



# 8 English Quarter 1



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The Editors

# English

## Grade 8

**Regional Office Management and Development Team:** Job. S. Zape, Jr., Jhonathan S. Cadavido, Romyr L. Lazo, Fe M. Ong-Ongowan, Lhovie A. Cauilan

**Schools Division Office Development Team:** Edna U. Mendoza, Ronald V. Ramilo, Victoria B. Burgos, Gladiola L. Delim, Razely-Ann M. Castillo, Rosell M. Dimaano, Anneli Jane Opena, Sincerely D. Revellame, John Ronnel G. Popa, Minardo C. Ilagan, Mark Jerome Pamplona, Jael Faith Ledesma

**English Grade 8**  
**PIVOT IV-A Learner's Material**  
**Quarter 1**  
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Assistant Regional Director: Ruth L. Fuentes

PIVOT 4A CALABARZON

# Guide in Using PIVOT Learner's Material

## For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the child in the tasks and ensure learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

## For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

## PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

I

Context Clues  
Lesson

Understanding a sentence or text is essential to have the full grasp of the information embedded in it. Though dictionaries and other online resources are helpful, they are not always available. As such, context clues embedded in the sentence or text help in comprehending the meaning it expresses. Through context clues, words are associated to get the meaning of the unfamiliar text or the whole statement. Prior knowledge also helps in decoding the meaning of texts.

In journeying through this lesson, you are expected to identify different types of context clues and use them in determining the meaning of words and/or expressions.

**Learning Task 1:** Examine the jumbled letters below and identify the words referred to using the meaning provided meanings. Write your answers in your notebook.

- |                              |                                                                                |
|------------------------------|--------------------------------------------------------------------------------|
| _____ 1. ( o c a s h )       | <i>complete disorder and confusion</i>                                         |
| _____ 2. ( t x a y n i e )   | <i>a painful or apprehensive uneasiness of mind</i>                            |
| _____ 3. ( s a g r i n h )   | <i>to decorate a dish or a food</i>                                            |
| _____ 4. ( p n t o p e n o ) | <i>a person you are playing or fighting against in a game or a competition</i> |
| _____ 5. ( g f l e a r i )   | <i>easily broken or damaged</i>                                                |

D

**Learning Task 2:** In your notebook, copy and read the sentences below. Identify the meaning of the highlighted words without the use of any dictionary. Circle the letter of the correct meaning in each item. Then, underline clue words or phrases in the texts that helped you in getting the meaning of the unfamiliar words.

1. The government has implemented quarantine **measures** to limit activities outside their homes. These measures vary from one place to another considering the number of cases in each locality. In some places, some measures implement liquor ban.  
a. policies                                      b. sizes                                      c. events
2. In response to the growing concerns in the increasing COVID-19 cases in CALABARZON, the local governments remind their citizens to strictly follow all applicable health **protocols** to minimize threats on the spread of coronavirus. These include wearing face masks, physical distancing and disinfection.  
a. reminders                                      b. benefits                                      c. practices
3. The government has provided social **amelioration** grants to deserving Filipinos to help them get through this pandemic. Amounts distributed in each region vary depending on the basic pay as identified by the regional wage board.  
a. improvement                                      b. system                                      c. financial

**Learning Task 3:** Use context clues in figuring out the meaning of each underlined word. In your notebook, identify the letters of the best answers.

- The extremely dry weather sweltered the dried leaves in the backyard.  
A. ate                      B. burned                      C. slept                      D. sunbathed
- The Philippine government announced the needs to review the tariff imposed on imported products that have gradually taken over the local market.  
A. stamp                      B. prohibition                      C. ad                      D. tax
- Bernadette precariously climbed the highest mountain in the country.  
A. gracefully                      B. lazily                      C. dangerously                      D. hopefully
- I used to visit Nami Island in South Korea to see the falling colorful dried foliage.  
A. hurricane                      B. plays                      C. snow                      D. leaves
- Two tickets were allotted to each student for the dance party.  
A. allowed                      B. joyful                      C. taken                      D. fed
- The mood was somber at the memorial of the fallen medical frontliners.  
A. shyly                      B. serious                      C. hungry                      D. plenty
- Tagaytay City is known for wonderful picturesque of the majestic Mount Taal.  
A. charming                      B. running                      C. ruined                      D. perhaps
- The student was asked to clarify his answers for everybody to understand is point.  
A. remove                      B. call                      C. explain                      D. stop
- Reicon's parents admonished him for breaking their antique collection.  
A. praised                      B. scolded                      C. rewarded                      D. silenced
- I am an advocate of anti-corruption movement in the country.  
A. opponent                      B. primer                      C. enemy                      D. supporter

### **Context Clues**

Context clues are important words or phrases in a sentence that helps in identifying the meaning of difficult word or items in a sentence. They provide further information about a word or phrase that helps the reader understand its meaning. Context refers to the parts of a piece of writing that precede or follow a word and contributes to its whole meaning.

There are different types of context clues which include the following:

- Synonym** or **Restatement Clue** is a type of context clue that provides the synonyms of words to provide the meaning of an unfamiliar word or words.

Examples:

Rena shouts **continuously**, or all the time, and it makes me uncomfortable.

The director felt **remorse**, or shame, for hiring some incompetent employees.

*The words in bold are the difficult terms and the underlined word are their synonyms.*

- Definition** or **Statement Clue** is a type of context clue that provides direct statement or meaning of the unfamiliar word/s.

Examples:

**Ossicles** are the three small bones in the middle ear.  
Her voice is **inaudible**; no one could hear it.

*The words in bold are the difficult terms and the underlined words are their definitions.*

3. **Antonym** or **Contrast Clue** is a type of context clue that tells the opposite meaning of the difficult word. It shows contrast.

Examples:

Jhonathan is **gregarious** unlike his shy brother.  
The **feral** cat would scratch the wall, unlike the friendly cat.

*The words in bold are the difficult terms and the underlined words are their antonyms.*

4. **Explanation** or **Example Clue** is a type of context clue that provides readers with varying examples to allow them fully examine the unfamiliar words. Words like *including, such as* and *for example* point out example clues.

Examples:

**Mammals**, including elephants, horses and carabaos, are helpful animals.  
As a country in the Pacific Ring of Fire, the Philippines always experiences different **natural calamities** such as typhoons, earthquakes and tsunamis.

*The words in bold are the difficult terms and the underlined words are their examples.*

5. **Cause-and-Effect** or **Reason-Result Clue** is a type of context clue that explains the reason and the result of an event or action. Words like *because, since, therefore, thus, so, etc.* may signal context clues.

Example:

The government has implemented the community **quarantine** because experts want to stop or slow down the increase in the number of COVID-19 cases.

*The word in bold is the difficult term and the underlined words are the effect or result.*

6. **Comparison** or **Sameness Clue** is a type of context clue that presents the similarities in meaning or contexts. Words used are *like, as, similar to, in the same way, likewise, resembling, too* and *also*.

Examples:

I love the **palate** of pasta like my brother who loves the taste of pansit.  
Jonna is fond of mountain **escapade** the same way with Patrick who goes on beach adventure.

*The words in bold are the difficult terms and the underlined words are the comparing or similar terms.*



7. **Inference** or **General Text Clue** is a type of context clue that provides the meaning of unfamiliar words that can be inferred or guessed from the description of the situation. The author provides non-specific clues, often spread over the sentence or number of sentence.

Examples:

I wish I had earplugs to avoid monkey's **vociferous** noise.

The criminal's **belligerence** led to the death of four innocent children.

*The words in bold are the difficult terms and the underlined words are the general text clues.*



**Learning Task 4:** Read carefully the paragraphs below. Identify the meaning of the highlighted unfamiliar words. In your notebook, write the letters that correspond to your answers. .

1. The palace was extremely **ornate**. There were magnificent pillars towering uphill. Hallways are filled with red carpets from the entrance up to the very end of each corridors. There were lots of furniture and extremely expensive sculptures. It was also filled with expensive paintings by famous painters across the globe. It was surrounded by gardens with various flora species.  
a. old                      b. decorative                      c. simple                      d. proud
2. The organization is exclusive for city's **elite**. One cannot be accepted as a member if you are not own a multi-million company. Uncle Ethan is a member of that organization. He owns one of the known food companies in the country. He also owns various hotel brands located in key cities in the country. I am proud of him as e spends a lot of money to support various charitable works in the province.  
a. rich                      b. grand                      c. humble                      d. honest
3. Raymond's father was suffering from an unknown illness since least year. Due to his father's condition, his family decided to bring his father in one of the finest hospitals to perform all the necessary tests. It was found out that his father has tumor. The doctors performed a biopsy on the said tumor. Gladly, the results came out declaring that it was **benign**.  
a. deadly                      b. dangerous                      c. harmless                      d. absent
4. Despite the existence of the anti-terror law, famous writers and other private movements openly criticized the government. It was an **audacious** move. Surprisingly, the government accepted their criticisms pointing that the right to responsible expression of oneself is one of the basic rights of all citizens.  
a. brave                      b. harmful                      c. coward                      d. sarcastic
5. Faye expresses **compunction** for not accepting the offer of Leo to be his bride. She and Leo are currently trying to reconcile their differences and giving each other a second try. She still hopes that everything will be fine very soon.  
a. affection                      b. dryness                      c. happiness                      d. regret

**Learning Task 5:** Read the sentences below. Identify the type of context clue used in each statement. Write your answers in your notebook.

- \_\_\_\_\_ 1. Ephraim shows **contentious** remarks against the degrading remarks of a certain politician.
- \_\_\_\_\_ 2. Samar and Leyte experienced extreme **debacle** due to Typhoon Yolanda which was somehow similar to the disaster experienced by Quezon brought by Typhoon Glenda.
- \_\_\_\_\_ 3. The **defunct** Philippine Statistics Office forced the agency to transfer all its employees and assets to the newly established National Statistics Office.
- \_\_\_\_\_ 4. **Capitals**, including Antipolo, Lucena and Batangas City, are considered as seat of political powers in their respective provinces.
- \_\_\_\_\_ 5. A **neophyte** player undergoes strict trainings unlike the experienced one who has been in the industry for quite a long time.
- \_\_\_\_\_ 6. She is an expert in **portent**, the science of signs on what is about to happen.
- \_\_\_\_\_ 7. COVID-19 is found to be **pernicious**, or extremely harmful to human health.
- \_\_\_\_\_ 8. Due to his misconduct, the employee is **relegated** or demoted.
- \_\_\_\_\_ 9. **Conclave** is an important event in the Roman Catholic Church where cardinals gather to elect a new pope.
- \_\_\_\_\_ 10. The international organizers have **rescinded** the conduct of the 2020 Olympics but the local officials have continued the selection of new athletes.

**Learning Task 6:** Identify the meaning of each highlighted word above. Write your answers in your notebook.

**Learning Task 7:** Using the highlighted words above, write your own sentences in your notebook.



**Context clues** provide further information about a word or phrase that helps reader understand its meaning. Context refers to the parts of a piece of writing that precedes or follows a word and contributes to its whole meaning. Different types of context clues include the following: synonyms (restatement), definitions (statement), antonyms (contrast), explanations (example), cause-and-effect (reason-result), comparison (sameness) and inference (general text).

**Learning Task 8:** Identify the meaning of the underlined word in each item. Write the letters of your answers in your notebook.

- \_\_\_\_\_ 1. The task of being a soldier is filled with inherent danger.  
 a. overflowing      b. internal      c. combined      d. external

- \_\_\_\_ 2. The counterfeited items were confiscated and destroyed by the authorities.  
a. fake                      b. important                      c. thick                      d. repulsive
- \_\_\_\_ 3. Despite the heavy rains, the sea remains placid.  
a. wild                      b. rough                      c. calm                      d. wet
- \_\_\_\_ 4. The agency is asked nullify the contract considering its labor violations against its employees.  
a. improve                      b. seal                      c. cancel                      d. sign
- \_\_\_\_ 5. The rice bin is replete. This will help us survive until the next harvesting season.  
a. empty                      b. crooked                      c. hungry                      d. full
- \_\_\_\_ 6. The game has a number of conundrums or mind-exercising challenges.  
a. pictures                      b. stories                      c. answers                      d. puzzles
- \_\_\_\_ 7. Jackie was filled with mortification, or shame, because of her careless remark.  
a. proud                      b. disgrace                      c. confident                      d. happy
- \_\_\_\_ 8. Projectiles include those items that are shot forward such as a cannon shell, bullet, or rocket.  
a. things put down                      c. things that hurt  
b. things shot forward                      d. things broken
- \_\_\_\_ 9. Romeo is considered infallible in his class. He always performs well in his statistics class. He never gets zero in all his works.  
a. never wrong      b. mistaken                      c. wrong                      d. incorrect
- \_\_\_\_ 10. Typhoon Haiyan or Yolanda almost annihilated the whole town leaving no traces of standing industries nor trees. It was a total disaster.  
a. destroyed                      b. saved                      c. created                      d. constructed

**Learning Task 9:** Using the underlined words above, write your own sentences in your notebook.

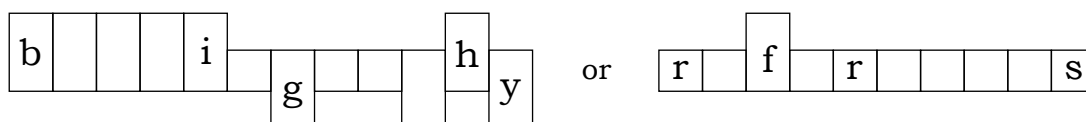
# Conventions in Citing Sources

## Lesson

Have written a research paper? In writing a research paper including any other academic papers, it is important that you mention or cite the sources of your information. This allows you to give credits to the original owner of information or messages you gathered from particular persons, organizations and the like. Basically, there are a number of ways in citing the sources of our information. One of the well-known styles is known as the APA 7th edition format proposed by the American Psychological Association (APA).

In this lesson, you are expected to identify the different conventions in writing references using the APA 7th edition format and use this style in citing sources in your academic papers.

Usually, citing sources is found at the latter part of a book or article. Using the guides below, which part shows the citation of sources employed?



**Learning Task 1:** Study the bibliographical entries below. Put a check (✓) if the entry is written correctly and an (X) if it is not. Write your answers in your notebook.

- \_\_\_\_\_ 1. Cauilan, L. (2018). Happiness in a workplace. *Journal of Industrial Psychology*, 12, 16-22.
- \_\_\_\_\_ 2. Zape, J. S., Cadavido, J. S. (2020). *Budget of work in all learning areas in various key stages*. CLMD Publishing House.
- \_\_\_\_\_ 3. Natividad, M. L. (2019). *Science as an exploratory field of study*. McCollins Press.
- \_\_\_\_\_ 4. Ulpina, J. (2016). How to deal with your boss. [https://www.humanity.org.ph/How\\_to\\_deal\\_with\\_your\\_boss/](https://www.humanity.org.ph/How_to_deal_with_your_boss/)
- \_\_\_\_\_ 5. Lopo, J. (2017). Enriching human resource experiences. *Human Resource Journal*, 14. [https://www.hrj.com/articles/enriching\\_experiences](https://www.hrj.com/articles/enriching_experiences)

## D

**Learning Task 2:** Examine the bibliographical entries below. Write **T** if the statement is true and **F** if it is false. Write your answers in your notebook.

- \_\_\_\_\_ 1. APA stands for Asian Psychological Association.
- \_\_\_\_\_ 2. The phrase *Retrieved from* is not longer indicated before the URL not unless the retrieval date is stated.
- \_\_\_\_\_ 3. If a book has 15 authors, include only the first three authors.
- \_\_\_\_\_ 4. If there are 20 authors, include all the authors in the citation.
- \_\_\_\_\_ 5. If there are more than 20 authors, list down the 19 authors and the last author only.

- \_\_\_\_\_ 6. In a reference with more than 20 authors, separate the listing of the first 19 authors with the last author with an ampersand.
- \_\_\_\_\_ 7. In writing the reference, first name comes first before the last name of the author.
- \_\_\_\_\_ 8. In a book reference, the title of the book should be written in italics.
- \_\_\_\_\_ 9. In a book reference, the location of publication and the publisher are separated by a hyphen (-).
- \_\_\_\_\_ 10. In writing the name of an author, the surname is written first followed by the first name, both written completely.

**Learning Task 3:** Using the information in the box, convert them into one bibliographical entry. Write your answer in your notebook.

Authors	: Marian Rivera and Dingdong Dantes
Title of the Book	: On Becoming Responsible Parents
Year of Publication	: 2015
Publisher	: Artista Press
_____	
_____	
_____	
_____	

Author	: Violeta S. Anderson
Title of Article	: Online Education in the New Normal
Title of Journal	: Journal of Educational Psychology
Year of Publication	: 2020
Publisher	: St. Anthony Publications
_____	
_____	
_____	
_____	

Author	: Victoria D. Salumbides
Title of Article	: Experiencing Golden Benefits of Aging
Title of Journal	: Beauty Health Care Journal
Volume	: 15
Year of Publication	: 2012
URL	: <a href="https://bhcf.com/experiencing_golden_benefits_of_aging/">https://bhcf.com/experiencing_golden_benefits_of_aging/</a>
_____	
_____	
_____	
_____	

## Convention in Citing Sources

There are various ways in acknowledging sources. One of these is the APA 7th edition format. Introduced by the American Psychological Association, the APA is considered as one of the largely used referencing style in terms of research and other academic endeavors.

The APA 7th edition format features a number of ways in citing authors and their work. In this lesson, a few will be highlighted to guide you in basic referencing styles.

### Books

Invert the names of authors. Last name comes first followed by a comma, then the initials. There should be periods after initials. Initials are separated by a space. Follow the order of names as presented in the book. If there are two or more authors, the last author is usually separated by an ampersand.

The title of the book is written in italics. Capitalize only the first letter of the title. If the title has two parts, capitalize the first letters of the first and second parts. Capitalize proper nouns. End with a period.

Indicate the number of the publisher followed by a period. Do not include the location.

Author, A. A. & Author, B. B. (Copyright Year). *Title of the book* (7th ed.). Publisher.

Place inside parentheses the year of publication. Do not forget the period.

If the book has a volume or edition number, include it in parentheses after the title of the book. Edition is written as 'ed.'

- **Single Author**

Bermudez, L. (2017). *The journey to the end of Asia* (2nd ed.). RELC Press.  
De Chavez, J. (2020). *Pagsibol: Batayang aklat sa pagkatuto sa Filipino*. Agila Publishing House.

- **Two Authors**

Cadavido, J. S., & Bermudez, L. (2017). *Living as students overseas*. RELC Press.  
[https://relc.org.sg/Living\\_as\\_students\\_overseas](https://relc.org.sg/Living_as_students_overseas)  
Balaogan, E. T., & Cargullo, L. C. (2017). *Understanding the complex behavior of adolescence* (4th ed.). Cainta & Cainta.

- **Edited Book (Editors) with No Author**

Marlina, R. G. (Ed.). (2017). *Living as students overseas*. RELC Press.  
Panga, A. F., & Chua, T. D. (Eds.). (2018). *Curriculum management in ASEAN member-states*. ASEAN Press.

- **Edited Book with an Author/s**

Cadavido, J. S., & Bermudez, L. (2017). *Living as students overseas*. R. G. Marlina (Ed.). RELC Press.  
Gibas, E. F., & Lopo, J. E. (2018). *Curriculum management in ASEAN member-states*. A. F. Pang & T. D. Chua (Eds.). ASEAN Press.

- **With Three (3) to 20 Authors**

Include all the names until the 20th author.

Cadavido, J. S., Alonzo, B. A., Condes, R. C., Red, M. N., Villaverde, M. A., Mirabel, A. I., Catchuela, R. L., Lavides, M. A., Berina, A. P., Cunanan, A. J.,

PIVOT 4A CALABARZON

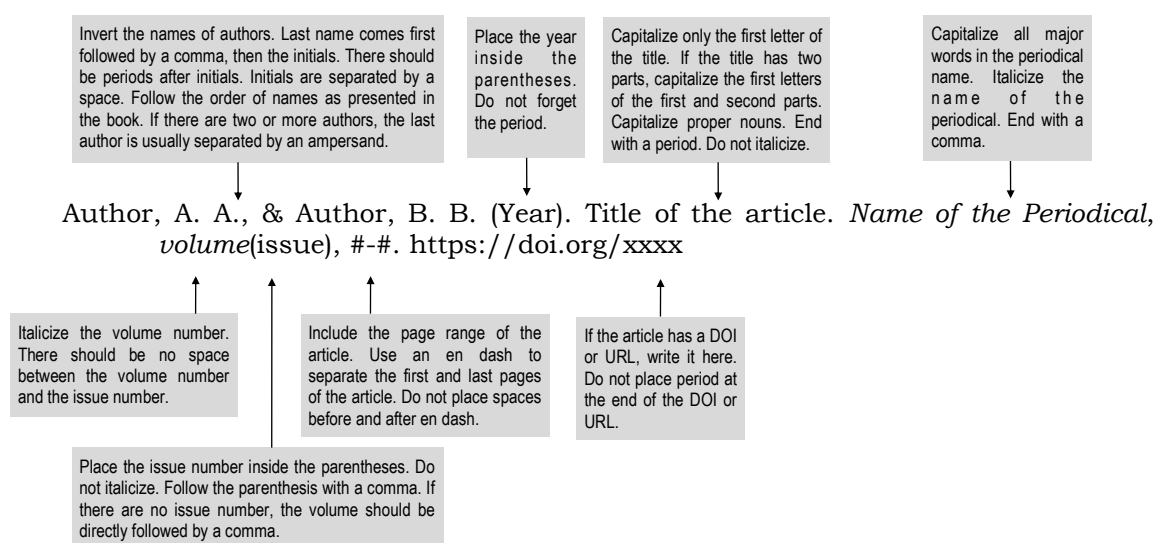
Villapena, A. S., Zubieto, S. J., Tibordo, J. R., Regulto, D. J., Perez, R. T., Balane, I. A., Azul, P. B., Narvaez, J. M., Banal, C. A., & Ortiz, A. T. (2019). *Teaching English as a second language* (8th ed.). Sampaguita Publications.

- **With More Than 20 Authors**

If there are more than 20 authors, write the names of the first 19 authors, followed by an ellipsis (...) and then the last author.

Dino-Aparicio, C., Guerrero, J. L., Araojo, K. U., Catungal, R. G., Caya, A. M., De Leon, S., Manalo, J. R., Mendoza, L. N., Olar, S. Q., Oyardo, J. M., Lopez, J. N., Retardo, R. O., Somodio, A. O., Ware, V. P., Dizon, A. M., Exconde, G. L., Ferrer, A. D., Limbo, F. T., Llegado, A. L., ... Maano, M. R. (2019). *Understanding English as an international language*. Bantayog Publishing House.

## Periodicals (Journals, Magazines, Newspapers)



- **Article in Journal Paginated by Volume**

Dino-Aparicio, C., Andrey, S. M., & Cadavido, J. S. (2019). Relativization in spoken texts in Philippine English. *Philippine Journal of English Language Teaching*, 55, 234-256.

Sales, T. (2020). Safety precautions during fire situations. *Fire Protection Journal*, 8, 98-105. [https://bfp.gov.ph/Safety\\_precautions\\_during\\_fire\\_situations](https://bfp.gov.ph/Safety_precautions_during_fire_situations)

- **Article in Journal Paginated by Issue**

Dino-Aparicio, C., Andrey, S. M., & Cadavido, J. S. (2019). Relativization in spoken texts in Philippine English. *Philippine Journal of English Language Teaching*, 55(12), 234-256.

Sales, T. (2020). Safety precautions during fire situations. *Fire Protection Journal*, 8 (7), 98-105. [https://bfp.gov.ph/Safety\\_precautions\\_during\\_fire\\_situations](https://bfp.gov.ph/Safety_precautions_during_fire_situations)

- **Article in Magazine**

Salvador, G. (2020, June). Overcoming tensions in schools. *Education Today*, 12-10. [https://pwi.com.ph/The\\_gift\\_of\\_life\\_and\\_love/](https://pwi.com.ph/The_gift_of_life_and_love/)

Enelo, A. A. (2018, May). The gift of life and love. *The Hours*, 221, 12-10. [https://pwi.com.ph/The\\_gift\\_of\\_life\\_and\\_love/](https://pwi.com.ph/The_gift_of_life_and_love/)

- **Article in a Newspaper**

Unlike other periodicals, *p.* or *pp.* is used to indicate the page number for newspapers.

Narvaez, J. M. (2015, October). Call for unity amidst global recession. *The Nation Today*, p. 3A.

Paano, D. T. (2018, September). Divisiveness as natural human mentality. *The Philippine Bulletin*, pp. A3, A6-A7.

## Other Print Sources

- **Government Document**

DepEd CALABARZON. (2020). *Guidelines on the implementation of MELC PIVOT budget of work in all learning areas for key stages 1-4* (Regional Order No. 10). DepEd Regional Office.

Civil Service Commission. (2020). *Revised interim guidelines for alternative work arrangements and support mechanisms for workers in the government during the state of national emergency due to COVID-19 pandemic* (Memorandum Circular No. 10). CSC Central Office.

- **Report from a Private Organization**

World Health Organization. (2020). *Coronavirus disease situation report in the Philippines*. [https://www.who.int/docs/default-source/wpro---documents/countries/philippines/emergencies/covid-19/who-phl-sitrep-20-covid-19-17apr2020.pdf?sfvrsn=7dd8c1b8\\_2](https://www.who.int/docs/default-source/wpro---documents/countries/philippines/emergencies/covid-19/who-phl-sitrep-20-covid-19-17apr2020.pdf?sfvrsn=7dd8c1b8_2)

Association of Southeast Asian Nations. (2019). *ASEAN integration report*. <https://asean.org/storage/2019/11/ASEAN-integration-report-2019>

**Note:** In the actual complete list of references, bibliographic entries are arranged alphabetically.



**Learning Task 4:** Rewrite the following bibliographic entries using the APA 7th edition format. Write your answers in your notebook.

1. Tolentino, S. A. (2016). Geometrical items in measuring spaces. La Luna Press.
2. Garcia, A. D., & Cruz, M. (2018). *Principles of engineering* (2nd ed.). Lireo Printing Press.
3. Jalos, A. M., Diala, S. I. & Pornobi, J. L. (2014). Transitioning learning modalities to new normal. *Philippine Journal of Basic Education*, 13(2), 87-98. [https://pjbe.com/Articles/Transitioning\\_learning\\_modalities\\_to\\_new\\_normal](https://pjbe.com/Articles/Transitioning_learning_modalities_to_new_normal)
4. Merle, L. A. (June 2020). Moving towards excellence in traditional sports. *The International Olympics*, 25, 132-147.
5. Sadsad, J. M., Bullo, A., & Fajardo, J. A. (2019). Building better schools through research and planning. *The Philippine Tribune*, pp. 4A-4C.



**Learning Task 5:** Using the bibliographic entries in Learning Task 4, rearrange them based on their proper order based from the APA 7th edition format.

**Learning Task 6:** Find a book with a bibliography or references. Get at least five (5) bibliographic entries. Rewrite the entries using the APA 7th edition format. Arrange them in their proper chronological order. Write your answers in your notebook.

**Learning Task 7:** Do the tasks below in your notebook.

- Find one article for each of the following: (a) book with one author, (b) book with two authors, (c) book with editor, (d) a newspaper article and (e) a magazine article.
- Using your chosen articles, write their proper citations using the APA 7th edition format.
- Rearrange them chronologically.



**Learning Task 8:** Using the information below, convert them into their proper citations using the APA 7th edition format.

	<b>Author/s</b>	<b>Year of Publication</b>	<b>Title of Articles</b>	<b>Title of Book/ Journal</b>	<b>Vol.</b>	<b>Issue</b>	<b>Pages</b>	<b>Publisher</b>	<b>URL</b>
1	Ramon De Leon	2015	The art of printing books and magazines	Arts and Design	2	2	12-16		<a href="https://doi.org/art_and_design/">https://doi.org/art_and_design/</a>
2	Pirena Sangre Danaya Sangre Amihan Sangre Alena Sangre	2020		Beauty and Brain				Gray and Gray	
3	Rhodora Tolentino	1999	After EDSA: The Philippine experiences	Philippine History Series					
4	Ian D. Lerico	2014		Academic and Professional Writing				Asian Publishing House	
5	Augustine S. De Castro	2019	Establishment of systems thinking office in a private university	Journal of Asian Education	23	4	24-37		<a href="https://www.jae.org.sg/systems_thinking">https://www.jae.org.sg/systems_thinking</a>
6	Sanjo S. Imaw Rena A. Callo	2018		The new educational reform (3rd Edition)				Lirio Press Publications	
7	Simeon S. Iron Anjo M. Barry Brix D. Arguelles	2017	Philippine Economic Status and Conditions	NEDA Annual Report	5		24-35		<a href="https://neda.org/report/Annual_report">https://neda.org/report/Annual_report</a>
8	Ion F. Feligidades	2016	Development of modules in the new normal	Philippine Educational Journal	4		56-62		
9	Felicidad Marquez	2015		Journeying through the World of Numbers (8th Edition)				Ethan & Joy	
10	Eustacia Valdez	2020	Assessment of ALS learners performance	Alternative Learning Journal	12	6	99-111		


# Modals

## Lesson

This lesson highlights the different forms and use of modals. Modals are important features of language. As auxiliary verbs, they are helpful in expressing writer or speaker's intention. These intentions include ability, possibility, permission, obligation, request and advice, among others.

You are expected to identify different types of modals and analyze their varying purposes.

Let us play the MODAL game below. Let us see the things that you can do as a student.

M O D A L				
I can cook rice.	I can dance.	I can sing.	I can do Tiktok challenge.	I can play basketball.
I can drive.	I can sell products.	I can plant trees.	I can help others.	I can swim.
I can prepare a powerpoint presentation.	I can manually compute.		I can compute using Excel.	I can draw.
I can make my own kite.	I can bake cakes or cookies.	I can invent simple thins.	I can make video blog.	I can edit videos.
I can cook various dishes.	I can prepare various desserts.	I can recycle simple products out of old materials.	I can clean our house well.	I can ride a horse.

**Learning Task 1:** Using the MODAL game above, answer the questions below. Write your answers in your notebook.

- Copy the MODAL game above in your notebook.
- Identify how many skills or things you can do by coloring them with your favorite color. Be honest with your answers. One skill or thing that you can perform is equivalent to one point.

21-24	-	Highly Talented/Skillful
16-20	-	Talented/Skillful
11-15	-	Moderately Talented/Skillful
6-10	-	Becoming Talented/Skillful
1-5	-	Needs Practice



- In 3-5 sentences, explain how the statements in the BINGO game are constructed.

Take note that this is just a game. There are no wrong answers. The skills listed above are just some of the possible skills that you may have. Your actual skills might not be listed above. You are all talented and skillful.



**Learning Task 2:** In your notebook, copy, study and underline the different modals mentioned in this song.

**"Honestly"**  
by Harem Scarem



If you want to listen to the song, it may be accessed  
at <https://www.youtube.com/watch?v=iT6AOGcJfXg>

I stand before you accused of many crimes  
But I want to believe that love can still survive  
You don't have to say it, I don't have to read your mind  
To know that emptiness has finally arrived  
How was I to know right from wrong  
Words were hardly spoken, so where did I go wrong

Tell me honestly, if you're still loving me  
Looking into my eyes honestly  
Words have more meaning, if they're said at certain times  
I need you now so I can feel alive  
How would you know if you won't give me some time  
To see if everything could work out you'll be mine  
I'll be lost forever or someday I may find  
The words that I've been searching for or just some peace of mind

Tell me honestly, if you're still loving me  
Looking into my eyes honestly  
Tell me honestly, if you're still loving me  
Looking into my eyes honestly

All the nights I sit and wonder there must be more to life  
I'm sure that days and years go by while  
I am living with a, living with a lonely feeling

Tell me honestly, if you're still loving me  
Looking into my eyes honestly  
Tell me honestly, if you're still loving me  
Looking into my eyes honestly

I stand before you accused of many crimes  
But I want to believe that love can still survive

**Learning Task 3:** Using the modals that you have identified in Learning Task 2, analyze the expression that each modal portrays. Write your answers in your notebook.

## **MODALS**

**Modals** are auxiliary or helping verbs. They may be used in expressing permission, obligation and prohibition.

Examples: I believe I **can** fly.  
Khodhy **must** call the police after the incident.  
Janine **has to** prepare for her exams.  
Bernadette **doesn't have to** secure a permit for her to go out of her house.

1. **Permission** is an act of giving consent or authorization. In stating permission, modals to be used include **can**, **could** and **may**.

a. **Can** is used to ask for and give permission.

Examples: **Can** you give me your number?  
**Can** you help me with this?  
I **can** do it if you want me to.

b. **Could** is also used as a more polite and more formal modal in asking permission (which may not be given).

Examples: I **could** possibly ask my mom to cook it for us.  
**Could** I interview the mayor?  
**Could** you lend me your book?

c. **May** is the most polite and formal modal used in asking and giving permission.

Examples: Medical practitioners affected by COVID-19 **may** now claim their financial support from the government.  
Teachers **may** now distribute the modules to the learners.  
**May** I borrow your book, please?

2. **Prohibition** is the act of disallowing or prohibiting someone in performing or doing something. Modals showing prohibition include **can't** and **must not/mustn't**.

a. **Can't** is used in dealing with something against rules, laws and signs. This is used when the speaker is not the one who sets the rules.

Examples: You **can't** go out during the community quarantine.  
(Quarantine Policy)  
The company **can't** apply for motion for reconsideration.  
(Legal Proceeding)  
You **can't** buy any alcoholic beverages due to liquor ban.  
(Liquor Ban Policy)

b. **Must Not/Mustn't** is used in dealing with something that is not permitted. In this context, it is the speaker who sets the rules.

Examples: You **must not** turn off your camera during online class.  
(Teacher-students)  
**Mustn't** you eat the fruits inside the fridge? (Mother to child)  
Salome **must not** tell my secrets to her friends. (Boss to a colleague)

3. **Obligation** expresses commitment or duty. Modals used in expressing obligation include **have to (has to)** and **must**.
- a. **Has/Have to** is used when obligation comes not from the speaker. The obligation is set by an authority, rule or law.  
 Examples: I **have to** be in the airport before the flight departure.  
 She **has to** submit her report on time.  
 The company **has to** pay retrenchment benefits to its employees.
- b. **Must** is used when expressing obligation comes from the speaker or from an authority.  
 Examples: I **must** call my husband now.  
 We **must** finish the report on time.  
 I **must** stay away from them.
4. **No obligation** expresses the absence of commitment or duty as one may do it or not. **Don't (doesn't) have to** is used to express no obligation.  
 Examples: She **doesn't have to** attend the funeral if she is not feeling well.  
 You **don't have to** come to my office in person. You may submit it online.  
 The employees **don't have to** come this morning as the activity will start in the afternoon.



**Learning Task 4:** Choose the modal that best completes each statement. Write the letters of your answers in your notebook.

- There's a lot of distractions coming from passing vehicles. \_\_\_\_ Anthony close the door?  
 A. must                      B. could                      C. would                      D. can
- Jossiah \_\_\_\_ start investing now if she wants to retire soon.  
 A. can                      B. may                      C. would                      D. have to
- Rey \_\_\_\_ come to the session but his presence would lighten the mood if he's there.  
 A. couldn't                      B. can't                      C. mustn't                      D. don't have to
- Pirena can't get a connection on her gadget. \_\_\_\_ she borrow yours?  
 A. have to                      B. may                      C. can                      D. would
- It's a controlled room. Unauthorized persons \_\_\_\_ come inside.  
 A. don't have to                      B. can't                      C. wouldn't                      D. couldn't
- Caloy \_\_\_\_ be at the airport at least two hours before his flight.  
 A. has to                      B. can                      C. may                      D. would
- The invitation says that you \_\_\_\_ only bring three guests with you to the party.  
 A. have to                      B. can                      C. may                      D. could
- Jisela \_\_\_\_ stay overtime in the office today rather than going and working in the office this weekend.  
 A. must                      B. have to                      C. could                      D. would
- Canela believes that she \_\_\_\_ finish these tasks before the deadline.  
 A. may                      B. would                      C. could                      D. have to
- Considering the event's formality, the winners \_\_\_\_ wear their Kasuotang Pilipino for the awarding.  
 A. could                      B. must                      C. can                      D. would

**Learning Task 5:** Get an article from a newspaper, journal or other online sources. Copy or cut-and-paste it in your notebook. Then, highlight each modal used in the article. Then, identify if the highlighted modals express permission, obligation or prohibition.

**Learning Task 6:** Find an infographic or poster that uses modals. Paste it in your notebook. Identify the modals used and determine the statement it expresses. Write your answers in your notebook.



**Modals** are auxiliary or helping verbs that may express permission (can, could, may), prohibition (can't, must not/mustn't), obligation (have/has to, must) and no obligation (don't/doesn't have to). They are necessary to determine the weight of one's action to be done or performed. They also help in understanding the source of permission, obligation and/or prohibition.

**Learning Task 5:** Copy and complete in your notebook the dialogue by supplying phrases or modals + verbs expressing permission, obligation or prohibition whichever is necessary.

### Once Upon a Pandemic

There is no perfect time and age to becoming responsible and well-informed citizens. Anyone can be especially in this time of crisis.

**Alena:** I was not born with a golden spoon in mouth, so there is nothing I can't do to survive the situation I am in at present.

**Aquil:** Likewise. We both grew up and raised in love, faith, patience, and perseverance. We (1) \_\_\_\_\_ strong.

**Alena:** I (2) \_\_\_\_\_ that we (3) \_\_\_\_\_ to keep going to survive this pandemic.

**Aquil:** Our government and all of us (4) \_\_\_\_\_ complacent in trying time like this.

**Alena:** Though we have our government to support us during this critical time, we(5) \_\_\_\_\_ completely dependent on our government.

**Aquil:** Yes, you said it right. We (6) \_\_\_\_\_ resourceful and frugal at times like this.

**Alena:** I (7) \_\_\_\_\_ that we (8) \_\_\_\_\_ planting vegetables in our own backyard or in any improvised plant box.

**Aquil:** That's a good idea, Anna. We, as responsible citizens, (9) \_\_\_\_\_ also \_\_\_\_\_ our government surpass this trying time.

**Alena:** Not only that...we (10) \_\_\_\_\_ compliant to the rules directed by our government to get rid of this pandemic the soonest possible time.

**Aquil:** Yeah! I got it right. Let's go check what we (11) \_\_\_\_\_ and (12) \_\_\_\_\_ while under Enhanced Community Quarantine.

**Alena:** That is what we (13) \_\_\_\_\_ in times of crisis. We (14) \_\_\_\_\_ of this pandemic in no time at all if we will cooperate.

**Aquil:** Come-on, friend! We (15) \_\_\_\_\_ a difference.

# Signals Indicating Coherence

## Lesson

### I

Systematic logical connection or consistency in sentences and texts are important to establish clear presentation of information. This connection can be established through coherence. There are signals that can be used to indicate coherence among sentences in a paragraph or texts. These signals may include the following: additive – also, moreover; causative – as a result, consequently; conditional/concessional – otherwise, in that case, however; sequential – to begin with, in conclusion; clarifying – for instance, in fact, in addition.

You are expected to identify appropriate signals showing coherence and establish coherence in sentences using applicable words.

Let us study the article written below.

**During** <sup>[1]</sup> the early twentieth century, **in addition** <sup>[2]</sup> to industrialization, urban growth and technological development, Australian society was experiencing a transformation of the domestic ideal. **Consequently** <sup>[3]</sup>, people were subject to an increasing array of government and professional programs aiming to manage and regulate life, **particularly** <sup>[4]</sup> family life. Some of these programs were designed to counter social changes, others were designed to engineer them; **overall** <sup>[5]</sup> they each heralded a growing expert encroachment into the private sphere.

Intervention and influence took three forms. **Firstly** <sup>[6]</sup>, techniques designed to maximize efficiency were introduced into the home and scientific principles were applied to its design. **In addition** <sup>[7]</sup>, housework and parenting methods were scrutinized and subject to unprecedented standards. **Secondly** <sup>[8]</sup>, all aspects of reproduction attracted increasing intervention from government and the medical profession. **Thirdly** <sup>[9]</sup>, state, professional and philanthropic groups began to usurp the parental role within the family through instruction and policy. **Ultimately** <sup>[10]</sup>, the development of 'modern' social ideals brought regulation, intervention and ever-increasing unrealistic standards.

Adapted from UNSW Sydney (2019)

**Learning Task 1:** Examine how the highlighted words above contributed to the development of concepts in paragraphs. Using the guides in the second column, identify the functions indicated by the highlighted terms.



**Learning Task 2:** In your notebook, copy the paragraph below. Encircle the appropriate transition signals placed inside the parentheses to complete the meaning that the paragraph portrays.

### **Communicative Language Teaching Today: A Reflection**

English language teaching aims to produce communicatively competent learners. As the 21<sup>st</sup> century learning skills aim to enrich learners' communication skills to prepare them in facing the challenging globalized society, the tasks of enhancing their skills to be communicatively competent in both local and global scenarios are placed on the shoulders of our second language teachers. <sup>[1]</sup> **(To illustrate / To tell the truth)**, English teachers should hone learners' abilities in becoming competent in using the target language focusing on the five (5) macro skills <sup>[2]</sup> **(notably, such as)** reading, writing, speaking, listening and viewing. <sup>[3]</sup> **(Like / While)** global standards in English increases, our performance gradually decreases. <sup>[4]</sup> **(Considering / Besides)** a lot of factors, inaccessibility to alternative materials is one of the known considerations that play an important role in our poor language performance. <sup>[5]</sup> **(Moreover / Thus)**, the government has to revisit its existing policies <sup>[6]</sup> **(or at least / for instance)** provide essential materials that our learners may access and use.

Adapted from  
Communicative Language Teaching Today: A Reflection (2016)  
by Jhonathan S. Cadavido

**Learning Task 3:** Examine the sentences below. Identify the appropriate transition signal for each statement. Write the letters of your chosen answers in your notebook.

1. My mom refused the salesman's offer. \_\_\_\_\_, she changed her mind and went back to him the following day.  
A. **However**      B. Next      C. Similarly      D. Besides
2. The citizens refused to follow the community quarantine protocols. \_\_\_\_\_, the COVID-19 cases in their city increased.  
A. While      B. **As a result**      C. Finally      D. Therefore
3. The medical frontliners were given complete sets of personal protective equipment. \_\_\_\_\_, those who acquired the disease were given additional financial incentives.  
A. If      B. Below      C. **In addition**      D. Besides
4. Anthony is authoring a book. \_\_\_\_\_, he also acts as its editor and publisher.  
A. However      B. **Also**      C. In contrast      D. Thus
5. The man was caught driving under the influence of alcohol. \_\_\_\_\_, he was released after paying fines  
A. **However**      B. Therefore      C. Thus      D. Similarly

PIVOT 4A CALABARZON



6. The employees opposed the company's retrenchment plan. \_\_\_\_\_, it was recalled due to their strong opposition.  
A. Furthermore    B. Besides    C. Finally    D. **Consequently**
7. Vietnam has won its battle against COVID-19 pandemic as it implemented strict measures for its community quarantine. \_\_\_\_\_, Thailand is winning its battle after using Vietnam's strategic plans.  
A. Besides    B. **Similarly**    C. Therefore    D. Furthermore
8. The citizens strictly follow the community quarantine measures and other health protocols, \_\_\_\_\_ lessening and decreasing the number of cases in the locality.  
A. finally    B. furthermore    C. besides    D. **thus**
9. My house has a master's bedroom, three guest rooms, relaxing living room and clean kitchen. \_\_\_\_\_, it also has an Olympic-size swimming pool and paradise-like garden.  
A. **In addition**    B. Consequently    C. In contrast    D. Similarly
10. "It's okay if Alona did not qualify for the social amelioration grant. \_\_\_\_\_, she is already rich," said Allan.  
A. **Besides**    B. However    C. In addition    D. As a result

## TRANSITION SIGNALS

Coherence is very important in a sentence, paragraph or texts. It helps the author in establishing connection between and among concepts presented. It can only be established with the help of various transition signals that signify different meanings. These signals are used depending on the meaning or context portrayed. A change in transition signal may result to incomprehensible concept or absence of connection.

There are four (4) basic classifications of transition signals.

### 1. Additive Transitions

Additive transitions are used to add a similar idea, introduce an additional idea, introduce an example or illustration, introduce a restatement or explanation, and/or draw to close or summarize.

### 2. Adversative Transitions

Adversative transitions are used to introduce an opposition to an idea, contrast and/or emphasize or clarify a point.

### 3. Causal Transitions

Causal transitions indicate a consequence or result.

### 4. Sequential Transitions

Sequential transitions indicate the sequence of ideas, events or actions.

PIVOT 4A CALABARZON

Presented below are the different transition signals, their meanings and examples as to how they are used in particular contexts.

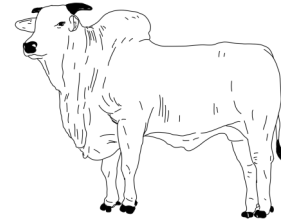
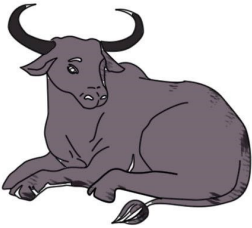
Classification	Function	Transition Signals	Sample Sentences
Additive	To add a similar idea	<ul style="list-style-type: none"> <li>• comparatively</li> <li>• coupled with</li> <li>• correspondingly</li> <li>• identically</li> <li>• likewise</li> <li>• similar to</li> <li>• together with</li> <li>• equally</li> </ul>	We should all be careful with the coronavirus disease that makes our respiratory system weak, <b>likewise</b> the HIV/AIDS that makes our immune system frail.
	To introduce an additional idea	<ul style="list-style-type: none"> <li>• also</li> <li>• furthermore</li> <li>• additionally</li> <li>• in addition</li> <li>• moreover</li> <li>• similarly</li> <li>• likewise</li> <li>• as well as</li> <li>• besides</li> <li>• another</li> <li>• too</li> </ul>	The government reminds the people on the existing policies on community quarantine. <b>Also</b> , it advises them to always observe appropriate health protocols.
	To introduce an example or illustration	<ul style="list-style-type: none"> <li>• for example</li> <li>• such as</li> <li>• for instance</li> <li>• to demonstrate</li> <li>• namely</li> <li>• in particular</li> <li>• specifically</li> </ul>	There are various health protocols that the government mandates. Social or physical distancing, <b>for example</b> , must be strictly observed especially in public places.
	To introduce a restatement or explanation	<ul style="list-style-type: none"> <li>• that is</li> <li>• in fact</li> <li>• indeed</li> <li>• namely</li> <li>• specifically</li> <li>• thus</li> </ul>	We did not enjoy our vacation in Hong Kong. <b>In fact</b> , heavy rains poured the city for almost three days.
	To draw to a close or summarize	<ul style="list-style-type: none"> <li>• to conclude</li> <li>• as a final point</li> <li>• in brief</li> <li>• in conclusion</li> <li>• indeed</li> <li>• in short</li> <li>• in summary</li> <li>• finally</li> <li>• lastly</li> </ul>	Many companies were forced to shutdown. The unemployment rate increases for the past four months. A number of OFWs have been repatriated. <b>In conclusion</b> , the country is experiencing great economic losses due to COVID-19 pandemic.

Classification	Function	Transition Signals	Sample Sentences
Adversative	To introduce an opposite idea or contrast	<ul style="list-style-type: none"> <li>• in contrast</li> <li>• conversely</li> <li>• alternatively</li> <li>• yet</li> <li>• although</li> <li>• even though</li> <li>• nevertheless</li> <li>• notwithstanding</li> <li>• however</li> <li>• on the other hand</li> <li>• whereas</li> <li>• while</li> <li>• instead</li> <li>• otherwise</li> </ul>	<b>Even though</b> the country is experiencing great economic loss due to this pandemic, it has continued helping other countries by sending our medical frontliners and other essential materials.
	To emphasize or clarify a point	<ul style="list-style-type: none"> <li>• even more</li> <li>• above all</li> <li>• indeed</li> <li>• more importantly</li> <li>• besides</li> </ul>	Despite our limited resources due to this pandemic, Glenda still managed to distribute relief goods to some of our neighbors. <b>Indeed</b> , she is a helpful and wonderful person.
Causal	To indicate a consequence or result	<ul style="list-style-type: none"> <li>• consequently</li> <li>• accordingly</li> <li>• as a result</li> <li>• hence</li> <li>• subsequently</li> <li>• therefore</li> <li>• thus</li> <li>• thereupon</li> <li>• as a consequence</li> <li>• for this</li> <li>• reason</li> <li>• wherefore</li> </ul>	The students reviewed their lessons well before their exams. <b>As a result</b> , they passed the school's assessment process.
Sequential	To sequence your ideas	<ul style="list-style-type: none"> <li>• first(ly)</li> <li>• second(ly)</li> <li>• third(ly)</li> <li>• next</li> <li>• then</li> <li>• after</li> <li>• this</li> <li>• last(ly)</li> <li>• finally</li> <li>• accordingly</li> <li>• meanwhile</li> <li>• henceforth</li> </ul>	My mother cooked our favorite breakfast. <b>After</b> eating, she washed the dishes and other utensils. <b>Then</b> , she swept the floor and cleaned the whole house.

**Learning Task 4:** Read and analyze the selection below. Identify the appropriate and best transition signals to complete the meaning of the passage. Write your answers in your notebook.

### On Small-Scale Farming

by Jhonathan S. Cadavido



Carabaos and cows are important farm animals. <sup>[1]</sup> **(Together with/Similar)** other animals, they both help farmers in producing milk and other farm and dairy products. Meat, <sup>[2]</sup> **(namely/for example)**, is one of the most important products that both of them can provide. <sup>[3]</sup> **(Besides/Moreover)**, milk is also an essential item that carabaos and cows produce. <sup>[4]</sup> **(In fact/Indeed)**, kesong puti is good for breakfast as spread or stuffing for varieties of bread <sup>[5]</sup> **(that is/such as)** pandesal and loaf bread. <sup>[6]</sup> **(Therefore/Indeed)**, cows and carabaos can produce food items that we need in our daily lives.

Last year, we had to sell dozens of carabaos and cows for my parents to financially support me with my studies. <sup>[7]</sup> **(As a result/Accordingly)**, my family recorded and generated small return of investment for that year. <sup>[8]</sup> **(Instead/Although)** we suffered a great loss, we still managed to survive with the help of my uncle.

Uncle Romeo has lent us his resources. <sup>[9]</sup> **(On the other hand/Together with)** this, he looked for possible investors who would finance our small farm business. <sup>[10]</sup> **(Consequently/Meanwhile)**, a known dairy company, invested large amount of money to our small-scale farm. We accepted its offer. <sup>[11]</sup> **(In fact/Wherefore)**, we have already started the expansion of our farm. From 20 remaining cows and carabaos, we now have at least hundreds of them. Our humble farm can now provide a large amount of milk products to our partner-company. <sup>[12]</sup> **(For instance/Henceforth)**, we can at least supply them 500 liters of milk per day <sup>[13]</sup> **(importantly/notwithstanding)** the El Niño phenomenon that we are currently experiencing.

<sup>[14]</sup> **(As a result/Similar)** of this success, our family is planning to further expand our business venture, <sup>[15]</sup> **(for example/to demonstrate)**, production of other farm products from hogs and chicken. <sup>[16]</sup> **(Coupled with/Whereas)** our dedication and enthusiasm, our partner-company has pledged to continuously support us in this endeavor. <sup>[17]</sup> **(Comparatively/In fact)**, we are now working on our feasibility study about this concept. <sup>[18]</sup> **(Consequently/Furthermore)**, other government policies and bank loans are considered for this project.

<sup>[19]</sup> **(In conclusion/Otherwise)**, starting a business is not really an easy task, <sup>[20]</sup> **(even more/indeed)** a difficult one. <sup>[21]</sup> **(Instead/While)** others may not believe in your capacity, it is your duty to trust yourself and the process. With faith and confidence, you will surely achieve your dreams. From carabaos and cows, our small farm will soon be one of the famous haciendas in town producing and delivering quality products and goods.

**Learning Task 5:** In your notebook, identify the function of each correct transition signal in Learning Task 4.

**Learning Task 6:** In your notebook, use each correct transition signal in Learning Task 4 in your own sentence.



Coherence is very important in a sentence, paragraph or texts. It helps the author in establishing connection between and among concepts presented. It can only be established with the help of various transition signals that signify different meanings. There are four (4) basic classifications of transition signals such as additive, adversative, causal and sequential transitions.

**Learning Task 7:** Examine the sentences below. Identify the appropriate transition signal for each statement. Write the letters of your chosen answers in your notebook.

1. The government distributed personal protective equipment, \_\_\_\_\_ surgical masks, boots and face shields.  
A. likewise      B. also      C. together with      D. namely
2. My friends decided to go home to the province before the imposition of the community quarantine, \_\_\_\_\_ I have stayed here in Manila for work.  
A. besides      B. whereas      C. also      D. moreover
3. I will not be going home tonight, \_\_\_\_\_ I haven't finished yet the report for tomorrow's board meeting.  
A. finally      B. furthermore      C. besides      D. thus
4. The militants attacked the police force during the relief operations. \_\_\_\_\_, the Congress condemned this irresponsible action.  
A. Indeed      B. Thereupon      C. Likewise      D. Notwithstanding
5. \_\_\_\_\_ the bad weather, the employees of the Department of Social Welfare and Development were still able to distribute relief good to the homeless.  
A. Specifically      B. Together with      C. Consequently      D. Notwithstanding
6. The statistics and figures released by the Department of Health were used in identifying the status of COVID-19 in the country. This project also focused on how this health crisis can be managed from grass roots to the national level. \_\_\_\_\_, this project summarizes the important actions and recommendations that our government should consider as response to the current health crisis.  
A. Finally      B. Next      C. Similarly      D. Besides
7. After paying an exact amount to the counter, you have to proceed to the manager's office for an interview. Then, the results will be examined by members of the board. \_\_\_\_\_, the results will be announced at the end of the day.  
A. While      B. As a result      C. Finally      D. Therefore

8. City transportation system is one of indicators used in urban competitiveness. This system involves different possible transportation means. Subway trains, \_\_\_\_\_, are considered as main transportation means used in evaluating city performance.  
A. however      B. for instance      C. in addition      D. besides
9. Philippine peso is considered as one of the highly performing currencies in Asia. \_\_\_\_\_, the Japanese Yen is also working well.  
A. Moreover      B. Comparatively      C. However      D. Thus
10. The man was caught driving under the influence of alcohol. \_\_\_\_\_, he was arrested and asked to pay appropriate fines.  
A. Thus      B. Furthermore      C. Nevertheless      D. Similarly

**Learning Task 8:** In your notebook, identify the function of each correct transition signal in Learning Task 7.

**Learning Task 9:** In your notebook, use each correct transition signal in Learning Task 7 in your own sentence.

# Verbs, Adjectives and Adverbs

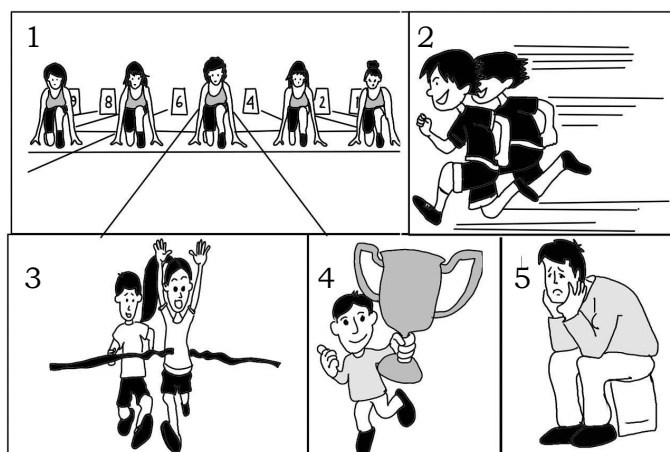
## Lesson

### I

This lesson highlights the review of concepts on verbs, adjectives and adverbs. As important grammatical features, they are used as concepts in conveying emotional response or reaction to an issue or persuade.

You are expected to different verbs, adjectives and adverbs as persuasive language materials and use them in conveying emotions or reactions to certain issues or standpoints.

Let us examine the pictures below. What does each picture suggest?



**Learning Task 1:** Identify the word which does not belong to the group. Write your answers in your notebook.

- |               |             |            |            |
|---------------|-------------|------------|------------|
| 1. adorable   | attractive  | absolutely | shiny      |
| 2. probably   | regularly   | usually    | weary      |
| 3. incredibly | thoroughly  | intensify  | absolutely |
| 4. accelerate | achieve     | assess     | ambitious  |
| 5. calm       | comfortable | break      | eager      |
| 6. identify   | fly         | until      | classify   |
| 7. beautiful  | live        | fast       | wicked     |
| 8. examine    | very        | so         | too        |
| 9. ride       | clearly     | sell       | fell       |
| 10. justify   | examine     | certify    | analysis   |

### D

**Learning Task 2:** Study the given paragraphs below. Take note of the highlighted words. In your notebook, write your observations about them.

#### A. Persuasive Sample Text with Verbs

We **must take** an action now to save our community garden. It's ten years in the making, with enough organic vegetables to feed every mouth in this neighborhood. Let us **clarify** to them that they have no right to come into our town and pave a parking lot over one of our most prominent food sources. **Come** rally with me this Friday night. Together, we **will stand** in their way and protect our beloved town.

PIVOT 4A CALABARZON

## B. Persuasive Text with Adjectives

Enjoying an **enviable** beachfront location, right on a seemingly endless stretch of **spectacular** white sand. This **enchanted** hotel boasts **spectacular** views and **fine** cuisine in **exclusive** surroundings. Standing majestically on Paradise Beach, nestled beneath the imposing cliffs. This tastefully **furnished** hotel mixes with **elegance** with a fun-loving atmosphere, offering a relaxed time. Guest can enjoy **high** standards of service and courteous staff in this super hotel. Relax in the calm tranquility of this truly **magical** location and let your dreams come true. Enjoy a water sporting paradise, lapped by the **warm clear** waters but if this sounds too energetic simply relax in the warmth of the sun and drink the **beautiful** surroundings.

## C. Persuasive Sample Text with Adverbs

It is important for schools to consider the students before they create policies that affect us **directly**, such as searching students' personal possessions. By searching backpacks and other belongings, students are treated **poorly** and accused of crimes they may have not committed. **Additionally**, it creates a distrusting community in the schools where students and staff are **constantly** suspicious of each other. **Lastly**, it prevents students from having the safety of pepper spray or a pocket-knife needed on dangerous walks to and from school. Backpacks and other belongings should not be searched without cause. It is **undeniably** important that our schools take a second look at their policies.

**Learning Task 3:** In your notebook, write three paragraphs composed of the highlighted words used in Learning Task 2. Paragraph 1 should contain the words from Text A, Paragraph 2 from Text B and Paragraph 3 from Text C.

## PERSUASIVE TEXT AND ITS GRAMMATICAL FEATURES

Persuasive text is a selection or passage that contains one's personal emotion, idea or response to an issue. It provides one's standpoint as to how issues should be addressed and examined. It mainly expresses exposition, argumentation, discussion, review and evaluation. Technically, expressing persuasion may exist not only in texts but also in pictures.

In writing a persuasive text, the write-up includes (a) a statement of position (the overview of argumentation revealing one's standpoint), (b) argumentation (provides supporting evidences relative to one's standpoint) and (c) reinforcement of one's standpoint (provides the summary of one's position based on the point of argumentation).

## Grammar and Language Conventions Used

In a persuasive text, the use of certain grammatical features help in emphasizing one's viewpoint. Commonly, understanding the context of verbs, adjectives and adverbs aid in strengthening one's position. However, right choice of words still matters.



## A. Verbs

Verbs express action or state of being. They determine the subject as to doer or receiver of an action. They also complete the thought of a sentence.

Basically, verbs have four principal parts known as follows:

Base Form	Present Participle	Past	Participle
want	wanting	wanted	wanted
plant	planting	planted	planted
rise	rising	rose	risen
drive	driving	drove	driven
set	set	set	set

There are two voices of verbs: active (the subject is the doer of the action) and passive (the subject is the receiver of the action).

Active :        The **students** submitted their project to their teacher.

Passive:        Their **project** was submitted by the students to their teacher.

Verbs can also be classified as to being regular or irregular. Regular verbs form their past tense and past participle by adding *-d* or *-ed*. Meanwhile, irregular ones are formed by either a change in spelling or sometimes no change at all.

### Regular Verbs

want-wanted-wanted  
jump-jumped-jumped  
pray-prayed-prayed

### Irregular Verbs

catch-caught-caught  
see-saw-seen  
let-let-let

Furthermore, verbs have tenses. These tenses are used to indicate time when an action happened, happens or will happen.

### Simple Tenses

- **Simple Present Tense** tells an action that is repeated or ongoing. The verbs usually end in its simple/base form or *-s* form.  
Example:    The sun **ris**es in the east.
- **Simple Past Tense** tells an action that happened already in the past.  
Example:    Jayson **vis**ited his family last year.
- **Simple Future Tense** tells an action that will happen in the future. The verb is usually preceded by auxiliary verbs *shall* or *will*.  
Example:    Nathan **will fly** to Davao next week.

### Perfect Tenses

- **Present Perfect Tense** tells an action that happened in the past and is still happening in the present. The main verb, written in its past participle, is preceded by *has* for singular subjects (except *I* and singular *You*) and *have* for plural verbs (including *I* and singular *You*).  
Examples:   Jocelyn **has worked** as social worker in the city.  
                 The students **have prepared** for their presentation.
- **Past Perfect Tense** tells an action that happened and ended in the past

before another action in the past happened. The main verb, written in its past participle, is preceded by *had*.

Example: I **had cooked** before he asked me to do so.

- **Future Perfect Tense** tells an action that will happen and end in the future before another action in the future happens. The main verb, written in its past participle, is preceded by *will have*.

Example: By the time I finish this project, I **will have eaten** more chocolates.

Progressive forms of these simple and perfect tenses are also embodied in verbs.

## B. Adjectives

Adjectives are parts of speech used to modify a noun or a pronoun. They are used to provide descriptions of the items they modify. They answer these questions: *What kind?*, *How many?* or *Which ones?*

There are various types of adjectives which include the following:

- **Descriptive adjectives** tell the quality of a noun or pronoun.  
Examples: *beautiful* house                      *adorable* husband  
                    *friendly* neighbor                      *handsome* man
- **Proper adjectives** provide the derivation of adjectives from proper nouns.  
Examples: *German* sausage                      *Italian* pasta  
                    *Japanese* tea                      *French* fries
- **Limiting adjectives** tell restrictions of word it modifies.  
Examples:    *that* house                      *this* painting                      *three* balloons  
                    *those* birds                      *these* animals                      *your* car  
                    *an* apple                      *a* chair                      *fifth* floor  
                    *the* student                      *my* heart                      *first* lady
- **Interrogative adjectives** are used to ask questions.  
Examples: *Whose* apple is this?  
                    *What* fruits are we bringing?
- **Coordinating adjectives** are composed of two or more adjectives separated by a comma instead of a coordinating conjunction.  
Examples: *long, busy* day                      *hot, dry* afternoon  
                    *cold, wet* evening                      *funny, talkative* teacher

## C. Adverbs

Adverbs are used to modify verbs, adjectives and other adverbs. They are analyzed by asking the questions *When?*, *Where?*, *Why?*, *How?*, *Under what conditions?* and *To what extent?*.

- **Adverbs of time** answer the question *When?*  
Examples:    *early*                      *tomorrow*                      *tonight*                      *today*                      *yesterday*
- **Adverbs of manner** answer the question *How?*  
Examples:    *slowly* walked                      *quickly* announced

- **Adverbs of place** answer the question *Where?*  
Examples: somewhere                      nearby                      anywhere
- **Adverbs of degree** answer the question *How much?*  
Examples: very                      quite                      completely                      little
- **Adverbs of frequency** answer the question *How often?*  
Examples: always                      never                      sometimes                      often



**Learning Task 4:** In your notebook, copy the news article below published by GMA News Online. Encircle the verbs, box the adjectives and underline the adverbs that express strong or pressing points.

**Roque: Duterte to deliver SONA at Batasan even as some expected attendees tested positive for COVID-19**

Published on July 27, 2020 @ 2:50pm and Updated @ 2:53pm



President Rodrigo Duterte will still deliver his fifth State of the Nation Address (SONA) at the Batasang Pambansa even as some individuals expected to attend the event have contracted COVID-19, Malacañang said Monday.

“As of 2:30 [p.m.], President Duterte is expected to deliver his 5th SONA at Batasan,” presidential spokesperson Harry Roque said in a message to reporters.

Roque issued the statement after House Deputy Speaker Johnny Pimentel and at least six Palace personnel who were supposed to render technical support during the SONA tested positive for COVID-19.

Only those who will test negative for COVID-19 will be allowed to attend the SONA physically based on the event's safety protocols.

Earlier, it was reported that Cabinet executives who tested negative are attending the SONA at the Batasan — Secretaries Menardo Guevarra (Justice), Wendel Avisado (Budget and Management) and Delfin Lorenzana (Defense) as well as presidential spokesperson Harry Roque.

Secretaries Eduardo Año (Interior and Local Government) and William Dar (Agriculture) as well as Cabinet Secretary Karlo Nograles will also be present during the event, according to a separate report by dzBB's Tuesday Niu.

Duterte will deliver his SONA before a joint session of Congress at 4 p.m. —  
Virgil Lopez/RSJ, GMA News

**Learning Task 5:** Using the identified verbs, adjectives and adverbs in Learning Task 4, write a short paragraph about your stand about the issue on the West Philippine Sea dispute.

**Learning Task 6:** Get at least one paragraph of Pres. Rodrigo Duterte's 5th State of the Nation Address (SONA) delivered on July 27, 2020. Write your chosen paragraph in your notebook. Then, encircle the verbs, box the adjectives and underline the adverbs that express strong or pressing points.

**Learning Task 7:** Using the identified verbs, adjectives and adverbs in your chosen paragraph excerpted from the President's SONA, write a short paragraph about your stand or viewpoint about the content or points presented in your chosen paragraph. Write your paragraph in your notebook.



**Learning Task 8:** In your notebook, copy the short speech below. Then, Encircle the verbs, box the adjectives and underline the adverbs that express strong or pressing points.

### **The Gettysburg Address** (Bliss Version)

Four score and seven years ago, our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Abraham Lincoln  
November 19, 1863

**Learning Task 9:** In your notebook, write a short paragraph about your stand or viewpoint about *peace and war* using the identified verbs, adjectives and adverbs in Learning Task 8.

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# Answers

## Context Clues

LT 1	1. chaos 2. anxiety 3. garnish 4. opponent 5. fragile
LT 2	1. A 2. C 3. A
LT 3	1. B 2. D 3. C 4. D 5. A 6. B 7. A 8. C 9. B
LT 4	1. B 2. A 3. C 4. A 5. D
LT 5	1. Inference 2. Comparison 3. Cause-and-Effect 4. Explanation 5. Antonym 6. Definition 7. Synonym 8. Synonym 9. Definition
LT 8	1. B 2. A 3. C 4. C 5. D 6. D 7. B 8. B 9. A

## Conventions in Citing Sources

Preliminary Exercise	bibliography references
LT 1	1. / 2. X 3. / 4. X 5. /
LT 2	1. F 2. T 3. F 4. T 5. T 6. F 7. F 8. T 9. F 10. F
LT 3	1. Rivera, M., & Dantes, D. (2015). <i>On becoming responsible parents</i> . Artista Press. 2. Anderson, V. S. (2020). <i>Online education in the new normal</i> . Journal of Educational Psychology. St. Anthony Publications. 3. Salumbides, V. D. (2012). <i>Experiencing golden benefits of aging</i> . <i>Beauty Health Care Journal</i> , 15. <a href="https://bhccj.com/experience_n_c-ing-golden_benefits_of_aging/">https://bhccj.com/experience_n_c-ing-golden_benefits_of_aging/</a>
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## Modals

LT 4	1. A 2. D 3. D 4. C 5. B 6. A 7. B 8. A 9. D 10. B
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## Signals Indicating Coherence

LT 3	1. A 2. B 3. C 4. B 5. A 6. D 7. B 8. D 9. A 10. A
LT 2	1. To illustrate 2. Such as 3. While 4. Considering 5. Thus 6. Or at least
LT 1	1. Indicating a specific time 2. Indicating additional information 3. To indicate sequence and logically divide an idea 4. To add emphasis 5. Indicating a conclusion 6. To indicate sequence and logically divide an idea 7. Indicating additional information 8. To indicate sequence and logically divide an idea 9. To indicate sequence and logically divide an idea 10. Indicating a conclusion

### Signals Indicating Coherence

10.A	9. A	10.A	1. D	1. Together with	11. In fact
8. D	7. B	6. A	2. B	2. for example	12. For instance
5. A	3. C	3. C	3. C	3. Moreover	14. As a result
4. B	4. B	4. B	4. B	4. In fact	15. for example
5. D	5. D	5. D	5. D	5. such as	16. Coupled with
6. D	6. A	6. A	6. A	6. Indeed	17. In fact
7. B	7. C	7. C	7. C	7. As a result	18. Furthermore
8. B	8. B	8. B	8. B	8. Although	19. In conclusion
9. B	9. B	9. B	9. B	9. Together with	20. Indeed
10.A	10.A	10.A	10.A	10. Consequently	21. While

### Verbs, Adjectives and Adverbs

10. Analysis	9. Clearly	8. Examine	7. Live	6. Until	5. Break	4. Ambitious	3. Intensity	2. Weary	1. Absolutely	LT 1
1. The word <b>must take, clarify, come and will</b>	2. The words in bold letters show how adjectives	3. The highlighted words are adverbs that	4. Ambitious	5. Break	6. Until	7. Live	8. Examine	9. Clearly	10. Analysis	LT 2

Note: Items with no key answers would require varying answers from the learners.



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PAG-AARI NG PAMAHALAAN  
**HINDI IPINAGBIBILI**

**Para sa mga katanungan o puna, sumulat o tumawag sa:**

Department of Education Region 4A CALABARZON

Office Address: Gate 2 Karangalan Village, Cainta Rizal

