



REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF EDUCATION  
NATIONAL CAPITAL REGION



**MELCs**

**Definitive Budget of Work  
(DBOW)**

**SPFL FRENCH**

ULING  
EduKALIDAD

Learning Area: SPFL FRENCH Grade Level: 7

**QUARTER 1**

<i>Content Standard:</i> The learner understands the background (and culture) of the target language.			
<i>Performance Standard:</i> The learner uses the language in simple conversations.			
#	MELC	Number of days taught	Remarks
1	<b>Recognize the sound of every given letter (SPFL7LAP - lc - 3).</b>		
	<b>Day 1 and 2:</b> Recognize and the different vowel sounds of the target language.	2	It is important to note that although the French alphabet uses the same letters as that of English, the sounds (both vowels and consonants) are different.
	<b>Day 3 and 4:</b> Recognize the different consonant sounds of the target language.	2	
	<b>Day 5 and 6:</b> Discriminate between vowel and consonant sounds.	2	
	<b>Day 7 and 8:</b> Say vowel and consonant sounds correctly.	2	
2	<b>Recognize the different letters of the alphabet (of the target language) through pictures (SPFL7LAP - ld - 4).</b>		
	<b>Day 9 and 10:</b> Read the given letter.	2	
3	<b>Recognize the correct pronunciation of the alphabet of the target language (SPFL7LAP - le - 5).</b>		
	<b>Day 11 and 12:</b> Recognize the correct pronunciation of the alphabet of the target language.	2	Learners must have mastered the skill in recognizing the different vowel and consonant sounds.
	<b>Day 13 to 24:</b> Read basic words correctly.	12	Learners must have mastered the skill in recognizing the orthography and pronunciation of the letters in the alphabet.
		<b>24</b>	

## QUARTER 2

<i>Content Standard:</i> The learner understands the background (and culture) of the target language.			
<i>Performance Standard:</i> The learner uses the language in simple conversations.			
#	MELC	Number of days taught	Remarks
1	<b>Recognize the numbers from 1 to 100.</b>		
	<b>Day 1 to 4:</b> Recognize numbers 1 to 100 in a text	4	
	<b>Day 5 and 6:</b> Recognize ordinal numbers in text.	2	
2	<b>Introduce one's self (name, age, address) (SPFL7LAP - Ia - 1).</b>		
	<b>Day 7 and 8:</b> State one's name.	2	Learners must have mastered the skill in reading and pronouncing basic words correctly and the numbers 1 to 100.
	<b>Day 9 and 10:</b> State one's age.	2	
	<b>Day 11 and 12:</b> State one's address	2	
3	<b>Communicate using basic greetings and expressions related to:</b>		
	<b>Day 13 to 15:</b> The self	3	Learners must have familiarized themselves with the basic words related to the self, family, friend, school, and community.
	<b>Day 16 to 18:</b> Family and Home	3	
	<b>Day 19 to 21:</b> Friends	3	
	<b>Day 22 to 24:</b> School and Community	3	
		<b>24</b>	

## QUARTER 3

<i>Content Standard:</i> The learner understands basic concepts and information about the target language.			
<i>Performance Standard:</i> The learner understands basic concepts and terms about the target language.			
#	MELC	Number of days taught	Remarks
1	<b>Name body parts, commonly used objects, and places through listening (SPFL7BCT - IIa - 1).</b>		
	<b>Day 1 to 5:</b> Recognize adjectives.	5	In French, descriptive adjectives are used with reference to number - singular or plural - and gender - masculine and feminine.
	<b>Day 6 to 10:</b> Describe people, places, and things using common adjectives	5	
	<b>Day 11 to 15:</b> Describe objects using: - colors - quantity - position - shapes	2	
		1	
		1	
		1	

2	<b>Recognize words that express a daily routine and habitual actions in a reading text (SPFL7BCT - IIe - 5).</b>		
	<b>Day 16 to 20:</b> Recognize words that express habitual actions and a routine in a text.	5	
	<b>Day 21 and 22:</b> Recognize words that express time (hours, minutes, and seconds).	2	Learners must have have a mastery in enumerating the numbers from 1 to 100 and the portions of a day (day, afternoon, night).
	<b>Day 23:</b> Enumerate the days of the week	1	
	<b>Day 24:</b> Enumerate the months of the year	1	
		<b>24</b>	

#### QUARTER 4

<i>Content Standard:</i> The learner understands culturally acceptable behavior in the country where the target language is spoken and knows the basic writing system of the target language.			
<i>Performance Standard:</i> The learner uses short sentences, words, simple phrases and questions in a conversation and uses the basic writing system of the target language.			
#	MELC	Number of days taught	Remarks
1	<b>Talk about one's interests (SPFL7LAC - IIIb - 2).</b>		
	<b>Day 1 to 3:</b> Ask questions about people and common objects.	3	
	<b>Day 4 to 6:</b> Express views and opinions about people and common objects.	3	MELC: Describe people and common objects.
2	<b>Use short sentences to: (SPFL7LAC - IIIc - 3)</b>		
	<b>Day 7 to 9:</b> Give directions.	3	
	<b>Day 10 to 12:</b> Ask basic questions and information	3	
	<b>Day 13 to 15:</b> Respond to basic questions.	3	
	<b>Day 16 to 18:</b> Express likes and dislikes properly.	3	
	<b>Day 19 to 21:</b> Express feelings and emotions.	3	
3	<b>The learner constructs sentences following a given sentence pattern (SPFL7BWS - IVe - 6).</b>		
	<b>Day 22 to 24:</b> Construct sentences based on given picture clues.	3	
		<b>24</b>	



**Learning Area: SPFL FRENCH    Grade Level: 8**

**QUARTER 1**

<i>Content Standard:</i> The learner understands basic symbols used in different places.			
<i>Performance Standard:</i> The learner engages in a meaningful conversation, and interprets different symbols and signs used in different places.			
#	MELC	Number of days taught	Remarks
1	<b>Recognize signs and other symbols used in / for (SPFL8SAC - Ia - 1):</b>		
	<b>Day 1 and 2:</b> Streets and transport system	2	It is best that the students be fully-equipped with vocabulary related to these areas.
	<b>Day 3 and 4:</b> Buildings	2	
	<b>Day 5 and 6:</b> Safety signs	2	
	<b>Day 7 and 8:</b> Stores and Hospitals	2	
	<b>Day 9 and 10:</b> Maps	2	
	<b>Day 11 and 12:</b> Other Public Places	2	
2	<b>Talk about one's likes and dislikes (SPFL8SAC - Id - 4).</b>		
	<b>Day 13 to 15:</b> Talks about one's activities and hobbies.	3	This competency may be moved to the last quarter of Grade 7.
	<b>Day 16 to 18:</b> Answers YES-NO or "WH-" questions.	2	
	<b>Day 19 to 21:</b> Constructs YES-NO or "WH" questions.	2	
	<b>Day 22 to 24:</b> Constructs answers to YES-NO or "WH" questions.	2	
		<b>24</b>	

## QUARTER 2

<i>Content Standard:</i> The learner understands basic symbols used in different places.			
<i>Performance Standard:</i> The learner engages in a meaningful conversation, and interprets different symbols and signs used in different places.			
#	MELC	Number of days taught	Remarks
1	<b>Give simple instructions, directions, or commands (SPFL8SAC - Ie - 5).</b>		
	<b>Day 1 to 5:</b> Write simple commands in negative form.	5	The teacher must have an introductory discussion on how to negate statements. In French, there are numerous ways on how statements may be negated.
2	<b>Listen to identify cause and / or effect (SPFL7LAP - Ia - 1).</b>		
	<b>Day 6 to 14:</b> Listen to identify the cause of a / the problem.	9	This target competency is actually achievable in Grade 9 or 10.
	<b>Day 15 to 24:</b> Listen to identify the effect or consequence of a decision.	10	
		<b>24</b>	

## QUARTER 3

<i>Content Standard:</i> The learner understands basic symbols used in different places.			
<i>Performance Standard:</i> The learner engages in a meaningful conversation, and interprets different symbols and signs used in different places.			
#	MELC	Number of days taught	Remarks
1	<b>The learner uses polite expressions to: (SPFL7BCT - IIh - 8).</b>		
	<b>Day 1 to 3:</b> Answer questions.	3	
	<b>Day 3 to 5:</b> Express likes and dislikes.	3	
	<b>Day 6 to 10:</b> Express one's opinion.	5	These competencies must be included under the GRADE 10.
2	<b>Share basic information (SPFL7BCT - IIe - 5).</b>		
	<b>Day 10 to 13:</b> Identify names of grocery items.	4	This competency must be subdivided into: <ul style="list-style-type: none"> <li>- vegetables</li> <li>- seafood</li> </ul>

			<ul style="list-style-type: none"> <li>- dairy products</li> <li>- others</li> </ul>
	<b>Day 14 to 17:</b> Respond to basic questions.	4	
	<b>Day 18 to 23:</b> Express emotions positively.	6	This MELC must be included in "giving and opinion."
	<b>Day 24:</b> Provide information needed in a hospital.	1	Students must already be familiar with the different body parts.
		<b>24</b>	

#### **QUARTER 4**

<i>Content Standard:</i> The learner understands basic symbols used in different places.			
<i>Performance Standard:</i> The learner engages in a meaningful conversation, and interprets different symbols and signs used in different places.			
#	MELC	Number of days taught	Remarks
1	<b>Write about recent actions or experiences using simple sentences.</b>	12	
2	<b>Narrates an experience in the past using simple sentence constructions (SPFL8INT - IIIh - 8).</b>	12	Topics involving the "past tense" must be taught in Grade 10.
		<b>24</b>	

**Learning Area:** SPFL FRENCH    **Grade Level:** 9

#### **QUARTER 1**

<i>Content Standard:</i> The learner demonstrates understanding of phrases and expressions related to areas in most immediate priority such as very basic personal and family information, shopping, local geography, and employment.			
<i>Performance Standard:</i> The learner identifies the main point in short and clear messages and announcements of everyday matters.			
#	MELC	Number of days taught	Remarks
1	<b>Uses common expressions used in a conversation (SPFL9NAI - Ib - 2).</b>		
	<b>Day 1 to 8:</b> Expresses one's thoughts and feelings.	8	Learners must have mastered extensive vocabulary.
	<b>Day 9 to 16:</b> Expresses one's personal experiences.	8	

2	<b>Identifies personal information in a dialogue (SPFL9NAI - Ic - 3).</b>		
	<b>Day 17 to 24:</b> Expresses personal information in a simple dialogue and friendly conversation.	8	Learners must have mastery of the basic greetings and vocabulary related to one's self.
		<b>24</b>	

## QUARTER 2

<i>Content Standard:</i>			
(1) The learner demonstrates understanding of phrases and expressions related to areas in most immediate priority such as very basic personal and family information, shopping, local geography, and employment, and			
(2) The learner demonstrates the ability to give simple descriptions or presentations of people, living or working conditions, daily routines, and likes and dislikes using simple phrases and sentences.			
<i>Performance Standard:</i>			
(1) The learner identifies the main point in short and clear messages and announcements of everyday matters, and			
(2) The learner describes and answers questions about familiar people, places, activities, events, and possessions in simple terms			
#	MELC	Number of days taught	Remarks
1	<b>Describe pictures and other non-prose materials.</b>		
	<b>Day 1 to 8:</b> Formulate "WH-" and "YES-NO" questions following the correct syntax of grammar from simple texts.	8	
	<b>Day 9 to 16:</b> Connect groups of words or phrases with conjunctions or simple connectors.	8	
2	<b>Present a short simple conversation.</b>		
	<b>Day 17 to 24:</b> Express oneself showing an acceptance or rejection in an invitation using appropriate expressions.	8	Learners must have extensive mastery on how to distinguish a formal from an informal setting and the use of the different polite expressions.
		<b>24</b>	



### QUARTER 3

<i>Content Standard:</i> The demonstrates understanding of short, simple texts on familiar matters of a concrete type.			
<i>Performance Standard:</i> The learner identifies specific information in simple everyday material such as advertisements, menus, reference lists, and timetables.			
#	MELC	Number of days taught	Remarks
1	<b>Make suggestions or recommendations, or give an advice / pieces of advice on a topic or issue of interest.</b>	12	
2	<b>Develop new vocabulary dealing with food, occupation, leisure, and other everyday situations by associating pictures with words.</b>	12	This MELC may be discussed at the Grade 8 level.
		<b>24</b>	

### QUARTER 4

<i>Content Standard:</i> The demonstrates understanding of short, simple texts on familiar matters of a concrete type.			
<i>Performance Standard:</i> The learner identifies specific information in simple everyday material such as advertisements, menus, reference lists, and timetables.			
#	MELC	Number of days taught	Remarks
1	<b>Identify the main idea of a reading passage and its supporting details (SPFL9DRT - IId - 4).</b>		
	<b>Day 1 to 8:</b> Summarize events in an excerpt and create a possible continuation of events.	8	Develop new vocabulary by identifying unfamiliar words from assigned reading texts.
	<b>Day 9 to 16:</b> Develop new vocabulary by identifying unfamiliar words from assigned reading texts.	8	Determine whether statements are true or false based on a reading text.
	<b>Day 17 to 24:</b> Determine whether statements are true or false based on a reading text.	8	Summarize events in an excerpt and create a possible continuation of events.
		<b>24</b>	

Learning Area: SPFL FRENCH Grade Level: 10

**QUARTER 1**

Content Standard: The learner understands phrases and expressions.			
Performance Standard: The learner identifies the phrases and expressions correctly.			
#	MELC	Number of days taught	Remarks
1	<b>Understand simple passages about:</b> <b>Day 1:</b> One's self and Others <b>Day 4:</b> Family and Home <b>Day 7:</b> Friends <b>Day 10:</b> School and Community (SPFL10MSP - Ia - 1).	4	
2	<b>Talk elaborately about:</b> <b>Day 2:</b> One's self and Others <b>Day 5:</b> Family and Home <b>Day 8:</b> Friends <b>Day 11:</b> School and Community (SPFL10MSP - Ib - 2).	4	These competencies require students to already HAVE MASTERED EXTENSIVE VOCABULARY.
3	<b>Write compositions about:</b> <b>Day 3:</b> One's self and Others <b>Day 6:</b> Family and Home <b>Day 9:</b> Friends <b>Day 12:</b> School and Community (SPFL10MSP - Ic - 3).	4	
4	<b>Extract important details from listening texts of different genres with simple vocabulary and sentence structure (SPFL10MSP - Ih - 8).</b>		
	<b>Day 13 to 15:</b> Describe the current weather condition.	3	Note vocabularies related to the weather and its forecast.
	<b>Day 16 to 18:</b> Note vocabularies related to the weather and its forecast.	3	Describe the current weather condition.
5	<b>Narrate experiences or incidents in one's life (SPFL10MSP - Ij - 10).</b>	4	This competency must be included in "NARRATING PAST EVENTS."
6	<b>Extract important details from texts of different genres using a variety of reading strategies (SPFL10MSP - Iq - 7).</b>	2	
		<b>24</b>	

## QUARTER 2

<i>Content Standard:</i> The learner understands phrases and expressions.			
<i>Performance Standard:</i> The learner identifies the phrases and expressions correctly.			
#	MELC	Number of days taught	Remarks
1	<b>Express one's idea in writing through creative means such as in advertisements or fliers (SPFL10SEV - IIh - 9).</b>	12	Learners must be able to distinguish the difference between formal and informal setting.
2	<b>Write and respond to letters and emails (SPFL10SEV - III - 10).</b>	12	
		<b>24</b>	

## QUARTER 3

<i>Content Standard:</i> The learner interprets short, simple texts on familiar matters of a concrete type which consists of high frequency everyday vocabulary, including a proportion of shared international vocabulary items or job-related language.			
<i>Performance Standard:</i> The learner notes important details from short and simple materials such as advertisements, prospectuses, menus, reference lists, timetables, etc.			
#	MELC	Number of days taught	Remarks
1	<b>Prepare a schedule of daily activities with descriptions and illustrations (SPFL10APK - IIIk - 11).</b>	12	Learners must have a wide lexique concerning verbs.
2	<b>Write appropriate greetings and wishes for specific celebrations and events (SPFL10APK - III n - 14).</b>	12	Learners must be able to distinguish the difference between formal and informal setting.
		<b>24</b>	

## QUARTER 4

<i>Content Standard:</i> The learner writes short and simple formulaic notes relating to matters in areas of technology.			
<i>Performance Standard:</i> The learner writes a short text closely related to personal, academic, and functional purposes.			
#	MELC	Number of days taught	Remarks
1	<b>Interpret simple instructions from texts such as recipes, travel blogs, etc.</b>	12	For this competency, it is a must that students be able to use the different verb tenses in giving a command or request.
2	<b>Make a list of DOs and DON'Ts / reminders for a specific place or activity.</b>	12	
		<b>24</b>	