



PIVOT_{4A}

LEARNER'S MATERIAL

QUARTER 2
English

G4



DepEd CALABARZON
Curriculum and Learning Management Division

GOVERNMENT PROPERTY
Not for Sale

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and the authors do not represent nor claim ownership over them.

This module was carefully examined and revised in accordance with the standards prescribed by the DepEd Regional Office 4A and CLMD CALABARZON. All parts and sections of the module are assured not to have violated any rules stated in the Intellectual Property Rights for learning standards.

The Editors

PIVOT 4A Learner's Material
Quarter 2
First Edition, 2020

English

Grade 4

Job S. Zape, Jr.
PIVOT 4A SLMs Development Lead

Maricon Villamiel-Estellado
Content Creator & Writer

Jhonathan S. Cadavido, Bernadette G. Leonardo & Dennis M. Vidar
Internal Reviewers & Editors

Ephraim L. Gibas & Hiyasmin D. Capello
Layout Artists & Illustrators

John Albert A. Rico & Melanie Mae N. Moreno
Graphic Artists & Cover Designers

Ephraim L. Gibas
IT & Logistics

Rubie Sajise, De La Salle University
External Reviewer & Language Editor

Published by: Department of Education Region IV-A CALABARZON
Regional Director: Wilfredo E. Cabral
Assistant Regional Director: Ruth L. Fuentes

PIVOT 4A CALABARZON English G4

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

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 information, activities, and new learning that learners need to work on.

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

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

You are expected to assist the children 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 :

- a. answer all activities in your notebook;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

I

When you read, you may encounter unfamiliar word or words that you do not know. Sometimes, you can get the meanings of these words without using a dictionary.

At the end of this lesson, you are expected to use context clues to find meanings of unfamiliar words.

Read the sentences below.

What are ***nocturnal animals***?

Nocturnal animals are creatures which are active during nighttime.

Bats, owls, tarsiers and crickets are examples of *nocturnal creatures*.



- What does the word ***nocturnal*** mean?
- What words in the sentences help you in getting the meaning of the word ***nocturnal***?

The underlined words “bats, owls, tarsiers and crickets” are examples of nocturnal creatures. The term “nocturnal animals” is also defined above.

You may get the meaning of an unfamiliar word through the use of context clue. Context clues can be presented in various forms. Two of these types of context clues are presented through exemplification and definition.

D

Learning Task 1: Tell the meaning of each underlined word. Use context clues. Write your answers in your notebook.

Example: When Carla grows up, she will take up entomology, the study of insects.

Answer: the study of insects

1. Henry loves the taste of croissant, a crescent-shaped bread.
2. My mother will enroll my five-year-old sister in a kindergarten, a school for very young children.
3. A philanthropist is a person who gives generously to help other people.
4. Karate, a form of martial arts that originated in Japan, is popular in the Philippines.
5. Scientists have continued studying the celestial bodies, including the sun, the moon, and the stars.

CONTEXT CLUES

Context clues are hints, clues or bits of information from the text. When associated with prior knowledge, these allow you to infer the meaning of unfamiliar words in the sentence or text you are reading.

DEFINITION and EXEMPLIFICATION

Two of the basic types of context clues are **definition** and **exemplification**.

	Descriptions	Examples
Definition	The unknown word is explained by including the <u>meaning</u> using a more familiar word or phrase.	<u>Entomology</u> is the study of insects.
Exemplification (Examples)	The unfamiliar word is cleared up by giving examples. <i>For instance, such as, and for example</i> may be used as signals.	<u>Mammals</u> , <u>such as elephants, horses and cows</u> , nourish their young with their own milk.

Learning Task 2: Give the meaning of the underlined word/phrase in each sentence. Use context clues. Write your answers in your notebook.

1. Elizabeth is specializing in ballet, a popular dance that originated in Europe.
2. The whole city was placed under the enhanced community quarantine, a restraint on activities to prevent the spread of disease.
3. Some have considered arachnids, such as spiders and scorpions, as pets.
4. The organization will be celebrating its silver anniversary next week. It was 25 years ago when it was founded by a group of students.
5. Though curious about how tsunami looks like, I do not want to personally experience that gigantic sea wave caused by an earthquake.

Learning Task 3: Give the most appropriate meaning of each underlined word/phrase using context clues. Select your answers from the words in the parentheses. Write your answers in your notebook.

1. When I grow up, I want to be an entrepreneur like Henry Sy of SM and Tony Tan Caktiong of Jollibee. (*artist, businessman, performer*)
2. Rhea will study her modules in three learning areas, such as English, Mathematics and Science. (*topics, subjects, lessons*)
3. As a catastrophic natural event, Super Typhoon Rolly devastated a large portion of Bicol Region. (*disastrous, unlucky, unpleasant*)
4. With a total height of 829.8 m, the Burj Khalifa in Dubai is considered as the world's tallest edifice. (*house, building, monument*)
5. Hurricanes, like tropical depressions and storms, are very common in the Philippines. They vary in strength and speed. (*whirlpools, tornadoes, typhoons*)

E

Learning Task 4: Identify the type of context clues used in each statement. In your notebook, write **D** for definition and **E** for exemplification.

1. *Biology*, the study of life, is Ken's favorite branch of Science.
2. School *stakeholders*, such as teachers, parents, learners and other volunteers, support the school's Green Project.
3. To do that Chemistry experiment, we need *Germanium*, a grayish white hard chemical element.
4. *Archeology*, the scientific study of prehistoric cultures, is interesting.
5. *Piscatorial* creatures, such as *galungong*, *tulingan*, and *tuna*, are common in the Philippines.

Learning Task 5: Identify the context clue that helps define the underlined word/s in each of the following sentences. Write your answers in your notebook.

1. A young businesswoman opened her café, a small coffee-restaurant, near the university.
2. Ryan enjoys organizing a music fest because he likes celebrations and other festive gatherings.
3. Like yin and yang, Aria and Aris possess opposite characteristics.
4. Children love to watch cartoons or animated movie or television programs.
5. He was a brave leader of a platoon, a military group or unit.

Learning Task 6: Give the most appropriate meaning of each underlined word using context clues. Select your answers from the words in the parentheses. Write your answers in your notebook.

1. Someday, I will earn extra money to buy jewelry, such as rings, necklaces, earrings and bracelets. (*accessories, utensils, garments*)
2. Mang Juan repaired my wardrobe for my new garments, such as dresses, blouses, robes, costumes and other outfits. (*accessories, wares, clothes*)
3. Aling Pacing sells different Pinoy viands like adobo, nilagang baka and chopseuy. (*desserts, dishes, crackers*)
4. Conclave, a gathering of cardinals to elect a new pope, is one of the highly celebrated occasions in the Roman Catholic religion. (*party, rally, meeting*)
5. Mr. De Chavez teaches Mathematics very well. He is a proficient teacher. (*licensed, competent, humble*)

A

In your notebook, complete the paragraph by selecting your answers from the given choices.

definition	unfamiliar	exemplification	clues
------------	------------	-----------------	-------

Context (1)_____ are hints or bits of information from the text. When associated with prior knowledge, these allow you to infer on the meaning of (2)_____ words in the sentence or text you are reading.

Two of the basic types of context clues are definition and exemplification. In (3)_____, the unknown word is explained by including the meaning using a more familiar word or phrase. Meanwhile, in (4)_____, the unfamiliar word is cleared up by giving examples.

I

Nouns are important in language learning. As a matter of fact, the English language contains more nouns than any other types of word. A noun names a person, animal, thing, event and the like.

At the end of the lesson, you are expected to use clear and coherent sentences employing appropriate grammatical structures focusing on the kinds of nouns, such as **mass nouns**, **count nouns**, **possessive nouns** and **collective nouns**.

Read the passage below while paying attention to the highlighted words.

Tree of Life

Do you know that a **coconut** is called the **tree** of **life**? It is called the **tree** of **life** because all its **parts** have something to offer. Let us begin from **bottom** to **top**. Its **roots** are used in making **dyes** while the **trunk** is made into **lumber** for **buildings**, **bridges** and other **constructions**. The **pith**, which is found inside the upper **trunk** of the **tree** can be made into fresh **lumpia** and **salad**. The outer **layer** of the **fruit** called the **husk** and **shells** can be made into **mattresses**, **bunot**, **fuel**, **charcoals** and even native **decors**. Inside its **shell** are the **meat** and its **juice**, or the **water**. The **meat** can be mixed to **salad** and other **delicacies** while the **water** can be refreshing **drinks**. Its **leaves** can be dried to make **baskets**, **bags** and **mats** while the **leaves' midribs** are made into **broomsticks** for **sweeping**. These are the many **uses** of the **coconut tree**. No wonder, it is called the **tree** of **life**.



How do you call highlighted words above?

Words such **coconut**, **buildings**, **water** and **baskets** are nouns. Nouns are naming words. There are different kinds of nouns.

D

Learning Task 1: Tell whether each highlighted noun is a **mass**, **count**, **possessive** or **collective** noun. Write your answers in your notebook.

1. The **water** inside the coconut fruit is refreshing.
2. The tall coconut tree behind Mrs. **Castro's** house is more than 20 years old.
3. These **tables** are made from coconut trunk.
4. Their **family** owns a big coconut plantation.
5. The dried leaves can be used to make **baskets**, bags and mats.

NOUNS

A noun refers to the name of a person, place, thing, animal or idea.

Kinds of Nouns

You have learned previously that the two basic kinds of nouns are proper nouns and common nouns. In this lesson, you will know the other kinds of nouns.

A. Count Nouns

Count nouns are nouns that can be counted. They can be singular or plural.

Examples:

woman—women	chair—chairs
elephant—elephants	flower—flowers
baby—babies	book—books
child—children	country—countries

B. Mass Nouns

Mass nouns are nouns that cannot be counted. They cannot be separated into countable units. They can only be quantified by terms that signify amount.

Examples:

water	ice	sugar	oil
chocolate	alcohol	coffee	cologne
air	soil		

Mass nouns are always common nouns. The following expressions are used before mass nouns.

Examples:

a lot of chocolate
much salt
little sugar

The underlined expressions in the following phrases are used to measure the amount of mass nouns.

Examples:

<u>a box of</u> detergent	<u>a sack of</u> rice
<u>a block of</u> ice	<u>a glass of</u> water
<u>a bottle of</u> cooking oil	<u>a loaf of</u> bread
<u>a teaspoon of</u> sugar	<u>a pinch of</u> salt

C. Possessive Nouns

Possessive nouns are nouns that show possession or ownership.

Examples: *Bella's house* *Limai's car*
the school's computers *Ben's books*
the lady's umbrella *the mayor's office*
the children's game *Jane's hat*

Possessive nouns also show relationship.

Examples: *Delia's sister* *the girl's mother*
the man's friend *Matilda's classmate*

To form possessive nouns, do the following:

1. As a general rule, add 's to the singular form of the noun (even if it ends in -s).

Examples: the hen's nest Nicolas's bag

2. Add ' to singular nouns that are in plural form—have a final word that is in plural form—ending with an -s.

Example: Chocolate Hills' view

3. Add 's to plural forms that do not end in -s.

Example: the children's game

4. Add ' to the end of plural nouns that end in -s.

Example: the two girls' toys

5. Add 's to the last noun to show joint possession of an object.

Examples: Remy and Rey's farm
Lydia and Carol's car

See https://owl.purdue.edu/owl/general_writing/punctuation/apostrophe_introduction.html for other rules.

D. Collective Nouns

A collective noun refers to a group of people or things.

Examples: committee group crowd
class crew band
a herd of cows
a flock of birds
a school of fish

Collective nouns can be singular or plural. A collective noun is singular if it is interpreted as a whole unit.

Example: The **team** conducts its annual meeting every summer.
(The team is interpreted as one unit.)

A collective noun is plural if it is interpreted as the individual members of the unit.

Example: The **family** are doctors.
(Each family member is a doctor.)

Learning Task 2: Tell whether each noun is a **count noun** or **mass noun**.

Write your answers in your notebook

1. equipment
2. book
3. table
4. milk
5. bus
6. furniture
7. rice
8. sheep
9. flag
10. pen

Learning Task 3: Fill in the blanks with the appropriate expression to measure the amount of the following mass nouns. Write your answers in your notebook.

Example: a glass of juice

- | | |
|-----------------|-----------------|
| 1. _____ rice | 6. _____ air |
| 2. _____ pepper | 7. _____ water |
| 3. _____ gold | 8. _____ flour |
| 4. _____ cream | 9. _____ coffee |
| 5. _____ blood | 10. _____ wood |

E

Learning Task 4: Write the possessive form of each of the following phrases. Write your answers in your notebook.

1. the responsibilities of men
2. the talent of Mariss
3. the recipe of Chef Alex
4. the shoes of Jane
5. the projects of the students
6. the statement of Mr. Cruz
7. the books of their children
8. the feelings of her daughters
9. the career of his parents
10. the promise of the teacher

Learning Task 5: Pick out the collective noun in each sentence. Then, tell whether it is **singular** or **plural**. Write your answers in your notebook

Example : The first group plans its budget.

Answers : group – singular

1. Each class is expected to complete the voting process by 12 noon.
2. Our family usually prays together at seven o'clock in the evening.
3. The audience rise to their feet and cheer.
4. The committee reports about its plans for the school fair.
5. The company send help to the victims of the typhoon.

Learning Task 6: Find the collective noun used in each statement. Then, identify its number by writing **S** for singular and **P** for plural. Write your answers in your notebook.

Example : The tennis team wins its first gold medal.

Answers : team – S

1. The environmentalist party express their hopes to win the election.
2. The homeowner's association plans to cancel its party due to unfavorable weather.
3. The orchestra plays the Philippine National Anthem with pride.
4. The school's basketball team plays and wins its third championship game.
5. Yesterday, the drivers' union ended its strike.

Learning Task 7: Identify the kind of each highlighted noun below. Classify each as to **mass**, **count**, **possessive** or **collective noun**. Write your answers in your notebook.

Example : It is my practice to drink eight (8) glasses of **water** a day.
Answer : mass noun

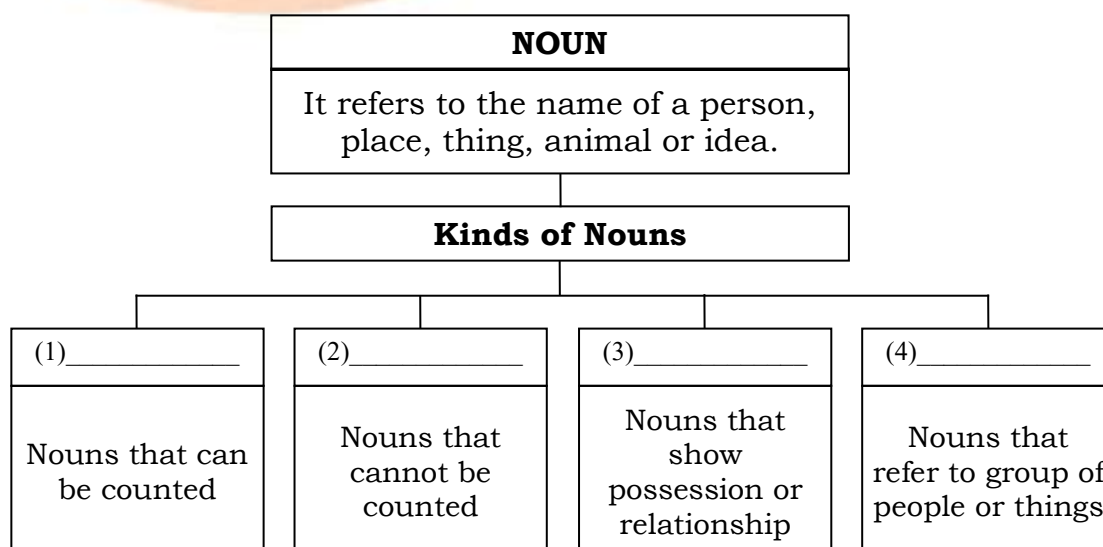
1. Mommy Sheila gave her son a glass of cold **milk** last night.
2. Kuya Chan bought movie **tickets** for his siblings.
3. My **aunt's work** often takes her out of town.
4. My **friends** call me Mara.
5. That shirt is his **sister's gift** to him.

A

Learning Task 8: Write sentences using the nouns or phrases listed below. Do this in your notebook.

1. band
2. my brother's bicycle
3. equipment
4. ice
5. books

Copy and complete this in your notebook.



Personal Pronouns

Lesson

WEEK
4

I

There are words that are used to replace nouns. These are called pronouns. These pronouns have different types which include **personal pronouns**. Personal pronouns replace people, places, things and ideas in phrases and sentences. They enable us to speak and write with clarity because they allow us to avoid repeating the same nouns in an entire conversation or written composition.

At the end of the lesson, you are expected to use personal pronouns in sentences.

Take the passages below as examples. What would you think if you read something like the first passage?

One day, President Jose Lim asked the president's secretary for the president's calendar. Next, the president checked the president's calendar to see what appointments the president had that day. Then, the president returned the president's calendar to the president's secretary so that the president's secretary could make some rearrangements in the president's clients' appointments.

Does it sound like the normal way of speaking or writing? Now, read the second one.

One day, President Jose Lim asked Ms. Jen, his secretary for his calendar. Next, he checked it to see what appointments he had that day. Then, he returned it to Ms. Jen so that she could make some rearrangements in his clients' appointments.

What can you say about the passages? Pronouns are used to replace nouns to avoid unnecessary repetition. Now, take a minute to think of the following:

- Which pronouns replaced the noun *president*?
- Which pronoun replaced the noun *calendar*?
- Which pronoun replaced the noun *Ms. Jen*?

D

Learning Task 1: Choose the correct personal pronoun that will complete each sentence. Write your answers in your notebook.

- (Them, They) and my parents are good friends.
- Marcela hopes that (she, her) will be healed soon.
- Ronnie and (I, me) like to dance.
- Jhon and (I, me) were the winners in the competition.
- Joshua and Jeff are two of (my, mine) favorite companions.

PERSONAL PRONOUN

Pronouns are used to replace nouns. One specific type of pronoun is personal pronoun, which is used to refer to a person, animal, idea or thing.

Personal pronouns have different forms and they change according to their use.

Study the chart below.

Number	Person	Gender	Cases			
			Nominative Case	Objective Case	Dependent Possessive Case (Functions as Adjectives)	Independent Possessive Case
Singular	First Person	Masculine/ Feminine	I	me	my	mine
	Second Person	Masculine/ Feminine	you	you	your	yours
	Third Person	Masculine	he	him	his	his
	Third Person	Feminine	she	her	her	hers
	Third Person	Neuter	it	it	its	its
Plural	First Person	Masculine/ Feminine	we	us	our	ours
	Second Person	Masculine/ Feminine	you	you	your	yours
	Third Person	Masculine/ Feminine/ Neuter	they	them	their	theirs

Source: English Grammar for Second Language Learners (University of Wisconsin-Madison)

In understanding personal pronouns, take note of the following:

- **Persons of Pronouns:** **First Person** (the person/s speaking), **Second Person** (the person/s spoken to), **Third Person** (the person/s, thing/s, idea/s being talked about)
- **Number of Pronouns:** **Singular** (refers to only one unit or entity), **Plural** (refers to two or more than one units or entities)
 - * **I** is singular in nature but requires plural form of verbs, except for the verbs *am* and *was*.
 - * **You** can be singular or plural but always takes plural form of verbs.
- **Gender of Pronouns:** **Masculine** (for boys/male), **Feminine** (for girls/female), **Neuter** (neither masculine nor feminine)
 - * **They, them** and **their/theirs** can be used to replace people (who can be all boys, all girls or mixed) or things (neutral gender).
- **Cases of Pronouns**
 - * **Nominative/Subjective** (the pronoun is the subject of the sentence)
 - * **Objective Case** (the pronoun is used as the direct object, indirect object, or the object of the preposition)
 - * **Possessive Case** (used to show relationship, ownership or possession of something)

Learning Task 2: Based on the indicated PERSON of pronoun, identify the correct personal pronoun to be used in each sentence. Select from the given pronouns below. Write your answers in your notebook.

<i>our</i>	<i>yours</i>	<i>them</i>	<i>I</i>	<i>me</i>
------------	--------------	-------------	----------	-----------

1. (First Person) _____ am a witness to an accident.
2. (First Person) Kelly taught _____ how to play guitar.
3. (First Person) The class sang _____ national anthem.
4. (Second Person) Those school supplies are all _____.
5. (Third Person) Gemma wrote a powerful poem to inspire _____.

Learning Task 3: Based on the indicated NUMBER, use the correct personal pronoun in each sentence. Select from the given pronouns in the parentheses. Write your answers in your notebook.

1. Singular The song was dedicated to (me, us).
2. Singular Sammy will copy the document for (her, them).
3. Singular (He, They) heard the good news.
4. Plural (I, We) usually go to auditions every vacation.
5. Plural Sarah borrowed (my, our) camera to finish her project.

Learning Task 4: Based on the indicated GENDER, use the correct personal pronoun in each sentence. Select from the given pronouns in the parentheses. Write your answers in your notebook.

1. Masculine Michael had (his, her) first day of work yesterday.
2. Masculine Uncle Ged works hard to send (his, her) nephews to college.
3. Feminine (He, She) baked her own birthday cake.
4. Feminine Kara prepares (his, her) lunch daily.
5. Neuter The company sent (her, its) donation to the typhoon victims.

E

Learning Task 5: Use the correct personal pronoun in each sentence. Select from the given pronouns in the parentheses. Then, identify its case as to **nominative**, **objective** or **possessive**. Write your answers in your notebook.

1. Please call (me, I) after school hours.

2. How many of (we, us) are joining?

3. Marc will bring (his, theirs) own sandwiches.

4. No one makes better sandwiches than (his, him).

5. (It, Its) is a mile away from here.

Learning Task 6: Identify the correct personal pronoun in each sentence by selecting from the given options in the parentheses. Then, determine its case. Write your answers in your notebook.

- | | |
|--|-------|
| | Case |
| 1. You have to choose now between her and (I, me). | _____ |
| 2. (I, Me) will invite her to my party. | _____ |
| 3. (We, Us) will see you there tomorrow. | _____ |
| 4. Just give the invitation to (she, her). | _____ |
| 5. May I sit next to (yours, your) seat? | _____ |

A

Learning Task 7: In your notebook, rewrite the paragraph below using correct personal pronouns to take the place of the enclosed antecedents/nouns.

Beth and Ben planned to read the first five (5) stories in Teacher Bianca's list. ¹(Beth and Ben) asked ²(Teacher Bianca) for some information about ³(the first five stories). ⁴(Teacher Bianca) did explain all the basics that ⁵(Beth and Ben) need to know. After that, ⁶(Beth and Ben) started reading ⁷(Beth and Ben's) first story in the morning. ⁸(Beth and Ben) finished ⁹(Beth and Ben's) fifth story in the afternoon. Before going home, ¹⁰(Beth and Ben) called Teacher Bianca who was so happy of what ¹¹(Teacher Bianca's) students had done the whole day.

Complete the paragraph below by supplying the appropriate terms. Select from the given choices below. Write your answers in your notebook.

**second
replace
personal**

**singular
masculine
objective**

**number
possessive
pronouns**

Pronouns are used to (1)_____ nouns. One specific type of pronoun is (2)_____ pronoun, which is used to refer to a person, animal, idea or thing.

Personal (3)_____ have three cases known as the nominative case, the objective case and the (4)_____ case.

Moreover, pronouns and nouns being referred to must agree in person, (5)_____ and gender. There are three persons of pronouns: first person, (6)_____ person and third person.

Meanwhile, number of pronouns refer to (7)_____ and plural.

Gender, on the other hand, refers to being feminine, (8)_____ or neuter.

Adjectives

Lesson

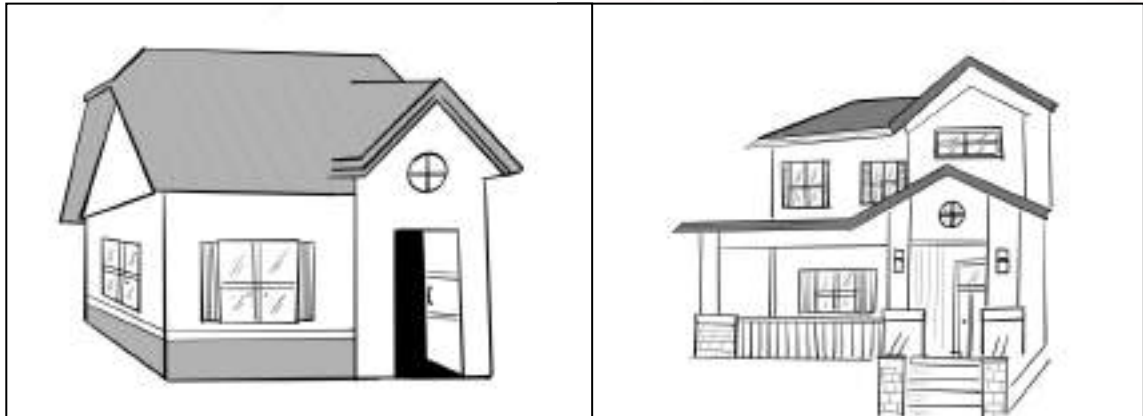
WEEK
5

I

Look at the objects around you. What are their qualities that amaze you? Are you fond of observing a **pretty** flower or enjoying an **enchanting** evening? The words *pretty* and *enchanting* are adjectives that describe the nouns *flower* and *evening*, respectively. Simply, adjectives are used to provide descriptions about the given nouns (and pronouns).

In this lesson, you are expected to use adjectives in sentences.

Look at the pictures below. Then, answer the given questions.



- How many houses are there?
- How would you describe the size of each house?
- If you were to choose, in which house would you live? Why?

By looking at the houses and after reading the questions, you may have thought of these phrases: two houses, bigger house, smaller house, red roof, white wall and brown door.

The underlined words two, bigger, smaller, red, white and brown describe the nouns after them. They are called **adjectives**.

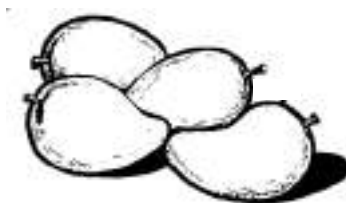
D

Learning Task 1: In your notebook, describe the pictures in terms of **number**, **quality** and **color**. Some letters are given as clues.



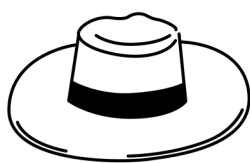
1)

t w _
l _ _ g
w h _ _ _
candles



2)

f _ _ r
s w _ _ _
y _ _ _ _ w
mangoes



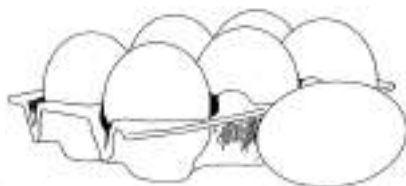
3)

o _ e
n _ w
w _ _ _ e
hat



4)

t w _
c l _ _ n
b r _ _ n
hands



5)

s _ _ _ n
f r _ _ h
w _ _ t _
eggs

ADJECTIVE

An **adjective** is a word that describes a noun or pronoun. It may tell something about number, quality and color. It may describe one or more persons or things. Also, adjectives have positive, comparative and superlative forms or degrees.

- **Positive form** or **degree** indicates no comparison.

Example: Seb is an **industrious** boy.

- **Comparative form** or **degree** compares or describes two nouns or pronouns. It is formed by adding **-er** or by using **more** before and than after the adjective)

Example: Seb is **more** industrious than his twin brother.

- **Superlative form** or **degree** compares or describes more than two nouns or pronouns. It is formed by adding **-est** or by adding **most** before the adjective.

Example: Seb is the **most** industrious in his class.

- Adjectives ending in **-y** form their comparative and superlative forms or degrees by changing **y** to **i** and add **-er** or **-est**, e.g. pretty - prettier/prettiest.

Study the examples below:

	Positive	Comparative	Superlative
Add -er or -est	big	bigger	biggest
	happy	happier	happiest
Use more or most	beautiful	more beautiful	most beautiful
	obedient	more obedient	most obedient
Change in spelling	good	better	best
	bad	worse	worst

In addition, a noun or pronoun can be described by two or more adjectives. In this case, adjectives must follow the correct order as follows:

Number	Quality	Color	Noun
two	new	yellow	pencils
a dozen	sweet	red	candies
three	thick	blue	books

The correct order of adjectives are **number**, **quality** and **color** before the nouns being described.

Learning Task 2: Pick out the adjective in each sentence. Then, tell whether it is in positive, comparative or superlative form. Write your answers in your notebook.

1. Going down the hill is easier than I expected.
2. This windy day calms my mind.
3. Edwina's goal is to become the best actress.
4. Your pencil is longer than mine.
5. Hernan gave Fe pink notebooks.

Learning Task 3: In your notebook, rewrite the sentences by rearranging the series of adjectives in their correct order.

1. How much do those (big three red) ribbons cost?
2. I need (small green five) boxes.
3. Jun and Kim bought (big two orange) balls.
4. Lucy gave her Mom (red ten sweet) apples.
5. Mang Ian feeds his (eleven yellow little) ducklings.

E

Learning Task 4: Complete each sentence with the correct form of adjective in the parentheses. Write your answers in your notebook.

(good) We have a good weather today.

1. It is a _____ weather than yesterday.
2. I hope we will have the _____ weather tomorrow.

(bad) 3. Last week's _____ weather was caused by Typhoon Quinta.

4. This weather is _____ than last week.
5. But, the _____ is yet to come because of Super Typhoon Rolly

Learning Task 5: In your notebook, complete the table below by supplying the appropriate degrees of comparison.

	Positive	Comparative	Superlative
1.	warm		
2.		sharper	
3.			prettiest
4.	thoughtful		
5.		more precious	

Learning Task 6: Describe the given nouns in terms of number, quality and color. Write your answers in your notebook.

	Number	Quality	Color	Noun
1				flowers
2				dogs
3				birds
4				leaves
5				pillows

Learning Task 7: Use the formed phrases in Learning Task 6 in your own sentences. Write your answers in your notebook.

A

How do you feel today? Write three to five simple sentences describing your feelings. Then, underline the adjectives used in each sentence. Do this in your notebook.

Simple Present Tense of Verbs

Lesson

WEEK
6

I

Verbs are action words. They are very important in learning a language. They are always present in sentences. To understand them, one of the basic concepts in learning verbs focuses on **Simple Present Tense**. This simple present tense expresses facts and/or actions that take place regularly or frequently in the present.

In this lesson, you are expected to use simple present tense of verbs in sentences.

Let us read and understand the selection below.



Andrei **joins** his online class for two hours every day. He **uses** his tablet for video conferencing with his teacher and his classmates. He sometimes **borrow**s his brother's laptop. After his daily online class, he **opens** his modules to answer the target learning tasks for the day. Sometimes, his parents **help** him whenever he **has** some questions about the lessons.

- What is being talked about in the selection?
- What does Andrei do every day according to the selection?

Notice the **highlighted words** above. These words used in the passage express actions in their simple present tense. Notice that the words *joins*, *uses*, *borrow*s, *opens*, *help* and *has* are written in their simple present tense either in **-s form** or **simple form** depending on the number of the subjects.

D

Learning Task 1: Identify the correct verb form to be used in each statement. Choose from the options in the parentheses. Write your answers in your notebook.

1. The school (has, have) various academic programs.
2. Lian (hangs, hang) her hand-made lanterns.
3. The sun (shines, shine) brightly.
4. Teacher Mara (prepares, prepare) activities about verbs.
5. Both of my parents often (works, work) at night as call center agents.

SIMPLE PRESENT TENSE

The **simple present tense** of verbs is formed in different ways. It indicates present condition, habitual action or general truth. Singular subjects (nouns and pronouns like *he, she, it*) require the **-s form of verb**.

A. Simple Present Tense for Singular Subjects

Most verbs form their simple present tense by adding **-s** to their base forms.

Examples: Enrico draws his masterpiece.
Everyday, Ramona rides a jeepney on her way to school.

For verbs ending in **-ss, -sh, -ch, -x** and **-o**, the simple present tense is formed by adding **-es**.

Examples: She brushes her teeth three times a day.
The baker mixes the ingredients in a bowl.

For verbs ending in **-y** preceded by vowels, the simple present tense is formed by adding **-s**.

Examples: Christine buys vitamins for her family.
My sister enjoys her three-week vacation.

For verbs ending in **-y** preceded by consonants, the simple present tense is formed by changing **y** to **i**, then, add **-es**.

Examples: My father dries his harvested crops.
Anthony copies the lesson.

B. Simple Present Tense for Plural Subjects

Plural subjects take the **simple (or the base) form of the verb** when expressing the present tense.

Examples: You **prepare** a report on this.
We **follow** the instructions of our leader.
They **plan** for grandfather's birthday celebration.
The students **sing** a song for their teacher.
Anna and Anton **review** for their exams.

C. Pronouns *I* and *You*

Though singular in nature, the pronoun **I** when used in a sentence uses **am** (for be-verb) and takes the **simple (or the base) form of the verb** when expressing the present tense.

Example: I **prepare** this report for our class.

The pronoun **you** whether singular or plural always takes **simple (or the base) form of the verb** when expressing the present tense.

Examples: You **write** a letter to your teacher. (*You* in singular form)
You **submit** your projects to your teacher. (*You* in plural form)

C. Verb 'To Be' (Expressing Present Condition)

Except for the pronoun **I** which uses **am**, the simple present tense of **be-verb** used in *he/she/it* and other singular subjects is **is** while *you, we, they* and other plural subjects use **are**.

Examples: I **am** a dentist. (The verb **am** is used for simple present tense of the pronoun **I**.)
 You **are** our sponsor for this activity.
 Arlene **is** a helpful classmate.
 Carlo and Carla **are** good dancers.
 They **are** the most important assets of this company.

Learning Task 2: Choose the correct form of the verb in each statement. Write your answers in your notebook.

1. Every Filipino (do, does) his/her share of serving his/her country.
2. Each scouting organization (teach, teaches) the youth to be obedient and responsible.
3. Ethan (clean, cleans) his surroundings.
4. Manny and Joy (segregate, segregates) their household wastes.
5. Villamiel Family (manage, manages) the finances well.
6. Filipinos (love, loves) their country, the Philippines.
7. Our teachers (live, lives) here.
8. Our national heroes (inspire, inspires) me.
9. The pupils (obey, obeys) their school rules.
10. We (do, does) not violate the laws of the land.

Learning Task 3: Fill in each blank with the correct simple present form of each verb in the parentheses. Write your answers in your notebook.

- | | |
|---------|---|
| (be) | 1. The children _____ sure of their chosen games. |
| (like) | 2. Pola _____ the taste of tea with honey in it. |
| (be) | 3. God _____ love. |
| (feel) | 4. The parents _____ good about her scores in the English test. |
| (watch) | 5. My friends and I _____ a horror film. |

Learning Task 4: Use the correct simple present tense of verbs with **-y** ending inside the parentheses. Write your answers in your notebook.

1. It is Steve who always _____ (pay) for our snacks.
2. An unknown man _____ (spy) on me!
3. A lady _____ (say), "Stop!"
4. A white butterfly _____ (fly) in the garden.
5. Queenzel _____ (enjoy) playing table tennis.

E

Learning Task 5: Arrange the jumbled letters to form the present tense of verbs for singular and plural nouns. Write the completed sentences in your notebook.

1. She (smessi) her grandma and grandpa.
2. He (splan) for the future of his family.
3. Prayer (swork) most of the time.
4. It (kosol) good on you.
5. This top (sematch) my shorts.

6. We (vitein) our family friends every fiesta.
7. You (era) the writers of this module.
8. My siblings (hsaw) the dishes and other utensils.
9. The employees (tneserp) their demands to the management.
10. The officials (mete) before the start of the meeting.

Learning Task 6: In your notebook, complete the sentences below by supplying appropriate verbs in their simple present tense.

1. I _____ always here for you.
2. She _____ pretty and smart.
3. You _____ the competition.
4. The teacher _____ the test papers of the students.
5. That movie _____ me cry every time I watch it.

A

Learning Task 7: Put a check (✓) if the form of the verb written in bold letters is correct. Put an **X** if it is wrong. Write your answers in your notebook.

1. The wheels on the bus **go** round and round.
2. The wipers on the bus **goes** swish, swish, swish.
3. The horn on the bus **go** beep, beep, beep.
4. The driver on the bus **say**, "Move on back."
5. The babies on the bus **say**, "Wah, wah, wah."

How do you and your family protect yourselves from catching a virus? In your notebook, compose clear and coherent sentences using the given simple present verbs below. Use **I**, **we** and **my family** as options for the subjects.

1. _____ uses _____.
2. _____ cleans and disinfects _____.
3. _____ wash _____.
4. _____ avoid _____.
5. _____ follow _____.

Present Time Expressions



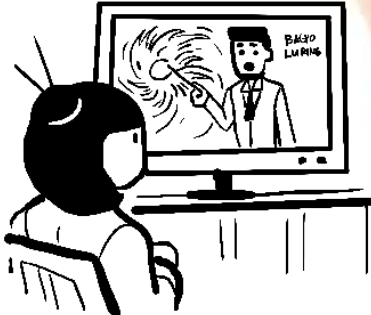
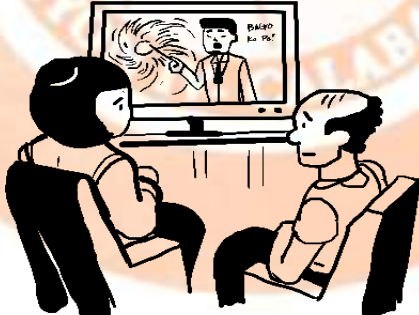
Lesson

I

In the previous lesson, you have learned that the simple present is used to signify present condition, habitual action or general truth. Present tense habitual activities are frequently signaled by time expressions. Some of the time expressions used in simple present tense include *every day*, *once a week*, *always* and others. These time expressions add details about the particular period when the actions take place.

In this lesson, you are expected to use correct time expressions to tell actions in the present.

Examine the images and read the sentences below.

<p>A</p>  <p><i>He prays for his family every night.</i></p>	<p>B</p>  <p><i>They pray together every night.</i></p>
<p>C</p>  <p><i>Mrs. Cruzat watches weather forecast every morning.</i></p>	<p>D</p>  <p><i>Mrs. and Mr. Cruzat watch weather forecast every morning.</i></p>

Compare and contrast the sentences. Sentences A and C use singular subjects while Sentences B and D employ plural subjects. Aside from the number of subjects, the sentences also use **time expressions** or **markers**. The highlighted words such as **every night** and **every morning** are the time expressions used to portray the time when the actions happen.

What do you think is the importance of time markers or expressions in a sentence?

D

Learning Task 1: Identify the present time expressions used in the sentences below. Write your answers in your notebook.

1. Alex often draws his dream house.
2. Nina and Lino join this contest every year.
3. My tooth sometimes hurts whenever I drink cold beverages.
4. We write compositions in English once a month.
5. Mr. and Mrs. De Castro watch the stars every night.

PRESENT TIME EXPRESSIONS

You have learned in the previous lesson that **simple present tense of a verb** expresses condition or an action that occurs regularly or repeatedly, expresses a general truth or fact, and portrays an action or condition that exists only now.

The use of **present time expressions** like *daily*, *usually* and *twice a month* makes clear and certain expressions of actions that take place in the present.

	Some Present Time Expressions	Examples
The use of every and its synonyms	every day (daily), every morning, every afternoon, every Monday, every month (monthly), every week (weekly), every year (annually, yearly)	Wilbert checks his blood pressure <u>every day/ daily</u> .
Adverbs of frequency (which state how often actions take place)	always, often, sometimes, seldom, frequently, usually, generally, regularly, habitually, repeatedly <i>(These adverbs usually go <u>before</u> the verbs.)</i>	Ara <u>always</u> has salad for dinner.
Days of the Week (with 's' for repeated actions)	on Sundays, on Mondays, on Tuesdays, on Wednesdays, on Thursdays, on Fridays, on Saturdays	I play basketball <u>on Saturdays</u> .
Times of the Day	in the morning, in the afternoon, in the evening, at night, at noon, at midnight at 1 o'clock in the afternoon	The bus arrives at 1 o'clock <u>in the afternoon</u> .
Others	once a week, twice a week, twice a month, four times a year, all the time	I visit Quezon Province <u>at least once a year</u> .

Placement of Time Expressions

Note that some time expressions are adverbs of frequency. Time expressions made up of **one** word, including the adverbs of frequency, such as *always*, *often*, *sometimes*, *seldom*, and *never*, are usually placed before the verb.

Example: I **always** bring my books with me.
Andrew **often** visits his grandparents.

Time expressions made up of **two or more** words are placed either at the beginning or at the end of a sentence, and usually at the end of questions.

Examples: **At 10 o'clock in the evening**, all lights are switched off.
Bianca attends her dance lesson **every Thursday**.
Do you visit your grandparents **at least once a month**?

Learning Task 2: Identify the present time expressions in the sentences below. Write your answers in your notebook.

1. Ulysses usually cleans the kitchen.
2. Her mother works hard every day.
3. Tina attends her piano lesson once a week.
4. Ogie reads stories every afternoon.
5. Don Dodie visits his farm every month.

Learning Task 3: In your notebook, rewrite the sentences below by placing the present time expressions inside the parentheses in their proper positions.

1. The students attend their classes. (every day)
2. The security guard opens the main gate. (in the morning)
3. Shiela sweeps the yard. (every other day)
4. The janitor cleans the hallway. (every morning)
5. My parents visit my adviser. (on Fridays)

E

Learning Task 4: Put a check (✓) if the underlined present time expression is correctly placed in each statement and an **X** if it is not. Write your answers in your notebook.

1. Fiona chooses me always as her partner.
2. He never forgets my birthday.
3. You work sometimes excellently.
4. YES-O club members meet every Thursday.
5. Does Lea attend in school meetings every quarter?

Learning Task 5: In your notebook, rewrite the sentences below by inserting the given present time expressions inside the parentheses.

- | | |
|----------------|--|
| (often) | 1. Aunt Chelo buys fruits. |
| (usually) | 2. I go to Lucban, Quezon to visit my relatives there. |
| (on Saturdays) | 3. We play volleyball. |
| (on weekends) | 4. Do you mind working? |
| (sometimes) | 5. Do you speak to your neighbors? |

Learning Task 6: Write sentences in simple present tense telling the functions of each community helper listed below. Use appropriate time expressions. Do this in your notebook.

1. nurse
2. doctor
3. teacher
4. police officer
5. farmer

A

Children like you must be actively engaged in caring for Mother Nature. Show your being *makakalikasan* by composing clear and coherent sentences using the given verbs and present time expressions below. Write your sentences in your notebook.

- | | |
|----------------------------|--|
| 1. <i>verb</i> : water | <i>time expression</i> : once a day |
| 2. <i>verb</i> : clean | <i>time expression</i> : often |
| 3. <i>verb</i> : join | <i>time expression</i> : frequently |
| 4. <i>verb</i> : segregate | <i>time expression</i> : always |
| 5. <i>verb</i> : plant | <i>time expression</i> : at least twice a year |

Past Form of Verbs

I

Lesson

What are your experiences that you find memorable? Our memories of past events like birthday celebrations, family gatherings and previous school experiences matter. Most probably, you do not want to forget any of them. You may also think of going back and remembering them from time to time. But how are you going to express these thoughts and actions that took place in the past? You need to use past tense of verbs in describing your experiences in the past.

In this lesson, you are expected to use the past form of regular and irregular verbs.

Have you seen a lamb? Read and sing the nursery rhyme below about a girl named Mary who was followed to school by her lamb.

Mary's Lamb

Mary **had** a little lamb,
 Its fleece **was** white as snow,
 And every where that Mary **went**
 The lamb **was** sure to go.
 He **followed** her to school one day
 That **was** against the rule.
 It **made** the children laugh and play,
 To see a lamb at school.



Notice the highlighted verbs above. Those verbs are written in their past forms. Let us study the chart below.

Regular Verbs		Irregular Verbs	
Base Form	Past	Base Form	Past
follow	followed	have	had
		go	went
		be	was
		make	made

The regular verb **follow** forms its past tense by just adding **-ed**. On the other hand, irregular verbs form their past tense in different ways.

D

Learning Task 1: In your notebook, complete the sentences below by writing the simple past tense of the verbs in the parentheses.

1. Chef Chloe _____ (prepare) desserts for the party last week.
2. *Kuya* Gerry _____ (deliver) the package yesterday.
3. Nelly _____ (list) her name in the attendance sheet.
4. The children _____ (see) a clown in a birthday party.
5. The athlete _____ (run) fast during the last race.

SIMPLE PAST TENSE OF VERBS

The simple past of a verb is used to describe an action or condition that took place at a specific point in the past. Past events are important that we use them in telling and retelling.

There are different ways of forming the past tense of verbs depending on the types used as to **regular verbs** and **irregular verbs**.

A. Regular Verbs

- ♦ Regular verbs simply form their past tense by adding **-ed** to their base forms.

Examples:

start -	started	walk -	walked
rest -	rested	talk -	talked
visit -	visited	play -	played
watch -	watched		

- ♦ For some regular verbs that end in **-e**, their past tense is formed by just adding **-d**.

Examples:

create -	created	type -	typed
bake -	baked	die -	died
agree -	agreed		

- ♦ For some verbs that end in **-y** preceded by vowels, their past tense is formed by adding **-ed**.

Examples:

enjoy -	enjoyed	pray -	prayed
---------	---------	--------	--------

- ♦ For some verbs that end in **-y** preceded by consonants, their past tense is formed by changing **-y** to **-i**, before adding **-ed**.

Examples:

dry -	dried	copy -	copied
-------	-------	--------	--------

B. Irregular Verbs

Irregular verbs do not form their simple past tense by adding **-ed** or **-d** to their base forms. Past tense of irregular verbs are written in various forms.

Irregular verbs form their simple past either by changing their spelling or no change in spelling. Study the chart below.

Common Irregular Verbs		No Change in Spelling	
Base Form	Simple Past Tense	Base Form	Simple Past Tense
be (am/is)	was	cut	cut
be (are)	were	hit	hit
come	came	hurt	hurt
get	got	let	let
go	went	put	put
know	knew	read	read
make	made	set	set
say	said	shut	shut
see	saw		
think	thought		
More of Irregular Verbs			
Base Form	Simple Past Tense	Base Form	Simple Past Tense
become	became	lose	lost
begin	began	meet	met
blow	blew	pay	paid
break	broke	ride	rode
bring	brought	ring	rang
build	built	rise	rose
buy	bought	run	ran
catch	caught	sell	sold
choose	chose	send	sent
do	did	shake	shook
draw	drew	shine	shone
drink	drank	sing	sang
drive	drove	sit	sat
eat	ate	sleep	slept
fall	fell	speak	spoke
feel	felt	spend	spent
fight	fought	stand	stood
find	found	swim	swam
fly	flew	sweep	swept
forget	forgot	take	took
forgive	forgave	teach	taught
freeze	froze	tell	told
give	gave	understand	understood
grow	grew	wake	woke
have	had	wear	wore
hear	heard	win	won
keep	kept	write	wrote

Time expressions, such as *yesterday*, *a week (month, year) ago*, *last (month, year, weekend, Monday, night)*, *the day before yesterday*, and *two days (months, years) ago*, among others, are used when expressing past action.

Learning Task 2: In your notebook, copy the sentences below. Then, supply the simple past tense of each given **regular verb** inside the parenthesis.

1. Rea _____ (decide) to apply for a job in the city last week.
2. She _____ (work) in a factory for three years.
3. The trip _____ (happen) a month ago.
4. Her family _____ (convince) her to change her plans.
5. Her father _____ (promise) to support her on her new goals.

Learning Task 3: In your notebook, copy the sentences below. Then, supply the simple past tense of each given **irregular verb** inside the parenthesis.

1. The hen _____ (sit) on its eggs until they hatched.
2. My grandparents _____ (drink) the hot tea that I made for them.
3. The speaker _____ (teach) us the concepts of love and respect for humankind.
4. The two pupils _____ (lead) the class in doing their project.
5. The wind _____ (blow) strongly last night.

Learning Task 4: In your notebook, complete the sentences by writing the simple past tense of the given verbs.

1. Irma _____ (write) a letter to Mr. Lee.
2. The two runners _____ (break) their previous speed records.
3. Diana _____ (sing) her father's favorite song during their family reunion.
4. My mother _____ (name) me Maricon.
5. Kuya Joey _____ (hurt) his back after moving the boxes.
6. We _____ (meet) the Cruzat Family in 2015.
7. My father _____ (marry) my mother in 1989.
8. They _____ (get) home very late last night.
9. Mr. and Mrs. Digma _____ (live) in the United States for ten years.
10. He _____ (play) his last basketball league last year.

E

Learning Task 5: In your notebook, rewrite the paragraph using the correct simple past tense of the verbs.

Margery ¹(visit) her *lola's* garden last Friday. The flowering plants ²(make) her feel happy after a long day of work. She ³(talk) to the orchids as if she could be understood by them. She ⁴(get) some sampaguitas and *ilang-ilang*. Then, she made laces of fragrant flowers and ⁵(put) them in the altar.

Learning Task 6: Tell something about the memorable experiences that you had. Compose clear and coherent sentences using the given regular and irregular verbs and time expressions. Do this in your notebook.

Verbs

1. do
2. draw
3. sing
4. dance
5. become

Time Expressions

yesterday
last (Monday or any day)
_____ days ago
_____ months ago
last year

A

Learning Task 7: Rewrite the sentences below by providing the correct past form of each verb in the parenthesis. Do this in your notebook.

“The itsy bitsy spider ¹(crawl) up the water spout.

Down ²(come) the rain, and ³(wash) the spider out.

Out ⁴(come) the sun, and ⁵(dry) up all the rain,
and the itsy bitsy spider ⁶(go) up the spout again”

Complete the paragraphs below by supplying the missing words. Select from the given choices below. Do this in your notebook.

retelling
irregular

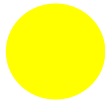
past
condition

spelling
regular

The simple (1)_____ of a verb is used to describe a (2)_____ or an action that took place at a specific point in the past. Past events are important that we use them in telling and (3)_____.

There are different ways of forming the past tense of verbs depending on the types used as to: (4)_____ verbs and irregular verbs.

Regular verbs form their past either by adding -d or -ed while (5)_____ verbs form their simple past tense either by changing or not changing the (6)_____.



Key to Correction

Context Clues

Learning Task 1 1. crescent-shaped bread 2. a school for very young children 3. a person who gives generously to other people 4. a form of martial arts that originated in Japan 5. the sun, the moon and the stars	Learning Task 2 1. popular dance that originated in Europe 2. restraint on activities to prevent the spread of disease 3. spiders and scorpions 4. 25 years 5. gigantic sea wave caused by an earthquake	Learning Task 3 1. businessman 2. subjects 3. disastrous 4. building 5. typhoons	Learning Task 4 1. D 2. E 3. D 4. D 5. E
Learning Task 5 1. small coffee-restaurant 2. celebrations and festive gatherings 3. opposite characteristics 4. animated movie or television programs 5. a military group or unit	Learning Task 6 1. accessories 2. clothes 3. dishes 4. meeting 5. competent	A Phase 1. clues 2. unfamiliar 3. definition 4. exemplification	

Nouns

Learning Task 1 1. mass 2. possessive 3. count 4. collective 5. count	Learning Task 2 6. mass 7. mass 8. count 9. count 10. count	Learning Task 3 1. mass 2. count 3. count 4. mass 5. count	Learning Task 4 6. Mr. Cruz's statement 7. their children's books 8. her daughters' feelings 9. his parents' career 10. the teacher's promise	1. men's responsibilities 2. Maria's talent 3. Chef Alex's recipe 4. Jane's shoes 5. The students' projects
Learning Task 5 1. class - singular 2. family - singular 3. audience - plural 4. committee - singular 5. company - plural	Learning Task 6 1. party - P 2. association - S 3. orchestra - S 4. team - S 5. union - S	Learning Task 7 1. milk (mass) 2. tickets (count) 3. aunt's work (possessive) 4. friends (count) 5. sister's gift (possessive)	A Phase 1. Count Noun 2. Mass Noun 3. Possessive Noun 4. Collective Noun	

Personal Pronouns

Learning Task 1 1. They 2. she 3. I 4. I 5. my	Learning Task 2 1. I 2. me 3. our 4. yours 5. them	Learning Task 3 1. me 2. her 3. He 4. We 5. our	Learning Task 4 1. his 2. his 3. She 4. her 5. its	Learning Task 5 1. me-objective 2. us-objective 3. his-possessive 4. him-objective 5. It-nominative	Learning Task 6 1. me-objective 2. I-nominative 3. We-nominative 4. her-objective 5. your-possessive
--	--	---	--	---	--

Adjectives

Learning Task 1 1. two long white 2. four sweet yellow 3. one new white 4. two clean brown 5. seven fresh white	Learning Task 2 1. easier-comparative 2. windy-positive 3. best-superlative 4. longer-comparative 5. pink-positive	Learning Task 3 1. three big red 2. five small green 3. two big orange 4. ten sweet red 5. eleven little yellow	Learning Task 4 1. better 2. best 3. bad 4. worse 5. worst	Learning Task 5 1. warmer-warmest 2. sharp-sharpest 3. pretty-pretter 4. more thoughtful 5. precious - most	A Phase 1. replace 2. personal 3. pronouns 4. possessive 5. number 6. second 7. singular 8. masculine	Learning Task 7 1. They 2. her 3. them 4. She 5. they 6. they 7. their 8. They 9. their 10. they 11. her
---	--	---	--	---	--	--

Note: Learning Tasks with no key answers require varying answers.

Simple Present Tense of Verbs

Learning Task 4 1. pays 2. spies 3. says 4. flies 5. enjoys	Learning Task 3 1. are 2. likes 3. is 4. feel 5. watch	Learning Task 2 1. does 2. teaches 3. cleans 4. segregate 5. manages 6. love 7. live 8. inspire 9. obey 10. do	Learning Task 1 1. has 2. hangs 3. shines 4. prepares 5. work
Learning Task 7 1. ✓ 2. X 3. X 4. X 5. ✓	Learning Task 5 1. misses 2. plans 3. works 4. looks 5. matches 6. invite 7. are 8. wash 9. present 10. meet	A Phase Complete sentences that begin with... 1. My family uses... 2. My family cleans and disinfects... 3. I/We wash... 4. I/We avoid... 5. I/We follow...	

Present Time Expressions

Learning Task 4 1. X 2. ✓ 3. X 4. ✓ 5. ✓	Learning Task 3 1. The students attend their classes every day. 2. The security guard opens the main gate in the morning. 3. Shieila sweeps the yard every other day. 4. The janitor cleans the hallway every morning. 5. My parents visit my adviser on Fridays.	Learning Task 2 1. usually 2. every day 3. once a week 4. every afternoon 5. every month	Learning Task 1 1. often 2. every year 3. sometimes 4. once a month 5. every night
Learning Task 5 1. Aunt Chelo often buys fruits. 2. I usually go to Lucban, Quezon to visit my relatives there. 3. We play volleyball on Saturdays. 4. Do you mind working on weekends? 5. Do you sometimes speak to your neighbors?			

Past Form of Verbs

Learning Task 4 1. wrote 2. broke 3. sang 4. named 5. hurt 6. met 7. married 8. got 9. lived 10. played	Learning Task 3 1. sat 2. drank 3. taught 4. led 5. blew	Learning Task 2 1. decided 2. worked 3. happened 4. convinced 5. promised	Learning Task 1 1. prepared 2. delivered 3. listed 4. saw 5. ran
A Phase 1. past 2. condition 3. retelling 4. regular 5. irregular 6. spelling	Learning Task 7 1. crawled 2. came 3. washed 4. came 5. dried 6. went	Learning Task 5 1. visited 2. made 3. talked 4. got 5. put	

Note: Learning Tasks with no key answers require varying answers.

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



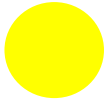
- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- Ⓢ - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, i.e. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



References

- Frost, J. (2012). Time expressions with simple present tense. *English Grammar*. Retrieved <https://www.englishgrammar.org/time-expressions-simple-present-tense/>
- Ginger Software. (2020). *Order of adjectives*. Retrieved <https://www.gingersoftware.com/content/grammar-rules/adjectives/order-of-adjectives/>
- University of Illinois at Urbana-Champaign. (2013). Writers workshop: Writer resources. *Grammar Handbook*. Retrieved <http://www.cws.illinois.edu/workshop/writers/massnouns/>
- University of Wisconsin—Madison. (2019, June 18). *Personal pronouns chart*. Retrieved https://courses.dcs.wisc.edu/wp/grammar/personal-pronouns/esl-personal-pronouns-lingographics_com-colora4/

For inquiries or feedback, please write or call:

Department of Education Region 4A CALABARZON

Office Address: Gate 2, Karangalan Village, Cainta, Rizal

Landline: 02-8682-5773, locals 420/421

Email Address: lrmd.calabarzon@deped.gov.ph

