



4 English

Quarter 1



PIVOT **4A** LEARNER'S MATERIAL

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This module was carefully examined and revised in accordance with the standards prescribed by DepEd Region 4A and Curriculum and Learning Management Division CALABARZON. All parts and sections of the module are assured not to have violated any rules stated in the IPR for learning standards.

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English

Grade 4

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Quarter 1
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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) for English as prescribed by the Department of Education.

You are expected to assist the child in the tasks and ensure the 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 in your notebook** and submit the same to your respective teacher 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	

Simple Paragraph

Lesson

In your primary years, you may have struggled to put together sentences to form one paragraph. This topic will show you how you would be able to recognize and identify parts of a simple paragraph which may eventually equip you with the knowledge to write one on your own. You are expected to identify the parts of a simple paragraph (topic sentence, supporting sentence and conclusion/concluding sentence); and write your own concluding paragraph from given topic and supporting details.

Read and examine the selection below.

Lucban is considered as the tourist capital of Quezon Province. It is known for its grandest agricultural fiesta, the Pahiyas Festival, celebrated every 15th of May. Kamay ni Hesus, a well-known religious site, is located in this humble town. It is also famous for its delicacies such as langonisa (as locals call it) and pancit habhab. As you may not know it, Lucban is the hometown of Hermano Pule, a religious leader who led one of the first uprisings against the Spaniards.

Learning Task 1: Identify the main idea portrayed in the paragraph above. Write your answer in your notebook.

D

Learning Task 2: Read each pair of sentences. Write **TS** next to the sentence that would make a good topic sentence and **SD** next to the sentence that would make a good supporting detail. Write your answers in your notebook.

- _____ 1. The rest house near the lake is stylish.
_____ The kitchen has recently remodelled.
- _____ 2. He never jumps up on anyone.
_____ Billy is a well-behaved dog.
- _____ 3. Gardening is very good for us.
_____ We get a lot of exercise working in the garden.
- _____ 4. Jim's birthday party was a lot of fun.
_____ We played games and won prizes.
- _____ 5. We spent Saturday cleaning all day.
_____ It was a very busy weekend.
- _____ 6. The library offers a wealth of information and entertainment.
_____ There is a section designated about our city's history.
- _____ 7. I had a happy time visiting my grandparents place.
_____ The view from the lake near my grandparents house was breathtaking.

- _____ 8. I like to add fruit toppings to my halo-halo.
 _____ The variety of toppings that can be put in halo-halo is endless.
- _____ 9. Having loyal friends can make anyone happy.
 _____ A friend you can lean on is a loyal friend.
- _____ 10. Going on picnics is a great way to spend time with your family.
 _____ It is fun to sit and talk to everyone while eating.

Learning Task 3: Choose the letter of the best answer. Write your answers in your notebook.

- It expresses the main idea of the paragraph.
 A. supporting sentence C. topic sentence
 B. concluding sentence D. indention
- It tells about the summary of the paragraph.
 A. supporting sentence C. extra sentences
 B. concluding sentence D. topic sentence
- It marks the end of the paragraph and often summarizes or raises the key point of the paragraph.
 A. indention C. supporting sentence
 B. topic sentence D. conclusion sentence
- This explains and gives details about the main idea.
 A. concluding sentence C. sentences
 B. supporting sentence D. main idea
- This part is also called the “controlling idea” of the paragraph.
 A. supporting sentence C. topic sentence
 B. concluding sentence D. indention

Learning Task 4: Read the paragraph and study how sentences are put together to come up with a simple paragraph.

Jing is an excellent pupil. She is smart and enthusiastic. She always does her best in all scholastic and co-curricular activities. She is also a class officer. She is indeed one of the pride of her school.

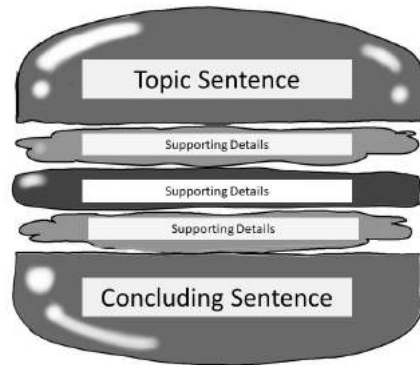


The **topic sentence** tells the reader what the paragraph is about. It also helps you keep your writing under control. This is why a topic sentence is sometimes called the “controlling idea” of a paragraph. Below you will find a sample topic sentence and a simple formula for writing good topic sentences:

A topic sentence is the most important sentence of a paragraph. It is sometimes referred to as “the focus sentence”. The topic sentence helps organize the paragraph by summarizing the information in the paragraph. In formal writing, the topic sentence is usually the first sentence in a paragraph but doesn’t always have to be.

The **body** is the main part of the paragraph. This is where you tell the reader about your topic by including specific details. All of the sentences in the body must relate to the specific topic of the paragraph and help it come alive for the reader. That is, all of the sentences in the body should contain details that make the topic more interesting or help clarify the main idea. These sentences should be organized in the best possible order.

Supporting details are additional details that support the topic sentence. These details can be reasons, descriptions, examples, explanations or comparisons. These clarify, illustrate, or defend the topic sentence.



The **closing** or **clincher sentence** comes after all the details have been included in the body of the paragraph. The closing sentence reminds the reader what the topic of the paragraph is really all about, or what it means. A paragraph that can stand alone usually has a final part called conclusion or concluding sentence. It serves to close the paragraph so that the readers know that they have finished reading the paragraph and understand its subject matter.

E

Learning Task 5: Choose the best topic sentence for each item. Write your answers in your notebook.

1. The bookstore near our school sells different cards for many occasions. There are cards for family and friends on birthdays and holidays. They also have thank-you cards, get-well cards, graduation cards, and congratulations cards. It is very common to buy cards at that store and send them by hand right away, however sending the cards online is also popular.
A. Sending cards in our school is popular.
B. Birthday cards are the most popular kind of card.
C. It is important to send thank-you cards.
2. I enjoy outdoor sports like volleyball and basketball. It is usually sunny and hot outside so I often bring extra shirts when playing. If I am not playing, I do gardening. I love to help my parents plant vegetables. We also do a lot of cleaning in the garden during planting and harvesting seasons. But these outdoor activities can be done only if I am finished with my school work.
A. We should plant vegetables.
B. I like doing things outdoors.
C. It is boring to stay outdoors.
3. First of all, we need money to repair old roads and build new ones. We also need more money to pay teachers' salaries and to pay for services such as trash collection. Finally, more tax money is needed to give financial help to the poor citizens of the city. It is clear that the city will have serious problems if taxes are not paid soon.
A. Taxes should be paid on time.
B. City taxes is not the priority.
C. City taxes are high.

4. For example, a person can have breakfast in Manila, board an airplane and have lunch in Cebu. A businessman can instantly place an order to a factory in Baguio online while he is in another place. Furthermore, a teacher in one school can turn on her internet and watch news.
 - A. Boarding airplane is cool
 - B. Internet is an important invention.
 - C. Technology makes life easier for many people.
5. One thing you must consider is the quality of a school's educational system. You also need to think of the school size and location, Finally, you must consider the tuition fees to make sure it is feasible for you.
 - A. It is expensive to attend to private schools.
 - B. You should consider getting a good education.
 - C. There are factors to consider in attending a private school.

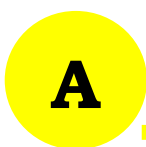
Learning Task 6: Write the concluding sentence for each topic sentence below using an end-of-paragraph signal. Write your answers in your notebook.

we can see that	so	to sum up	in conclusion
on the whole	hence	in sum	in short

1. Exercise is important for a healthy body.
2. Every meal should include fruits or vegetables.
3. The less junk food you eat, the healthier you will be.
4. It is easy to choose healthy snacks; here's how.
5. Breakfast is the most important meal of the day.

Learning Task 7: In your notebook, write a simple paragraph composed of 3-5 sentences for each of the topic sentence below.

1. There are four steps in cooking rice.
2. December is a wonderful time of the year.
3. Cursive writing is an important skill.
4. Participation in sports builds character.
5. There are many ways to have a balanced meal.



A simple paragraph is composed of three basic parts: a topic sentence (provides the focus), supporting details (explains the information) and concluding sentence (provides the summary).

Learning Task 8: Copy and do the following in your notebook:

- Underline the topic sentence
 - Box the supporting sentences.
 - Circle the closing/concluding sentence.
1. There are many reasons why a cat makes a great pet. First, a cat is always happy to see you when you get home. Second, they will love you unconditionally, which is a really nice thing when you are having a bad day. Cats don't require regular grooming. They are easy to take care of on a regular basis. All they need is to be loved, fed and play with. They love to purr near hands and feet, they are easy to train. They are great pets that the love and care you give them are worth what they give you in return.
 2. Not taking proper care of your teeth can lead to many unhealthy and unappealing consequences. If you do not properly brush your teeth and floss daily, bacteria builds up around the gum line and between your teeth. This leads to decay or cavities. These bacteria can also lead to gum disease. If you do not get proper attention to your teeth and let the decay and gum disease continue, your teeth will eventually rot and have to be removed. The rotting teeth and gum disease will cause you to have bad breath, as well as unappealing smile; and worse, dental bacteria leads to heart disease. Taking care of your teeth is not only for you to have a beautiful smile but it is important to your health.

Dictionary, Thesaurus and Online Sources

I

Lesson

There are helpful tools that aid us in finding and understanding meaning. These resources include dictionary, thesaurus and online sources. With these tools, search for meaning becomes easier and accessible. You are expected to use resources such as dictionaries, thesauri, or online sources to find the meaning of words; and state the meaning of each given word taken from such sources.

Learning Task 1: State the meaning or give another term for each underlined item below. Write your answers in your notebook.

- _____ 1. Last night I saw a great movie.
- _____ 2. The wind is blowing outside.
- _____ 3. I think those two girls are friends.
- _____ 4. Jane is afraid of making a big mistake.
- _____ 5. The drive to get to the lake was really long.
- _____ 6. I am working on getting good grades.
- _____ 7. May feels like wearing something different.
- _____ 8. Our breakfast today was terrific.
- _____ 9. I was my hands because it felt dirty.
- _____ 10. The new English teacher is very kind.

D

Learning Task 2: Using a dictionary, choose the letter of the correct guide words for each word. Write your answers in your notebook.

1. pool
a. play-police b. poem-pot c. prosper-pull d. porpoise-pont
2. save
a. saint-salve b. salt-saute c. same-say d. saw-see
3. jump
a. June-just b. join-juice c. judge-jug d. joke-juniper
4. wash
a. waste-weep b. watch-wax c. wad-wait d. wash-water
5. dawn
a. dash-day b. dart-date c. daze-dent d. damper-David
6. monkey
a. money-monk c. moon-most
b. mole-mount d. more-move
7. compress
a. counter-crust c. compare-comprise
b. copper-comer d. compute-courage

8. bagpipe
 - a. bag-bear
 - b. bait-banter
 - c. bad-baffle
 - d. bang-bay
9. car
 - a. careful-cast
 - b. carry-cart
 - c. cantex-cap
 - d. candle-carp
10. international
 - a. intense-interactive
 - b. internal-internist
 - c. interpret-interrogate
 - d. intercept-intermittent

Learning Task 3: Copy the following in your notebook. Use your dictionary to answer the following questions:

1. On what page do the words that begin with letter **S** starts?
2. On what page is the word **conversion** written? _____. *Conversion* means _____.
3. What part of speech does **oh** belong?
4. How many definitions does the word **panel** have?
5. What word comes before **vacation** in your dictionary?
6. On what page is the word **apothecary** found in your dictionary?
7. How many syllables are there in the word **summary**?
8. What is the pronunciation of the word **raucous**?
9. What are the guide words on page 25 of your dictionary?
10. What is the first dictionary definition that you can find for **virus**?

When you read, and you come across a difficult word or an unknown word, we usually ask someone to explain to us its meaning. In other cases, we tend to consult various sources for us to determine its meaning. Basically, there are three sources that we may use in finding the meaning of an unknown or unfamiliar word. These include dictionaries, thesaurus and other online sources.

Dictionary

A dictionary is a reference tool that provides an alphabetical listing of words and their meanings. A dictionary can have many different features that can give you a great deal of information about a word beyond just the meaning. They are useful to find the proper spelling of a word and some will show you how the word is phonetically pronounced. In many cases, they provide you with a list of possible synonyms and antonyms which can be a helpful reference when you are writing.

Thesaurus

A thesaurus is a tool that is found mostly on paperbacks, that lists synonyms of words you are using in your own work. Often, it will also list a variety of antonyms. They can be helpful references tools when you are writing or creating sentences. They can be found arranged in a dictionary style or concept driven arrangements. The dictionary style is the most common form you can find.

Online Sources

Online sources are helpful tools and platforms in finding meaning of an unknown or unfamiliar word. By just typing the word in the search tab of a website or search engine, definitions, synonyms, antonyms and sometimes word usage may appear. With the wide accessibility of internet everywhere, searching has become more convenient nowadays.

E

Learning Task 4: Copy the puzzle below in your notebook. Search and encircle the hidden words.

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

really
unless

condition
ounce

convince
culture

scold
public

Learning Task 5: Use a thesaurus to find a suitable replacement for each underlined word. Write your answers in your notebook.

1. The climbing rose bush was bound to the trellis.
2. There is no benefit in cheating on a test.
3. I would like a wee bit of chocolate cake.
4. Mother asked us to stop all the racket.
5. My little brother is very obstinate.
6. The climbers reached the mountain summit before nightfall.
7. She is an exceptional flute player.
8. The postcard is a keepsake from our trip.
9. I will address your query in class tomorrow.
10. Are you certain that you locked the door?

A

Meanings of unfamiliar or unknown words can be discovered using various resources such as dictionaries, thesauri and other online sources.

Learning Task 6: Read the story. Create a more interesting story by using a thesaurus in finding the synonym for each word in parentheses. Be sure to choose a semantically correct word in making sense of the story. Write your answers in your notebook.

Tita Lorie and the (bad) _____ itch

It was a (very) _____ hot afternoon at the Veggie Farm. Tita Lorie had been (working) _____ in the plantation since daybreak. She looked up at the (hot) _____ sun and wished she could go swimming in the (cool) _____ river nearby. All at once, Tita Lorie had a (good idea). She decided that a swim was just what she needed. So she (ran) _____ down to the river and (jumped) _____ in! A smile spread across her face as she floated on the water. The (nice) _____ swim didn't take long _____ down to the river and (jumped) _____ in! A smile spread across her face as she floated on the water. The (nice) _____ swim didn't take long however. All of a sudden, Tita Lorie let out a (cry) _____ that could be heard in the next barangay. She jumped out of the water as though she'd been shot by a gun. She wiggled and squirmed, trying to (find) _____ the source of her discomfort. Finally, after one (big) _____ shake, a (fat) _____ "tilapia" came flopping out of her shirt. Seeing the small but fat fish made Tita Lorie (laugh) _____ so hard that she had the hiccups for two days.

Learning Task 7: Find the answer to the questions below by searching the net using the links below. Write your answers in your notebook.

1. What are the eight parts of speech and their definitions?
http://www.butte.edu/departments/cas/tipsheets/grammar/parts_of_speech.html
2. What was the first book ever written?
<https://andyrossagency.wordpress.com/tag/first-book-ever-written/>
3. What are the 10 oldest schools in the world?
<https://www.oldest.org/culture/schools>
4. What are the 10 most popular online games in the Philippines?
<https://www.yugatech.com/feature/10-most-popular-online-games-in-the-philippines/#sthash.ze4duvMs.dpbs>

Noting Significant Details

Lesson

I

This lesson highlights the identification of significant details in a text. This involves the process of noting essential information that texts provide. This process allows you to notice the events, characters and other information highlighted by authors or writers. You are expected to demonstrate understanding of the text elements to comprehend various text types; and note significant details portrayed in the selections or passages.

Read and examine the selection below.

Achoo

by Cynthia Sherwood

We all sneeze sometimes. Sneezing is a reflex that your body does automatically. That means you cannot make yourself sneeze or stop one once it has started. When you sneeze, your body is trying to get rid of bad things in your nose, such as bacteria. You have extra germs when you have a cold, so you sneeze a lot more. You might also sneeze when you smell pepper! Inside your nose, there are hundreds of tiny hairs. These hairs filter the air you breathe. Sometimes dust and pollen find their way through these hairs and bother your nasal passages. The nerves in the lining of your nose tell your brain that something is invading your body. Your brain, lungs, nose, mouth, and the muscles of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air. Using a tissue or “sneezing into your sleeve” captures most of these germs. It is very important to wash your hands after you sneeze into them, especially during cold and flu season. Do you ever sneeze when you walk into bright sunlight? About 25% of people experience this phenomenon. Scientists believe that the brain gets confused when signals from the optic nerve trigger the sneezing reflex in direct sunlight. This usually runs in families. If someone nearby sneezes, remember to tell them “Gesundheit!” That is a funny looking word which is pronounced “gezz-oont-hite.” It is the German word that wishes someone good health after sneezing.

Learning Task 1: Note details by answering the questions below. Write your answers in your notebook.

1. Which parts of your body work together when you sneeze?
2. What does the German word **gesundheit** mean?
 - a. I wish you good health.
 - b. I wish you God's blessings.
 - c. I wish you a good day.
 - d. I wish you would stop sneezing.
3. Why do some people sneeze when they walk into bright sunlight?

D

Learning Task 2: Have you seen an owl? Read the selection and find out details about this wonderful creature. Then, choose the letters of the correct answers. Write your answers in your notebook.

My name is Jerry. I am an owl. Have you heard an owl hoot before? I have a big face and large eyes. I have strong legs and sharp claws called talons. I have big wings and soft feathers. I sleep during the day and hunt for food at night. I like to catch rats. I can see and hear things that are very far away. I have very special feathers that allow me to fly without making a sound. Did you know that a baby owl is called an owlet? My home is in a nest in a tree. How about you, where do you live?

1. Who is Jerry?
a. an owl b. a robin c. an eagle d. a sparrow
2. What are his claws called?
a. toes b. nails c. talons d. fingers
3. What does Jerry like to catch?
a. hams and sandwiches c. pizza
b. fish and chips d. rats
4. What is a baby owl called?
a. a hen b. an owlet c. a calf d. a piglet
5. What does Jerry do during daytime?
a. He sleeps. c. He hunts for food.
b. He hoots loudly. d. He cleans his feather
6. Why are Jerry's feathers special?
a. They don't make a sound. c. They are soft.
b. They are shiny. d. They are heavy.

Learning Task 3: This is Jessa. She will share with you why she is proud of her family. Are you also proud of your family? Read the lesson below and answer the questions on the next page. Write your answers in your notebook.

Hi, my name is Jessa. I am 10 years old and I live in a small house in Santo Angel. I have a wonderful family whom I love very much. There are six members of my family. My grandparents, my parents, I and my brother. My grandfather is a very wise man who gives us great advice in every situation. My grandmother is a talented cook and kind woman. My father is a farmer who has fed a lot of people in our barangay. My mother is a vegetable seller. She is always there for us, and I am grateful to her for this. My brother, Tristan, is six years old and we get along very well. This is my family and I am proud of them.



1. How old is Jessa?
2. How many members are there in her family?
3. Where does Jessa live?
4. What job does Jessa's father have?
5. Is Jessa's mother a teacher?
6. How many brother has Jessa got?
7. Is Tristan older than Laura?
8. Who gives great advice in the family?
9. What kind of a girl do you think is Jessa?
10. Why do you think Jessa is proud of her family?

Details are small pieces of information that support the main idea. They tell something about people, events, things, time, objects, circumstances, situations and manner. There are two types of details: implicit and explicit.

1. **Implicit** details are used to describe or define a general state. These are the details that we can't really see. These are details that are implied but not easily expressed.
2. **Explicit** details are the specific details that we can see and are measurable. These details are stated clearly.

Noting Details

Noting details is a reading comprehension skill that involves picking out, from a piece of text information to achieve a given purpose. These details are the ones that good readers notice and authors use to emphasize the events, characters and other details in texts.

Basic Types of Texts

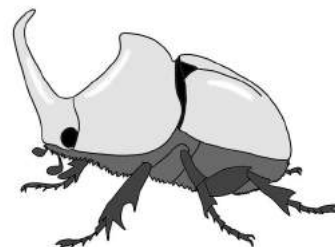
1. **Informational or factual text** informs, instructs, or persuades reader by giving facts and information. Its purpose is to describe a place or thing using facts. It retells events which may have already happened in time order. It classifies, describes, and gives factual information about people, animals, things, or phenomena. It also gives instructions on how to make or do something.
2. **Literary text** entertains or elicits an emotional response by using language to create mental images. Literary texts purpose are to describe people's characters, places, events and things in an imaginative way. It retells events from novels, plays, films and personal experiences to entertain others.

E

Learning Task 4: Read this selection and note the details by answering the questions below. Write your answers in your notebook.

Uwang and Salagubang

“Uwang” (Rhinoceros Beetle in English) is one of the few beetles called by name in the Philippines. Other beetles are referred to as **“salagubang”**, the generic Tagalog word for beetle. Although we can see various pictures of Rhinoceros Beetle online, nothing can compare to seeing one up close and personal.



From experience, I can tell you that if one gets on your clothing, it's really impossible to get it off easily. The variety found in the Philippines is the Asiatic Rhinoceros Beetle. They may seem formidable and vicious, but appearance can be deceiving.

They have sharp claws and those claws can only hurt you if you get pinched by them. Other than that, they are practically harmless. They also have horns and there is a difference in length depending on whether it's a male or female.

From what I understand, it's the strongest insect in the world. I'm not willing to test the assertion.

1. What are the names of the two types of beetles which are found in the Philippines?
2. What variety of beetles do those two types come from?
3. How did the author describe the claws of “uwang” and “salagubang”?
4. Do you think you will be hurt once you see an “uwang” or “salagubang”?
5. What do you think is the purpose of the selection?

Learning Task 5: What do you usually imagine? Have you ever experienced strange things in your classroom? Find out as you read the story; then, answer the questions that follow. Write your answers in your notebook.

Walking on the Moon

When I was in Grade 3, I got to take a trip to the moon. I remember the day like it was yesterday. It was one of the strangest experiences I'd ever had.

It all started when Miss Reyes, our Grade 3 Science teacher, was showing a video about the different planets in the solar system. Halfway through the video, I noticed a sparkling metal disc, about the size of a peso

coin, lying on the floor. I kept trying to pay attention to the video, but found myself bending over to pick up the shiny disk that was next to my desk.

As soon as I touched the metal disk, something strange happened. I wasn't in the classroom anymore. I was **hovering** in the air, way above the school. I could see the whole or rather the rooftops of the whole city. I was a little nervous, but also pretty excited. What was happening? How could I be floating?

It was then when I remembered the metal disk I'd picked up from the floor earlier. Did it have something to do with the strange things that were happening to me right now? I opened my palm and looked closely at the disk. On the disk were these words:

"Floating through the air, like a helium filled balloon, your travels will not stop, until you reach the moon"

The next thing I knew, I was soaring through space, dodging satellites and asteroids. Oddly enough, I wasn't cold and I was able to breathe just fine. Before I knew it, I was standing on the moon. It was amazing! It looked very different from the Earth. No trees, water, nor houses. There wasn't even any wind.

For each step I took I would bounce way up into the air. Every step took left a huge footprint in the dust. I had to be careful and make sure

I didn't jump into a crater because I wasn't sure if I'd be able to get out. Sometimes I couldn't even see the bottom. I was **bounding** over to something in the distance that looked very out of the place. When I got there, I realized it was a flag. On the flag were the words: "To go to Earth, close your eyes and think of what you've learned. You will find in no time at all, you will be returned". I wasn't sure I wanted to go back just yet, but I knew it might get dark soon and I didn't want to be on the moon by myself in the dark. I decided to close my eyes and think of the weather and other characteristics of the moon I'd learned that day.

When I opened my eyes I was sitting on my seat in my Science classroom. Miss Reyes was turning on the lights because the video was over. I sat there wondering about what just happened. I opened my hand to look at the metal disk, but it was gone! Did I really take a trip to the moon or was it just a dream?

1. Where is the setting of the story?
 - a. Saturn
 - b. outer space
 - c. a town
 - d. a Science classroom
2. In the sentence, "I was **hovering** in the air, way above the school" what does the word **hovering** mean?
 - a. floating
 - b. dreaming
 - c. walking
 - d. jumping
3. Why are the words "*Floating through the air, like a helium filled balloon, your travels will not stop, until you reach the moon*" written in italics?
 - a. The teacher thinks they are important.
 - b. They are words the student says.
 - c. They are words from the video.
 - d. The words on the disk are important.

4. In which sentence does the word **bound** have the same meaning as the sentence “ I was **bounding** over to something in the distance...”?
- a. The sticks were bound in a bundle.
 - b. The rabbit will bound through the filled.
 - c. My book was bound at the printers.
 - d. There is a bound to be a change of plans.
5. Why does the main character NOT know if the trip really happened?
- a. The main character was sitting in a desk when the video ended.
 - b. The metal disk was gone and the main character did not have any proof.
 - c. The main character had difficulty remembering the order of events.
 - d. The solar system video is still being shown.
6. Which event happened first in the story?
- a. The main character is hovering above the town.
 - b. The main character reads the word on the disk
 - c. The main character picks up a sparkling metal disk.
 - d. The main character is sitting at a desk.
7. What would be another title for the story?
- a. The Great Class Field Trip c. The Magic Metal Disk
 - b. The Living Moon d. The Solar System

A

Details are small pieces of information that support the main idea. They can either be implicit and explicit. One of the important skills needed in understanding details is known as **noting details**. **Noting details** is a reading comprehension skill that involves picking out, from a piece of text information to achieve a given purpose. Text information may be taken from either informational/factual text and literary text.

Learning Task 6: Read and answer the questions below. Write your answers in your notebook.

Why Does Ocean Have Waves?

The ocean is never still. Whether observing from the beach or a boat, we expect to see waves on the horizon. Waves are created by energy passing through water, causing it to move in a circular motion. However, water does not actually travel in waves. Waves transmit energy, not water, across the ocean and if not obstructed by anything, they have the potential to travel across an entire ocean basin.

Waves are most commonly caused by wind. Wind-driven waves, or surface waves, created by the friction between wind and surface water. As wind blows across the surface of the ocean or a lake, the continual disturbance creates a wave crest. These types of waves are found globally across the open ocean and along the coast.

More potentially hazardous waves can be caused by severe weather, like a hurricane. The strong winds and pressure from this type of severe storm causes storm surge, a series of long waves that are created far from shore in deep water and intensify as they move closer to land. Other hazardous waves can be caused by underwater disturbances that displace large amounts of water quickly such as earthquakes, landslides, or volcanic eruptions. These very long waves are called tsunamis. Storm surge and tsunamis are not the type of waves you imagine crashing down on the shore. These waves roll upon the shore like a massive sea level rise and can reach far distances inland.

The gravitational pull of the sun and moon on Earth also causes waves. These waves are tides or, in other words, tidal waves. It is a common misconception that a tidal wave is also a tsunami. The cause of tsunamis are not related to tide information at all but can occur in any tidal state.

1. What creates waves?
2. What could be an obstruction to waves?
3. Why do you think the wind is the most common cause of wave creation?
4. What are some causes of hazardous waves?
5. What is another name for a very long wave ?

Structure, Purpose and Language Features of Different Text-Types

Lesson

I

This lesson features different text-types. This includes the identification and analysis of the structure, purpose and language features. You are expected to demonstrate understanding of the text elements to comprehend various text types; and identify the author's purpose in writing a text.

Read the passage below.

I'm a pasta lover. I love aglio olio pasta. There are lots of ways on how to prepare it but I tried to learn how cook it in my own simple way. First, cook the pasta in boiling water using the procedures indicated in the pasta wrapper. Secondly, fry the stripped bacon until it becomes golden brown. Set aside it after. Then, put enough amount of olive oil in the saucepan. Saute the minced garlic. Add salt and pepper. Place the drained pasta. Add enough amount of lemon juice. Include the chopped celery and pre-cooked bacon.

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

1. What description does the author provide about him/herself?
2. What are the ingredients needed in preparing his/her favorite food?
3. Enumerate the steps in preparing his/her favorite food.
4. What structure of text-type is employed in the selection?

D

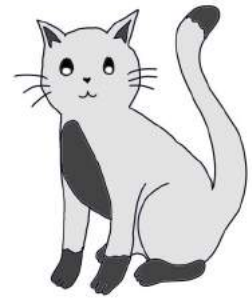
Learning Task 2: Read the passage, then answer the questions that follow. Write your answers in your notebook.

Have you seen Mount Banahaw and Mount Makiling? These are the two important land features in CALABARZON. They are both magnificent in terms of their flora and fauna. They provide nesting place to great species that are uniquely available in their systems. They are also considered mystical. Both mountains provide great source of water to locals. They are surrounded by nearby hot springs. Hot springs near Mount Makiling can be found in Pansol area while hot spring near Mount Banahaw is located in Tayabas City.

1. What are the two figures or icons portrayed in the selection?
2. Are they similar? Describe the features of the two.
3. Are there differences between the two? Explain their dissimilarities.
4. What structure of text-type is employed in the selection?

Learning Task 3: Read the paragraph below. In your notebook, draw the figure described by the text, then identify the author's purpose in writing it.

Bugoy has a little kitten named Lhola. She is a fantastic cat with big ears, blue eyes, beautiful paws and long white and grey hair. She loves to sleep in the sofa while waiting for Bugoy to come home after a long day of work. Bugoy loves Lhola and she loves him, too.



Text-Types

Text-types refer to basic types of writing. They are categorized as to factual and literary.

1. **Factual text-types** are used to inform, recount, instruct or persuade readers. Examples of factual text-types include speeches, recounts, historical documents, government reports, instructional/procedural texts and persuasive texts.
2. **Literary text-types** are used to entertain using language formed and structured in creative manner. Examples of literary text-types include drama, narrative texts and poetry.

Purposes of Text-Types

Text-types have three (3) main purposes: to entertain, to inform or to persuade.

1. To **entertain** means to provide leisure or enjoyment to readers.
2. To **inform** means to educate or instruct readers on particular details or information.
3. To **persuade** means to ask readers to believe on a particular issue or stand. This also allows one to do something caused by sound argumentation.

Structures of Text-Types

Text-types are formed in structured ways. These structures are as follows:

1. **Description** - describes a person, place, event, animal, etc.
2. **Sequence/Instruction/Process** - provides steps in performing an action or order of event.
3. **Cause-and-Effect** - seeks to identify what happened and how or why it happened.
4. **Compare/Contrast** - provides similar and/or dissimilar information about two persons, places, event, animals, etc.
5. **Problem/Solution** - states the problem and the (possible) solution.

E

Learning Task 4: Read each sentence below. Write what you think might be the cause why the sentence in the second line happens. Write your answers in your notebook.

1. Cause: _____
Effect: Bugoy fell down the stairs.
2. Cause: _____
Effect: The teacher gave her student an extra allowance.
3. Cause: _____
Effect: The fishermen had bountiful harvest.
4. Cause: _____
Effect: The plants grew.
5. Cause: _____
Effect: The employee was fired.

Learning Task 5: Find an article for each of the following language structures: **description**, **sequence/instruction/process**, **cause-and-effect**, **compare/contrast** and **problem/solution**. Write/Copy and paste these articles in your notebook. Then, provide an explanation below each article why it belongs to this specific text-type language structure.

A

Text-types refer to basic types of writing. They are categorized as to factual and literary. They have three (3) main purposes: to entertain, to inform or to persuade. They are also structured as texts may provide description, sequence/instruction/process, cause-and-effect, compare/contrast and problem/solution.

Learning Task 6: Identify the text-type structure used in each item. Write your answers in your notebook.

- _____ 1. Tayabas is one of the old villas with great political and historical significance during the Spanish era.
- _____ 2. The streets became flooded due to continuous rain.
- _____ 3. Quezon Province has more number of towns as compared to Rizal Province.
- _____ 4. Education is an important weapon that each Filipino citizen should have.
- _____ 5. In cooking our pasta, you must boil water first.
- _____ 6. The government thinks of all possible remedies to address unemployment due to COVID-19 pandemic.

- _____ 7. My husband, Japot, is my most admirable man. He loves me so much. He treats me with his kindness, loyalty and support.
- _____ 8. All provinces in CALABARZON have their own provincial capitals. Santa Cruz in Laguna is the only non-city capital in the region. Meanwhile, Lucena City in Quezon is a highly urbanized city.
- _____ 9. Traffic has become an extreme problem in the city so the mayor imposed an executive order addressing this concern.
- _____ 10. Leona and Leon are my two lovely pets. They are both cats possessing beautiful furs.

Learning Task 7: Find an article for each of the following purposes of text-types: **to entertain**, **to persuade** and **to inform**. Write/Copy and paste these articles in your notebook. Then, provide an explanation to each article why it belongs to this specific text-type purpose.

Affixes

Lesson

This lesson highlights the use of affixes in getting the meaning of words. Affixes, as morphological items, are classified into two: prefixes and affixes. These classifications are helpful in determining meanings easily. You are expected to demonstrate understanding of the features of affixes (prefixes and suffixes); and determine the meaning of words by understanding its prefixes and suffixes.

Learning Task 1: Identify the meaning of the prefixes below. Write your answers in your notebook.

- | | | | | |
|----------|-------|-------|---------|---------|
| 1. un - | again | not | able | full of |
| 2. re - | none | again | able | not |
| 3. im - | not | again | able | full of |
| 4. dis - | again | not | full of | able |
| 5. mis- | not | able | full of | again |

D

Learning Task 2: Identify the meaning of the words with prefixes below. Write your answers in your notebook.

1. untrue
 - a. very true
 - b. not true
 - c. absolutely true
 - d. true again
2. reappear
 - a. a person who appears
 - b. a person who don't appear
 - c. without appearing
 - d. appear again
3. imperfect
 - a. more perfect
 - b. most perfect
 - c. not perfect
 - d. perfect
4. dishonest
 - a. honest again
 - b. honest before
 - c. not honest
 - d. very honest
5. mispronounced
 - a. not pronounced
 - b. well pronounced
 - c. pronounced again
 - d. pronounced before
6. faithful
 - a. without faith
 - b. full of faith
 - c. enough faith
 - d. less faith
7. hopeless
 - a. full of hope
 - b. without hope
 - c. enough hope
 - d. more hope
8. trainer
 - a. one who trains
 - b. one who drives
 - c. one who paints
 - d. one who rides
9. painter
 - a. one who draws
 - b. one who paints
 - c. one who colors
 - d. one who writes
10. sensible
 - a. full of sense
 - b. able to sense
 - c. without sense
 - d. one who senses

Learning Task 3: Choose and write the correct word next to its meaning. Write your answers in your notebook.

joyful
careful
hopeless

fearless
trainor
dancer

singer
worthless
fixable

playable
keeper
useful

1		without fear
2		with care/full of care
3		able to play
4		one who sings
5		without worth
6		full of joy
7		without hope
8		one who dances
9		able to be fix
10		one who trains

Affixes are additional morpheme or element placed either at the beginning (prefix) or ending (suffix) of a word to form another meaning.

Prefix

Prefix is a group of letters placed at the beginning of a root word that changes its meaning.

- The prefix *un-* means **not**
- The prefixes *in-*, *im-*, *mis-*, *dis-*, *il-* means **not, no**
- The prefix *re-* means **again**

Suffix

Suffix is a group of letter placed at the end of a root word that changes its meaning.

- The suffix *-ful* means **full of**
- The suffix *-less* means **without**
- The suffixes *-er* and *-or* mean **one who does/performs a certain action**
- The suffixes *-able* and *-ible* mean **capable of, can be or able to**

E

Learning Task 4: Complete the table on the next page. Copy and answer it in your notebook.

Words	Prefixes	Root Words	Meaning
unhappy	un	happy	not happy
discomfort			
incorrect			
misplaced			
reuse			
impatient			
unpaid			

Learning Task 5: Identify the word that ends with er and or referred to by each item. Write your answers in your notebook.

- one who acts and participates in drama
- one who creates new things
- one who learns new things
- one who swims well

Learning Task 6: Add the correct prefix to each root word to form a new word. Write your answers in your notebook.

un- im- dis- re- in- mis-

- | | | | | | |
|------------|-------|----------|-------|---------------|-------|
| 1. ripe | _____ | 5. place | _____ | 8. kind | _____ |
| 2. match | _____ | 6. like | _____ | 9. possible | _____ |
| 3. approve | _____ | 7. build | _____ | 10. dependent | _____ |
| 4. arrange | _____ | | | | |

Learning Task 7: Use words with suffixes *-ful* and *-less* in place of the words inside the parentheses. Write your answers in your notebook.

- Water is liquid and it is (without color) _____.
- The trees are (without fruits) _____ because of the drought.
- The farmers are happy because their harvests are (with much bounty) _____.
- The long days (with much rain) _____ made the hills and valley nourished.
- She doesn't waste her time on unimportant talks (without use) _____.

Learning Task 8: Complete each sentence on the next page with its appropriate word. Write your answers in your notebook.

misbehaved	immortal	dishonest	preheat	return
disagree	misguided	unable	incomplete	disobey

1. Timothy forgot to make his project and he got an _____ grade.
2. Jason _____ in class that's why his parents were called in the guidance office.
3. Brylle was being _____ when he did not tell the truth.
4. Our teacher told us not to _____ our elders.
5. They _____ some tourists and fooled them.
6. Brianna was sad because she was _____ to dance for the program.
7. Super heroes' lives were _____ that's why they never get old.
8. You can _____ and exchange items in the department store.
9. I often _____ with her ideas but we still understand each other.
10. In baking in the oven, you have to _____ it first.

Learning Task 9: Put a check (/) on the blank if the use of suffix is correct and **X** if it is not. Write your answers in your notebook.

- _____ 1. My friend, Aiyish, is now a popular interior decoration.
- _____ 2. Carlen's husband is the manager of Pizza Hut.
- _____ 3. Joshua is an action in the movie.
- _____ 4. Yancy wants to be the report less at the DZSP radio.
- _____ 5. Liyah is a designer and she owns a boutique.



Affixes are additional morphemes or elements placed either at the beginning (**prefix**) or ending (**suffix**) of a word to form another meaning.

Learning Task 10: Identify the meaning of the given words. Write your answers in your notebook.

- | | | | |
|----------------|---------------------|--------------------|---------------------|
| 1. unworthy | a. more worthy | b. not worthy | c. worthy before |
| 2. improper | a. not proper | b. proper again | c. proper before |
| 3. disable | a. able before | b. able again | c. not able |
| 4. illegal | a. not legal | b. legal once more | c. legal again |
| 5. retell | a. tell again | b. tell before | c. do not tell |
| 6. comfortable | a. without comfort | b. full of comfort | c. much comfort |
| 7. inspector | a. can be inspected | b. inspect before | c. one who inspects |
| 8. odorless | a. much odor | b. without odor | c. full of odor |
| 9. wonderful | a. full of wonder | b. without wonder | c. able to wonder |
| 10. encoder | a. one who encodes | b. can be encoded | c. not encoded |

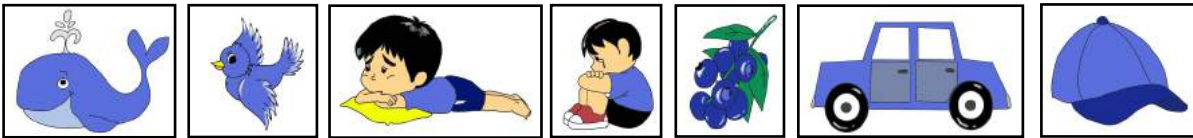
Denotation and Connotation

I

Lesson

There are different ways in identifying meanings of texts. Meanings can be understood either by denotative or connotative ways. Through these two ways, meanings may be the same and related but sometimes different. You are expected to differentiate denotation from connotation; and identify meanings of words using denotation and connotation.

Learning Task 1: Look at the pictures below. Which picture tells you things with color blue? Which pictures tell you the feelings or emotions of being blue? Write your answers in your notebook.



D

Learning Task 2: Choose the correct word that completes the sentences. Write your answers in your notebook.

- Filipinos are _____ for their delicious adobo.
a. noted b. notorious c. famous
- Traffic causes cars to slow _____.
a. speeds b. velocities c. meters
- The headline indicated that Php 100,000.00 was _____ from the grocery.
a. taken b. stolen c. hold up
- Summer is unbelievably _____ even at night time.
a. sultry b. dry c. hot
- The father tenderly _____ at his new born baby.
a. smirked b. smiled c. laughed
- COVID-19 particles are so _____, we can't see by our bare eyes.
a. small b. minute c. powdery
- Tim saves his money. He is a _____ person.
a. wiser b. extravagant c. thrifty
- My mother collects _____ furniture that costs a fortune.
a. old b. antique c. new
- Homeless people are _____ to death during the pandemic.
a. hungry b. starving c. thirsty
- I have a _____ full of old designs.
a. house b. home c. family

Learning Task 3: Read each of these sentences. In your notebook, copy and underline the word in the parentheses that BEST fits the sentence.

- Aling Lolita's restaurant is furnished with (old, antique) furniture.
- The attendants are all (young, immature)
- You can stay at the terrace in a (cozy, cramped) sofa.
- The service that the restaurant provides is (slow, unhurried).
- The food they serve are very (simple, plain) but delicious.

6. You can (sip, gulp) buko juice.
7. The adobo is (rich, greasy) with soy sauce.
8. A (moist, soggy) rice cake is also available for dessert.
9. You can find (loud, enthusiastic) regular customers every Friday night.

Learning Task 4: Choose the word inside the box that fits the sentence. Write your answers in your notebook.

left, abandoned

modest, shy

lazy, inactive

stubborn,
resistent

old, out-of-date

1. Kaye _____ the puppy to her neighbor, before going on a trip.
2. Grandmother was very _____ during the wedding ceremony.
3. The _____ man just waits for a long time for his luck.
4. If you're _____ in asking for help, you will have it.
5. The _____ dilapidated building belongs to my great grandfather.

Denotation and Connotation

- **Denotation** – is the **specific, exact and concrete** meaning of a word. This is the meaning you will find in a dictionary. The things with the color **blue** like *car, blueberries, bird, fish, and cap* refers to the meaning of the blue color. It is denotation, the usual meaning in the dictionary.
- **Connotation** - is an **idea or quality** that a word makes you think about in addition to its meaning. It refers to the **emotions** associated with a word. Sometimes it has social cultural implications. It can be positive or negative. The feeling of being **blue** refers to the emotion of being sad like the boy in the picture who is sad. It is connotation, the emotional/ contextual/ cultural meaning attached to a word.

E

Learning Task 5: In your notebook, copy and underline the appropriate words in the parentheses that BEST portray connotation.

1. Our trip to Sampaloc Lake was (fine, wonderful).
2. We saw (fascinating, weird) fish caught by the fishermen.
3. Some of the children at the park made (hilarious, amusing) faces.
4. (Brave, strong) teenagers rode on the bicycle.
5. Everyone had a (smile, smirk) on their faces on the way home.
6. We bought (cheap, inexpensive) street food.
7. I ate a (moist, wet) siopao.
8. Teody (reminded, nagged) us to go to the pond at the center of the park.
9. The children at the playground were (comical, silly).
10. It made me feel (joyful, happy).

Learning Task 6: Denote the meaning of the following words using a dictionary. Write your answers in your notebook.

- | | | |
|----------------|------------|----------|
| 1. fascinating | 3. smirk | 5. silly |
| 2. hilarious | 4. comical | |

Learning Task 7: Write the denotative and connotative of the words below. Write your answers in your notebook.

Word	Denotation (Definition)	Connotation
Ex: cheap	low in price	frugal
1. skinny		
2. inexpensive		
3. stylish		
4. stubborn		
5. determined		
6. peace		
7. wisdom		
8. knowledge		
9. purity		
10. bean		

Learning Task 8: Use the 10 items above in your own sentences. Write your answers in your notebook.

A

Learning Task 9: For each item below, encircle the word that provides connotative meaning. Meanwhile, box the word that demonstrate denotative meaning.

- | | | | |
|--------------|--------------|--------------|-----------------|
| 1. noisy | a. talkative | b. loud | c. party |
| 2. old | a. aged | b. elderly | c. antique |
| 3. soft | a. pillow | b. gentle | c. kind |
| 4. jolly | a. merry | b. cheerful | c. happy |
| 5. lovely | a. wonderful | b. beautiful | c. delightful |
| 6. small | a. little | b. tiny | c. dwarf |
| 7. wise | a. learned | b. brilliant | c. arrogant |
| 8. fat | a. obese | b. healthy | c. fleshy |
| 9. difficult | a. problem | b. quarrel | c. disagreement |
| 10. fashion | a. style | b. trendy | c. form |

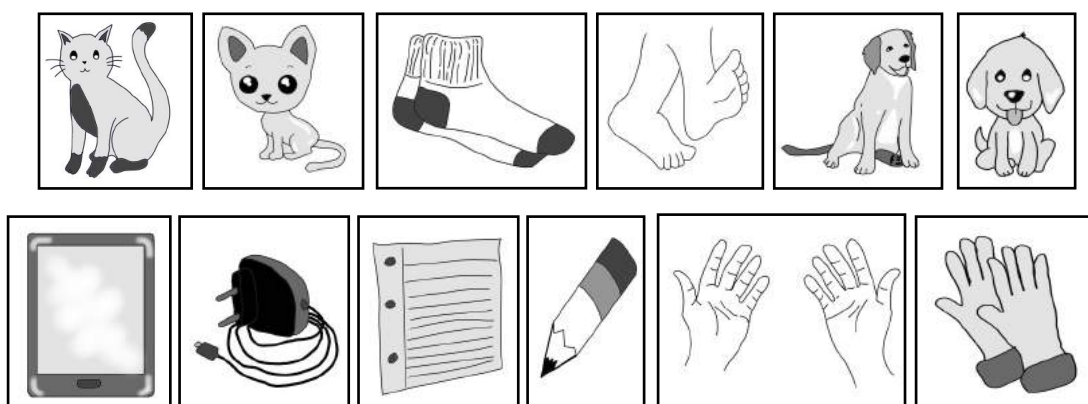
Analogy and Classification

I

Lesson

Meanings can be identified and understood in various ways. Two of these ways include analogy and classification. These help in understanding meanings and texts through word association. The relationships of texts and/or images are examined to establish clear links to arrive at proper meanings of words. You are expected to differentiate analogy from classification; and determine the meaning of words/build vocabulary through analogy and/or classification.

Learning Task 1: Look at the pictures carefully. Try to see how they are related to each other.



D

Learning Task 2: Choose the letters of the correct answers. Write your answers in your notebook.

1. A puppy is to dog as duckling is to _____.
a. duck b. chicken c. goose d. bird
2. Bracelet is to wrist as earring is to _____.
a. neck b. hair c. ear d. finger
3. Squash is to vegetable as pineapple is to _____.
a. tree b. fruits c. flower d. plant
4. A guava is to green as an apple is to _____.
a. yellow b. pink c. violet d. red
5. Eyes is to see as nose is to _____.
a. smell b. hear c. touch d. taste
6. pen-maker-pencil
a. things for reading b. things for writing c. things to wear
7. car-motorcycle-van
a. vehicles b. tools c. instruments
8. sampaguita-rose-gumamela
a. fruits b. vegetables c. flowers
9. bed-pillow-blanket
a. bedroom b. kitchen c. living room
10. Rizal-Laguna-Quezon
a. provinces b. cities c. barangays

Learning Task 3 : Complete each analogy using a word from the box. Write your answers in your notebook.

cake	cat	measure	patchay	car	singer
------	-----	---------	---------	-----	--------

1. puppy: dog = kitten : _____
2. scissor : cut = ruler : _____
3. pen : writer = voice : _____
4. yellow : corn = green : _____
5. fly : airplane = drive : _____

Learning Task 4: Classify the words below and categorize them properly. Write your answers in your notebook.

city	lady	region	plant	town
notebook	driver	market	church	stone
providence	fireman	sister	dancer	parks
grandfather		paper		juice

People	Places	Things

Meanings can be understood through analogy and classification.

Analogy

An **analogy** is a comparison of two things that may have similar or opposite characteristics or features. A relationship may be noted when one word is a part and the other is a whole.

Example:

horse: pony :: goat: kid (animals and offspring)

Word Classification

It is a skill of grouping related words together. Words can be classified, or grouped together, according to ways in which they are similar. Words can be classified or grouped together according to kind or use.

Example:

cup-spoon-fork-plate (kitchen utensils)

E

Learning Task 5: Complete each sentence with its appropriate analogy. Write your answers in your notebook.

a. field b. gasoline c. sister d. boys e. crawling f. sky

1. Father is to mother as brother is to _____.
2. Birds is to flying as turtle is to _____.
3. Skirt is to girls as pants is to _____.
4. Fish is to sea as star is to _____.
5. Light is to electricity as car is to _____.

Learning Task 6 : Classify the words below by their appropriate groups. Write your answers in your notebook.

lion	monkey	robin	trout	snake	tuna
turtle	milkfish	alligator	elephant	vulture	cardinal

birds	reptiles	mammals	fish

Learning Task 7: Complete each sentence with its appropriate analogy. Write your answers in your notebook.

a. field b. writing c. dirty d. night e. dry

- Swimming is to beach as baseball is to _____.
- Long is to short as tidy is to _____.
- White is to black as day is to _____.
- Book is to reading as paper is to _____.
- Rain is to wet as sun is to _____.

Learning Task 8: Classify the words below according to their appropriate groups. Write your answers in your notebook.

Ethan	drinks	he	swims	Joy	fondly
it	carefully	Jayson	lovingly	she	travels

Noun	Pronoun	Verb	Adverb

Learning Task 9: Complete the analogies. Write your answers in your notebook.

- artist : painting :: baker : _____
4. sun: day :: moon : _____
2. wheel : circle :: book : _____
5. cup: saucer :: spoon: _____
3. hat : head :: shoes : _____

Learning Task 10: Complete the table below by supplying at least three words/ideas for each classification. Write your answers in your notebook.

Actors/Actresses	Cities	Provinces	Philippine Presidents

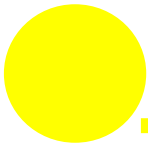
A

Learning Task 11: Complete each analogy. Write your answers in your notebook.

1. Doctor is to hospital as teacher is to _____.
a. church b. market c. store d. school
2. Rabbit is to carrot as caterpillar is to _____.
a. leaf b. soil c. water d. rock
3. Pianist is to piano as guitarist is to _____.
a. organ b. guitar c. drum d. microphone
4. White is to clouds as blue is to _____.
a. ocean b. tree c. fruits d. flower
5. Kiss is to lips as blink is to _____.
a. nose b. eye c. teeth d. ear

Learning Task 12: Complete the table below by supplying at least five (5) words/ideas for each classification. Write your answers in your notebook.

Food	Kitchen Utensils	Planets	Countries



Answer key

Simple Paragraph

1. TS, SD 2. SD, TS 3. TS, SD 4. TS, SD 5. TS, SD 6. TS, SD 7. TS, SD 8. SD, TS 9. TS, SD 10. TS, SD	1. C 2. B 3. C 4. D 5. C	1. A 2. B 3. A 4. C 5. C	-Box -First, a cat is always... -second, they will love you... -cats don't require... -all they need is to be loved... Circle- they are great pets that any love and care you give them are worth what they give you in return.	LT 8
LT 2	LT 3	LT 5		

Dictionary, Thesaurus and Online Sources

1. B 2. C 3. D 4. D 5. A 6. B 7. C 8. A 9. D 10. B	LT 2
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Noting Significant Details

1. brain, lungs, nose, mouth and the muscle of your upper body 2. A 3. the brain gets confused when signals from the optic nerve trigger the sneezing reflex in direct sunlight	1. A 2. C 3. D 4. B 5. A 6. A	1. 10 2. 6 3. Santos Angel 4. Farmer 5. No 6. 1 7. No 8. Grandfather 9-10. Answer may vary	1. Uwang and Salagubang 2. Rhinoceros bee-the 3. Sharp 4. Yes 5. B 6. D 7. C	LT 5	LT 4	LT 3	LT 1
	LT 2						

Structure, Purpose and Language Features of Text-Types

1. description 2. Cause-and-Effect 3. Compare/Contrast 4. Description 5. Sequence/Instruction/Process 6. Problem/Solution 7. Description 8. Compare/Contrast 9. Problem/Solution 10. Compare/Contrast	LT 6
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Affixes

1. fearless 2. careful 3. playful 4. singer 5. worthless 6. joyful 7. hopeless 8. dancer 9. fixable 10. trainor	1. B 2. D 3. C 4. C 5. A 6. B 7. B 8. A 9. B 10. A	1. is /comfort/ without comfort 2. in /correct/ not correct 3. mis/place/ wrong place 4. re/use/use again 5. im /patient/ without patience 6. un/paid/ not paid	1. actor 2. creator 3. learner 4. swimmer 5. teacher	LT 5	LT 4	LT 3	LT 2	LT 1
	LT 2							

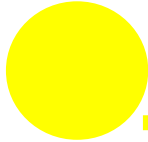
1. B 2. A 3. C 4. A 5. A	1. X 2. / 3. X 4. X 5. /	1. incomplete 2. misbehave 3. dishonest 4. disobey 5. misguide	6. unable 7. immortal 8. return 9. disagree 10. preheat	LT 10	LT 9	LT 8
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Denotation and Connotation

1. Connotative – talkative Denotative – loud/party 2. Connotative – antique Denotative – aged/elderly 3. Connotative – pillow Denotative – gentle/ kind 4. connotative – happy Denotative – merry/ cheerful 5. connotative – wonderful Denotative – beautiful/delightful 6. connotative – dwarf Denotative – little/tiny 7. connotative – brilliant Denotative – learned/ arrogant 8. connotative – healthy Denotative – obsessed/fleshy 9. connotative – problem Denotative – quarrel 10. Connotative – trendy Denotative – form/style	LT 9	
	1. wonderful 2. fascinating 3. amusing 4. brave 5. smile 6. cheap 7. moist 8. reminded 9. silly 10. happy	
1. left 2. modest 3. lazy 4. persistent 5. old	LT 4	
	1. Antique 2. young 3. cozy 4. slow 5. simple 6. sip 7. rich 8. moist 9. enthusiastic 10. A	
1. C 2. A 3. B 4. C 5. B 6. A 7. C 8. B 9. B 10. A	LT 2	
	1. Antique 2. young 3. cozy 4. slow 5. simple 6. sip 7. rich 8. moist 9. enthusiastic 10. A	

Analogy and Classification

1. D 2. A 3. B 4. A 5. E	LT 11
1. baking 2. rectangle 3. feet 4. night 5. fork	LT 9
Nouns – Ethan, Joy-son, Joy Pronouns – it, he, she Verbs – Swims, drinks, travels Adverbs – carefully, lovingly, fondly	LT 8
1. A 2. C 3. D 4. B 5. E	LT 7
Birds – robin, vulture, cardinal Reptiles – snake, turtle, alligator Mammals – lion, monkey, elephant Fish – trout, tuna, milkfish	LT 6
1. C 2. E 3. D 4. F 5. B	LT 5
People – lady, driver, firefighter, sister, dancer, grandfather Place – city, region, town, market, church, province, parks Things – plant, note-book, stone, paper, juice	LT 4
1. A 2. C 3. B 4. D 5. A 6. B 7. A 8. C 9. A 10. A	LT 2
1. cat 2. measure 3. singer 4. petchay 5. car	LT 3



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