



REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF EDUCATION  
NATIONAL CAPITAL REGION



**MELCs**

**Definitive Budget of Work  
(DBOW)**

**SPFL SPANISH**

**EduKALIDAD**

Learning Area: SPFL Spanish Grade Level: 7

**QUARTER 1**

<b>Content Standard:</b> The learner understands the background (and culture) of the target language.			
<b>Performance Standard:</b> The learner uses the language in simple conversations.			
#	MELC	Number of days taught	Remarks
1	<b>The learner recognizes the sound of every given letter</b> (SPFL7LAP-Ic-3)		
	<b>Day 1 to 5:</b> Recognizes the sound of every given letter	5	Topic: Spanish Alphabet Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Recognizes the sound of every given letter	5	Topic: Spanish Alphabet
	<b>Day 11 to 15:</b> Recognizes the sound of every given letter	5	Topic: Spanish Alphabet
2	<b>The learner recognizes the letters of the alphabet through pictures</b> (SPFL7LAP-Id-4)		
	<b>Day 16 to 20:</b> Read the given letter.	5	Topic: Spanish Alphabet
	<b>Day 21 to 25:</b> Read basic words correctly.	5	Topic: Basic Spanish Words
	<b>Day 26 to 30:</b> Read basic words correctly.	5	Topic: Basic Spanish Words
3	<b>The learner recognizes the correct pronunciation of the alphabet</b> (SPFL7LAP-Ie-5)		
	<b>Day 31 to 35:</b> Recognizes the correct pronunciation of the alphabet	5	Topic: Spanish Alphabet
	<b>Day 36 to 40:</b> Recognizes the correct pronunciation of the alphabet	5	Topic: Spanish Alphabet
	<b>Total</b>	<b>40</b>	

## QUARTER 2

<b>Content Standard:</b> <i>The learner understands the background of the target language and culture.</i>			
<b>Performance Standard:</b> <i>The learner uses the language in simple conversations.</i>			
#	MELC	Number of days taught	Remarks
1	<b>The learner introduces oneself (name, age, address, nationality, &amp; language)</b> (SPFL7LAP-Ia-1)		
	<b>Day 1 to 5:</b> Introduces oneself (name, age, address, nationality, & language)	5	Topic: Self-introduction in Spanish Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
2	<b>The learner communicates using basic greetings and expressions related to: - the self - family and home - friends - school and community</b>		
	<b>Day 6 to 10:</b> Communicates using basic greetings and expressions related to self	5	Topic: Basic greetings and expressions to self
	<b>Day 11 to 15:</b> Communicates using basic greetings and expressions related to family and home	5	Topic: Basic greetings and expressions related to family and home
	<b>Day 16 to 20:</b> Communicates using basic greetings and expressions related to friends	5	Topic: Basic greetings and expressions related to friends
	<b>Day 21 to 25:</b> Communicates using basic greetings and expressions related to school and community	5	Topic: Basic greetings and expressions related to school and community
3	<b>The learner recognizes numbers 1-100 - Recognize numbers 1 to 100 in a text - Identify cardinal and ordinal numbers</b>		
	<b>Day 26 to 30:</b> Recognizes numbers 1-1,000	5	Topic: Spanish numbers
	<b>Day 31 to 35:</b> Recognize numbers 1 to 1,000 in a text	5	Topic: Spanish numbers in words
	<b>Day 36 to 40:</b> Identify cardinal and ordinal numbers	5	Topic: Spanish cardinal and ordinal numbers
	<b>Total</b>	<b>40</b>	

### QUARTER 3

<b>Content Standard:</b> The learner understands basic concepts and information about the target language.			
<b>Performance Standard:</b> The learner understands basic concepts and terms in the target language.			
#	MELC	Number of days taught	Remarks
1	<b>The learner names different body parts, commonly used objects, and places through listening. Recognize adjectives (SPFL7BCT-IIa-1)</b>		
	<b>Day 1 to 5:</b> Describe people, places and things using common adjectives.	5	Topic: Common adjectives. Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Describe objects using: • colors	5	Topic: Colors in Spanish
	<b>Day 11 to 15:</b> Describe objects using: • quantity • position	5	Topic: Quantity and position in Spanish
	<b>Day 16 to 20:</b> Describe objects using: • shapes	5	Topic: Shapes in Spanish
2	<b>The learner recognizes the words that express daily routine and habitual actions in a reading text (SPFL7BCT-IIe-5)</b>		
	<b>Day 21 to 25:</b> Recognize words that express daily routine and habitual actions in a text	5	Topic: Words that express daily routine and habitual actions in a text
	<b>Day 26 to 30:</b> Recognize time (seconds, minutes, hours)	5	Topic: Spanish Time
	<b>Day 31 to 35:</b> Recognize days in a week	5	Topic: Days in Spanish
	<b>Day 36 to 40:</b> Recognize months in a year	5	Topic: Months in Spanish
	<b>Total</b>	<b>40</b>	



## QUARTER 4

<b>Content Standard:</b> <i>The learner understands culturally acceptable behavior in the origin country of the target language.</i>			
<b>Performance Standard:</b> <i>The learner uses short sentences, learned words, simple phrases and simple questions.</i>			
#	MELC	Number of days taught	Remarks
1	<b>The learner talks about one's interests - Ask questions about people and common objects - Express views and opinions (SPFL7LAC-IIIb-2)</b>		
	<b>Day 1 to 5:</b> Ask questions about people and common objects	5	Topic: Questions about people and common objects
	<b>Day 6 to 10:</b> Express views and opinions	5	Topic: Express views and opinions
2	<b>The learner uses short sentences to express directions, ask basic questions and information. Respond to different questions. Express likes and dislikes properly. Express feelings and emotions (SPFL7LAC-IIIc-3)</b>		
	<b>Day 11 to 15:</b> Express directions	5	Topic: Express directions
	<b>Day 16 to 20:</b> Ask basic questions and information	5	Topic: Ask basic questions and information
	<b>Day 21 to 25:</b> Respond to different questions.	5	Topic: Respond to different questions.
	<b>Day 26 to 30:</b> Express likes and dislikes properly	5	Topic: Express likes and dislikes properly
	<b>Day 31 to 35:</b> Express feelings and emotions	5	Topic: Express feelings and emotions
3	<b>The learner constructs sentences following the given sentence pattern. Construct sentences based on given picture clues (SPFL7BWS-IVe-6)</b>		
	<b>Day 36 to 40:</b> Construct sentences based on given picture clues	5	Topic: Sentences based on given picture clues
	<b>Total</b>	<b>40</b>	

Learning Area: SPFL Spanish Grade Level: 8

**QUARTER 1**

<b>Content Standard:</b> The learner understands basic symbols used in different places.			
<b>Performance Standard:</b> The learner engages in meaningful conversation, and interprets different symbols and signs used in different places.			
#	MELC	Number of days taught	Remarks
1	<b>The learner recognizes signs and other symbols used in/for (SPFL8SAC-Ia-1) - Streets and transport system - Buildings - Safety signs - Stores and hospitals - Maps - Other public places</b>		
	<b>Day 1 to 5:</b> Streets and transport system	5	Topic: Streets and transport system Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Buildings and Safety signs	5	Topic: Buildings and Safety signs
	<b>Day 11 to 15:</b> Stores and hospitals	5	Topic: Stores and hospitals
	<b>Day 16 to 20:</b> Maps	5	Topic: Maps
	<b>Day 21 to 25:</b> Other public places	5	Topic: Other public places
2	<b>The learner talks about one's likes and dislikes (SPFL8SAC-Id-4)- Talk about one's activities and hobbies - Answer yes or no and WH -questions - Construct yes or no and WH-questions</b>		
	<b>Day 26 to 30:</b> Talk about one's activities and hobbies	5	Topic: Activities and hobbies in Spanish
	<b>Day 31 to 35:</b> Answer yes or no and WH-questions	5	Topic: Answer yes or no and WH-questions
	<b>Day 36 to 40:</b> Construct yes or no and WH -questions	5	Topic: Construct yes or no and WH - questions
	<b>Total</b>	<b>40</b>	

## QUARTER 2

<b>Content Standard:</b> <i>The learner understands basic symbols used in different places.</i>			
<b>Performance Standard:</b> <i>The learner engages in meaningful conversation, and interprets different symbols and signs used in different places.</i>			
#	MELC	Number of days taught	Remarks
1	<b>The learner gives simple instructions, directions or commands - Write simple commands in negative form (SPFL8SAC-Ie-5)</b>		
	<b>Day 1 to 5:</b> Give simple instructions	5	Topic: Simple instructions in Spanish Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Give simple directions	5	Topic: Simple directions in Spanish
	<b>Day 11 to 15:</b> Give simple commands	5	Topic: Simple commands in Spanish
	<b>Day 16 to 20:</b> Write simple commands in negative form	5	Topic: Simple commands in negative form in Spanish
	<b>Day 21 to 25:</b> Write simple commands in negative form	5	Topic: Simple commands in negative form in Spanish
2	<b>The learner listens to identify cause and/or effect (SPFL8SAC-Ilg-7)</b>		
	<b>Day 26 to 30:</b> Listen to identify cause	5	Topic: Identify cause
	<b>Day 31 to 35:</b> Listen to identify effect	5	Topic: Identify effect
	<b>Day 36 to 40:</b> Listens to identify cause and/or effect	5	Topic: Identify cause and/or effect
	<b>Total</b>	<b>40</b>	

**QUARTER 3**

<b>Content Standard:</b> <i>The learner understands basic symbols used in different places.</i>			
<b>Performance Standard:</b> <i>The learner engages in meaningful conversation, and interprets different symbols and signs used in different places.</i>			
#	MELC	Number of days taught	Remarks
1	<b>The learner uses polite expressions - Answer questions - Use basic terms - Respond to questions (SPFL8SAC-IIh-8)</b>		
	<b>Day 1 to 5:</b> Answer questions	5	Topic: Answer questions Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Use basic terms	5	Topic: Use basic terms
	<b>Day 11 to 15:</b> Respond to questions	5	Topic: Respond to questions
2	<b>The learner shares basic information (SPFL8SAC-III-9) - Identify names of grocery items (food, drinks, etc.) - Name basic places in a clinic or hospital - Respond to basic questions - Express emotions positively - Provide information needed in a hospital</b>		
	<b>Day 16 to 20:</b> Identify names of grocery items (food, drinks, etc.)	5	Topic: Grocery Items in Spanish
	<b>Day 21 to 25:</b> Name basic places in a clinic or hospital	5	Topic: Basic places in a clinic or hospital in Spanish
	<b>Day 26 to 30:</b> Respond to basic questions	5	Topic: Respond to basic questions in Spanish
	<b>Day 31 to 35:</b> Express emotions positively	5	Topic: Express emotions positively in Spanish
	<b>Day 36 to 40:</b> Provide information needed in a hospital	5	Topic: Provide information needed in a hospital in Spanish
	<b>Total</b>	<b>40</b>	



## QUARTER 4

<b>Content Standard:</b> The learner understands basic symbols used in different places.			
<b>Performance Standard:</b> The learner engages in meaningful conversation, and interprets different symbols and signs used in different places. The learner writes words, phrases and basic sentences.			
#	MELC	Number of days taught	Remarks
1	<b>The learner writes about recent actions or experiences using simple sentences.</b>		
	<b>Day 1 to 5:</b> Write about recent actions using simple sentences.	5	Topic: Writing about recent actions using simple sentences. Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Write about recent experiences using simple sentences.	5	Topic: Writing about recent actions using simple sentences.
	<b>Day 11 to 15:</b> Write about recent experiences using simple sentences.	5	Topic: Writing about recent actions using simple sentences.
	<b>Day 16 to 20:</b> Write about recent experiences using simple sentences.	5	Topic: Writing about recent actions using simple sentences.
2	<b>The learner narrates an experience in the past using simple sentence constructions (SPFL8INT-IIIh-8)</b>		
	<b>Day 21 to 25:</b> Narrate an experience in the past using simple sentence constructions	5	Topic: Narrating an experience in the past using simple sentence constructions
	<b>Day 26 to 30:</b> Narrate an experience in the past using simple sentence constructions	5	Topic: Narrating an experience in the past using simple sentence constructions
	<b>Day 31 to 35:</b> Narrate an experience in the past using simple sentence constructions	5	Topic: Narrating an experience in the past using simple sentence constructions
	<b>Day 36 to 40:</b> Narrate an experience in the past using simple sentence constructions	5	Topic: Narrating an experience in the past using simple sentence constructions
	<b>Total</b>	<b>40</b>	

Learning Area: SPFL Spanish Grade Level: 9

**QUARTER 1**

<b>Content Standard:</b> The learner demonstrates understanding of phrases and expressions related to areas of most immediate priority such as very basic personal and family information, shopping, local geography, and employment.			
<b>Performance Standard:</b> The learner identifies the main point in short and clear messages and announcements of everyday matters.			
#	MELC	Number of days taught	Remarks
1	<b>The learner uses common expressions used in a conversation (SPFL9NAI-Ib-2) - Expresses one's thoughts and feelings - Expresses one's personal experiences</b>		
	<b>Day 1 to 5:</b> Express one's thoughts and feelings	5	Topic: Expressing one's thoughts and feelings in Spanish Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Express one's thoughts and feelings	5	Topic: Expressing one's thoughts and feelings in Spanish
	<b>Day 11 to 15:</b> Express one's personal experiences	5	Topic: Expressing one's personal experiences in Spanish
	<b>Day 16 to 20:</b> Express one's personal experiences	5	Topic: Expressing one's personal experiences in Spanish
	<b>Day 21 to 25:</b> Express one's personal experiences	5	Topic: Expressing one's personal experiences in Spanish
2	<b>Identifies personal information in a dialogue (SPFL9NAI-Ic-3) - Expresses personal information in a simple dialogue and friendly conversation</b>		
	<b>Day 26 to 30:</b> Express personal information in a simple dialogue and friendly conversation	5	Topic: Expressing personal information in a simple dialogue and friendly conversation in Spanish
	<b>Day 31 to 35:</b> Express personal information in a simple dialogue and friendly conversation	5	Topic: Expressing personal information in a simple dialogue and friendly conversation in Spanish
	<b>Day 36 to 40:</b> Express personal information in a simple dialogue and friendly conversation	5	Topic: Expressing personal information in a simple dialogue and friendly conversation in Spanish
	<b>Total</b>	<b>40</b>	

## QUARTER 2

<b>Content Standard:</b> The learner demonstrates understanding of phrases and expressions related to areas of most immediate priority such as very basic personal and family information, shopping, local geography, and employment.			
<b>Performance Standard:</b> The learner identifies the main point in short and clear messages and announcements of everyday matters.			
#	MELC	Number of days taught	Remarks
1	<b>The learner describes pictures and other non-prose materials (SPFL9NAI-Ie-5)- Formulates WH- and yes or no questions following the correct syntax of grammar from simple texts. Connect groups of words or phrases with conjunctions or simple connectors"</b>		
	<b>Day 1 to 5:</b> Formulates WH- and yes or no questions following the correct syntax of grammar from simple texts.	5	Topic: Formulating WH- and yes or no questions following the correct syntax of grammar from simple texts. Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Formulates WH- and yes or no questions following the correct syntax of grammar from simple texts.	5	Topic: Formulating WH- and yes or no questions following the correct syntax of grammar from simple texts.
	<b>Day 11 to 15:</b> Formulates WH- and yes or no questions following the correct syntax of grammar from simple texts.	5	Topic: Formulating WH- and yes or no questions following the correct syntax of grammar from simple texts.
	<b>Day 16 to 20:</b> Connect groups of words or phrases with conjunctions or simple connectors	5	Topic: Connecting groups of words or phrases with conjunctions or simple connectors
	<b>Day 21 to 25:</b> Connect groups of words or phrases with conjunctions or simple connectors	5	Topic: Connecting groups of words or phrases with conjunctions or simple connectors
	<b>Day 26 to 30:</b> Connect groups of words or phrases with conjunctions or simple connectors	5	Topic: Connecting groups of words or phrases with conjunctions or simple connectors
2	<b>The learner presents a short simple conversation - Express oneself showing an acceptance or rejection in an invitation using appropriate expressions</b>		



	<b>Day 31 to 35:</b> Express oneself showing an acceptance or rejection in an invitation using appropriate expressions	5	Topic: Expressing oneself showing an acceptance or rejection in an invitation using appropriate expressions
	<b>Day 36 to 40:</b> Express oneself showing an acceptance or rejection in an invitation using appropriate expressions	5	Topic: Expressing oneself showing an acceptance or rejection in an invitation using appropriate expressions
	<b>Total</b>	<b>40</b>	

### QUARTER 3

<b>Content Standard:</b> The learner demonstrates understanding of short, simple texts on familiar matters of a concrete type.			
<b>Performance Standard:</b> 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>The learner makes suggestions or recommendations and give advice on a topic/issue of interest</b>		
	<b>Day 1 to 5:</b> Makes suggestions or recommendations and give advice on a topic/issue of interest	5	Topic: Making suggestions or recommendations and give advice on a topic/issue of interest Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Makes suggestions or recommendations and give advice on a topic/issue of interest	5	Topic: Making suggestions or recommendations and give advice on a topic/issue of interest
	<b>Day 11 to 15:</b> Makes suggestions or recommendations and give advice on a topic/issue of interest	5	Topic: Making suggestions or recommendations and give advice on a topic/issue of interest
	<b>Day 16 to 20:</b> Makes suggestions or recommendations and give advice on a topic/issue of interest	5	Topic: Making suggestions or recommendations and give advice on a topic/issue of interest
	<b>Day 21 to 25:</b> Makes suggestions or recommendations and give advice on a topic/issue of interest	5	Topic: Making suggestions or recommendations and give advice on a topic/issue of interest



2	<b>The learner develops new vocabulary dealing with food, occupation, leisure, and other everyday situations by associating pictures with words</b>		
	<b>Day 26 to 30:</b> Develop new vocabulary dealing with food and occupation by associating pictures with words	5	Topic: new vocabulary dealing with food, and occupation by associating pictures with words
	<b>Day 31 to 35:</b> Develop new vocabulary dealing with leisure by associating pictures with words	5	Topic: new vocabulary dealing with leisure by associating pictures with words
	<b>Day 36 to 40:</b> Develop new vocabulary dealing with other everyday situations by associating pictures with words	5	Topic: new vocabulary dealing with other everyday situations by associating pictures with words
	<b>Total</b>	<b>40</b>	

#### QUARTER 4

<b>Content Standard:</b> The learner demonstrates understanding of short, simple texts on familiar matters of a concrete type.			
<b>Performance Standard:</b> 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>The learner identifies the main idea of a reading passage and its supporting details - Summarize events in an excerpt and create a possible continuation of events. Develop new vocabulary by identifying unfamiliar words from assigned reading texts. Determine whether statements are true or false based on a reading text (SPFL9DRT-IIIId-4)</b>		
	<b>Day 1 to 5:</b> Identifies the main idea of a reading passage	5	Topic: Main idea Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Identifies the supporting details of a reading passage	5	Topic: Supporting details
	<b>Day 11 to 15:</b> Summarize events in an excerpt	5	Topic: Summarizing events in an excerpt
	<b>Day 16 to 20:</b> Create a possible continuation of events.	5	Topic: Creating a possible continuation of events.

<b>Day 21 to 25:</b> Develop new vocabulary by identifying unfamiliar words from assigned reading texts.	5	Topic: Developing new vocabulary by identifying unfamiliar words from assigned reading texts.
<b>Day 26 to 30:</b> Develop new vocabulary by identifying unfamiliar words from assigned reading texts.	5	Topic: Developing new vocabulary by identifying unfamiliar words from assigned reading texts.
<b>Day 31 to 35:</b> Determine whether statements are true or false based on a reading text	5	Topic: Determining whether statements are true or false based on a reading text
<b>Day 36 to 40:</b> Determine whether statements are true or false based on a reading text	5	Topic: Determining whether statements are true or false based on a reading text
<b>Total</b>	<b>40</b>	

Learning Area: SPFL Spanish Grade Level: 10

**QUARTER 1**

<b>Content Standard:</b> <i>The learner understands phrases and expressions</i>			
<b>Performance Standard:</b> <i>The learner identifies correctly the phrases and expressions</i>			
#	MELC	Number of days taught	Remarks
1	<b>The learner understands simple passages about: - one's self and others - family and home - friends - school and community (SPFL10MSP-Ia-1)</b>		
	<b>Day 1 to 5:</b> Understands simple passages about: - one's self and others - family and home - friends - school and community	5	Topic: Simple passages about: - one's self and others - family and home - friends - school and community Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
2	<b>The learner talks elaborately about - one's self and others - family and home - friends - school and community (PFL10MSP-Ib-2)</b>		

	<b>Day 6 to 10:</b> Talks elaborately about - one's self and others - family and home - friends - school and community	5	Topic: Talking elaborately about - one's self and others - family and home - friends - school and community
3	<b>The learner writes simple compositions about - one's self and others - family and home - friends - school and community (SPFL10MSP-lc-3)</b>		
	<b>Day 11 to 15:</b> Writes simple compositions about - one's self and others - family and home - friends - school and community	5	Topic: Writing simple compositions about - one's self and others - family and home - friends - school and community
4	<b>The learner extracts important details from listening texts of different genres with simple vocabulary and sentence structures - Describe the current weather condition - Note vocabularies related to the weather and its forecast (SPFL10MSP-lh-8)</b>		
	<b>Day 16 to 20:</b> Express one's personal experiences	5	Topic: Expressing one's personal experiences
5	<b>The learner narrates experiences or incidents in one's life (SPFL10MSP-lj-10)</b>		
	<b>Day 21 to 25:</b> Narrates experiences or incidents in one's life	5	Topic: Narrating experiences or incidents in one's life
	<b>Day 26 to 30:</b> Express personal information in a simple dialogue and friendly conversation	5	Topic: Expressing personal information in a simple dialogue and friendly conversation
6	<b>The learner extracts important details from texts of different genres using a variety of reading strategies (SPFL10MSP-lq-17)</b>		
	<b>Day 31 to 35:</b> Extracts important details from texts of different genres using a variety of reading strategies	5	Topic: Extracting important details from texts of different genres using a variety of reading strategies
	<b>Day 36 to 40:</b> Extracts important details from texts of different genres using a variety of reading strategies	5	Topic: Extracting important details from texts of different genres using a variety of reading strategies
	<b>Total</b>	<b>40</b>	



## QUARTER 2

<b>Content Standard:</b> <i>The learner understands phrases and expressions</i>			
<b>Performance Standard:</b> <i>The learner identifies correctly the phrases and expressions</i>			
#	MELC	Number of days taught	Remarks
1	<b>The learner expresses one's ideas in writing through creative means such as advertisements or fliers (SPFL10SEV-IIh-9)</b>		
	<b>Day 1 to 5:</b> Formulates WH- and yes or no questions following the correct syntax of grammar from simple texts.	5	Topic: Formulating WH- and yes or no questions following the correct syntax of grammar from simple texts. Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Formulates WH- and yes or no questions following the correct syntax of grammar from simple texts.	5	Topic: Formulating WH- and yes or no questions following the correct syntax of grammar from simple texts.
	<b>Day 11 to 15:</b> Formulates WH- and yes or no questions following the correct syntax of grammar from simple texts.	5	Topic: Formulating WH- and yes or no questions following the correct syntax of grammar from simple texts.
	<b>Day 16 to 20:</b> Connect groups of words or phrases with conjunctions or simple connectors	5	Topic: Connecting groups of words or phrases with conjunctions or simple connectors
2	<b>The learner writes and respond to letters and emails (SPFL10SEV-III-10)</b>		
	<b>Day 21 to 25:</b> Writes and respond to letters and emails	5	Topic: Letters and emails
	<b>Day 26 to 30:</b> Writes and respond to letters and emails	5	Topic: Letters and emails
	<b>Day 31 to 35:</b> Writes and respond to letters and emails	5	Topic: Letters and emails
	<b>Day 36 to 40:</b> Writes and respond to letters and emails	5	Topic: Letters and emails
	<b>Total</b>	<b>40</b>	



### QUARTER 3

<b>Content Standard:</b> The learner interprets short, simple texts on familiar matters of a concrete type which consist of high frequency every day, including a proportion of shared international vocabulary items or job-related language.			
<b>Performance Standard:</b> The learner notes important details from short and simple materials such as advertisements, prospectuses, menus, reference lists and timetables, etc.			
#	MELC	Number of days taught	Remarks
1	<b>The learner prepares schedule of daily activities with descriptions and illustration ( SPFL10APK-IIIk-11)</b>		
	<b>Day 1 to 5:</b> Prepares schedule of daily activities with descriptions and illustration	5	Topic: Preparing schedule of daily activities with descriptions and illustration Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Prepares schedule of daily activities with descriptions and illustration	5	Topic: Preparing schedule of daily activities with descriptions and illustration
	<b>Day 11 to 15:</b> Prepares schedule of daily activities with descriptions and illustration	5	Topic: Preparing schedule of daily activities with descriptions and illustration
	<b>Day 16 to 20:</b> Prepares schedule of daily activities with descriptions and illustration	5	Topic: Preparing schedule of daily activities with descriptions and illustration
2	<b>The learner writes appropriate greetings and wishes for specific celebrations and events ( SPFL10APK-IIIIn-14)</b>		
	<b>Day 21 to 25:</b> Writes appropriate greetings and wishes for specific celebrations and events	5	Topic: Writing appropriate greetings and wishes for specific celebrations and events
	<b>Day 26 to 30:</b> Writes appropriate greetings and wishes for specific celebrations and events	5	Topic: Writing appropriate greetings and wishes for specific celebrations and events
	<b>Day 31 to 35:</b> Writes appropriate greetings and wishes for specific celebrations and events	5	Topic: Writing appropriate greetings and wishes for specific celebrations and events
	<b>Day 36 to 40:</b> Writes appropriate greetings and wishes for specific celebrations and events	5	Topic: Writing appropriate greetings and wishes for specific celebrations and events
	<b>Total</b>	<b>40</b>	

## QUARTER 4

<b>Content Standard:</b> The learner writes short, simple formulaic notes relating to matters in areas of technology			
<b>Performance Standard:</b> The learner writes a short text closely related to personal, academic, and functional purposes.			
#	MELC	Number of days taught	Remarks
1	<b>The learner interprets simple instructions from text such as recipes, travel blogs, etc.</b>		
	<b>Day 1 to 5:</b> Interprets simple instructions from text such as recipes, travel blogs, etc.	5	Topic: Interpreting simple instructions from text such as recipes, travel blogs, etc. Day 1: Viewing Day 2: Discussion Day 3: Speaking Day 4: Writing Day 5: Performance Task
	<b>Day 6 to 10:</b> Interprets simple instructions from text such as recipes, travel blogs, etc.	5	Topic: Interpreting simple instructions from text such as recipes, travel blogs, etc.
	<b>Day 11 to 15:</b> Interprets simple instructions from text such as recipes, travel blogs, etc.	5	Topic: Interpreting simple instructions from text such as recipes, travel blogs, etc.
	<b>Day 16 to 20:</b> Interprets simple instructions from text such as recipes, travel blogs, etc.	5	Topic: Interpreting simple instructions from text such as recipes, travel blogs, etc.
2	<b>The learner makes a list of do's and don'ts/reminders for a specific place or activity</b>		
	<b>Day 21 to 25:</b> Make a list of do's and don'ts/reminders for a specific place or activity	5	Topic: Making a list of do's and don'ts/reminders for a specific place or activity
	<b>Day 26 to 30:</b> Make a list of do's and don'ts/reminders for a specific place or activity	5	Topic: Making a list of do's and don'ts/reminders for a specific place or activity
	<b>Day 31 to 35:</b> Make a list of do's and don'ts/reminders for a specific place or activity	5	Topic: Making a list of do's and don'ts/reminders for a specific place or activity
	<b>Day 36 to 40:</b> Make a list of do's and don'ts/reminders for a specific place or activity	5	Topic: Making a list of do's and don'ts/reminders for a specific place or activity
	<b>Total</b>	<b>40</b>	