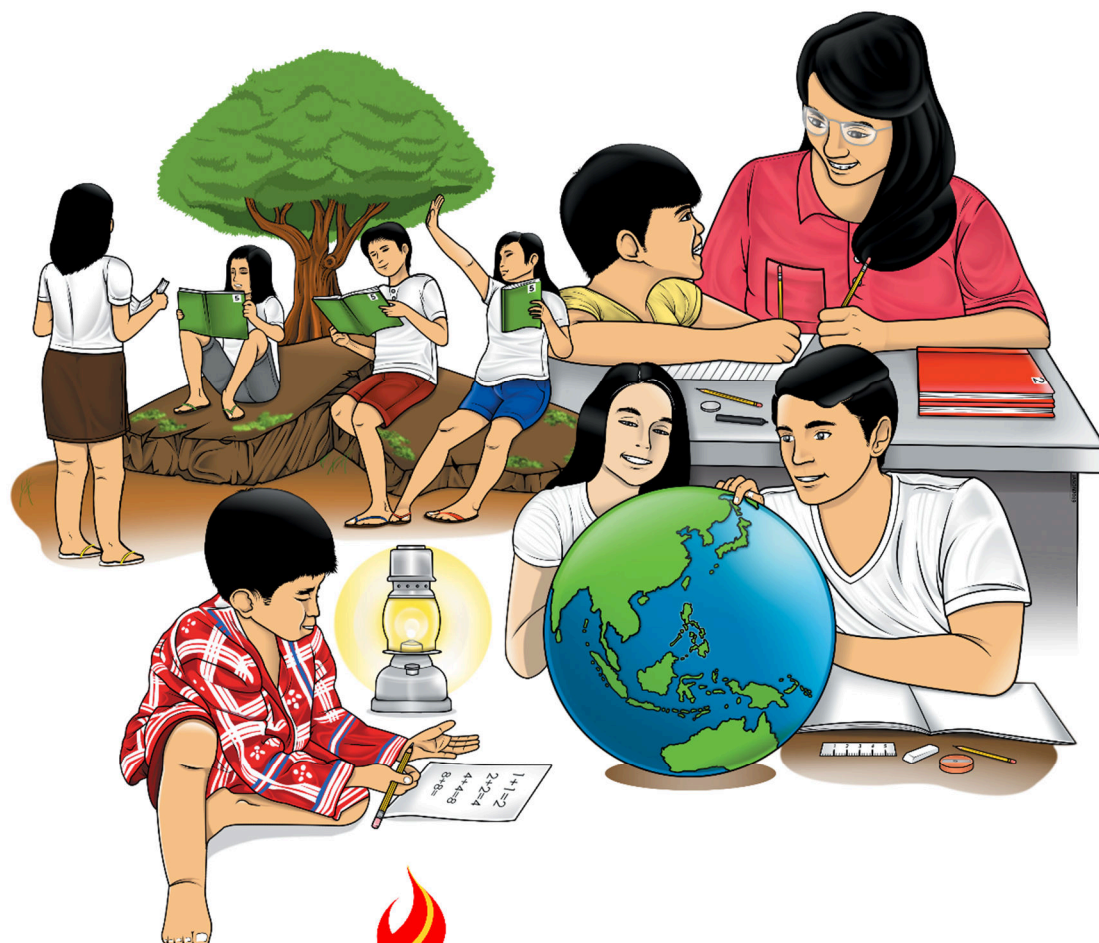


English

Quarter 2 – Module 2: Tenses of the Verb



English – Grade 3
Alternative Delivery Mode
Quarter 2 – Module 2: Tenses of the Verb
First Edition, 2020

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English

Quarter 2 – Module 2: Tenses of the Verb

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for a better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

This module was designed and written with you in mind. It is here to help you master on tenses of the verb. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is subdivided into three lessons namely:

1. Simple Past Tense of Regular Verbs
2. Actions in Simple Present Tense
3. Simple Future Tense

After going through this module, you are expected to form the past, present, and future form of regular verbs; and use the past, present, and future form of regular verbs in sentences (**EN3G-II-d-f-3.2; EN3G-II-e-f-3.2.1.1**).

Enjoy your journey. Good luck!



What I Know

Directions: Read the poem, "Our Vacation". Encircle the verbs used in the poem.

Our Vacation

By: Mark Fil L. Tagsip

We always go to our farm,
every vacation for a sunny warm.
But mama tells us this time not to come,
for a virus spreads everywhere – a harm.

Before, we enjoyed the carabao's ride.
We even played then the hide and seek and hide.
However, we also helped our parents in the farm's tasks,
and we planted fruit seeds for future crops.

How we wish to have a world of no CoViD!
In the future, we are going to hear again the humming of birds.
We will go back soon to the farm that we once enjoyed.
We are going to feel again the normal life of nothing to avoid.

Lesson 1

Simple Past Tense of Regular Verbs

In this module, you will learn to form past tense of regular verbs and use them correctly in sentences.



What's In

Directions: Name the action in the pictures and write them on a separate sheet of paper.

1.



4.



2.



5.





What's New

Ask:

What time do you go to school?

What do you do so you won't be late?

Directions: Read the story below and answer the questions that follow.

Fast Forward

By: Leah N. Bautista

"Classes will start late tomorrow". Slick jumped with joy. He said, "I need not hurry. I'll take it easy. I have lots of time to get things done." So, he played with his friends in the yard. They talked and had fun until dinner time.

"Uh-huh", Slick's father said, "Look at the clock's long minute hand. Fast forward it goes. It warns us that time flies by fast. So, do first what has to be done while you have time to do it." He cleaned the grandfather's clock which chimed ten times.

Slick did not listen. Later, he had to move fast forward like the minute hand of the clock. He worked fast on his homework to get it done. He had to get up early and dress up fast hoping he would not miss the school bus. But the bus was gone so, Slick skipped breakfast and walked fast forward to school so, he would not be late.

Tired and hungry Slick said, "The lesson I learned today is we need to move fast if we just manage our time well and do first things first."

Answer the following questions.

1. What is the text about?
2. Why is Slick late for school?

3. What are the things that Slick has to do as a result of not listening to his father?
4. Are you like Slick? Why? Why not?



What is It

A. Read the following sentences taken from the story, “Fast Forward.”

1. He played with his friends in the yard.
2. They talked until dinner time.
3. He cleaned the clock which chimed ten times.
4. He worked fast on his homework.
5. Slick walked fast forward to school.

- What do the underlined words tell?
- What part of speech are these underlined words?
- When do you think these actions happen?

Remember:

- Verbs are words that indicate action. ‘Tense’ in grammar means ‘time’; thus, tenses of the verb indicates the time when an action or event occurs, or when a state or process holds.
- The past tense of the verb indicates the action that happened in the past. It is usually followed by the time expressions, ‘yesterday, hours ago, last month, or last week.’
- Regular verbs form their past tense by adding –d or –ed.
- We add –d when the verb ends with e.

Examples: dance – danced

She danced gracefully last Christmas party.

smile- smiled

He smiled at me.

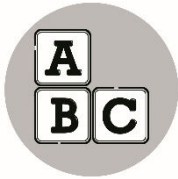
- We add –ed when the verb ends with a consonant.

Examples: work – worked

He worked hard for his family before.

walk – walked

They walked from home to school yesterday.



What's More

A. In a separate sheet of paper, write the correct past tense of the verb inside the parenthesis to complete the sentence.

1. My mother (cook) dinner for us yesterday.
2. He (smile) at me an hour ago.
3. I love how he (paint) the wall the other day.
4. She (join) the contest last month.
5. Two days ago, Joan (move) this cabinet easily.

B. Give the past tense of the verb as shown in the picture. Using the past tense of the verb, make a sentence based on the picture.

1.



4.



2.



5.



3.



What I Have Learned

Directions: Answer the following questions in a separate sheet of paper.

1. What is a verb?
2. When do you use the past tense of the verb?
3. How do you form the past tense of regular verbs?



What I Can Do

Directions: Write five sentences about what you have done last week. Observe the correct tense of the verb.



Assessment

Directions: Last week, Lolo Tasyo invited Ana to visit his farm. Can you tell what Ana did on the farm based on the pictures? Write your sentence on a separate sheet of paper. Remember to use the past tense of the verb.

1.



2.



3.





Additional Activities

Directions: Ask a member of your family this question.

- What did you do last summer vacation?

Write down all their answers on a separate sheet of paper.
Remember to use of past tense of the verb.



Answer Key

<p>Additional Activity</p> <p>Answers may vary.</p>	<p>Assessment</p> <p>A. 1. watered the plants 2. climbed the tree 3. played with the cat 4. planted a tree 5. washed the dishes</p> <p>Sentences may vary.</p>	<p>What I Can Do</p> <p>A. Answers may vary.</p>
<p>What's More</p> <p>A. 1. cooked 2. smiled 3. painted 4. joined 5. moved</p> <p>B. 1. walked 2. prayed 3. played 4. cooked 5. painted</p>	<p>What's In</p> <p>A. 1. cry 2. dance 3. cook 4. clean 5. play</p> <p>What's New</p> <p>1. It is all about time and using it wisely. 2. Slick is late in coming to school because he missed the school bus. 3. Slick had done his homework very fast, had missed the school bus, had skipped breakfast, and had walked fast to school. 4. Answer may vary.</p>	<p>What I Know</p> <p>go tells spreads enjoyed played helped planted are going to hear will go back are going to taste</p>

Lesson

2

Actions in Simple Present Tense

Children like you are fond of doing different actions every day.

In this module, you will learn how to use actions in the simple present tense. This will help you in developing your speaking skills by knowing the correct usage of the verb.



What's In

Directions: Match the action words in column A with the picture that shows the action in column B.

A.

____ 1. sing

____ 2. climb

____ 3. run

____ 4. sleep

____ 5. eat

B.

a.



b.



c.



d.



e.





What's New

Directions: Read the story below and answer the questions that follow.

"Kit, My Cat"



I have a cat. His name is Kit. His color is brown. He is four years old. He **keeps** rats away from our house. If he sees a rat, he **runs** after it. He meows when he **sees** a stranger in our house. He never **bites**. He **eats** everything my mother **gives** him. But he **likes** to eat meat. Whenever I come back from school, he **wags** his tail. After I finished my homework, Kit and I **play** together. Sometimes he also **jumps** and **runs** towards me. I love my cat. My cat also **loves** me very much.

Comprehension Questions:

1. Who is Kit?
2. How old is Kit?
3. What did the writer like to do with Kit after doing an assignment?
4. Why did Kit's owner love him so much?
5. If you have a pet cat, what name will you give him/her? Why?



What is It

B. Fill in the correct word taken from the story to complete the sentence.

1. He _____ rat away from our house.
2. He never _____.
3. He also _____ and _____ towards me.
4. My cat _____ me very much.
5. After I finish my homework, kit and I _____ together.

The words you filled in are verbs.

What are verbs?

When do you think the action happened?

Remember

- Verbs are words that indicate actions.
- The simple present tense of the verb is used to express habits, general truths, repeated actions or unchanging situations, emotions and wishes, to give instructions or directions, and to express fixed arrangements, present or future.
- Regular verbs form their present tense by adding –s or –es.
- We add –s or es if the subject is Singular and a third person.

Examples:

cook-cooks She cooks everyday.

eat-eats Carlos eats at the canteen every lunch break.

walk-walks Marian walks to school everyday.

go-goes

He goes to church every Sunday.

- Use the original or base form of the verb if the subject is plural.

Example:

Roy and Tim run in the race during intramurals every year.



What's More

Activity A.1 Supply the missing Verb!

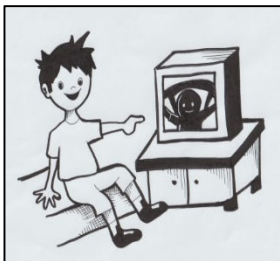
Directions: Supply the appropriate action in the simple present tense to complete the sentence.



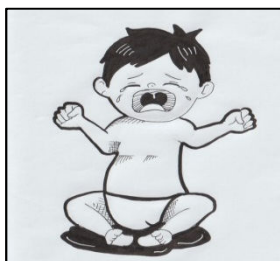
1. Mika _____ (feed) her fishes today.



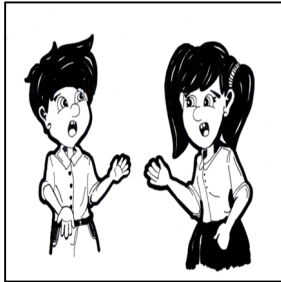
2. Ben and Juan _____ (play) soccer.



3. Tim _____ (watch) television every night.



4. The baby _____ (cry) loudly each morning.



5. Flora and Luis_____ (talk) about their first day of online class.

Activity A.2 Choose Wisely!

Directions: Write the correct form of the verb inside the parenthesis. Do it on a separate sheet of paper.

1. Mariel (drink) her milk before going to bed.
2. Leah and Angelica (swim) every morning.
3. My cat (run) very fast.
4. We (go) to the farm every vacation.
5. Marlon (eat) his breakfast early during school days.



What I Have Learned

Directions: Complete the paragraph.

In this lesson, I learned that, _____

Actions in the simple present tense are_____



What I Can Do

Let us see what you can do.

A. Directions: Read the poem. Underline the verbs used.

"Household Chores"

Who washes the dishes?

Sister washes the dishes

Where is she?

She is in the kitchen.

Who cooks the meals?

Mother cooks the meals

Where is she?

She is in the kitchen?

Who feeds the pet?

Brother feeds the pet.

Where is he?

He is in the farm?

Who waters the plants?

Father waters the plants?

Where is he?

He is in the garden.

B. Write a short paragraph of at least 3-5 sentences about your family's daily chores and habits. Do this on a separate sheet of paper.



Assessment

A. Directions: Underline the correct verb to complete the sentence. Do this on a separate sheet of paper.

1. Jimmy (play, plays) *sipa* very well.
2. Anne (brush, brushes) her teeth every day.
3. The cows (eat, eats) the grass.
4. Melba (write, writes) his diary every night.
5. The athletes (run, runs) as fast as they can.



Additional Activities

Let's check on what you have learned.

Directions: Make at least five sentences about what you do in school every day. Write the sentences on a separate sheet of paper. Remember to use the simple present form of the verb.



Answer Key

<p>Additional Activity</p> <p>Answers may vary.</p>	<p>Assessment</p> <ol style="list-style-type: none">1. plays2. brushes3. eat4. writes5. run	<p>What I Can Do</p> <ol style="list-style-type: none">1. washes2. cooks3. feeds4. waters <p>Answers may vary for household chores.</p>
<p>What's More</p> <p>A.1</p> <ol style="list-style-type: none">1. feeds2. play3. watches4. cries5. talk <p>A.2</p> <ol style="list-style-type: none">1. drinks2. swim3. runs4. go5. eats	<p>What's New</p> <ol style="list-style-type: none">1. Kit is a cat.2. Kit is four years old.3. The writer likes to play with Kit after doing her assignment.4. Kit's owner loves him so much because he does a lot of things and he loves his owner too.5. Answer may vary. <p>What's Is It</p> <ol style="list-style-type: none">1. keeps2. bites3. jumps...runs4. loves5. play	<p>What's In</p> <ol style="list-style-type: none">1. d2. e3. a4. c5. b

Lesson

3

Simple Future Tense

Do you still remember how to write your own ending of a story?

Let's try if you do still remember!



What's In

Directions: Read the story below. Then, answer the questions on a separate sheet of paper.

"Sad Truth"

By: Crissel Joy Ann M. Angon

"When will people learn to dispose of their garbage properly?!" Jun exclaimed.

"What's wrong?" his brother asked.

"Our neighborhood! It seems they don't care about their surroundings. They throw their garbage everywhere. If only I have a voice in the Barangay Council. I will tell them to impose proper waste disposal," Jun said.

One day, a typhoon came causing flash flood to Jun's place. The flood worsened due to clogged drainage. The flood claimed ten innocent lives.



1. What do you think will happen next?
2. What is a possible ending for the story?

Here are possible endings for the story.

1. People will start proper waste disposal.
2. People are going to suffer from their wrong practice of waste disposal.

What have you observed?

What verbs are used?

When telling about future events and when giving predictions, we use the future tense of the verb.



What's New

Directions: Read the story below.

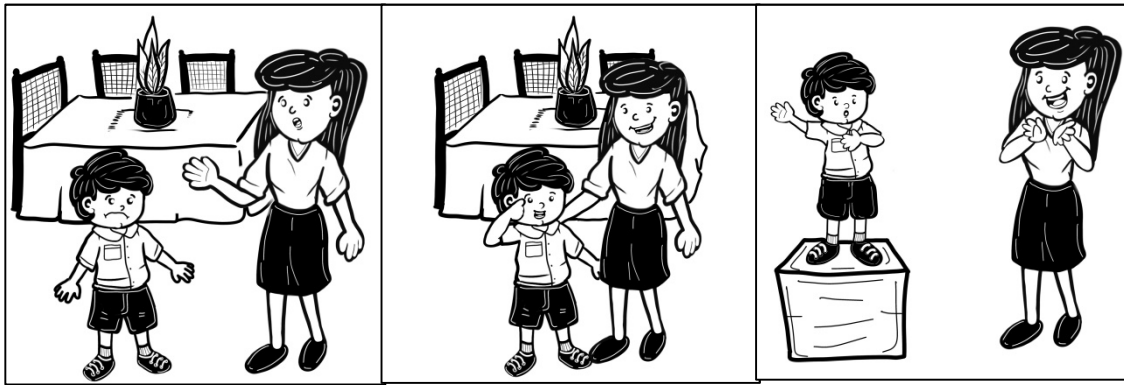
"Change Will Start With Me"

by Crissel Joy Ann M. Angon

"It really saddens me to see plastic garbages scattered everywhere. It seems like people don't care about the environment. If only I can influence them. I will encourage them to observe proper waste disposal," Rico said as he arrived home from school.

"Oh, sure you can my dear. How about you set as an example to our neighborhood?" his mother responded with a smile.

"That's right, mom! I am going to start it with myself. I will follow proper waste disposal and I am going to help maintain cleanliness here- at home and in school," Rico said proudly.



Comprehension Questions

Directions: Encircle the letter of the correct answer.

1. Who is the main character in the story?
 - a. People
 - b. Rico
 - c. Mom

2. Where did the story happen?
 - a. at home
 - b. at school
 - c. in the streets

3. What made Rico sad?
 - a. to see people cleaning the streets
 - b. to see his mom work hard to earn a living
 - c. to see plastic garbages scattered everywhere

4. How did Rico's mom respond to his sadness?
 - a. His mom encouraged him to study hard.
 - b. His mom encouraged him to discipline himself.
 - c. His mom encouraged him to set an example for their neighborhood.

5. How will Rico show his care for the environment?
 - a. Rico will follow proper waste disposal and will help maintain cleanliness at home and school.
 - b. Rico will impose a penalty for those who will not follow the proper waste disposal.
 - c. Rico will give reward to those who will follow the proper waste disposal.



What is It

You have learned the use of simple present and simple past tense. Now, let's take a look at the simple future tense.

Simple future tense describes an action that will happen in the future. It is the verb tense that is used to talk about things that haven't happened yet.

Usually, in the simple future tense, we use "will" to indicate future and followed by the base form of a verb, or [am/is/are] + going to + [base form of a verb]. The form will be "will + verb" like "will write" or "is + going to + write" like "is going to write."

Study the sentences taken from the story "Change Will Start With Me".

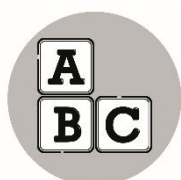
1. I **will encourage** them to observe proper waste disposal.
This sentence used **will** and base form verb **encourage**.
2. I **am going to start** it by myself.
This sentence used **am going to** and base form verb **start**.
3. I **am going to help** maintain cleanliness here- at home and in school." Rico said proudly.
This sentence used **am going to** and base form verb **help**.

Time markers can be used in telling future actions. The following are examples of time markers.

- | | |
|---------------------------|-------------------------|
| 1. today | 5. day after tomorrow |
| 2. this morning/afternoon | 6. next week/month/year |
| 3. tonight | |
| 4. tomorrow | |

Example:

1. I **will encourage** them to observe proper waste disposal this afternoon.
2. I **am going to help** maintain cleanliness here- at home and school this tomorrow.



What's More

Activity Complete Me, My Dear!

You know now that simple future tense describes an action that will occur in the future. It uses “will + base form of the verb” and “is/are/am going to + base form of the verb.”

Directions: Complete the given sentences with the correct form of verbs inside the parenthesis. Write your answer on a separate sheet of paper.

1. Sooner or later, people _____ the consequences of their actions. (realize)
2. Rico _____ his classmates the importance of having a clean environment next week. (tell)
3. He _____ them realize the bad effects of those garbage during heavy rains the day after tomorrow. (make)
4. Mother _____ Rico how to segregate waste from biodegradable to non-biodegradable tonight. (show)
5. Rico _____ with himself the changes he wants people to observe tomorrow. (start)

Activity B.1 Identify Me!

Directions: Look at the picture below and predict what will happen next. Give at least 5 predictions and observe the use of the proper tense of the verb.



What I Have Learned

Directions: Answer the following questions.

- A. What is a simple future tense?
- B. How do you write verbs in the simple future tense?
- C. What words are used to introduce the verbs in the simple future tense?



What I Can Do

What Could My Future Be?

Directions: How do you foresee your life 15 years from now? Be creative and widen your aspirations as you journey to the road of the future. Write at least 5 sentences using either “will + base form of the verb” or “am + going to + base form of the verb”.



Assessment

Directions: Complete the sentences in the paragraph below with verbs in the simple future tense. Write your answer on a separate sheet of paper.

“Rico is an advocate of proper waste disposal. He ____ 1. (write) a letter to the Office of the Mayor about his proposal on conducting seminar-workshop on different barangays of their town next week. He ____ 2. (act) as the facilitator of the said seminar-workshop. Rico ____ 3. (include) in his seminar-orientation on ways to segregate garbage from biodegradable to non-biodegradable to recyclable. He ____ 4. (inform) the people of the importance of Recycle, Reuse, Reduce (3R). Rico is optimistic that the Mayor ____ 5. (approve) his proposal.



Additional Activities

Directions: Write 2-3 sentences on how you will take good care of our environment considering the destructions caused by human activities. Use simple future tense in your sentences.

Enrichment Activity

A. Directions: Write the correct form of the verb based on the time of action of each sentence.

1. He _____ (walk) the streets alone last night.
2. My mother _____ (attend) the barangay assembly on Minimum Health Standards this coming Sunday.
3. Mang Juan _____ (feed) his pigs early of every morning.
4. Before every periodical exam, Lea and Rosa _____ (study) together at the coffee shop.
5. We _____ (cooperate) to the preemptive evacuation notice of the barangay as a preparation for the coming typhoon.

B. Directions: Write a sentence using the time expression given and the verb that is enclosed in the parenthesis. Observe the correct tense of the verb.

1. last night (dance)
2. everyday (eat)
3. tomorrow (climb)
4. an hour ago (talk)
5. next week (start)



Answer Key

<p>What I Can Do</p> <p>Answers may vary.</p>	<p>Assessment</p> <ol style="list-style-type: none">1. will write/is going to write2. will act/is going to act3. will include/is going to include4. will inform/is going to inform5. will approve/is going to approve	<p>Additional Activity</p> <p>Answers may vary.</p> <p>Enrichment Activity</p> <p>A.</p> <ol style="list-style-type: none">1. walked2. will attend/ is going to attend3. feeds4. study5. will cooperate/are going to cooperate <p>B.</p> <p>Answers may vary.</p>
<p>What's In</p> <p>Answers may vary.</p>	<p>What's New</p> <ol style="list-style-type: none">1. b2. a3. c4. c5. a	<p>What's More</p> <p>Activity A</p> <ol style="list-style-type: none">1. will realize/are going to realize2. will tell/is going to tell3. will make/arm going to make4. will show/is going to show5. will start/is going to start <p>Activity B.</p> <p>Answers may vary.</p>

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