanggang siya ay anim na taong gulang.

Naging bahagi ng mga *musical* tulad ng *The King and I* kasama *Repertory Philippines*, *Annie*, *Cat on a Hot Tin Roof*, *Fiddler on the Roof*, *The Sound of Music*, *The Rose T*, *The Goodbye Girl*, *Paper Moon*, *The Fantasticks* at *Les Misarables*



**Rosario Rodriguez Maitim**  
**(JEAN GARCIA)**

Ipinanganak bilang si **Rosario Rodriguez Maitim** noong August 22, 1969 sa Angeles City, nakilala sa mundo ng showbiz bilang si **Jean Garcia**. Ilan sa kanyang mga natatanging pagganap sa pelikula at telebisyon ang *Pangako Sa 'Yo*, *Ina*, *Kasusuklaman Ba Kita?*, *The Half Sisters*.





**RYZZA MAE DE GUZMAN  
DIZON**

Ipinanganak si **Ryza Mae de Guzman Dizon** June 12, 2005 sa Angeles City. Nakilala siya sa mundo ng showbiz nang manalo siya bilang *Little Miss Philippines* noong 2012 sa sikat na noontime show, ang *Eat Bulaga!*



**ISABELLA VILLARAMA  
GRANADA**

Si **Isabella Villarama Granada** na ipinanganak noong March 9, 1976 sa Angeles City ay isang artista na nagsimula sa ***That's Entertainment*** noong 1986 na naging bahagi ng Tuesday group. Ilan sa kanyang mga nagampanan sa pelikula ay ang *Ligaya ang Itawag Mo sa Akin*, *Ikaw Na Sana*, *Sa Puso Ko lingatan Ka*, *Sine Novela: Pasan Ko Ang Daigdig* and *Zaido: Pulis Pangkalawakan*. Kaputol ng *Isang Awit*, *Lalola*, *Got to Believe* at *Wish Ko Lang*. Nakapangasawa siya ng isang pulitiko sa lungsod na si Jerico Aguas na kalaunan ay nagkahiwalay rin. Namatay siya sa atake sa puso habang nagbabakasyon sa Dubai.



**Mary Jane Santa Ana Guck  
JACKLYN JOSE**

Si **Mary Jane Santa Ana Guck** ay ipinanganak noong October 21, 1964 sa Angeles City. Kilala siya sa mundo ng showbiz bilang **Jaclyn Jose**. Kabilang sa mga nagampanan niya na mga pelikula at teleserye sa telebisyon ay ang: *Private Show*, *White Slavery*, *Santa Juana*, *Sana ay Ikaw na Nga*, *Te Amo*, *Zorro*, *Babalik Kang Muli* and *Nagsimula sa Puso*, *Mula Sa Puso*, *Hati Tayo Sa Magdamag*, *White Slavery* (directed by Lino Brocka, *Dyosa*, *A Secret Affair*, at *Ma' Rosa* kung saan siya ay kinilala bilang Cannes Film Festival Award for Best Actress na kauna-unahan para sa isang artist mula sa Southeast Asia.



**Susan Reid**  
**HILDA KORONEL**

Si **Hilda Koronel**, ipinanganak sa pangalang **Susan Reid** noong January 17, 1957 sa Angeles City. Siya ay premyadong aktres mula sa pagkilala ng *MMFF*, *FAMAS*, *Luna* at *Urian*. Kabilang sa mga nagampanan niyang mga pelikula at teleserye ay "Hilda", Maynila: Sa mga Kuko ng Liwanag, Insiang, *The Mistress*, Kung Mawawala Ka, at Ikaw Ang Lahat Sa Akin.



**Donita Rose Ramos Cavett**  
**DONITA ROSE**

Si **Donita Rose Ramos Cavett** na kilala sa bansag na **Donita Rose** ay ipinanganak noong December 5, 1974 sa Amerika subalit lumaki siya sa Angeles City mula 5 taong gulang hanggang sa madiskubre siya bilang artista. Kilala siya bilang *TV host* at dating *MTV Asia VJ*. Nag-aral siya sa *Brent International School at De La Salle University*. Nagsimula ang kanyang pagiging artista sa *That's Entertainment*. Kabilang sa mga nagampanan niyang mga pelikula at teleserye ay *Gabo*, *Alabang Girls*, *Ober Da Bakod*, *9 Mornings*, *Lastikman*. Naging co-host din siya ng *Umagang Kay Ganda*, *GMABasta Every Day*, *Happy!*



**MARIA FRANCESCA GUINA**  
**TARUC**

Si **Maria Francesca Guina Taruc** ay ipinanganak noong May 21, 1998) ay isa ring aktres, TV host, model at beauty pageant titleholder at kinoronahang Miss Freedom of the World Philippines 2018 at pagkalipas ng isang taon ay naiuwi niya ang kauna-unahang titulong Miss Tourism World Intercontinental 2019 na ginanap sa China.



**Antoinette Cherish  
Flores Taus  
ANTOINETTE TAUS**

Si **Antoinette Cherish Flores Taus** ay ipinanganak noong August 30, 1981. Siya ay isang *Filipino-American* na naging actress sa telebisyon, pelikula at teatro, mang-aawit, *host*, at *commercial model*. Naging *goodwill ambassador* din siya ng *UNEP* at nagtayo ng isang *non-profit organization* na *CORA Philippines*. Siya ay naging *talent* ng *ABS-CBN* noong 1992 at lumipat sa *GMA Network* noong 1997 hanggang 2004. Kabilang sa kanyang mga nagampanang pelikula at teleserye ay *Anna Karenina*, *T.G.I.S.* Naging *host* siya ng *Philippine coverage* ng *BBC Millennium Celebration 2000 Today*, na naipalabas sa 67 na bansa sa buong mundo. Nanatili siya sa Los Angeles sa loob ng 10 taon at bumalik sa Pilipinas para maituloy ang kanyang karera.

**Panuto:** Punan ng tamang impormasyon ang talahanayan tungkol sa mga naging kontribusyon ng mga kababaihan na galing sa Angeles City ayon sa kanilang mga impormasyon na nasa itaas.

Personalidad	Kontribusyon sa Bayan
1.	
2.	
3.	
4.	
5.	
6.	
7.	

8	
9	
10.	
11.	
12.	

### **SANGGUNIAN**

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**Grade 7/8**  
**Lesson**  
**7**

**TECHNOLOGY AND LIVELIHOOD EDUCATION**

**Dressmaking**

Name \_\_\_\_\_

**Quarter 0: Week 9**

**Learning Competency with Code:**

- 1.1 Observe proper handling and cleaning (TLE\_HEDM7/8BM0i-7)
- 1.2 Resolve common machine troubles.
- 1.3 Follow the safety procedures in machine cleaning.
- 1.4 Perform regular maintenance schedules.



**ACTIVITY 1**

Directions: The table below presents the common sewing machine trouble, the causes, and the remedies. Fill in each empty column under causes and remedies.

**Common Sewing Machine Troubles**

<b>Machine Troubles</b>	<b>Causes</b>	<b>Remedies</b>
1. Machine runs noisily		<ul style="list-style-type: none"> <li>• Oil the sewing machine.</li> <li>• Tighten loose screw.</li> <li>• Clean the shuttle race before oiling.</li> </ul>
2. The machine rotates heavily.	<ul style="list-style-type: none"> <li>• Too tight belt</li> <li>• Insufficient oil</li> <li>• Bearing or shuttle race is clogged with dust or thread.</li> </ul>	
3. Needle thread breaks.		<ul style="list-style-type: none"> <li>• Check the threading; change the texture of the thread and attach the needle properly to the needle bar (the flat side of the needle should face the needle bar).</li> <li>• Use the correct presser foot; check if the presser foot is secured and properly fastened.</li> </ul>

		<ul style="list-style-type: none"> <li>• If the seam is too heavy, change the needle to the correct size.</li> <li>• Check the position of the bobbin case, and reset the shuttle race assembly.</li> <li>• Change the bent needle to avoid needle bending; pull the upper and lower threads towards the rear of the presser after stitching, and cut the threads.</li> <li>• Don't force the fabric; just guide it.</li> <li>• Change the size of the needle.</li> <li>• Adjust the tension.</li> </ul>
4. Stitches skip	<ul style="list-style-type: none"> <li>• Bent needle, dull needle, or wrongly attached needle.</li> <li>• Unmatched size of needle or thread to the texture of the fabric.</li> <li>• No enough pressure on the presser foot.</li> </ul>	
5. Stitches loop		<ul style="list-style-type: none"> <li>• Use a blunt needle</li> <li>• check the threading; if loops appear under the fabric, check the upper threading; adjust the upper tension regulator; if the loops appear on the top of the fabric, check the lower threading; the thread may be inserted in the tension groove of the bobbin, check also the latch spring on the bobbin case.</li> <li>• Balance the tension of both threads.</li> <li>• Change the thread take-up lever spring.</li> </ul>

6. Upper thread breaks	<ul style="list-style-type: none"> <li>• Improper threading</li> <li>• Improperly attached needle.</li> <li>• Bent or dull needle.</li> <li>• Tight upper thread</li> <li>• Poor quality thread</li> <li>• Unmatched needle.</li> </ul>	
7. Lower or under-thread breaks.		<ul style="list-style-type: none"> <li>• Wind the thread in the bobbin uniformly.</li> <li>• Change the needle.</li> <li>• Use good quality thread.</li> <li>• Lower the feed dog if the fabric is thin; raise the feed dog if the fabric is thick.</li> <li>• Check if the bobbin is clogged with dirt or thread.</li> <li>• Loosen the adjusting screw of the bobbin case or adjust the tension of the upper thread.</li> </ul>
8. Seams Pucker	<ul style="list-style-type: none"> <li>• Too long stitch length for the fabric</li> <li>• Tension is too tight</li> <li>• Sizes of the needle and the thread do not match</li> <li>• Too high feed dog adjustment.</li> <li>• Too heavy pressure on the presser foot</li> </ul>	
9. Fabric does not move.		<ul style="list-style-type: none"> <li>• Adjust the feed dog to the proper sewing position.</li> <li>• Adjust stitch regulator to desired stitch length.</li> <li>• Add pressure to the presser foot by adjusting the pressure regulator screw.</li> </ul>
10. Fabric jams in the machine	<ul style="list-style-type: none"> <li>• Needle may be too big.</li> <li>• Throat plate</li> </ul>	



## ACTIVITY 2

Directions: Form yourselves into groups. Each group should have 3 members. Perform and follow the standard for sewing machine operations. Observe while using/running a sewing machine and list the things that you have noticed. Follow in the manipulation of the sewing machine:

1. Start with the right tools and supplies. Have your needle, thread, screwdrivers, pins, and scissors ready for use. With tools at hand, you can start working continuously on the machine.



2. Always maintain a good working posture. Sit on your back, slightly leaning forward. It can prevent body pains after working on your machine.



3. Thread the sewing machine correctly. You can follow the guidebook if you have one. This will save your time to get the correct threading. Refer to someone to check if you have threaded it properly.



4. Be sure that the needle is properly set according to the directions for specific models. A properly attached needle will make your work without any trouble.





5. Set the stitch regulator according to project specifications and test the stitches for possible adjustments.



6. Check tension dials and adjust according to the project requirement of the stitches. A correct adjustment on the tension dials will make a perfectly sewn garment.



7. Turn the power off (for motorized/electric machines) when the sewing machine is not in use. This will save electricity and avoid possible minor accidents.



8. Keep sewing tools. Dust the sewing machine, then put a little amount of machine oil in the slots. This will make the sewing machine available for the next user.



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Pangalan \_\_\_\_\_

## **Ikalawang Markahan: Ikalawang Linggo**

### **Kasanayang Pampagkatuto at Koda:**

Sa pagtatapos ng araling ito, ikaw ay inaasahan na:

- naisasagawa ang pagbuo ng angkop na pagpapasiya tungo sa katotohanan at kabutihan gamit ang isip at kilos-loob.  
(EsP9TT-IIb-5.4)



### **GAWAIN: “Malasakit sa Lungsod ng Angeles, Isaisip at Isagawa!”**

Ang Lungsod ng Angeles ay kilala sa kanyang mga modernong gusali, *malls*, mga unibersidad, *hotels*, *restaurants* at mga pook pasyalan tulad ng Bayanihan *Park* at *Clark Air Base*. Subalit dala ng modernisasyon, ito ay may mga suliranin ding kinakaharap.

#### **Panuto:**

1. Ang mga sumusunod na larawan ay mga sitwasyon na kadalasang nangyayari sa ating komunidad. Tukuyin at lutasin ang mga sitwasyon gamit ang iyong isip at kilos-loob.
2. Sa gabay ng inyong guro ay bumuo ng tatlong pangkat.
3. Gamit ang inyong kakayahang mag-isip, pag-usapan at ipaliwanag ng bawat pangkat ang sitwasyon na makikita sa larawan. Isakatuparan ang hinihinging gawaing kaakibat ng sitwasyon na nakalaan sa bawat pangkat.



#### **UNANG PANGKAT**

Sa pamamagitan ng *spoken poetry*, ilahad ang mga patunay na ito ay nangyayari sa lungsod ng Angeles at kung ano ang inyong gagawin upang malutas ang sitwasyon.



### **IKALAWANG PANGKAT**

Sa pamamagitan ng pag-awit, ilahad ang mga patunay na ito ay nangyayari sa Lungsod ng Angeles at kung ano ang inyong gagawin upang malutas ang sitwasyon. Sa tono ng awiting “Atin Ku Pung Singsing”, lapatan ito ng liriko na patungkol sa inyong gagawing aksyon ukol sa sitwasyon.



### **IKATLONG PANGKAT**

Sa pamamagitan ng pagsasadula, ilahad ang mga patunay na ito ay nangyayari sa lungsod ng Angeles at kung ano ang inyong gagawin upang malutas ang sitwasyon.

### **SANGGUNIAN**

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**Grade 7**  
**Lesson**  
**5**

**MUSIC**

Music of Cordillera, Mindoro, Palawan, and the Visayas

Name \_\_\_\_\_

**Quarter 2: Week 5**

**Learning Competency With Code:**

Performs music from Cordillera, Mindoro, Palawan and the Visayas with accompaniment.

**(MU7LV-IIb-g-6)**



**LET US APPRECIATE IT!**

Below are examples of *Ambahan* from Mangyan Heritage Center.

Hanunuo- Mangyan	English	Filipino
w n̄ w̄ 3 H H̄ 2 3 w̄ 3 H K K̄ 4 4 w̄ w̄ K 3 t H 4 w̄ w̄ H̄ 3 2 H̄	If the ties you use at home become weak and tend to break, you should be the one to mend them, the one to restore their strength.	Panali ma'y marupok Uway iyan na gapokl kaw itong susubok Magtitibay nang lubos!

Hanunuo- Mangyan	English	Filipino
3 H̄ w̄ H̄ 2 H̄ 2 3 H̄ w̄ H̄ H̄ H̄ H̄ K̄ 2 K̄ w̄ 2 H̄ 2 H̄ 2 w̄ 2 H̄ 2 K̄	Ven with disharmony and a quarrel now and then. No reason to separate. Try to understand it first!	Kahit may kaguluhan May tampuha't alitanDi dapat talikuran Unawain mo naman!

## Activity No. 1

**Directions:** Write or compose a poem of your own that you can dedicate to your loved ones, family, friends, relatives, best friend, etc. Use a song or musical instrument that you enjoy to improvise or incorporate into your poem.

### Title of the Poem

[illegible]

## Rubrics for creating a Poem and the Use of Improvised Accompaniment:

	<b>EXCELLENT</b> (20 points)	<b>VERY GOOD</b> (15 points)	<b>GOOD</b> (10 points)
<b>COMPOSITION</b>	The composition or design principles of the poem has a balance, movement, emphasis and center of interest with great skill	The composition or design principles of the poem has a balance, movement, emphasis and center of interest with fair skill	The composition or design principles of the poem does not appear most to his or her own work.
<b>CREATIVITY</b>	The technique being studied and applied that is totally his/her own poem. The personality voice comes through	The technique being studied and applied in a way but hesitant to deliver his/her own poem. The personality voice comes through but with shyness	The technique not made much being studied and applied
<b>RHYTHM</b>	The beat is secure and the rhythms are accurate for the poem	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance	The beat is somewhat inconsistent. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally diminish from the overall Performance
<b>DICTION</b>	The student articulates clearly and the text of the poem is understandable	The student articulates the words somewhat clearly and the text can be understood most of the  Time	The student is sometimes articulating the words, but the text is often not discernable
<b>STAGE PRESENCE</b>	Student has a superior stage presence with outstanding facial expression and body movement	Student has a nice stage presence with non-distracting facial expression and body movement	Student has a fair stage presence with lack of facial expression and body movement

## References

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