



# PIVOT 4A LEARNER'S MATERIAL

QUARTER 2  
English

G3



**DepEd CALABARZON**  
*Curriculum and Learning Management Division*

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The Editors

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Quarter 2  
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# English

## Grade 3

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*PIVOT 4A CALABARZON English G3*

# 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 on separate sheets of paper;
- 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).

## 'BE' Verbs

## Lesson

## I

A verb tells an action or a state of being. One of the commonly used verbs is known as 'be' verbs. 'Be' verbs show state of being. In this lesson, you are expected to use 'be' verbs (am, is, are, was, were) correctly in sentences.

Claude, a transferee and your new classmate, was asked by your teacher to introduce himself to the class. Let us know how he introduced himself to the group.



Hi, classmates! My name **is** Claude B. Reyes. I **was** born on May 8, 2012. I **am** eight (8) years old. I **am** an only child. English **is** my favorite subject. My hobbies **are** playing basketball and singing. My supportive and loving parents **are** my best buddies.

- What is the name of your new classmate?
- How old is he?
- When was he born?
- What are his hobbies?
- How did he describe his parents?

The highlighted words above are called 'be' verbs. They are used to express a state of being.

## D

**Learning Task 1:** Write C if the underlined 'be' verb is correctly used in each sentence, and IC if it is incorrectly used. Write your answers in your notebook.

- \_\_\_\_ 1. The books were on the floor. Pick them up now.
- \_\_\_\_ 2. My sister and my mother am both busy today.
- \_\_\_\_ 3. Celia is in the hospital yesterday.
- \_\_\_\_ 4. There are many items in our local supermarket.
- \_\_\_\_ 5. I were in Manila last week.

- \_\_\_\_ 6. This movie am not really good. It is time to go home.  
 \_\_\_\_ 7. My brother knows how to fly an airplane. He is a pilot.  
 \_\_\_\_ 8. The students is in the library.  
 \_\_\_\_ 9. December was the last month of the year.  
 \_\_\_\_ 10. I was late. She is not there anymore when I arrived.

'**BE**' verbs are verbs that indicate the state of being. They take the following forms: *am, is, are, was* and *were*.

Let us examine the table below.

Pronoun	Present	Past
I	am	was
You (Singular)	are	were
He/She/It	is	was
We	are	were
You (Plural)	are	were
They	are	were

'**Be**' verbs *am, is* and *are* are used to show present condition.

Examples: I **am** fine now.

He **is** the president of the class this school year.

She **is** our teacher.

It **is** a sunny day today.

They **are** so playful.

'**Be**' verbs *was* and *were* are used to show past condition.

Examples: I **was** sick yesterday.

Last year, he **was** the class secretary.

She **was** our teacher in Grade 1.

They **were** quiet last night.

Remember: A '**be**' verb should agree with the noun or pronoun in number (singular and plural).

Use *is* or *was* if a noun or pronoun being talked about is singular.

Examples: The fruit **is** ripe.

It **is** ripe.

The fruit **was** ripe

It **was** ripe.

Use *are* or *were* if a noun or pronoun being talked about is plural.

Examples: The flowers **are** fresh.

They **are** fresh.

The flowers **were** fresh.

They **were** fresh.

# E

**Learning Task 2:** Fill in each blank with the correct verb. Write only the letter of your answer in your notebook.

- \_\_\_\_ 1. I \_\_\_\_ from Pagsanjan, Laguna.  
A. are                      B. is                      C. am
- \_\_\_\_ 2. What time \_\_\_\_ it now?  
A. was                      B. is                      C. are
- \_\_\_\_ 3. There \_\_\_\_ many animals in our farm.  
A. am                      B. are                      C. is
- \_\_\_\_ 4. Before, Alex \_\_\_\_ the tallest in his class, but now, it is Marco.  
A. was                      B. were                      C. is
- \_\_\_\_ 5. How old \_\_\_\_ you when your mother left for the States?  
A. were                      B. am                      C. is
- \_\_\_\_ 6. The movie that we watched yesterday \_\_\_\_ nice.  
A. were                      B. am                      C. was
- \_\_\_\_ 7. We \_\_\_\_ late during our exams last week.  
A. were                      B. are                      C. is
- \_\_\_\_ 8. Mother: Are you thirsty?              Child: Yes, I \_\_\_\_.  
A. were                      B. was                      C. am
- \_\_\_\_ 9. Marla and Marle \_\_\_\_ twins. They like to wear similar shirts.  
A. are                      B. were                      C. was
- \_\_\_\_ 10. January \_\_\_\_ the first month of the year.  
A. was                      B. is                      C. am

**Learning Task 3:** Introduce yourself using the format on page 6. Say something about your name, birthday, age, favorite subject, hobbies and parents. Do this in your notebook.

# A

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

were	being	are	am
------	-------	-----	----

'BE' verbs are verbs that indicate the state of (1)\_\_\_\_\_. They take the following forms: (2)\_\_\_\_\_, *is*, (3)\_\_\_\_\_, *was* and (4)\_\_\_\_\_.



# Simple Tenses of Verbs

## Lesson

WEEK

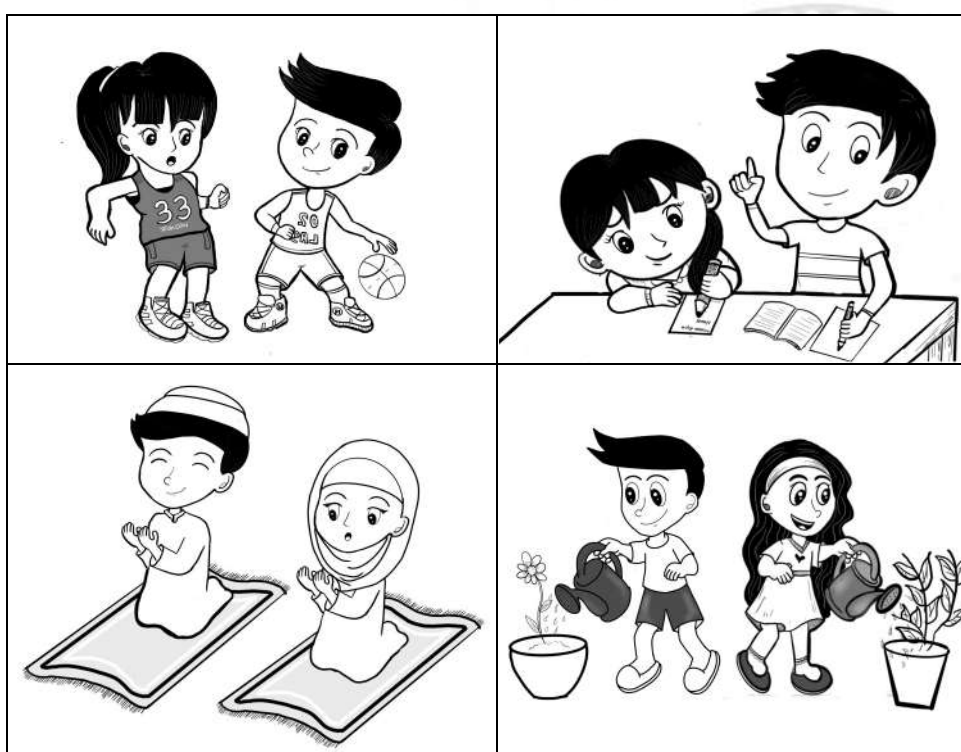
2

I

A verb tells an action and/or a state of being. It describes an action that happened in the past, is happening at present and will happen in the future. Verbs take different forms depending on their subjects and their time references.

In this lesson, you are expected to use simple verbs (past, present and future) in sentences.

Let us examine the pictures below. Describe the things that the characters do in each picture.



D

**Learning Task 1:** Complete each sentence by underlining the correct form of the verb in the parentheses. Write your answers in your notebook.

1. Anthony (plants, planted) fruit-bearing trees in his farm yesterday.
2. Mia (will bring, brings) her pet dog to the veterinarian next week.
3. My friends (watch, will watch) a movie this weekend.
4. I (visited, visit) my grandparents every weekend.
5. Eunice (sang, will sing) a song during my cousin's wedding next month.

## Simple Tenses of Verbs

The three simple tenses of verbs are **simple present**, **simple past** and **simple future**. Study how verbs are formed.

Base Form	Simple Past	Simple Present	Simple Future
bake	baked	bake	will bake
join	joined	join	will join
jump	jumped	jump	will jump
cook	cooked	cook	will cook
try	tried	try	will try
speak	spoke	speak	will speak
run	ran	run	will run
begin	began	begin	will begin
read	read	read	will read
let	let	let	will let

The **simple present** is used to describe a habitual action or general truth.

Examples: The children **go** to school every day.  
Mrs. Cruz **works** in the school canteen.  
The sun **rises** in the east and **sets** in the west.  
There **are** seven days in a week.

### Remember:

1. Use the **-s** form of the verb if the subject is singular .  
Example: *Trina* **reviews** her lessons every night.
2. Use the simple form of the verb if the subject is plural (more than one).  
Example: *Faith and Flint* **buy** flowers for their mother.
3. Use the simple form of the verb with the pronouns *I* and *you*.  
Examples: *I* **visit** my cousins in the province every summer.  
*You* **have** a nice dress.
4. If the subject is singular and the verb ends in **-y**, and **-y** follows a consonant, change **-y** to **-i**, and add **-es**.  
Examples: Alden **studies** his lessons well.

The **simple past** of a verb is used to describe an action or condition that took place at a specific point in the past.

Example: The students **visited** a museum two days ago.  
We **visited** our grandparents last week.

Regular and irregular verbs have different ways in forming their past tense. Simple past of regular verbs are formed by adding **-d** or **-ed** to the base form of the verb.

dance	-	danced	climb	-	climbed
introduce	-	introduced	water	-	watered

The spelling of some irregular verbs does not change.

cut—cut	hurt—hurt	put—put	hit—hit
---------	-----------	---------	---------

The spelling of the verb **read** does not change, but its pronunciation changes. The pronunciation changes from long /e/ to short /e/.

read	-	read
------	---	------

Some irregular verbs change their spelling.

leave—left	write—wrote	eat—ate	go—went
take—took	bring—brought	sing—sang	stand—stood
make—made	think—thought	send—sent	fly—flew

### Remember:

If the verb ends in **-y**, and **-y** follows a consonant, change **-y** to **-i** and add **-ed**.

cry	-	cried	try	-	tried
carry	-	carried	marry	-	married

Verbs in **simple future tense** are used to express an action or condition that will or will not happen or exist in the future. To form the future tense of a verb, use **will** + the base form of the verb.

Examples: They **will attend** the club meeting tomorrow.

My father **will watch** my performance tonight.

## E

**Learning Task 2:** Complete each sentence by writing the correct form of the verb in the parentheses. Write your answers in your notebook.

- |           |   |
|-----------|---|
| (take)    | 1. Cardo _____ part in an online quiz show and won the grand prize.       |
| (fall)    | 2. The team rescued the boy who _____ into the river.                     |
| (win)     | 3. Last year, Jasmine _____ first prize in the 1000-meter race.           |
| (write)   | 4. I _____ songs during my free time.                                     |
| (present) | 5. The children _____ their favorite toys during the toy fair next month. |

## A

In your notebook, tell us what you did yesterday, what you do today, and what you will do tomorrow.

Yesterday, I \_\_\_\_\_.

Today, I \_\_\_\_\_.

Tomorrow, I will \_\_\_\_\_.

## Initial and Final Consonant Blends

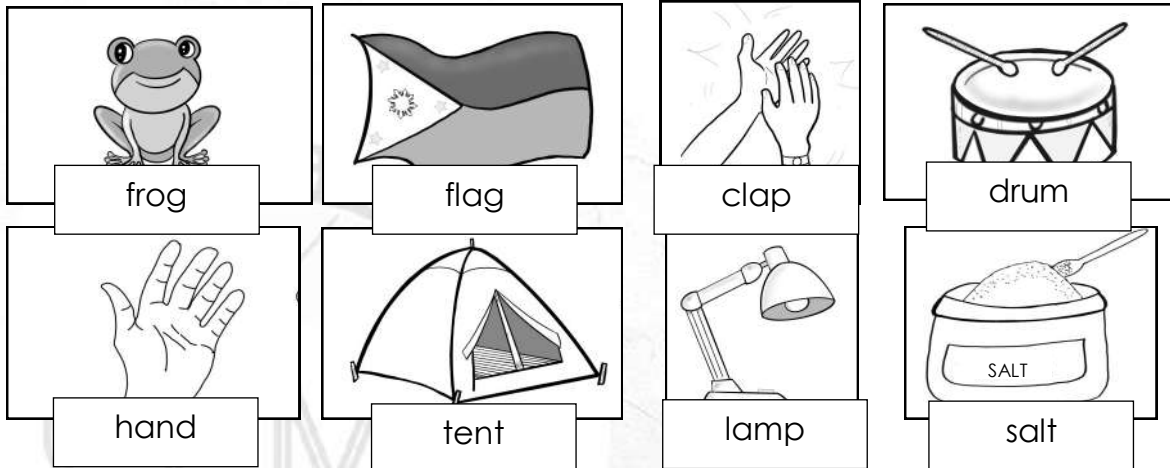
## Lesson

I

In English, there are 21 consonants. Some consonants are clustered to form distinguished sounds. These distinguished sounds of clustered consonants formed in words are known as **sound blends**.

In this lesson, you are expected to read words with initial and final consonant blends.

Let us name the pictures below.



D

**Learning Task 1:** Identify the consonant blend in each name of the picture above. These blends may occur either in initial or final positions. Write your answers in your notebook.

**Consonant blends** are consonant letter clusters. A consonant blend is made up of two or three consonants blended together in sound while retaining the sound of the individual letters.

Examples: cl in class, bl in black, spr in spray, st in start, nd in band

## Initial and Final Consonant Blends

Initial consonant blend is a cluster of consonant sounds at the beginning of a word.

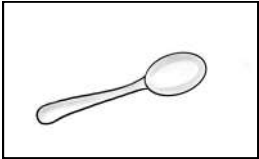
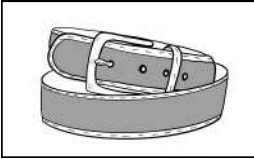

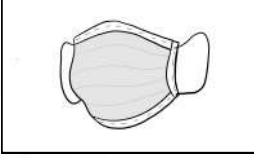


Examples: play      draw      plan      pray      clay  
                  clam      swim      glad      trap      trip

Final consonant blend is a cluster of consonant sounds at the end of a word.

Examples: pink      park      sand      bird      raft  
                  sink      bend      tank      mark      past

# E

**Learning Task 2:** Identify the initial or final consonant blend that matches the name of each picture below. Write your answers in your notebook.

- |  |                |   |                |
|--|----------------|---|----------------|
| 1.  | sp    ft    lt | 4.  | nk    lt    ft |
| 2.  | fr    st    tr | 5.  | sk    nt    lt |
| 3.  | bl    tr    pr | 6.  | nd    nt    ft |

**Learning Task 3:** Read the words below. Then, identify the **initial consonant blend** used in each word. Write your answers in your notebook.

- |          |          |           |
|----------|----------|-----------|
| 1. blue  | 6. glow  | 11. claw  |
| 2. glue  | 7. trap  | 12. trip  |
| 3. green | 8. trail | 13. clear |
| 4. grow  | 9. prize | 14. spot  |
| 5. flat  | 10. snow | 15. trash |

**Learning Task 4:** Read the words below. Then, identify the **final consonant blend** used in each word. Write your answers in your notebook.

- |          |          |           |
|----------|----------|-----------|
| 1. bark  | 6. hint  | 11. part  |
| 2. bulk  | 7. pink  | 12. child |
| 3. plant | 8. list  | 13. corn  |
| 4. cart  | 9. toast | 14. bulb  |
| 5. sulk  | 10. camp | 15. milk  |

# A

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

final

initial

blends

**Consonant** (1)\_\_\_\_\_ are also known as consonant clusters that form distinguished sounds. These blends may occur in (2)\_\_\_\_\_ and/or (3)\_\_\_\_\_ positions.

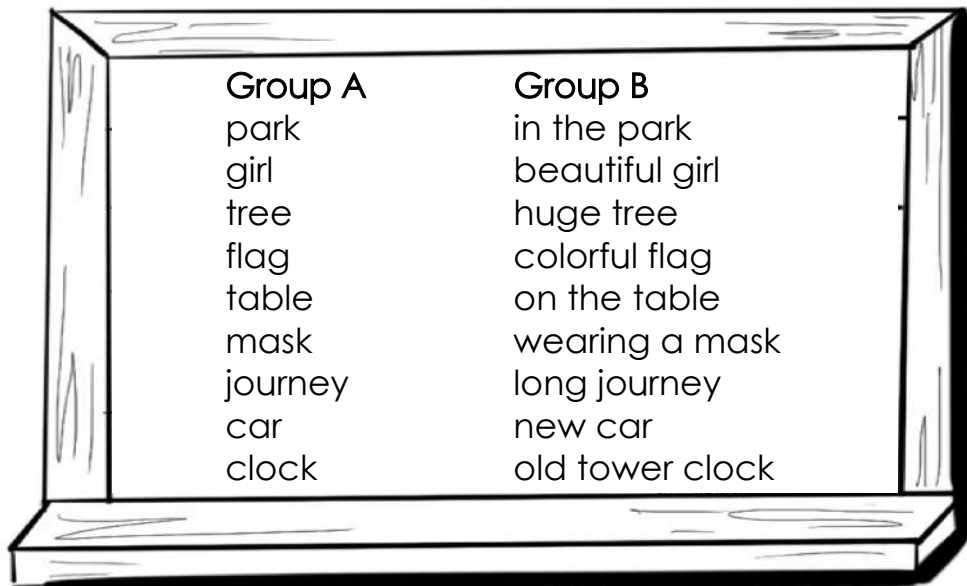
# Words and Phrases in Texts

## Lesson

### I

Words are composed of letters while phrases are formed by combining words together. In this lesson, you are expected to read familiar words and phrases in texts.

Let us read the words and phrases below.



Group A	Group B
park	in the park
girl	beautiful girl
tree	huge tree
flag	colorful flag
table	on the table
mask	wearing a mask
journey	long journey
car	new car
clock	old tower clock

- What can you say about the words listed in Groups A and B?
- Are there differences between the words in Groups A and B?
- How do the two groups differ?

Items in Group A are called **words** while items in Group B are known as **phrases**.

### D

#### Words

Letters are combined together to form words. Words vary in terms of length and number of letters. There are short and long words.

Examples:            beautiful            woman            dress  
                         disease            alcohol            medicine

#### Phrases

Phrases are formed by combining words together. These phrases may provide descriptions or ideas about a particular topic or subject.

Examples:            my black dress            at the canteen  
                         beautiful girl            blue tent

# E

**Learning Task 1:** Read the poem below. Identify if each underlined item is a word or a phrase. Write your answers in your notebook.

## Trees by Joyce Kilmer

- |  |   |
|--|---|
| <sup>1</sup> I <u>think</u> that I shall never see             | <sup>7</sup> A tree that may in <u>Summer</u> wear    |
| <sup>2</sup> A poem <u>lovely as a tree</u> .                  | <sup>8</sup> A nest of robins <u>in her hair</u> ;    |
| <sup>3</sup> A tree whose <u>hungry mouth</u> is prest         | <sup>9</sup> Upon whose bosom <u>snow</u> has lain;   |
| <sup>4</sup> Against the earth's <u>sweet flowing breast</u> ; | <sup>10</sup> Who intimately <u>lives</u> with rain.  |
| <sup>5</sup> A tree that looks at <u>God</u> all day,          | <sup>11</sup> <u>Poems</u> are made by fools like me, |
| <sup>6</sup> And lifts <u>her leafy arms</u> to pray;          | <sup>12</sup> But only God can make <u>a tree</u> .   |

**Learning Task 2:** Read the story below. Identify if each underlined item is a word or a phrase. Write your answers in your notebook.

## The Ants and the Grasshopper by Aesop

One bright day <sup>1</sup> in late autumn, a family of Ants were bustling about in the <sup>2</sup> warm sunshine, drying out the grain, they had stored up during the summer, when a starving Grasshopper, his <sup>3</sup> fiddle under his arm, came up and humbly begged for <sup>4</sup> a bite to eat.

"What!" cried the Ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing last summer?"

"I didn't have time <sup>5</sup> to store up any food," whined the Grasshopper. "I was so busy making music that before I knew it, the <sup>6</sup> summer was gone."

The Ants shrugged their <sup>7</sup> shoulders in disgust.

"<sup>8</sup> Making music, were you?" they cried. "Very well; now dance!" And they turned <sup>9</sup> their backs on the Grasshopper and went on their <sup>10</sup> work.

# A

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

phrases

words

number

Letters are combined together to form (1)\_\_\_\_\_. Words vary in terms of length and (2)\_\_\_\_\_ of letters. Meanwhile, (3)\_\_\_\_\_ are formed by combining words together.



## Consonant Digraphs (CH and SH)

## Lesson

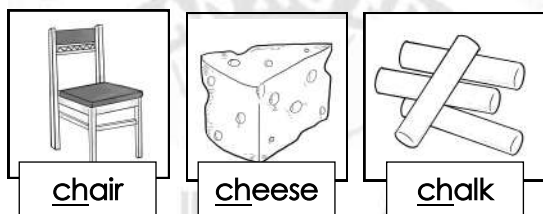
I

Understanding various sounds is important in reading. Unique sounds may be formed by combining various sounds. **Digraphs** are important sounds produced after combining different sounds.

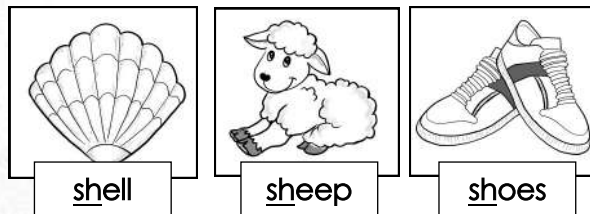
In this lesson, you are expected to read words, phrases, sentences and short stories consisting of words with consonant digraphs **ch** and **sh**.

Let us read the names of the pictures below.

## Group A



## Group B



- What sounds are produced by each group?
- How do you call these sound classifications?

D

**Learning Task 1:** In your notebook, copy and read the words, phrases and sentences below.

church  
chicken

shop  
shark

child  
chips

child  
child

the cheerful child  
the cheesy chips

the shirt shop  
shirt, shell and shark

The child eats his chicken.

shirt and shirt wish to buy new shoes at the shop.

## Consonant Digraphs CH and SH

A consonant digraph is composed of two adjacent consonant sounds that produce one unique sound. Common examples of consonant digraphs include **ch** and **sh**. These consonant digraphs represent unique sounds especially when used in words.



### Digraph CH

<u>ch</u> urch	starc <u>h</u>
<u>ch</u> ocolate	suc <u>h</u>
<u>ch</u> ores	marc <u>h</u>
<u>ch</u> ick	beac <u>h</u>

### Digraph SH

<u>sh</u> e	wash <u>sh</u>
<u>sh</u> oot	cas <u>sh</u>
<u>sh</u> oe	bush <u>sh</u>
<u>sh</u> op	sas <u>sh</u>

## E

**Learning Task 2:** In your notebook, copy and read the words below. Then, underline the consonant digraphs **ch** and **sh**.

- |            |            |
|------------|------------|
| 1. check   | 6. sheet   |
| 2. chase   | 7. shovel  |
| 3. dish    | 8. chain   |
| 4. shampoo | 9. chance  |
| 5. shark   | 10. squash |

**Learning Task 3:** In your notebook, copy and read the phrases below. Then, underline the consonant digraphs **ch** and **sh**.

- |                          |                          |
|--------------------------|--------------------------|
| 1. cheerful churchmen    | 6. shaping the shoreline |
| 2. sheep, sheet and shop | 7. chilling cheese       |
| 3. shiny shoes           | 8. cheesy chicken        |
| 4. Shelton's shell       | 9. shampoo and cash      |
| 5. rich child            | 10. chips for lunch      |

**Learning Task 4:** Read the passages below. In your notebook, copy the words with consonant digraphs **ch** and **sh**.

- Shelton owns a souvenir shop at a beachfront. He sells shirts and shorts. He also sells cheesy chips and other snacks. His cheerful workers, Shiela, Shane and Trish, help him in his shop.
- Cherry is a responsible and helpful child. She cleans her room everyday. She places her trash in proper bins. She frequently changes her sheets. Whenever she has a chance, she helps her mom in preparing meals for their family.

## A

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

digraph	adjacent	sound
---------	----------	-------

A consonant (1)\_\_\_\_\_ is composed of two (2)\_\_\_\_\_ consonant sounds that produce one unique (3)\_\_\_\_\_. Common examples of consonant digraphs **ch** and **sh** used in words are cheer, chain, share and cash.

# Consonant Blends and Consonant Digraphs

## Lesson

### I

In the previous lessons, you have learned that a consonant blend is made up of two or three consonants blended together in sound while retaining the sound of the individual letters.

Read the following words with consonant blends.

plan  
soft

blue  
pnk

claw  
slk

drum  
blow

You have also learned that consonant digraphs **ch** and **sh** are composed of consonants that represent one sound.

Read the following words with digraphs **ch** and **sh**.

chess  
chest

bnch  
chimpanzee

sheet  
shell

fnsh  
flash

At the end of the lesson, you are expected to spell one- to- two syllable words with initial and final consonant blends (e.g. pl, tr) and consonant digraphs (ch and sh).

### D

## Consonant Blends

Consonant blends are composed of letters blending their sounds together. Each letter is uniquely pronounced forming a blend of sounds. These blends may occur in initial and/or final positions. Some of these blends include **pl**, **tr**, **gl**, **fl**, **bl**, **cl**, **sl**, **br** and **dr**.

Examples: glue      black      clay      sleep      brain      drop  
gloves      blood      clean      slay      break      dry

## Consonant Digraphs CH and SH

A consonant digraph is composed of two adjacent consonant sounds that produce one unique sound. Common examples of consonant digraphs include **ch** and **sh**. These consonant digraphs represent unique sounds especially when used in words.

Examples:      chill      champ      sh      sheep

# E

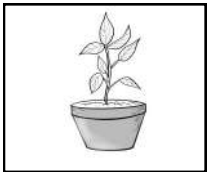
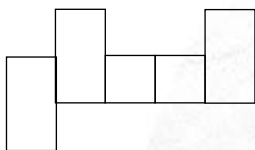
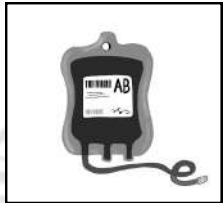
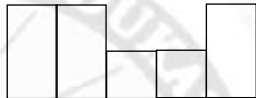
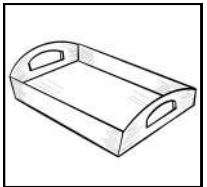
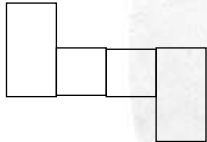

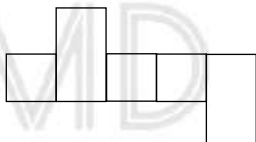
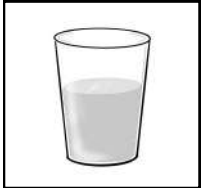
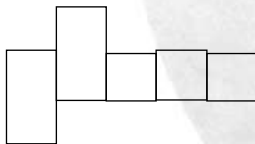


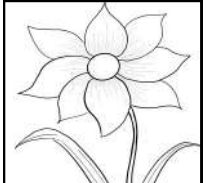
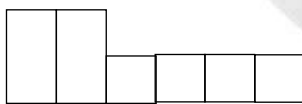


**Learning Task 1:** In your notebook, copy the words below. Then, underline the consonant blend and/or consonant digraph used in each item.

1. breeze
2. blame
3. clean
4. drive
5. flow

6. slice
7. slip
8. please
9. share
10. chat

11. break
12. glaze
13. plus
14. cash
15. hush

**Learning Task 2:** Name each picture below. Write your answers in your notebook.

1. 		5. 	
2. 		6. 	
3. 		7. 	
4. 		8. 	

# A

In your notebook, complete the paragraphs by selecting the appropriate answers from the given choices below.

sound	digraph	blends	unique
-------	---------	--------	--------

Consonant (1)\_\_\_\_\_ are composed of letters or sounds combined together. Each (2)\_\_\_\_\_ is uniquely pronounced forming a blend of sounds. Some of these blends include **pl**, **tr**, **gl**, **fl**, **bl**, **cl**, **sl**, **br** and **dr**.

Meanwhile, a consonant (3)\_\_\_\_\_ is composed of two adjacent consonant sounds that produce one (4)\_\_\_\_\_ sound. Common examples of consonant digraphs include **ch** and **sh**.

## Possessive Pronouns

## Lesson

## I

In English, there are words that are used to replace nouns. These are called **pronouns**. Some pronouns are also used to show possession. These pronouns that emphasize ownership of something are called **possessive pronouns**.

In this lesson, you are expected to identify commonly used possessive pronouns and use them in sentences.

Let us study the conversation below.



- Who has a new bag?
- What did Charmie write in her notebook?
- Which notebook did she use in writing her answers?

What can you say about the highlighted words? They are known as **possessive pronouns**.

## D

**Learning Task 1:** Identify the pronoun that shows possession or ownership in each item. Write your answers in your notebook.

1. We visited our grandparents last weekend.
2. Mang Rufo and Aling Gelay work hard for their family.
3. His sister passed the school's entrance test.
4. I will submit my presentation tomorrow.

5. The teacher checked our test papers.
6. The farmer harvested his crops.
7. My uncle planted fruit-bearing trees in our backyard.
8. This pen is his.
9. My module contains different lessons and activities.
10. The cat grooms its kittens.

### Possessive Pronouns

A possessive pronoun shows ownership or possession. It states that something belongs to someone. Unlike nouns which use apostrophe (') and -s in showing possession, pronouns do not. Possessive pronouns include the following:

Personal Pronoun	Possessive Pronouns	
I	my	mine
you	your	yours
she	her	hers
he	his	his
it	its	
we	our	ours
they	their	theirs

Examples:

**my** phone  
**his** books  
**its** decision

**your** table  
**her** scissors  
**their** crops

This pen is **mine**.

The oldest shop in the city is **ours**.

Some of **my** books are missing. Can I borrow **yours**?

That new bicycle is **his**.

That beautiful dress is **hers**.

The machine in the corner is **theirs**.

Remember that the possessive pronoun must agree with the noun being referred to in terms of gender. If the noun referred to is a male, use *his*. If the noun referred to is a female, use *her* or *hers*.



**Learning Task 2:** Identify the possessive pronoun/s used in each sentence. Write your answers in your notebook.

1. The company sells its products in low prices.
2. Mr. and Mrs. De Chavez bought plants for their house.
3. Can you submit your report tomorrow?
4. We regularly visit our grandparents in their farm.
5. Mr. Hernandez explains his lesson well.

**Learning Task 3:** Identify the appropriate possessive pronoun/s to be used in each sentence. Write your answers in your notebook.

1. Cherry Anne submitted (his, her) report on time.
2. The company released the benefits to (its, his) employees.
3. Felipe donated (his, its) salary to the foundation.
4. Carla and Carlo cooked (its, their) favorite dish.
5. (Yours, Your) test will be administered tomorrow.

**Learning Task 4:** Focusing on the underlined words, convert the sentences using appropriate possessive pronouns. Write your answers in your notebook.

Example: Raquel's bag is new.  
Her bag is new.

1. School's mission has been achieved.  
\_\_\_\_\_
2. Maria borrowed Jessa Mae's laptop.  
\_\_\_\_\_
3. The contractor has started building my friends' house.  
\_\_\_\_\_
4. I stayed at Jayson's house.  
\_\_\_\_\_
5. Which one is my table?  
\_\_\_\_\_

**A**

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

our

belongs

their

possessive

A (1)\_\_\_\_\_ pronoun shows ownership or possession. It states that something (2)\_\_\_\_\_ to someone. Possessive pronouns include *my (mine)*, (3)\_\_\_\_\_ (*ours*), *your (yours)*, *his*, *her (hers)*, *its* and (4)\_\_\_\_\_ (*theirs*).



# Cause and Effect

## Lesson

WEEK

6



One form of sentence development is by establishing cause-and-effect relationship. This sentence development helps in enhancing your language skills by determining the cause and the possible effect in a given statement.

In this lesson, you are expected to identify effects based on given causes and vice versa.

Let us examine the picture below.



- What does the picture above show/portray?
- What do you think are the possible effects of a typhoon?



**Learning Task 1:** In your notebook, copy the sentences below. Then, underline the cause and encircle the effect in each statement.

1. It was raining hard so I used my umbrella.
2. Joy was so hungry because she did not eat her breakfast.
3. It was almost dark so Brix hurried in order to arrive home on time.
4. The streets were flooded because of the heavy rain.
5. There is a huge wildfire causing the wildlife to be homeless.

## CAUSE-AND-EFFECT

Sentences may be developed using cause-and-effect relationship. This sentence development shows clear relationship between ideas showing the cause why a certain thing happens and an effect of the identified cause.

### Cause

When a sick person sneezes,

### Effect

he/she blows the virus into the air.

### Effect

Claude missed his flight

### Cause

because he did not arrive on time.

**E**

**Learning Task 2:** Identify the possible effect of the action portrayed by each picture below. Write your answers in your notebook.

1.



\_\_\_\_\_

\_\_\_\_\_

3.



\_\_\_\_\_

\_\_\_\_\_

2.



\_\_\_\_\_

\_\_\_\_\_

4.



\_\_\_\_\_

\_\_\_\_\_



**Learning Task 3:** In your notebook, copy the sentences below. Then, underline the cause and encircle the effect in each item.

1. I have cavities. I do not usually brush my teeth.
2. Due to his hard work, Roy is now a successful teacher.
3. There was a strong typhoon causing the ship to sink.
4. Mario is considered an obese child because he eats too much.
5. Many sea creatures died due to oil spill.
6. My parents were late for work because my father forgot to set the alarm.
7. Due to the implementation of various community quarantines, the spread of the virus is now under control.
8. Many employees were laid off due to economic shutdown.
9. Due to increase in price, the sales decrease.
10. Martin was promoted. He did his best to satisfy the company's demands.

**Learning Task 4:** Complete each statement below by supplying the appropriate cause or effect. Write your answers in your notebook.

1. The child got sick because \_\_\_\_\_.
2. The ice in the freezer melted because \_\_\_\_\_.
3. Because of global warming, \_\_\_\_\_.
4. \_\_\_\_\_ so she passed the test.
5. \_\_\_\_\_ due to air pollution.



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

cause

relationship

effect

Sentences may be developed using cause-and-effect (1)\_\_\_\_\_. This sentence development shows clear relationship between ideas showing the (2)\_\_\_\_\_ why a certain thing happens and an (3)\_\_\_\_\_ of the identified cause.

# Making Inferences and Drawing Conclusions

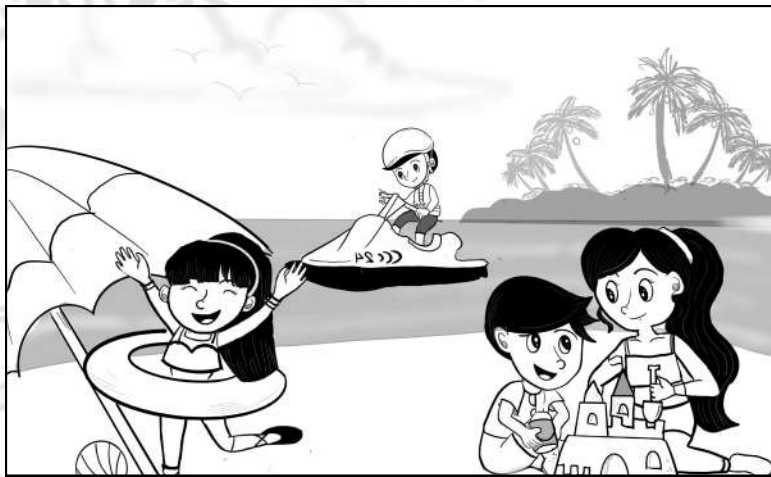
## Lesson

### I

In reading texts, you have to be very careful in analyzing each detail. These details will give you deeper understanding on the content and context that a picture or text provides. Making inferences and drawing conclusions will help you further enhance your critical thinking skills.

In this lesson, you are expected to make inferences and draw conclusions based on texts (e.g. pictures, titles and content words).

Let us examine the picture below.



- Can you tell what each character does in the picture?
- Can you guess the location shown by the picture?
- Can you tell the time or period portrayed in the picture?

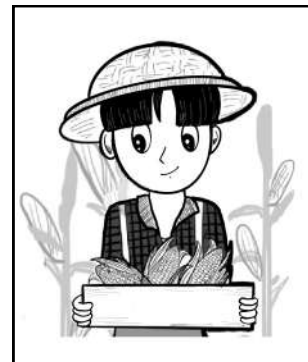
### D

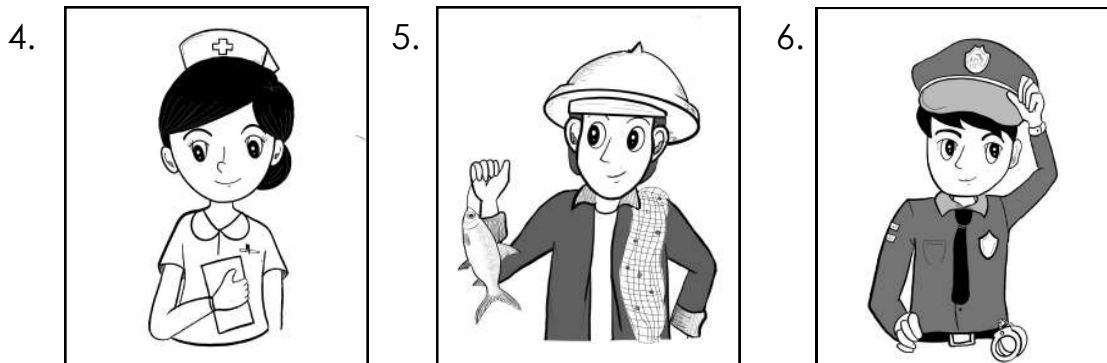
**Learning Task 1:** Identify the occupation portrayed by each picture below. Write your answers in your notebook.

1.



2.





**Learning Task 2:** In your notebook, state the job/tasks being performed by each character portrayed in Learning Task 1.

### Making Inferences

An inference tells an assumption based on what has been read, seen or observed. Making inferences relies on the examination of facts based on given pictures and/or texts. Inferences are also made by determining what each picture or text suggests.

### Drawing Conclusions

A conclusion is a final information or statement drawn from pictures viewed or texts read. Conclusion also relies on facts. It allows the reader to think of what could be the output or end result based on reading and/or observations.



**Learning Task 3:** Infer the location or place referred to by each statement. Choose from the options below. Write your answers in your notebook.

zoo	restaurant	garden	school	mall
-----	------------	--------	--------	------

1. I took my shovel and started digging the soil. I took and planted the seedlings. I watered them. They grew well. After several months, they produced bountiful harvests.
2. The security guard checked our body temperature and our bags. When I got inside, I immediately went to a shop to look for a jacket. I moved from one shop to another until I found one.
3. Shane sat on her chosen spot. She called the waiter and asked for

the menu. The waiter immediately approached her. She requested that her food be served right away. She was really hungry.

4. Jay invited his friends to join him in a special tour. During their tour, they were fascinated by different animals. Some were small while some were really huge. Among the animals that they saw, the white tigers were his favorite.
5. Our teacher asked us to read a story as our activity. She also asked us to answer some questions on it. During our discussion, we learned a lot due to her comprehensive and lively session.

**Learning Task 4:** In your notebook, write the conclusion that is most appropriate to each statement below. Write your answers in your notebook.

1. Arthur went to the canteen and bought a meal. He sat down beside his friend, Angelo. They prayed first.
2. Carlota sang a beautiful song during the competition. The audience applauded her performance. Everybody congratulated her after the host announced the winners.
3. The school bus arrived. Rebecca quickly finished her breakfast. She then took her bag and ran fast.
4. When Rina got home, she opened her bag and took her pen, notebook and books. She read her homework.
5. The teacher checked the attendance. Afterwards, she asked the pupils to sit and bring out their books.

**A**

In your notebook, complete the paragraphs by selecting the appropriate answers from the given choices below.

inference

examination

conclusion

An (1)\_\_\_\_\_ tells an assumption based on what has been read, seen or observed. Making inferences relies on the (2)\_\_\_\_\_ of facts based on given pictures and/or texts.

Meanwhile, a (3)\_\_\_\_\_ is a final information or statement drawn from pictures viewed or texts read.

# Distinguishing Fact from Opinion

## Lesson

### I

Aside from developing your skills in making inferences and drawing conclusions, it is important that you are able to distinguish fact from opinion. This skill will help you in understanding facts and/or opinions in particular statements.

In this lesson, you are expected to distinguish fact from opinion.

Let us read the passage below.



Fruits are important sources of vitamins. They vary in sizes, colors and shapes. Some fruits are considered seasonal while some are not. Among these fruits, apples and mangoes are considered as the most important ones. They can be used as main ingredients in different delicacies. They are also sweeter and cheaper as compared to other fruits.

- What are fruits? What can you say about them?
- Which statements about fruits are factual?
- Which details state opinions?

### D

**Learning Task 1:** Tell if each statement states a **fact** or **opinion**. Write your answers in your notebook.

1. Coke tastes better than any other sodas.
2. Orange juice is a better source of vitamins than pineapple juice.
3. Mount Taal is considered as the world's smallest volcano.
4. Philippines is composed of three major island groups known as Luzon, Visayas and Mindanao.
5. Tagaytay City is the most beautiful city in the Philippines.
6. There are three stars and a sun in the Philippine flag.



7. Alcohol is the most effective disinfectant in killing coronavirus.
8. It is fun being the youngest in class.
9. Nowadays, people wear facemasks and face shields to protect themselves from COVID-19.
10. Children love to watch Disney animated films.

## Fact versus Opinion

A **fact** is a statement that is based on information or details that can be proven.

Examples: Manila is the capital city of the Philippines.  
Malacañan Palace is the official residence of the Philippine President.

An **opinion** is an expression that is based from a person's personal feelings, emotions and perceptions. This kind of statement may be true to some but not to all.

Examples: My mother's cake tastes better than any other cakes.  
I am satisfied with our barangay's response against COVID-19.

**E**

**Learning Task 2:** Write F if the statement states a fact and O if it tells an opinion. Write your answers in your notebook.

- \_\_\_\_ 1. Sampaguita is more fragrant than rose.
- \_\_\_\_ 2. Christmas season is the most exciting celebration in the Philippines.
- \_\_\_\_ 3. There are 24 hours in one day.
- \_\_\_\_ 4. There are 12 months in a year.
- \_\_\_\_ 5. Watching TV can help me with my studies.
- \_\_\_\_ 6. Mariah Carey is the best singer in the world.
- \_\_\_\_ 7. Luzon is the largest island in the Philippines.
- \_\_\_\_ 8. Adobo is considered as the best Filipino dish.
- \_\_\_\_ 9. Pet dogs are better than cats.
- \_\_\_\_ 10. A student must earn a passing score to pass this subject.

**Learning Task 3:** Group the sentences below as to **fact** or **opinion**. Write the letters of your answers in your notebook.

Fact	Opinion

- A. Heart is part of the circulatory system.
- B. My town/city is the most beautiful place in the world.
- C. CALABARZON is composed of five provinces.
- D. Catriona Gray is the most beautiful Miss Universe ever.
- E. Our test in Mathematics was quite easy.
- F. Blue color in the Philippine flag symbolizes peace.
- G. Spaghetti tastes better than pancit.
- H. The sun is the center of the solar system.
- I. The old name of Luneta is Bagumbayan.
- J. English is easier than Math.



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

opinion	emotions	fact
---------	----------	------

A (1)\_\_\_\_\_ is a statement that is based on information or details that can be proven. Meanwhile, an (2)\_\_\_\_\_ is an expression that is based from a person's personal feelings, (3)\_\_\_\_\_ and perceptions.

## Sources of Information

## Lesson

## I

There are different ways on how you can gather information. Information can be gathered from books, journals, magazines and other references. Each source provides specific details. You may enrich your informational skills using various information sources.

In this lesson, you are expected to use different sources of information in reading.

Let us study the given example below.

## TABLE OF CONTENTS

Preface.....	ii
Chapter I - The Sun.....	1
Chapter II - Mercury.....	5
Chapter III - Venus.....	9
Chapter IV - Earth.....	13
Chapter V - Mars.....	17
Chapter VI - Jupiter.....	21
Chapter VII - Saturn.....	24
Chapter VIII - Uranus.....	28
Chapter IX - Neptune.....	31

- What source of information is presented above?
- What information can it provide?

## D

## Sources of Information

Information may be gathered in various sources. A table of contents, an index and even a book cover may provide significant information. However, detailed information may be gathered using the following:

1. A **book** is a source of information that presents topics in chapters.
2. A **dictionary** is a collection of words which are alphabetically arranged. It also provides meanings to various word items.
3. An **encyclopedia** is a collection of short factual entries about various subjects or topics.



4. A **newspaper** provides discussion on updated and current issues and trends.
5. A **magazine** is a collection of articles and images on various topics and interests.
6. A **journal** is a collection of articles written by scholars and/or researchers.
7. The **Internet** allows you to search information through a browser.



**Learning Task 1:** Match each description in Column A with the source of information in Column B. Write the letters of your answers in your notebook.

**Column A**

- \_\_\_\_\_ 1. collection of short factual entries
- \_\_\_\_\_ 2. topics presented in chapters
- \_\_\_\_\_ 3. articles written by scholars/researchers
- \_\_\_\_\_ 4. updated and current issues
- \_\_\_\_\_ 5. collection of articles and images
- \_\_\_\_\_ 6. searching information through a browser
- \_\_\_\_\_ 7. collection of words and their meanings

**Column B**

- A. Book
- B. Magazine
- C. Internet
- D. Journal
- E. Newspaper
- F. Dictionary
- G. Encyclopedia



In your notebook, complete the table below by finding the meaning and/or explaining the terms using any available sources of information.

	Terms	Meaning/Details/ Explanation	Source of Information Used
1.	Condensation		
2.	Humility		
3.	Jose P. Rizal		
4.	CALABARZON		
5.	Coronavirus		
6.	Volcano		

# Common Abbreviations

## Lesson

### I

There are various techniques used in writing. One of these techniques is by abbreviating words and/or terms. Let us read the dialogue below.

Mrs. Santiago: On Feb. 10, Dr. Erwin Reyes will talk about how to keep our body healthy. How about Atty. Amy San Alberto, Celia?

Celia: My aunt has already accepted our invitation.

Mrs. Santiago: That is a wonderful news. Atty. San Alberto will talk about children's rights next month.

Ruby: Everyone in our class is excited to listen to them.

Do you know how to read the underlined words? How are these words called? These are words in their abbreviated forms.

In this lesson, you are expected to recognize some words represented by common abbreviations.

### D

**Learning Task 1:** Match the days of the week in Column A with their abbreviations in Column B. Write the letters of your answers in your notebook.

#### Column A

- \_\_\_\_\_ 1. Monday
- \_\_\_\_\_ 2. Tuesday
- \_\_\_\_\_ 3. Wednesday
- \_\_\_\_\_ 4. Thursday
- \_\_\_\_\_ 5. Friday
- \_\_\_\_\_ 6. Saturday
- \_\_\_\_\_ 7. Sunday

#### Column B

- A. Sat.
- B. Mon.
- C. Thurs.
- D. Sun.
- E. Wed.
- F. Tues.
- G. Fri.

## Abbreviations

Abbreviations refer to shorter versions of words. Words are shortened to avoid repetition of long words and save space and time. A word may have more than one abbreviation since rules in abbreviations are complex and may vary.

# E

**Learning Task 2:** From the options below, identify the abbreviations of the listed terms. Write your answers in your notebook.

Jr.	St.	Sr.	in.	Ms.
lb.	mm	Engr.	Mr.	Fr.
cm	km	ft.	pt.	Dr.

- |                   |                     |                      |
|-------------------|---------------------|----------------------|
| _____ 1. Saint    | _____ 6. centimeter | _____ 11. Doctor     |
| _____ 2. inch     | _____ 7. kilometer  | _____ 12. Father     |
| _____ 3. pound    | _____ 8. point      | _____ 13. Miss       |
| _____ 4. Engineer | _____ 9. Junior     | _____ 14. foot       |
| _____ 5. Mister   | _____ 10. Senior    | _____ 15. millimeter |

**Learning Task 3:** Fill in each blank with the correct abbreviation of the underlined word. Write your answers in your notebook.

- Because of the miracles he performed, Lorenzo became the first Filipino saint. He is called \_\_\_\_ Lorenzo Ruiz.
- He is called Junior because he was named after his father, Mang Pedro. His full name is Pedro Santos, \_\_\_\_.
- Her brother is an engineer. He is \_\_\_\_ Ed Loyola.
- The military group is headed by a general. He is \_\_\_\_ Alejandro Palma.
- Rita's father is a doctor. He is \_\_\_\_ Gloria de Guzman.

**Learning Task 4:** Write the whole word of each abbreviation below. Write your answers in your notebook.

- |                             |                       |
|-----------------------------|-----------------------|
| 1. Dr. Juan dela Cruz       | 6. Bagong Pag-Asa St. |
| 2. Univ. of the Philippines | 7. Oct. 3, 2020       |
| 3. no. 3                    | 8. Cinco Ave.         |
| 4. Prof. Joven              | 9. the ff. questions  |
| 5. Pres. Magsaysay          | 10. 2 in.             |

# A

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

shortened	repetition	time
-----------	------------	------

Abbreviations refer to (1)\_\_\_\_\_ versions of words. Words are shortened to avoid (2)\_\_\_\_\_ of long words and save space and (3)\_\_\_\_\_.



## Key To Correction

### 'BE' VERBS

Learning Task 1	Learning Task 2
1. IC	1. C
2. IC	2. B
3. IC	3. B
4. C	4. A
5. IC	5. A
6. IC	6. C
7. C	7. A
8. IC	8. C
9. IC	9. A
10. IC	10. B

### SIMPLE TENSES OF VERBS

Learning Task 1	Learning Task 2
1. planted	1. took
2. will bring	2. fell
3. will watch	3. won
4. visit	4. write
5. will sing	5. will present

### INITIAL AND FINAL CONSONANT BLENDS

Learning Task 1	Learning Task 2	Learning Task 3	Learning Task 4
1. frog	1. sp	1. blue	1. bark
2. hand	2. st	2. glue	2. bulk
3. flag	3. tr	3. green	3. plant
4. tent	4. it	4. grow	4. cart
5. clap	5. sk	5. flat	5. silk
6. lamp	6. ft	6. glow	6. hint
7. drum		7. trap	7. pink
8. soil		8. trail	8. list
		9. prize	9. toast
		10. snow	10. camp
		11. claw	11. part
		12. trip	12. child
		13. clear	13. corn
		14. spot	14. bulb
		15. trash	15. milk

### WORDS AND PHRASES IN TEXT

Learning Task 1	Learning Task 2	Learning Task 2	Learning Task 3	Learning Task 4
1. word	1. phrase	1. check	1. cheerful churchmen	1. Shelton, shop, beachfront, shirts,
2. phrase	2. phrase	2. chase	2. sheep, sheet and	shorts, cheesy,
3. phrase	3. word	3. dish	shop	chips, cheerful,
4. phrase	4. phrase	4. shampoo	shiny shoes	Shiela, Shane,
5. word	5. phrase	5. shark	Shelton's shell	Trish, shop
6. phrase	6. word	6. sheet	rich child	Cherry, child, she,
7. word	7. word	7. shovel	shaping the shoreline	she, trash, she,
8. phrase	8. phrase	8. chain	chilling cheese	changes, sheets,
9. word	9. phrase	9. chance	cheesy chicken	she, chance, she
10. word	10. word	10. squash	shampoo and cash	
11. word			chips for lunch	
12. phrase				

### CONSONANT DIGRAPHS (CH AND SH)

## CONSONANT BLENDS AND CONSONANT DIGRAPHS

Learning Task 1	1. breeze 2. blame 3. clean 4. drive 5. flow 6. slice 7. slip 8. please 9. share 10. chat 11. break 12. glaze 13. plus 14. cash 15. hush
-----------------	--

Learning Task 2	1. plant 2. tray 3. glass 4. flower 5. blood 6. sleep 7. dress 8. shovel
-----------------	---

Learning Task 1	1. our 2. their 3. his 4. my 5. our 6. his 7. my, our 8. his 9. my 10. its
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Learning Task 2	1. its 2. their 3. your 4. our 5. his
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Learning Task 3	1. her 2. its 3. his 4. their 5. your
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Learning Task 4	1. Its mission has 2. been achieved. 3. Maria borrowed 4. her laptop. 5. The contractor 6. has started 7. building their 8. house. 9. I stayed at his 10. house. 11. Which one is 12. mine?
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## POSSESSIVE PRONOUNS

## CAUSE AND EFFECT

Learning Task 1	1. It was raining hard 2. Joy was so hungry because she did not eat 3. It was almost dark 4. The streets were flooded because of the 5. heavy rain. 6. There is a huge wildfire 7. causing the wildlife to be homeless.
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Learning Task 3	1. I have cavities. I do not usually brush my teeth. 2. Due to his hard work, Roy is now a successful teacher. 3. There was a strong typhoon causing the ship to sink. 4. Mario is considered an obese child because he eats too much. 5. Many sea creatures died due to oil spill. 6. My parents were late for work 7. Due to the implementation of various community quarantines, 8. the spread of the virus is now under control. 9. Many employees were laid off due to economic shutdown. 10. Due to increase in price, the sales decrease. 11. Martin was promoted. 12. He did his best to satisfy the company's demands.
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## MAKING INFERENCES AND DRAWING CONCLUSIONS

Learning Task 3	1. garden 2. mall 3. restaurant 4. zoo 5. school
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Learning Task 1	1. doctor 2. teacher 3. farmer 4. nurse 5. fisherman 6. policeman
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## DISTINGUISHING FACT FROM OPINION

Learning Task 1	1. opinion 2. opinion 3. fact 4. fact 5. opinion 6. fact 7. opinion 8. opinion 9. fact 10. opinion
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Learning Task 2	1. O 2. O 3. F 4. F 5. O 6. O 7. F 8. O 9. O 10. F
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Learning Task 3	Fact: A, C, F, H, I Opinion: B, D, E, G, J
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## SOURCES OF INFORMATION

Learning Task 1	1. G 2. A 3. D 4. E 5. B 6. C 7. F
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Learning Task 1	1. B 2. F 3. E 4. C 5. G 6. A 7. D
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Learning Task 2	1. St. 2. Jr. 3. lb. 4. Engr. 5. Mr. 6. cm 7. km 8. pt. 9. 15. mm
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Learning Task 3	1. St. 2. Jr. 3. Engr. 4. Gen. 5. Dr.
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Learning Task 4	1. Doctor Juan 2. delia Cruz 3. University of 4. the Philippines 5. Number 3 6. Asa Street 7. October 3, 8. 2020 9. the following 10. questions 11. President 12. Magsaysay
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## COMMON ABBREVIATIONS

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.

### Learning Tasks

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	



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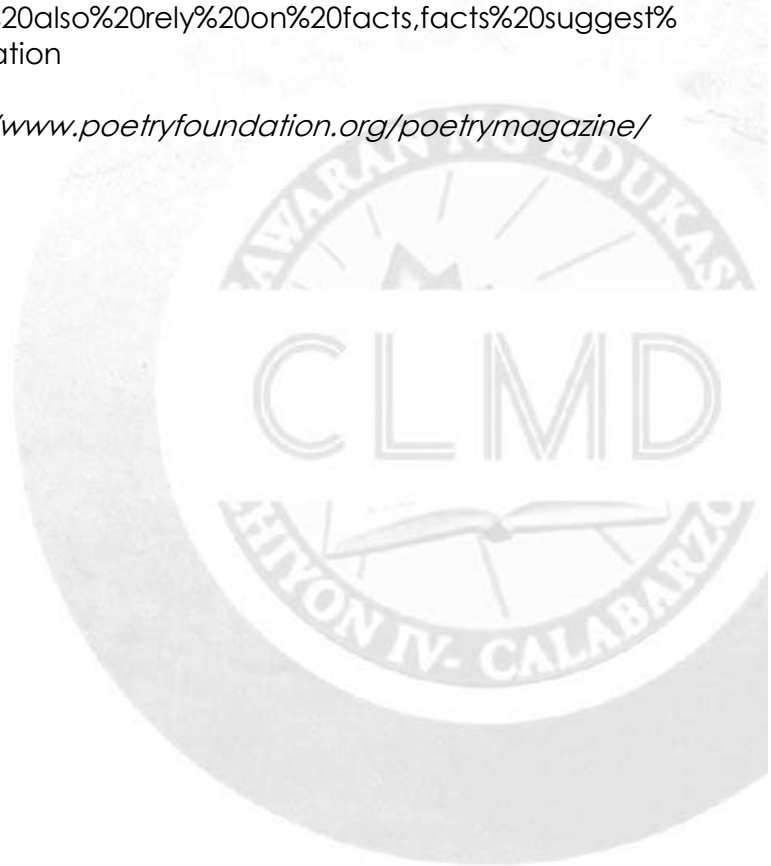
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