

English

Quarter 1 – Module 5: Expressing Emotional Responses Using a Range of Verbs, Adjectives, and Adverbs



English – Grade 8

Alternative Delivery Mode

**Quarter 1 – Module 5: Expressing Emotional Response and Reactions to Persuade
Using a Range of Verbs, Adjectives, and Adverbs**

First Edition, 2020

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English

**Quarter 1 – Module 5:
Expressing Emotional Responses
Using a Range of Verbs,
Adjectives, and Adverbs**

Introductory Message

For the facilitator:

Welcome to the **English 8** Alternative Delivery Mode (ADM) Module on **Expressing Emotional Responses Using a Range of Verbs, Adjectives, and Adverbs!**

This learning module is designed to introduce varied activities anchored to the K to 12 Curriculum. The module emphasizes in developing the writing skills of the learners. It illustrates knowledge and details in a step-by-step process in making an event proposal. This module will be beneficial to the students and parents as it showcases interactive tasks for the mastery of competency.

Furthermore, students may utilize separate sheets in answering the pre-test, self-check exercises, and post-test.

For the learner:

Welcome to the **English 8** Alternative Delivery Mode (ADM) Module on **Expressing Emotional Responses Using a Range of Verbs, Adjectives, and Adverbs!**

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you need and are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also leads towards retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instructions carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and in checking your answers.
5. Finish the tasks at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module is written to suit your language needs as a Grade 8 learner. It is here to help you master skills that will allow you to appropriately and responsibly communicate your thoughts and feelings especially in this time when different information and issues arise. Hence, there is a need for you to learn how to properly respond and express your opinions on issues that you may experience in society.

Have you ever encountered any issues that you want to give your opinion? Were you able to communicate your feelings clearly? How?

Perhaps, you have tried doing it in different ways; however, there might also be moments that made you feel that it is difficult to express your ideas especially in English. Thus, this module will help you learn different ways to communicate your emotions and reactions to certain issues.

The Most Essential Learning Competency (MELC) covered in this module is use a range of verbs, adjectives, and adverbs to convey emotional response or reactions to an issue to persuade.

Objectives:

As a learner of this module, you are expected to:

- identify the appropriate verbs, adjectives, and adverbs used in conveying emotions and opinions for persuasion;
- use appropriate verbs, adjectives, and adverbs in expressing emotions and opinions for persuasion;
- appreciate the importance of conveying emotional response or reaction to an issue for persuasion; and
- write a persuasive paragraph using verbs, adjectives, and adverbs.



What I Know

Before you proceed to the other parts of this module, check your readiness for the lessons. The test below will help measure your knowledge on the usage of appropriate verbs, adjectives, and adverbs in expressing your emotions and reactions to certain issues.

Choose the letter of the best answer in each item below. Write your answer on a separate sheet of paper.

1. Which of the following verbs expresses a strong obligation?
A. am
B. dislike
C. must
D. ought to
2. If you have problems, you _____ visit the guidance office or talk to someone you trust.
A. could
B. must
C. would
D. had better
3. Instead of wasting your time playing mobile games, you _____ read and study your lessons if you don't want to fail your exams.
A. could
B. should
C. had better
D. ought to
4. The doctor ought to recommend eating the right kind and amount of food as an effective way to stay healthy. In the sentence, the word *ought to* is an example of a/an _____ verb.
A. action
B. auxiliary
C. linking
D. modal
5. Which among the sentences uses a linking verb that helps express an opinion?
A. You are brave enough to tell what you truly feel.
B. You should talk to a guidance counselor when you feel sad.
C. You made the right decision in sharing your problems to me.
D. You do know that your parents can help you in times of need.
6. Which of the following is the correct definition of an adjective?
A. It is a word that expresses a state of being.
B. It is a word that expresses a strong obligation.
C. It is a word that describes nouns and pronouns.
D. It is a word that describes verbs, adjectives, and adverbs.
7. The words below are adjectives that express a positive feeling, except _____.
A. anxious
B. carefree
C. inspired
D. objective

8. It is _____ to see friends backstabbing each other.
 A. insignificant C. worst
 B. impolite D. sad
9. Parents are _____ to see their children help in the household chores.
 A. happy C. amused
 B. excited D. satisfied
10. Which of the following sentences expresses the feeling of being contented?
 A. I am satisfied with my grades for this quarter.
 B. I am happy with my high score in the quiz.
 C. I am looking forward for the next lesson.
 D. I am thankful for my parent's support.
11. This is a type of adverbs that emphasizes the intensity of your stand about an issue.
 A. Adverbs of Manner C. Adverbs of Place
 B. Adverbs of Opinion D. Adverbs of Time
12. Which among the adverbs below expresses unhappiness because of failing to meet expectations?
 A. Disappointingly C. Unfortunately
 B. Disapprovingly D. Unluckily
13. I, _____ believe that we should help street children by asking private and government agencies to provide them child care services.
 A. evidently C. probably
 B. personally D. wisely
14. _____, many health workers volunteered in helping those who cannot afford medical services.
 A. Fortunately C. Probably
 B. Objectively D. Truthfully
15. Which of the following statements agrees with the issue on *Promoting Physical and Mental Health While Staying at Home*?
 A. Without a doubt, people have enjoyed gardening while staying at home.
 B. We should responsibly express our comments on issues we read on Facebook.
 C. Surely, exercising and bonding with our family are ways to spend our time indoors.
 D. Clearly, many liked to spend most of their time playing mobile games than reading books.

Lesson

1

Using Verbs to Express Emotional Responses



What's In

In the previous module, you learned about transition signals to achieve coherence. Refresh your knowledge about them through the following activity.

Activity: What's that Word

Arrange the letters below to form the transition signal that fits each sentence. Write your answer on a separate sheet.

1. Technology helps connect people; _____, we must use it responsibly.
Hint: V O W E E R H
2. Staying at home prevents us from getting and spreading the virus. _____, it gives us more quality time with our family.
Hint: S O L A
3. We have an important role to stop the health crisis. _____, we must obey the health and security measures set by the government.
Hint: E O R F E T H E R
4. We must eat nutritious food and do exercise _____ our bodies can fight against diseases.
Hint: O S H A T T
5. Young people could make use of their time by doing activities while staying indoors _____ making crafts and doing household chores.
Hint: H U S C S A

What have you noticed with the sentences? Have you observed that they also express feelings and ideas? In this module, you will learn other words, aside from transition signals, that can be used to express your feelings and ideas.



What's New

As a human being, it is normal for us to encounter different situations. Our emotional responses to these situations can be positive or negative. However, regardless of what they are, knowing how to properly express our thoughts is the real challenge.

In this part of the module, you will do a self-reflection on how you respond to different situations given in the activity below.

Activity: I Must or I Must not

Analyze the pictures below. On a separate sheet, write **I MUST** if you need to do the activity shown in each photo or write **I MUST NOT** if you don't.



1. _____



2. _____



3. _____



4. _____

If you have noticed, the words *must* and *must not* are used in the activity to show your response. The word *must* is one of the words that you can use to express emotions or opinions in order to convince or persuade.



What is It

This part of the module will teach you different verbs that you can use to communicate your emotions or opinions to certain issues.

Read the dialogue between Noel and Nanay. Notice the underlined words.

Noel:	Nanay, I <u>want</u> to go outside. I already missed playing with my friends.
Nanay:	Unfortunately, with this pandemic, I <u>think</u> you better stay home. I <u>am</u> afraid that you will get sick. Besides that, we <u>are</u> still under Enhanced Community Quarantine (ECQ).
Noel:	Why are we under ECQ, Nanay?
Nanay:	During ECQ, the government <u>must</u> control the people's movement in public to stop the spread of the virus. That's why it <u>is</u> important for us to stay at home.
Noel:	But Nanay, can you just give me 30 minutes to play outside?
Nanay:	No, Noel. I strongly <u>disagree</u> . You <u>should</u> follow what I tell you.
Noel:	So, what should I do now?
Nanay:	I suggest you just play with your brother and sister, Jose and Nene, or you <u>could</u> join me pray for your Tatay's safety since he is a frontliner.
Noel:	Okay, Nanay. I will join you pray for Tatay. I <u>am</u> glad to do that for him.

The underlined words are used to highlight emotions and opinions. These words are called **verbs**. There are different types of verbs that can be used in expressing opinions and emotions to persuade or convince. They are classified as follows:

A. LINKING VERBS

The first type of verb is the linking verb. The table below shows its function and examples.

Type of Verb	Function	Sample Linking Verbs		
Linking Verbs	This verb links or connects the subject to its predicate. The predicate states or tells information about the subject which could be an emotion or a description.	am is was were	appreciate believe feel know love seem	think deny doubt dislike disagree want

Sample Sentences Taken from the Dialogue:

1. **I am afraid that you will get sick. Besides that, we are still under ECQ.**
(In the first sentence, the verb am is used to tell that the speaker is afraid on the possibility of the person getting sick. Stating a feeling helps in persuading someone.)
2. **Unfortunately, with this pandemic, I think you better stay home.**
(The verb think is used to state the strong belief of the speaker towards an existing fact. Stating a belief with a strong point is a way in convincing someone.)
3. **No, Noel. I strongly disagree. You should follow what I tell you.**
(The verb disagree states the stand of the speaker. Emphasizing a stand is a good way in influencing someone to agree with your ideas.)
4. **Nanay, I want to go outside. I already missed playing with my friends.**
(The verb want states the desire of the speaker to go outside. Expressing a desire is a way to tell someone what you would like to happen.)

B. MODALS

These are verbs that express suggestion or recommendation which is an effective way to convince or persuade. To further clarify the difference of each modal, they are arranged from weakest to strongest in terms of expressing a suggestion or recommendation. Further, the table below shows their functions and examples.

Type of Verb	Functions	Examples
Modals		
Could	It is used to give a suggestion which a person <u>may or may not follow</u> .	I suggest you play with your brother and sister or you <u>could</u> join me pray for your Tatay's safety. (The modal <u>could</u> is used to give a suggestion that the person could join the speaker in praying.)
Should	It is also used to give a suggestion but <u>more insistent</u> than the modal <u>could</u> .	No, Noel. I strongly disagree. You <u>should</u> follow what I tell you. (The modal <u>should</u> is used to suggest that the person needs to follow what the speaker tells.)
Ought to	It is used to <u>formally give an advice or a recommendation</u> usually	The Department of Health (DOH) recommends that people <u>ought to</u> stay at home so that they will not get sick.

	<u>coming from an expert.</u>	<i>(The modal <u>ought to</u> is used to formally suggest that staying at home is important.)</i>
Had better	It is used to give a recommendation by <u>presenting the possible negative consequence if the advice is not followed.</u>	During the Enhanced Community Quarantine (ECQ), you <u>had better</u> wear your mask in public places or the police will arrest you. <i>(The modal <u>had better</u> is used since the possible negative consequence, the police will arrest you, is presented to serve as a warning.)</i>
Must	It is used to show a <u>strong obligation</u> that <u>needs to be followed.</u>	The government <u>must</u> control the people's movement in public to stop the spread of the virus. <i>(The modal <u>must</u> is used to express the strong obligation of the government in taking action against the spread of the virus.)</i>

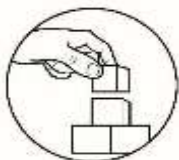
Now, you will see these verbs used in a paragraph. Below is a persuasive paragraph that uses linking verbs and modals to show emotions and opinions.

You are responsible for your own health. You had better take care of your body, or you will suffer the consequences. If you get sick, you will not be able to work, play, or do anything that you like. Therefore, you must take care of your health.

Self-check:

After the reading about verbs, do a self-reflection by answering the following questions:

- ★ Have you learned how to use verbs to express your opinions to certain issues?
- ★ In what way can linking verbs and modals help express your emotional responses?



What's More

This time, practice what you have learned about verbs. Read and do what is asked in each activity below.

Activity 1: Classify Verbs

On a separate sheet, copy and fill out the graphic organizer with the correct examples of the different types of verbs used to express emotions and opinions.



Self-check:

- ★ Have you correctly identified the linking and modal verbs?
- ★ Did the graphic organizer help you familiarize the different linking verbs and modals?

Assessment 1: Pick the Verbs

Pick out the verbs used in each sentence. Write your answers on a separate sheet.

For items 1 – 2, pick out the linking verbs in each item.

1. I am happy to help the frontliners by simply staying indoors.
2. I disagree that parents should not limit their children's use of gadgets.

For items 3 – 5, pick out the modal verbs.

3. You are stressed with your work. You should take a break.
4. To instill sense of responsibility, children must be taught to do household chores.
5. To maintain good health, experts recommend that you ought to eat the right kinds and amount of food.

Activity 2: Word Search

Look for the given words in the grid and circle them. Find these words in all directions including diagonal and backward.

J	O	P	I	N	I	O	N	U
B	L	I	A	A	T	G	O	N
I	I	D	B	S	A	I	B	E
G	N	V	U	X	L	E	E	D
O	K	M	O	E	F	I	L	Q
D	I	S	L	I	K	E	I	U
D	N	A	A	Z	B	R	E	V
J	G	V	D	A	O	Y	V	E
O	M	E	O	I	S	C	E	A
E	E	E	M	O	T	I	O	N

Search the words:

1. Believe
2. Dislike
3. Emotion
4. Linking
5. Modal
6. Must
7. Opinion
8. Verb

Assessment 2: Fit them Right

Complete the following statements by providing the appropriate verbs found in the box. Write your answers on a separate sheet.

are must ought to could doubt had better

1. It is recommended by health experts that a person _____ sleep eight hours a day.
2. You _____ make use of your time at home by either doing gardening or cooking.
3. Depression is seriously not a joke. People who are depressed _____ seek a doctor's help.
4. I _____ everything that I do. Maybe, I should start looking at the brighter side of things.
5. You must avoid vices such as taking illegal drugs, drinking alcohol, and smoking for they _____ harmful to your health.

Activity 3: What's the Verb

Complete each sentence by providing the missing letters of the verb. Write your answer on a separate sheet.

1. Social distancing _ **s** important at all times during the pandemic.
2. The youth **k** _ _ **w** that their opinions have an impact to society.
3. You have the skill in drawing. I _ **h** _ **n** _ you should practice more to develop it.
4. You are stressed with your work. You _ _ **o** **u** _ _ take a break.
5. We **c** _ **u** _ _ watch your favorite TV series or play your favorite online game.

Self – Check:

- ★ Have you correctly identified the verb in each sentence?
- ★ Since these verbs help express feelings and opinions on certain issues, do the verbs also reflect your own responses to these issues?

Assessment 3: Provide the Verb

Complete the idea of the paragraph by providing the appropriate verbs. Write your answer on a separate sheet.

Depression: Not A Joke

All of us may feel a little sad and pessimistic (thinking negatively) sometimes. However, if we 1. _____ these emotions all the time, it 2. _____ not anymore a simple sadness. It is already a sign of depression. Depression 3. _____ be taken seriously since it can lead to suicides.

What should we do if we see the above symptoms in our family? It is best that we help them seek professional help. Medical professionals suggest that a depressed person 4. _____ see a psychiatrist. A psychiatrist is a doctor who treats and cures illnesses of the mind. We, as family members, can also help. We 5. _____ spend time talking to them, letting them feel that we are there to support them. In this way, they will feel that they are not alone.



What I Have Learned

Recall what you have learned from the discussion by completing the statements. Write your answers on a separate sheet.

My Takeaways from this Lesson:

- ★ After accomplishing the different tasks, I learned that verbs _____.
- ★ My most favorite task is _____.
- ★ The task that I find difficult is _____.
- ★ I realized that verbs are important in expressing emotional responses because _____.



What I Can Do

This time, apply what you have learned through a more complex yet interesting task.

Activity: Paragraph Writing

Read the text below and do what is asked.

Health Awareness

Tom, a grade 8 student, loves to read books and newspapers. He feels that it is important for him to be aware of the present issues. One day, he read an article in a newspaper about the importance of handwashing. He learned that frequent and proper hand washing prevents diseases even COVID-19. From then on, he habitually washes his hands.

Do this Task:

If you were Tom, how would you convince a friend on the importance of handwashing? Answer this question by completing the paragraph below. Use different verbs in writing your stand. Also, a rubric is given as your guide in writing.

Hand washing is important especially in this time of pandemic.

RUBRICS FOR THE PARAGRAPH				
EXPECTATIONS	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)
Ideas	Ideas are clear and organized. It is easy to figure out what the paragraph is about.	Ideas are expressed in a clear manner, but the organization could have been better.	Ideas are somewhat organized, but are not very clear.	The paragraph seems to be a collection of unrelated sentences. It is very difficult to figure out what the paragraph is about.
Usage of Verbs	The paragraph contains 5-6 verbs which are appropriately used.	The paragraph contains 4 verbs which are appropriately used.	The paragraph contains 3 verbs which are appropriately used.	The paragraph contains 2 or less verbs which are appropriately used.
Sentences	The paragraph contains 5 – 6 sentences. Sentences are complete and well-constructed	The paragraph contains 4 sentences. All sentences are complete and well-constructed	The paragraph contains 3 sentences. Most sentences are complete and well-constructed	The paragraph only contains 1 – 2 sentences.

Lesson 2

Using Adjectives to Express Emotional Responses



What's In

In the previous lesson, you learned about verbs. Refresh your knowledge about them through the following activity.

Activity 1: Arrange the Words

Arrange the letters below to form the verb that fits each sentence. Write your answer on a separate sheet.

1. Young people _____ share their problems to their parents.
Hint: LOUCD
2. Family members _____ always inspired with one another.
Hint: AER
3. You _____ seek advice from a guidance counselor if you are anxious.
Hint: SOULHD
4. Children _____ eat more vegetables and fruits if they don't want to get sick.
Hint: DAH TTEREB
5. We _____ be thankful for waking up each day.
Hint: TSMU

Aside from verbs, there are also other words that can be used to express emotions and opinions. These words will be discussed in the next pages.



What's New

Challenges in life are not entirely negative. They can bring positive effects to you if you respond to them appropriately. In this lesson, you will do another self-check on how you react and respond to different situations through the activity below.

Activity: FEELmojis

Read each statement and indicate how you feel about them by choosing an emoticon inside the box. Draw your chosen emoticon on a separate sheet of paper.

1. I feel sad that some people waste their time on social media.
2. Parents feel happy when they bond with their children.
3. Reading books is better than playing mobile games.



Take note that the underlined words in the activity express emotions. They are called **adjectives**. You will learn more about them in this lesson.



What is It

Previously, you have learned that adjectives describe nouns and pronouns. This time, you will learn a set of adjectives that helps tell your emotions on a certain issue.

Below are the adjectives that are used to show positive and negative emotions.

Adjectives Showing Positive Emotions			Adjectives Showing Negative Emotions		
Happy	Thankful	Satisfied	Sad	Resentful	Scared
Glad	Important	Excited	Discouraged	Unsupportive	Harsh
Inspired	Objective	Strong	Afraid	Desperate	Boring
Delighted	Helpful	Amused	Insulting	Unsure	Weak
Secured	Safe	Supportive	Embarrassed	Helpless	Discouraging
Encouraging	Active	Carefree	Regretful	Dangerous	Anxious
Hopeful	Better	Better	Insignificant	Dissatisfied	Worst

Take a look at how these adjectives are used in sentences to convey emotions.

1. **As your friend, I will be delighted if you share your problems to me.**
(In this sentence, the word delighted describes the positive feeling of the person about being able to listen to his or her friend's problems.)
2. **Some teenagers are regretful that they were not able to spend time with their friends before the Enhanced Community Quarantine (ECQ).**
(The word regretful emphasizes the teenagers' negative emotion on not being able to be with their friends before the ECQ.)

Notice how these adjectives are used in a paragraph.

¹As Filipinos, we love to be with our family during dinner time to share our **best** or **worst** experiences of the day. ²However, this practice has been gradually disappearing because of technology. ³Young people would rather use social media to express themselves for they are **embarrassed** to share their feelings to their parents. ⁴ On the other hand, parents are somehow **guilty** of contributing to the distance felt by their children for some of them are too busy with work such as taking office calls during meal time, checking emails, or surfing the internet. ⁵ Because of these, there is lesser time for families to spend together. ⁶ This must change. ⁷ We must not let technology affect the time we spend with them. ⁸ Doing this will create **better** and **stronger** relationships.

In the 1st sentence, the adjectives **best** and **worst** are used to describe the positive and negative circumstances that a person could experience in a day.

In the 3rd sentence, the word **embarrassed** is used to describe the feelings of young people towards sharing their thoughts to their parents.

In the 4th sentence, the word **guilty** is used to describe the feeling of parents in being too busy at work even when at home.

In the last sentence, the words **better** and **stronger** are used to motivate the reader to create a bond with their parents rather than spending time with technology.

Self-check:

After reading the discussion on adjectives, do a self-reflection by answering the following questions:

- ★ Have you realized the importance of using adjectives in expressing positive and negative emotions?
- ★ Are you now ready to use adjectives in giving your responses to a certain issue?








What's More

Practice what you have learned about adjectives in giving your emotional responses to an issue. Read and do what is asked in each activity below.

Activity 1: Feel the Pics

Choose the adjective inside the box that fits the emotion expressed in the picture. Write your answers on a separate sheet.

SCARED	EXCITED	UNSURE	HELPFUL	THANKFUL
				
1. _____	2. _____	3. _____	4. _____	5. _____

Self-check:

- ★ Have you correctly identified the emotions reflected in each picture?
- ★ Why is it important to use the correct adjective that corresponds to your emotions?

Assessment 1: Match the Adjective

Select the appropriate adjective under Column B that will complete the sentences under Column A. Write your answers on a separate sheet of paper.

Column A	Column B
1. You have to be _____ to your parents.	insulting obedient scared inspired strong
2. A _____ immune system is necessary to fight viruses.	
3. My parents make me _____ to do my best in my studies.	
4. Young people get _____ easily.	
5. A real friend cannot afford to say _____ words to his or her friend.	

Activity 2. What My Heart Tells

On a separate sheet of paper, draw the illustration based on the sample below and write examples of adjectives inside the boxes to express your feelings on the topic inside the heart.



Self – Check:

- ★ Have you correctly used adjectives to express your feelings toward the topic *Family*?
- ★ Did this activity help expand your vocabulary in expressing emotions?

Assessment 2: Choose the Adjective

Read each sentence and choose the best adjective that fits the sentence. Write your answer on a separate sheet.

1. The best way to be _____ is by being contented. (happy / delighted / excited)
2. Saying _____ words to children is not good. (insignificant / harsh / worst)
3. Young people feel _____ to be with their parents. (satisfied / secured / better)
4. You should be _____ for the blessings that you receive. (merciful / hopeful / thankful)
5. Children often feel _____ whenever they make a mistake. (unsure / anxious / worst)

Activity 3. Sort the Adjectives

On a separate sheet, copy the table and put the adjectives in the correct column.

Boring	Carefree	Encouraging	Harsh	Insignificant	Supportive
ADJECTIVES SHOWING POSITIVE FEELINGS			ADJECTIVES SHOWING NEGATIVE FEELINGS		
1.			1.		
2.			2.		
3.			3.		

Assessment 3: Caption the Pic



Directions: The picture shows a family, but they are not talking to each other for they are focusing on their phones. Express what you feel about the picture in two to three (2 – 3) sentences using adjectives. Write your answer on a separate sheet.

<hr/> <hr/> <hr/>



What I Have Learned

After going through the discussion and series of activities, check your realizations by completing the sentences below. Write your answers on a separate sheet.

My Takeaways from the Lesson

- ★ After practicing my skills in this lesson, I learned that adjectives _____.
- ★ I found out that adjectives are important in expressing emotional responses because _____.
- ★ I need to improve my _____.



What I Can Do

To apply your skills in using adjectives to convey your reactions, do the activity below.

Activity: Journal Writing

Expressing your emotions is a good practice to stay emotionally healthy. Complete the journal by writing a paragraph that expresses what you feel about the idea that *all minors must stay at home during the pandemic* using adjectives. A rubric is given as your guide.

My Journal Entry

Date:

As a minor staying at home, I feel ...

RUBRICS IN WRITING YOUR JOURNAL ENTRY				
EXPECTATIONS	Excellent (4 points)	Good (2 points)	Fair (3 points)	Needs Improvement (1 point)
Ideas	Ideas are clear and organized. It is easy to figure out what the journal is about.	Ideas are expressed in a clear manner, but the organization could have been better.	Ideas are somewhat organized, but are not very clear.	The journal seems to be a collection of unrelated sentences. It is very difficult to figure out what the journal is about.
Usage of Adjectives	The journal contains 5-6 adjectives which are appropriately used.	The journal contains 4 adjectives which are appropriately used.	The journal contains 3 adjectives which are appropriately used.	The journal contains 2 or less adjectives which are appropriately used. .
Sentences	The journal contains 5 – 6 sentences. Sentences are complete and well-constructed	The journal contains 4 sentences. All sentences are complete and well-constructed	The journal contains 3 sentences. Most sentences are complete and well-constructed	The journal only contains 1 – 2 sentences.

Lesson 3

Using Adverbs to Express Emotional Responses








What's In

You have learned that adjectives help express emotions. However, there are also other describing words such as **adverbs**. This time recall what you have previously known about them by doing the activity below.

Activity: Classifying Adverbs

Place the underlined words in the sentences to the correct type of adverb in the table. Copy the table on a separate sheet.

 Adverb of Time (When?)	 Adverb of Place (Where?)	 Adverb of Manner (How?)	 Adverb of Degree (How much?)	 Adverb of Frequency (How often?)

1. The mother has observed that her son folded his clothes neatly.
2. My father always wakes up early to prepare for work.
3. My sister and I agreed that we will do gardening tomorrow.
4. I would love to go outside once this pandemic ends.
5. The health workers worked so hard to save the lives of many people.

In the activity, the adverbs are classified into time, place, manner, degree, and frequency. But, there is another type of adverbs that can help express emotional responses. You will learn about them as you go through this lesson.



What's New

At present, issues are everywhere. You might agree or disagree to them. But you have to remember that your reactions can give positive effects if done responsibly.

This time check how you react on given situations by doing the activity below.

Activity: Giving Reactions

The flowchart contains scenes from the **Story of the Aged Mother**, a Japanese tale written by Matsuo Basho. Give your reaction to the question after each scene by choosing *strongly agree*, *agree*, *disagree*, or *strongly disagree*. Write your answer on a separate sheet.

<p>A poor farmer loved and respected his old mother.</p> <p>1. Do you agree that old people should be loved and respected?</p> <p><input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree</p>	→	<p>However, the cruel governor of their place hated old and weak people for he found them to be useless. So, he ordered to kill them.</p> <p>2. Do you agree that old people are useless for they are old and weak?</p> <p><input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree</p>
↓		
<p>One day, the cruel governor demanded his people to present him a rope made of ashes.</p> <p>4. Do you agree that a leader can demand anything to his or her followers?</p> <p><input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree</p>	←	<p>But the son refused to follow the governor's order and hid his old mother instead.</p> <p>3. Do you agree with what the son did?</p> <p><input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree</p>
↓		
<p>No one knew how to do it except the old mother for she had learned about it a long time ago.</p> <p>5. Do you agree that experiences of old people can help the young ones?</p> <p><input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree</p>	→	<p>Because of her wisdom and experience, the people were saved and the governor finally realized the value of old age.</p> <p>6. Do you agree that old age reflects wisdom and experience?</p> <p><input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree</p> <p><input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree</p>

What have you realized from the story? What were your common reactions to the events of the story? Now, take note of the word *strongly* in the choices. This word is an adverb that emphasizes your emotions. You will learn more examples of this type and how to use them in this lesson.



What is It

In your previous lessons, you have encountered that adverbs describe verbs, adjectives, and other adverbs. They are commonly classified into time, place, manner, degree, and frequency.

However, in this lesson, you will focus more on adverbs that help you express your thoughts and emotions convincingly about an issue. They are called **adverbs of opinion**.

ADVERBS OF OPINION

This type of adverbs emphasizes the intensity of your stand or opinion. They help clarify your belief about a certain issue.

The following are the commonly used adverbs of opinion:

ADVERB	MEANING	ADVERB	MEANING
Fortunately	Owing to good luck or favor	Definitely	Exact or certain
Strongly	Firmly grounded	Really/ Actually	In reality or emphasizing a point
Clearly	Clear manner	Unfortunately	Unlucky or unfavored
Obviously/ Evidently	Very evident or easily seen	Hopefully	Expressing desire or hope
Personally	In a personal way or as far as oneself is concerned	Surely/ Absolutely	In a sure manner or without a doubt
Truthfully/Truly	Telling the truth	Probably	likely to happen
Disappointingly	Unhappy because of failing to meet expectations	Definitely	Exact or certain
Completely	Entirely or nothing is missing	Really/ Actually	In reality or emphasizing a point

Take note on how some of the adverbs above are used in the following sentences:

1. Honestly, my eyes hurt from watching TV. I should take a break.

(The word honestly emphasizes the truthfulness of the emotion of the speaker that his or her eyes hurt. The adverb is placed at the beginning of the sentence. This means that they can be placed at the beginning of sentences and are followed with a comma.)

2. We definitely need to follow the rules implemented during the pandemic.

(The word definitely emphasizes the stand of the speaker that he or she is certain that the rules must be followed. The adverb definitely is placed before the verb need. This means that they can also be placed before the main verb.)

3. Various organizations are evidently doing their best to help the frontliners.

(The word evidently emphasizes the observation of the speaker that organizations are helping the frontliners. The adverb is placed in between the word are and doing. This means that they can be placed between an auxiliary verb and a main verb.)

Furthermore, adverbs of opinion can also be in a form of phrases. The table below shows some of the commonly used phrases that function as an adverb of opinion.

From my view	To be frank	In fact	In my opinion	Without a doubt
--------------	-------------	---------	---------------	-----------------

Take a look at how they can be used in a sentence.

Juan is kind and helpful to his classmates. Without a doubt, all of them like him.

(The phrase without a doubt shows the firm feelings of the speaker that the classmates of Juan like him. The phrase is placed at the beginning of the sentence. This means that they are usually placed at the beginning of a sentence and followed by a comma.)

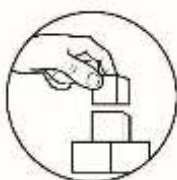
This time observe how these adverbs are used in a paragraph. Notice how the writer used them to convince the reader about the importance of sharing ideas with other people.

You **probably** never met a person who **truly** knows everything. One person can't be knowledgeable about all things. You **surely** need others to help you understand yourself and the world. Hence, sharing ideas with other people is important. This can **actually** help you enrich your knowledge. But, you also need to remember that you have to be open-minded and respectful to the ideas shared to you. Being able to **objectively** understand the thoughts and emotions of other people is a good way to improve yourself.

Self-check:

After reading the discussion about adverbs of opinion, do a self-reflection by answering the following questions:

- ★ Have you encountered some of these adverbs of opinion while reading other texts?
- ★ How do these words help in intensifying your stand about an issue?
- ★ What adverbs would you like to use if you are to write your reactions of an issue?

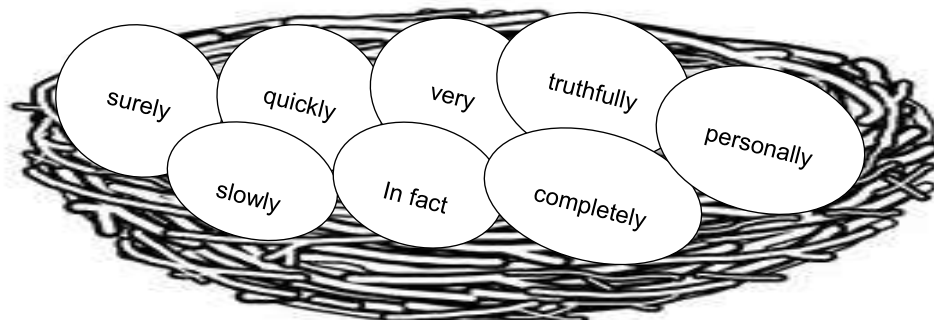


What's More

This time, practice what you learned about adverbs of opinion by doing the activities below.

Activity 1: Pick the Eggs

The nest below contains eggs labelled with different kinds of adverbs. Pick out the adverbs of opinion. Write your answers on a separate sheet.



Self-check:

- ★ Were you able to find all the adverbs of opinion?
- ★ What makes an adverb of opinion different from the other adverbs?

Assessment 1. Identifying the Adverbs

Pick out the adverbs of opinion used in the following sentences. Write your answers on a separate sheet.

1. In my opinion, staying at home helped me bond more with my family.
2. Unfortunately, some teenagers give more time in playing mobile games than reading books.
3. Surely, the pandemic will end if we follow the given health and safety measures.
4. I am truly happy that many people helped those who are in need.
5. The Department of Health strongly suggests that minors ought to stay at home.

Activity 2: Search the Adverbs

Look for the five (5) adverbs of opinion in the crossword box. The words are in a vertical and downward position. Write your answers on a separate sheet.

F	O	R	T	U	N	A	T	E	L	Y
G	B	H	O	N	E	S	T	L	Y	R
A	L	T	Q	R	Y	Z	F	T	T	E
H	O	P	E	F	U	L	L	Y	O	A
M	Q	I	B	D	C	N	E	R	L	L
F	G	H	A	O	S	T	U	Q	S	L
P	E	R	S	O	N	A	L	L	Y	Y

(Hint: The adverbs start with the letters F, H, H, P, and R.)

1. _____
2. _____
3. _____
4. _____
5. _____

Assessment 2: Fill in the Box

Using the adverbs found in Activity 2, fill the box to complete the thought of the sentence. A hint is given in each item. Write your answers on a separate sheet.

1. , the firemen responded immediately and saved the family from the burning house. (Hint: Owing to good luck or favor)
2. , many parents are happy that their children are helping with the household chores. (Hint: Being honest)
3. , I do believe that in prayers we can find peace. (Hint: In a personal way)
4. It was fun to do some gardening. (Hint: emphasizing a point)
5. , all our efforts to fight the pandemic will have a positive result. (Hint: Expressing desire or hope)

Activity 3. Completing the Dialogue

Pretend to be Jose and Nene and complete the dialogue by providing the appropriate adverbs of opinion. The choices are inside the parenthesis after each blank. Write your answers on a separate answer sheet.

Jose:	Nene, how are you feeling right now?
Nene:	I am very bored, Kuya. I _____ (1. really, probably) want to go outside.
Jose:	We are not allowed to go out yet, Nene. How about if we try to maximize our time by cleaning our rooms, exercising, or reading some books?
Nene:	You are right, Kuya! We could also start gardening or do some crafts.
Jose:	_____, (2. Absolutely, Actually) Nene! Let us just be glad to stay at home since this will protect us from getting and spreading the virus.
Nene:	I agree with you, Kuya. (3. Hopefully, Unfortunately), _____ this pandemic will end. But for now, let us just make the most of our time.

Self – Check:

- ★ What were the opinions of Jose and Nene about staying at home?
- ★ Have you noticed how adverbs of opinion help clarify their responses?

Assessment 3: My Thoughts in a Bubble

Based on the conversation of Jose and Nene in Activity 3, complete the two (2) thought bubbles by writing your opinions about being productive while staying at home. Write your answers on a separate sheet.

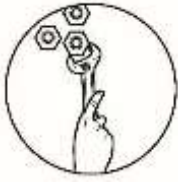


What I Have Learned

In this section, you will jot down the important things that you have learned from the lesson. Reflect and complete the following statements below. Write your answers on a separate sheet.

My Takeaways from the Lesson

- ★ I learned that adverbs of opinion are _____.
- ★ I noticed that it is challenging to _____.
- ★ I realized that adverbs of opinion are important in expressing my emotional responses because _____.
- ★ I will try my best to _____.



What I Can Do

This time, you will master what you have learned by applying it in the given activity.

Activity: Writing a Friendly Letter

Read the text on *How to Stay Healthy*. Complete the friendly letter by telling how important it is to be physically and mentally healthy as discussed in the text. Use appropriate adverbs of opinion in making your thoughts convincing. A rubric is also given as your guide.

How to Stay Healthy

Health refers to physical and mental well-being. It is also the condition of being free from any disease. Each person is responsible for his or her own health by practicing good healthy habits. The following are some healthy habits that one needs to do: practice personal hygiene; keep the home clean; eat healthy foods; have enough rest, relaxation, and exercise; have a healthy lifestyle; have a strong faith in God; have a good relationship with loved ones; and visit the doctor regularly. These habits make a person physically and mentally healthy.

MY LETTER TO A FRIEND

Date: _____

Dear _____,

How are you? I hope you are doing good.

I am writing this letter to let you know about the importance of being physically and mentally healthy. As your friend, I honestly

I hope I will hear from you soon. Take care and God bless!

Your friend,

RUBRICS IN WRITING A FRIENDLY LETTER				
EXPECTATIONS	Excellent (4 points)	Good (3 points)	Fair (2 points)	Needs Improvement (1 point)
Clear and Convincing Ideas	Ideas are clear and convincing. It is easy to figure out what the letter is about.	Ideas are convincing. It is easy to figure out what the letter is about.	Ideas are not very clear. It is difficult to figure out what the letter is about.	The letter contains unrelated sentences. It is very difficult to figure out what the letter is about.
Using appropriate Adverbs of Opinion	The letter contains 4 - 5 adverbs of opinion that are appropriately used.	The letter contains 2 - 3 adverbs of opinion that are appropriately used.	The letter contains 1 - 2 and adverbs of opinion that are appropriately used.	The letter has no adverbs of opinion.
Number of Sentences	The letter contains 6 sentences.	The letter contains 5 sentences.	The letter contains 4 sentences.	The letter only contains 3 sentences and below.



Assessment

Check your mastery of the lesson on using verbs, adjectives, and adverbs in expressing emotional response or reactions to an issue.

Choose the letter of the best answer in each item below. Write your answer on a separate sheet of paper.

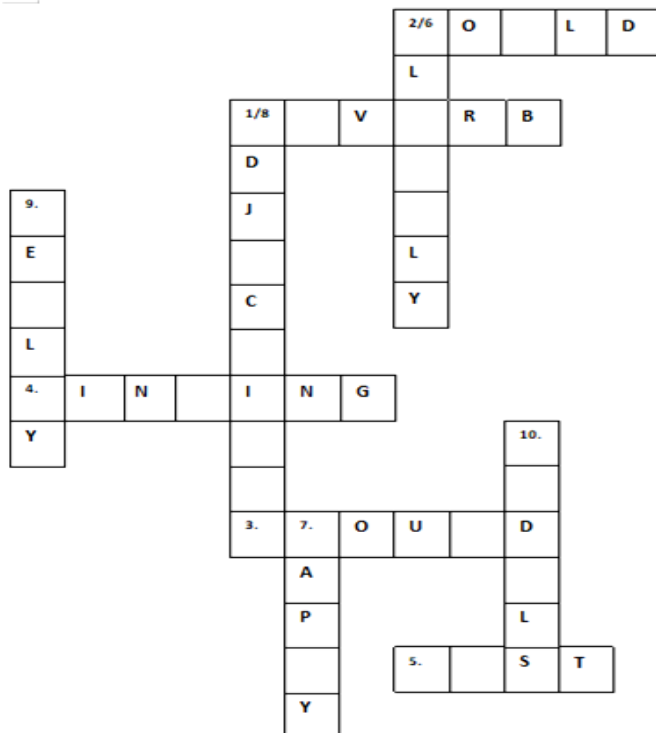
1. Which of the following verbs expresses a strong obligation?
A. am
B. dislike
C. must
D. ought to
2. If you have problems, you _____ visit the guidance office or talk to someone you trust.
A. could
B. must
C. would
D. had better
3. Instead of wasting your time playing mobile games, you _____ read and study your lessons if you don't want to fail your exams.
A. could
B. should
C. had better
D. ought to
4. The doctor ought to recommend eating the right kind and amount of food as an effective way to stay healthy. In the sentence, the word *ought to* is an example of a/an _____ verb.
A. action
B. auxiliary
C. linking
D. modal
5. Which among the sentences uses a linking verb that helps express an opinion?
A. You are brave enough to tell what you truly feel.
B. You should talk to a guidance counselor when you feel sad.
C. You made the right decision in sharing your problems to me.
D. You do know that your parents can help you in times of need.
6. Which of the following is the correct definition of an adjective?
A. It is a word that expresses a state of being.
B. It is a word that expresses a strong obligation.
C. It is a word that describes nouns and pronouns.
D. It is a word that describes verbs, adjectives, and adverbs.
7. The words below are adjectives that express a positive feeling, except _____.
A. anxious
B. carefree
C. inspired
D. objective



Additional Activities

Congratulations for finishing the tasks given in this module. However, practice makes perfect. The activity below will further enrich what you have already learned from the lessons.

Complete the crossword puzzle by filling in the word that fits in each clue.



Across

1. Words that describe action verbs, adjectives, and another adverb
2. Used to give a suggestion that may or may not be followed
3. Used to give a suggestion but more insistent than the modal could
4. Is, are, am, was, and were are examples of this verb
5. Used to show strong obligation

Down

6. An adverb which means a clear manner
7. An adjective that expresses a positive feeling and is the opposite of sad
8. Words that describe a noun and pronoun
9. An adverb that is used to emphasize a point
10. Are helping or auxiliary verbs with different uses



Answer Key

Know What I	1. C	2. A	3. C	4. D	5. A	6. C	7. A	8. D	9. A	10. A	11. B	12. A	13. B	14. A	15. C
	Linking: am, is, was, were, appreciate, believe, become, feel, know, love, seem, think, deny, doubt, dislike, disagree, hate, want														
	Modals: could, should, ought to, had better, must														
Lesson 1	What's In 1. however 2. Also 3. Therefore 4. so that 5. such as														
	What's New Answers may vary														
	What's More Activity 1 1. am 2. disagree 3. should 4. must 5. ought to														
	Activity 2 Assessment 1 could, should, ought to, had better, must														
	Assessment 2 1. ought to 2. could 3. must 4. doubt 5. are														
	Activity 3 1. is 2. know 3. think 4. should 5. could														
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